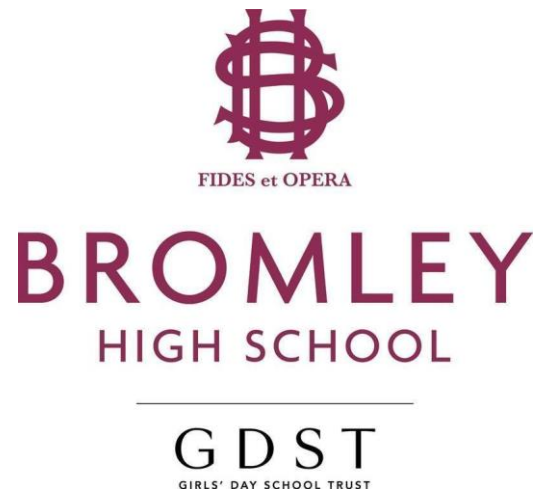


Date: September 2025
Review date: September 2026
Responsibility: CP



PSHE POLICY

Aims

Personal, Social, Health and Economic Education (hereafter, PSHE) at Bromley High School and is a planned programme of teaching and learning that promotes pupils' personal and social development and their health and wellbeing. For the purposes of this policy, and to ease understanding of it, references to Citizenship, Wellbeing & Personal are given below as PSHE.

PSHE helps to give our pupils the knowledge, skills and understanding they need to lead confident, healthy, and independent lives and to become full members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social, and cultural issues that are part of growing up.

The PSHE programme aims to develop essential skills and attributes associated with topics shown in Figure 1. It is part of a whole school approach to achieving those outcomes. PSHE incorporates Relationships and Sex Education (hereafter, RSE). The school holds a separate policy for this which is available on the school website. This PSHE policy should also be read in conjunction with the school's Positive Mental Health & Wellbeing policy.

Figure 1: The Main Themes in PSHE.

The table below gives the learning theme of each of the units, and these are taught across the school; the learning deepens and broadens every year.

2025-2026 BROMLEY HIGH SCHOOL PSHE PROGRAMME

3 Themes: Health, Relationships and Living in the Wider World

7	8	9	10	11
POSITIVE	POSITIVE	POSITIVE	SOCIAL ANXIETY	MARRIAGE AND PARENTING
LONG TERM RELATIONSHIPS	HARASSMENT AND UPSKIRTING	MARRIAGE AND PARENTING	SEXUAL ETHICS - CONSENT	FERTILITY
SUSTAINABILITY INTERNET SAFETY	PERSONAL FINANCE	PERSONAL INCOME	MONEY - INVESTMENT RISK	FINANCIAL HARMS UK TAXATION
PUBERTY	SMOKING AND VAPING	NICOTINE SUBSTANCES and LEGISLATION	EXAM WELLBEING AND REVISION PLANNING	COUNTY LINES
ENERGY DRINKS RSE - CONSENT	CAREERS	Revision skills	VULVA HEALTH	EXAM WELLBEING AND REVISION PLANNING
HEALTHY LIFESTYLES ORAL HYGIENE	SUSTAINABILITY	RELATIONAL AGGRESSION	PREVENTATIVE SAFETY - Drink spiking	

Through these units we aim to provide a balanced curriculum that:

- Promotes the spiritual, moral, cultural, mental, and physical development of our pupils.
- Enables our pupils to engage with the wider community as local, national, and global citizens.
- Prepares pupils for the opportunities, responsibilities, and experiences of adult life.

The outcomes we wish to see are:

- Pupils developing confidence and responsibility and making the most of their abilities.
- Pupils developing a healthy, safer lifestyle which in turn will lead to a better society.
- Pupils developing good relationships and respecting the differences between people.
- Pupils preparing to play an active role as citizens, to the ultimate benefit of society.

In PSHE lessons we provide pupils with opportunities to address real-life issues and show them that they can make a difference.

Policy Context:

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Relationships and sex education (RSE) and health education 2025 (statutory guidance)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010
- Political Impartiality in schools - Updated 2025
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

Delivery Bromley High School provides a combination of:

- Discrete provision for PSHE during a weekly 50 minute period (Years 7/8) and fortnightly for Y9-Y11, and is delivered by HoD PSHE or teachers with experience and/or training for the content. Additional time is allocated during form time to deliver Trust wide PSHE topics.
- 'Future Focus' drop down days as part of the Sixth Form experience.
- Whole-school activities such as "drop down" days.
- Specific cross-curricular events e.g., Black History Month, International Women's Day
- External speakers on a range of issues;
- Explicit opportunities in other curriculum subjects taking opportunities to develop cross curricular projects, and;

- Involving pupils in the life of the school and wider community through, for example, School Council, Diversity Committee and co-curricular endeavours. Establishing a secure learning environment fundamental to PSHE is the need to discuss sensitive, controversial, and challenging social and moral issues, and to make sense of them in the context of pupils' own life experiences now and in the future. It is important that such discussion takes place in a climate of trust, cooperation, and support. Teachers need to create a safe environment in which pupils can share their feelings, explore their values and attitudes, express their opinions, and consider those of others without attracting negative feedback. This will help to enhance self-esteem and encourage more open discussion. It will also help to make sure that teachers are not anxious about unexpected language use or comments.

To do this, teachers should:

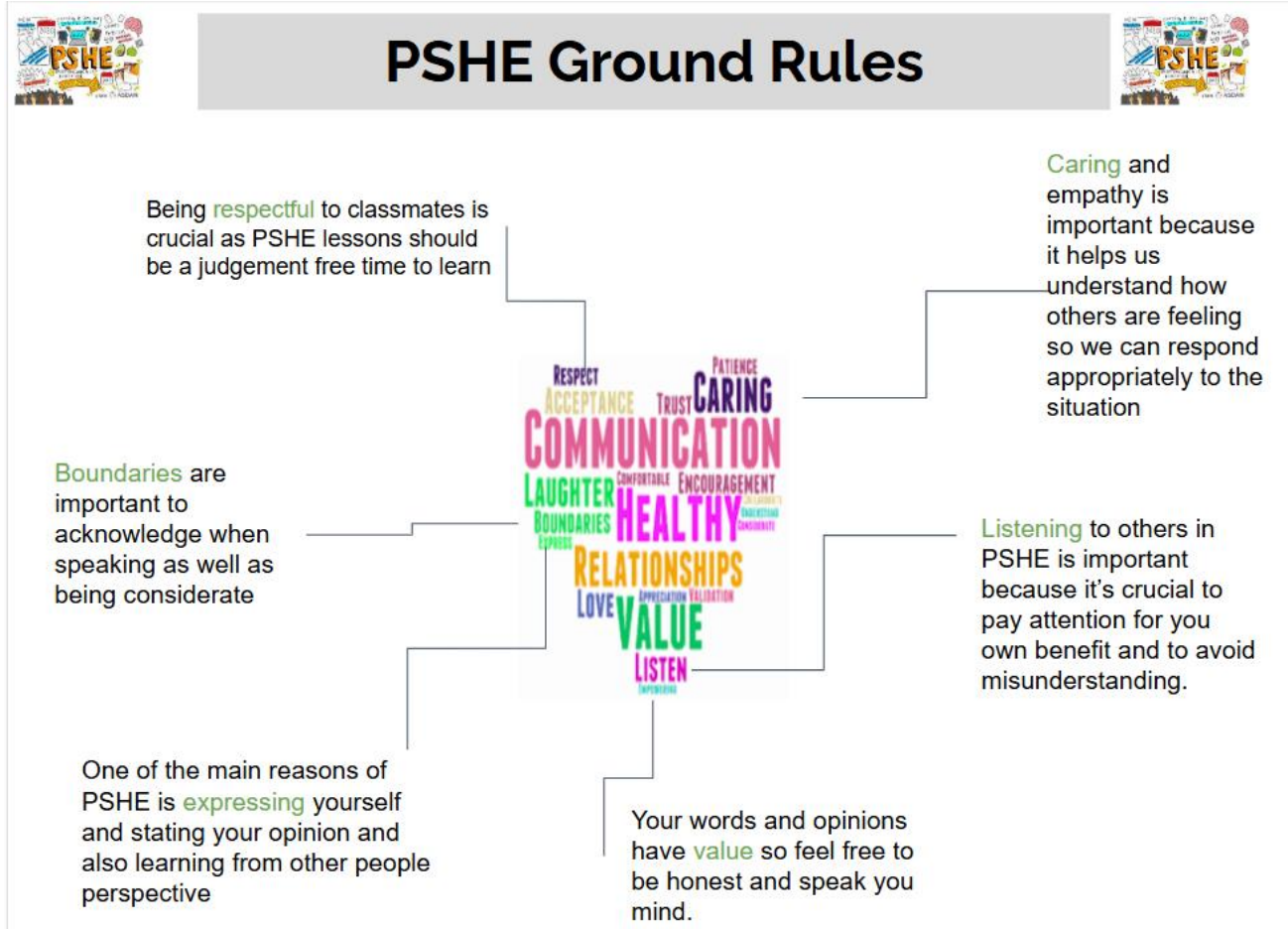
- Help pupils uphold the PSHE Pupil working party ground rules about how they will behave towards each other in discussion;
- Judge when to allow pupils to discuss issues confidentially in small groups and when to support them by listening in to these group discussions;
- Make sure that pupils have access to balanced information and differing views, including contributions made by visitors to the classroom, with which they can then clarify their own opinions and views;
- Take steps that are reasonably practical to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.
- Make sure that they are sensitive to the needs of individuals in the class when tackling issues of social, cultural, or personal identity, and;
- Have time to reflect on all their experiences across the curriculum, identifying what they have learnt. This will help them transfer their knowledge to situations in their own lives, now and in the future.

Other ways of managing a secure learning environment include:

- Using distancing techniques, for example role play, scenarios based on real situations, and real and suggestion boxes in which pupils can place anonymous questions or concerns to avoid having to voice them in front of the class;
- Making sure that teachers and your pupils understand school policies on pupils disclosing confidential information and following up concerns in a more appropriate setting outside lessons;
- Teachers presenting themselves as facilitators for pupil learning, rather than as the sole authority on matters of fact or opinion;
- Making sure that outside visitors adhere to the school's policies and programme aims
- Linking PSHE into the whole-school approach to supporting pupil welfare, and;
- Making pupils aware of sources of support both inside and outside the school.

In lessons, teachers should establish from the beginning that it is inappropriate to disclose some personal information. Pupils need to be clear about not putting pressure on one another to answer questions about their own experiences. This also applies to any adult in the school. Setting Ground rules help to minimise embarrassment, inappropriate and unintended disclosures and comments of a negative nature made towards other pupils, whether intentional or not. Ground rules will support broader class rules and the school's own code of conduct. It is essential teachers, and their pupils develop ground rules together rather than being presented with ones produced elsewhere. You need to test them in discussion and group activities, amending them as necessary. Pupils should be regularly reminded of the ground rules and their importance when handling sensitive issues during whole-class and group discussion.

The PSHE Pupil working party agreed the following ground rules:



Handling Sensitive and Controversial Issues

Learning from real-life experience is central to PSHE. Sensitive and controversial issues are certain to arise. Pupils should not be sheltered from such issues; through them they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict, and distinguishing between facts and opinions. Almost any issue can prove sensitive to an individual. However, issues that are most likely to be sensitive or controversial include those that have a political, social, or personal impact, those which deal with questions of values and beliefs or those which are raised by sex and relationship education. Other issues likely to be sensitive or controversial include:

- Family lifestyle and values (including cultural and religious values);
- Physical and medical issues;
- Financial issues (including unemployment);
- Bullying (including homophobic and racist bullying), and;
- Bereavement.

Recognising Bias

When teaching controversial issues there is always a risk of bias. Teachers should include in their PSHE provision, activities that allow pupils to learn how to recognise bias, evaluate evidence put before them, look for

different interpretations, views, and sources of evidence, and give reasons for what they say and do. The need for a balanced judgement should not inhibit a clear stand against racism and other forms of discrimination. Our common values require that there are behaviours we should not tolerate. For example, racism, bullying, and cruelty are never acceptable in any form. The PSHE programme has been developed to meet the needs and concerns of the pupils in the Bromley High School community. The programme addresses the diversity of the school community, including its range of faiths and cultures, and it considers local health issues.

Confidentiality

Should pupils make personal disclosures, either in class or to individual teachers, the treatment of these will fall under the normal safeguarding policy and procedures of the school.

Adaptable Teaching

Teaching and Learning PSHE offers explicit opportunities for discussing sensitive issues and teachers are alert to the profile of pupils in their class in planning how they will approach topics for SEND, G&T and EAL pupils.

Discipline and Classroom Behaviour/Attitude to Lessons

Pupils should expect to concentrate, participate, learn, and to enjoy the lessons as they do in other subjects. Classroom behaviour should be in accordance with that which is normally expected. PSHE is an area where pupils can become very engaged and excited by topics which directly engage with their own lives. However, this does not mean that classroom discipline should be lost sight of. Much better teaching and learning will take place in an orderly classroom.

Spiritual, Moral, Social and Cultural Development of Pupils

PSHE provides specific opportunities for pupils to explore the range of attitudes and values in society and to consider the kind of society they want to live in. Through exploration and discussion of topical political, spiritual, moral, social and cultural issues they develop skills and attributes that promote:

- Empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others;
- A willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions, and;
- A willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions. Given the topics covered by the PSHE curriculum, the subject may give rise to more explicit references to discrimination and protected characteristics. The school recognises the value and opportunity to educate on the Equality Act of 2010 in such discussions. All departments are aware of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. PSHE lessons will address these at age appropriate times. PSHE promotes spiritual development through fostering pupils' awareness and an understanding of issues that involve differing beliefs and values in human society. PSHE helps pupils develop self-knowledge through an exploration of their identity and belonging, their ideals and commitment and the meaning or purpose they see in life.

PSHE promotes moral development through helping pupils acquire a critical appreciation of issues of right and wrong, justice, fairness, rights, and obligations in society. Pupils have opportunities to explore the ethical and moral dimensions of legal, political, social, economic, and environmental issues and to exercise responsibility at a personal and social level. PSHE promotes social development through helping pupils acquire the understanding

and skills they need to become responsible and effective members of society. They develop an understanding of how society works and how decisions are influenced and made. They take part in community and social activities that help to promote personal and social skills. PSHE promotes cultural development through helping pupils understand the nature and role of the different groups to which they belong, learn about the origins and implications of the diversity in society and develop respect for difference. Opportunities to reflect on the spiritual, moral, social, and cultural dimensions, and for all pupils to consider their own views and opinions about them, occur through many aspects of PSHE – in particular, as pupils investigate and think about topical issues, problems and events and as they participate in activities in their school, neighbourhood and communities. PSHE lessons throughout the school cover topics that engage with pupils' spiritual, moral, social, and cultural development.

Fundamental British Values

Bromley High School's ethos promotes British values through encouraging respect, and this is reflected in the PSHE programme. It is achieved both in how lessons are conducted alongside the material in topics covered. This policy will inform the school's Equalities Policy The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum". At Bromley High School we promote respect for all and value every individual pupil. We also respect the right of our pupils, their families, and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.

Use of ICT

ICT is integral to the work in PSHE. Pupils can often produce PowerPoints or films for assemblies or presentations. They are encouraged to identify and evaluate websites for their accuracy and usefulness. Pupils learn to be discriminating and get to grips with often conflicting sources of information. E-safety is taught within the Year 7 Scheme of Work and a common tutor time/assembly theme.

Selection of PSHE & RSE resources

The PSHE curriculum uses a range of resources, (film clips, card games, photographs, posters, newspaper articles etc.) from a variety of trusted sources, adapted as necessary for the age of the class. Resources are curated for pupils and are refreshed/edited based on teacher observation review.

Monitoring and Review

The Deputy Head (Pastoral) Senior School and Deputy Head (Pastoral) Junior School monitors this policy on an annual basis. They give serious consideration to any comments from parents about the PSHE (RSHE) programme, and make a record of all such comments.

Evaluation & Reporting

The PSHE & RSE programme is evaluated annually by both teaching staff and pupils. Pupil views are recorded and pupil input sought at the end of each half term or theme to inform future delivery. Reporting is done in line with school policy.

Our Partnership with Parents & Guardians

The school aims to keep parents informed about all aspects of the PSHE and RSE curricula. RSE is a vital part of the school curriculum, and it supports the whole development of the child. Parents have the right to withdraw their children from sex education. Any parents considering withdrawing their child should contact the Head or Deputy Head (Pastoral) to discuss their concerns. According to Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance paragraph 15b, pupils themselves can opt into sex education from three terms before their 16th birthday. There is, however, no right to withdraw pupils from Relationships Education as we believe, in accordance with DfE guidelines the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. All resources used are available on request. Parents and Guardians are given a list of the topics covered and details about upcoming content, drop down days and events in the subsequent term as part of the regular reporting cycle. The school continues to support parents with contextual issues such as sexual harassment and online safety, with information and advice from external speakers such as It Happens, Everyone's Invited.

Safeguarding & PSHE/RSE

The school has comprehensive safeguarding strategies in place. Teachers follow these in the event of a concern or a disclosure following or during a lesson on PSHE/RSE. Establishing consistent ground rules for lessons creates an appropriate atmosphere in which teachers and pupils feel comfortable so that even sensitive and/or potentially embarrassing issues can be considered. Distancing techniques (defined above) are employed by staff as well as opportunities for pupils to ask questions anonymously. Pupils are reminded regularly of appropriate avenues of support if they have concerns for themselves or a peer.

Use of Visitors/External Agencies

The use of visitors from external agencies is sometimes invaluable in the delivery of RSE. The school's Visiting Speakers Risk Assessment is adopted as normal in such circumstances and includes consideration of materials to be used and supervision of the session by school staff.

Dissemination of the RSE policy

The RSE policy is available to all pupils and parents on the school website and a sample of lesson resources are available on Firefly and further resources are available on request. The PSHE policy is available to all pupils/parents/staff on the school website. Parents are welcome to arrange a meeting with the Director of Personal Development at any time to discuss the PSHE/RSE program of study.

Staff Training on PSHE & RSE

The PSHE & RSE policies are available to staff and updated annually. PSHE teachers have access to relevant CPD, and we regularly share examples of good practice.