

PSHE POLICY



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Summary of Changes

Date	Updates	Page No.
24/9/26	Whole document formatting	
01/10/2026	Addition of the KS4 Curriculum Map	Appendix

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1. Aims

Our PSHE curriculum follows the ASDAN framework

(<https://www.asdan.org.uk/courses/personal-social-and-health-education-short-course/>) and is designed to empower pupils to become healthy, independent, and responsible members of society. We intend to provide a safe, spiral curriculum that deepens pupils' understanding of their own physical and mental wellbeing, equips them to navigate complex relationships with empathy and respect, and fosters the critical thinking needed to thrive as global citizens in an ever-changing world. By the time our pupils leave, they will possess the resilience to face life's challenges and the moral compass to make positive contributions to their communities."

The aims of personal, social, health and economic (PSHE) education in our school are to help pupils:

Knowledge (What they will know)

- **Health Literacy:** A deep understanding of physical and mental health, including how to maintain a healthy lifestyle, recognise early signs of mental ill-health in themselves or others, and navigate the changes of puberty and growth.
- **Risk and Safety:** Comprehensive knowledge of how to stay safe in a rapidly evolving digital and physical world, including understanding the risks associated with alcohol, drugs, online exploitation, and gambling.
- **Relationships Education:** An age-appropriate understanding of healthy vs. unhealthy relationships, consent, boundaries, and the legal frameworks surrounding them.
- **Economic Competence:** A foundational grasp of personal finance (budgeting, debt, savings) and an understanding of diverse career pathways and the working world.

Our PSHE curriculum is rooted in our ethos and values of Beckmead College

Skills and Attributes (What they can do)

- **Resilience and Self-Regulation:** The emotional intelligence to manage setbacks, reframe challenges, and employ positive coping strategies when under stress.
- **Critical Thinking & Media Literacy:** The ability to look at information online, peer pressure, or media messaging critically, separating fact from influence or harmful stereotypes.

- **Communication & Negotiation:** The social skills required to articulate boundaries clearly, listen empathetically to diverse perspectives, and resolve conflicts constructively.
- **Responsible Decision-Making:** The ability to assess risks accurately and make informed choices that align with their personal values and long-term wellbeing.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it that we are required to teach.

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

'The PSHE department at Beckmead College aims to provide a coherent programme of Personal, Social, Health and Economic (PSHE) education to our KS4 and KS5 students.

We deliver this programme using the ASDAN (Award Scheme Development and Accreditation Network), an awarding body whose programmes and qualifications offer flexible ways of developing and accrediting personal, social and work-related abilities, which helps students develop the knowledge, skills and attributes to stay healthy and safe now and prepare for their futures.

ASDAN's programmes and qualifications are widely recognised by teachers and other educators for providing an engaging curriculum that empowers students through personalised learning and choice.

PSHE at Beckmead College promotes personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It provokes challenging questions about health and wellbeing, relationships and living in the wider world.' (PSHE Curriculum Intent Statement)

3. Content and delivery

3.1 What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our Relationships and Sex Education policy for details about what we teach, and how we decide on what to teach, in this subject. The RSE Policy is available on the Beckmead College website

(<https://www.beckmeadtrust.org/attachments/download.asp?file=2447&type=pdf>)

At both Key Stage 4 & 5 we follow the ASDAN qualification detailed below:

The ASDAN units that will be covered in KS4 (Year 10 & Year 11) are:

- Emotional Wellbeing
- Respectful Relationships
- Keeping safe and healthy

The ASDAN units that will be covered in KS5 (Year 12 & Year 13) are:

- Tobacco and Drugs
- Financial Choices
- Living in modern Britain

For other aspects of PSHE, including health education, see KS4 curriculum map in the Appendix.

3.2 How we teach it

- All students have 1 50min PSHE lesson per week

PSHE, British Values, and Careers: Delivery & Intent Statement

Our Vision & Delivery Model At Beckmead College, we believe that personal development cannot be confined to a single classroom slot. Therefore, we intentionally deliver our PSHE, British Values, and Careers education through a strategically mapped, whole-school approach that utilises core lessons (Personal, Social Development, Careers, Employability Skills), targeted tutor times, and whole-school assemblies. This ensures that personal, social, and professional development are woven into the very fabric of our pupils' daily school experience.

We implement this across three distinct pathways:

- **Whole-School Assemblies (Culture & Celebration):** We utilise our assembly program to mark, celebrate, and reflect upon key national and international events, neurodiversity milestones, and special awareness days. These collective moments foster a strong sense of community, broaden cultural horizons, and allow pupils to engage with contemporary global and social issues in a shared, reflective environment.
- **Tutor Time & Focused Sessions (British Values & Citizenship):** Fundamental British Values—including democracy, the rule of law, individual liberty, and mutual respect for those with different faiths and beliefs—are explicitly explored during structured tutor times. These sessions encourage healthy debate, critical thinking, and a deep understanding of what it means to be a modern, active citizen in the UK today.
- **Integrated Core Lessons (Careers & Life Skills):** Future-focused career knowledge, employability skills, and economic wellbeing are sequentially integrated into our

academic lessons and dedicated PSHE curriculum time. By linking classroom learning to real-world career paths, we ensure all pupils—regardless of background—build the financial literacy and professional aspirations needed to successfully navigate the post-16 landscape and the world of work.

The Impact

By the time our pupils leave us, this multi-layered approach ensures they are not just academically successful, but are also well-rounded, resilient individuals. They possess a mature understanding of their own wellbeing, a robust commitment to British Values, a clear vision for their future careers, and the empathy required to thrive in a diverse society.

Outside Providers

Rationale and Intent

While our core PSHE, British Values, and Careers curricula are delivered by trained internal staff, we recognise the immense value that external, specialist providers bring to our programme. Specialist visitors are systematically invited into school to enhance learning, provide real-world context, deliver specialised medical or legal knowledge, and ensure our pupils are exposed to diverse, unbiased insights into the modern world and the workplace.

The main providers will be the

- London Ambulance Service - First Aid
- Social Mobility / DWP - The Law
- Safer London - Sexual Health / School Nurse - Drugs and Alcohol
- Mindapples / MIND – Mental Health

All students have learner profiles and the lessons will be adapted to each individual's academic levels and styles of learning.

Policy Statement: Managing Controversial Topics and Difficult Questions

1. Rationale and Legal Framework: Our school is committed to providing a safe, open, and honest environment where pupils can explore complex real-world issues. In line with the Education Act 1996 and statutory DfE guidance, we ensure that where political or controversial issues are brought into the curriculum, they are presented in a **balanced, objective, and unbiased manner**.

2. Ensuring Teacher Objectivity and Neutrality: To ensure that personal beliefs, political stances, or private attitudes do not influence teaching, all staff delivering the PSHE and RSE curriculum adhere to the following professional boundaries:

- **The "Neutral Chair" Approach:** Teachers act as objective facilitators. They do not express personal opinions, religious views, or political alignments on controversial

matters. If a personal opinion is explicitly asked for by a pupil, teachers use professional boundary language (e.g., *"My job isn't to tell you what I think, but to help you understand the different viewpoints so you can form your own opinion."*).

- **Distinguishing Fact from Opinion:** Staff are trained to clearly signal the difference between scientific consensus/legal frameworks and social, moral, or political viewpoints.
- **Avoiding Stigmatisation:** In line with statutory guidelines, teachers must avoid gendered or biased language that could inadvertently normalise harmful behaviours or alienate specific groups of students (for example, ensuring discussions around misogyny or relationships do not unfairly stereotype boys or specific communities).

3. Protocol for Handling Difficult or Unexpected Questions: Children naturally ask spontaneous, challenging, or highly sensitive questions. To manage this safely, teachers utilise a structured four-step protocol:

- **Step 1: Universal Ground Rules:** At the start of every PSHE unit, teachers co-create "Ground Rules" with pupils (e.g., no personal stories, no judgment, listening to diverse views, and the right to pass). This creates a psychological safety net for the classroom.
- **Step 2: The "Question Box" (Anonymity):** To remove peer pressure and give teachers time to prepare legally compliant, age-appropriate answers, every classroom utilises an anonymous physical or digital "Question Box". Spontaneous questions that are highly complex can be directed to the box to be answered in the next session.
- **Step 3: Age-Appropriate and Fact-Based Answers:** When a difficult question is asked openly, the teacher will answer factually, objectively, and strictly within the boundaries of the age group being taught. If a question is deemed too advanced or inappropriate for the wider class, the teacher will acknowledge it and address it with the pupil individually or escalate it to the PSHE lead/Safeguarding team.
- **Step 4: Distancing Techniques:** Teachers use third-person scenarios, case studies, or fictional characters when discussing sensitive topics (like relationship abuse or addiction) rather than allowing pupils to discuss their own personal lives or families, which protects student privacy and prevents triggering trauma.

4. Safeguarding Link: If a pupil's question or response during a controversial discussion raises a concern regarding their safety, radicalisation, exposure to harm, or a breach of child protection boundaries, the teacher will immediately stop the individual line of questioning and follow the school's standard **Child Protection and Safeguarding procedures** by logging the concern with the Designated Safeguarding Lead (DSL).

Teaching Resources

Lesson Plans / Resources and Curriculum

<https://pshe-association.org.uk>

<https://lifelessons.co.uk/resource/response-to-the-rse-statutory-guidance/>

Reports of Progress

Parents will be updated with progression reports termly, which will be in coordination with the academic reports for all subjects.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

- Staff are responsible for:
- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by the Headteacher and Senior Leadership Team through lesson observations, learning walks, planning scrutinies, and regular feedback cycles.

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- Relationships, Sex and Health Education policy
- Behaviour policy



Appendix

Beckmead College KS4 PSHE Curriculum Map

Beckmead College PSHE Curriculum Information			
	Autumn	Spring	Summer
Year 10 and 11	Emotional Wellbeing In this topic, students will explore: <ul style="list-style-type: none"> Understanding emotions and how to talk about them. How connections to others can improve emotional wellbeing. Common types of mental ill health Recognise the early signs of poor mental health Using strategies for maintaining positive emotional wellbeing Understand and explain activities that can promote positive wellbeing 	Respectful Relationships In this topic, students will explore: <ul style="list-style-type: none"> Developing healthy relationships across cultures and society Recognise how to manage emotions in different relationships Understand what makes for healthy or unhealthy relationships The concept of consent in a variety of contexts Developing healthy relationships in different contexts 	Keeping safe and healthy (10) In this topic, students will explore: <ul style="list-style-type: none"> Coping with being new Promoting happiness Healthy lifestyle choices Healthy eating Identify local health improvement services Identify risks to personal safety Safe use of taxis and minicabs
	Assessment: <ul style="list-style-type: none"> Presentation/Vocabulary list explaining common emotions Poster illustrating what emotional wellbeing is and how connecting with others Research common types of mental ill health issues - write a short paragraph on each OR write an essay about mental health issues and how to recognise early signs of difficulty Create a checklist of things to assess a person's mental health OR create a checking system to assess to a person's level of mental wellbeing 	Assessment: <ul style="list-style-type: none"> Group work - Create an illustration that shows the variety of identities in your group THEN find one story of discrimination and one story of celebration for each of the identities Create a role play that shows how to react when feeling angry or celebrating success in different contexts OR Investigate ways of managing emotion and create a brief guide for other people about TWO different approaches Investigate key differences between healthy and unhealthy relationships and Create a checklist of things that may point to a relationship becoming unhealthy OR create a guide to recognising unhealthy and abusive relationships, including advice on what to do and sources of support 	Assessment: <ul style="list-style-type: none"> Blog- Write a blog that would help someone new join your tutor group or to settle into your new area Research the 5 ways to wellbeing and 10 keys to happiness campaigns - Write a short article about the messages that they contain Poster - Create a top 10 tips for healthy living poster OR design a guide to health living manual Podcast/Vlog - Choose an aspect of hygiene (eg personal hygiene, food hygiene) and make a podcast/vlog about how to maintain good standards of hygiene and why OR Learn how to treat simple injuries and the principles of CPR

<ul style="list-style-type: none"> • Create mind maps to show the main features of positive thinking, mindfulness and cognitive behavioural therapy OR <u>Write</u> a short essay explaining the techniques that appeal to you most and when you may use it • Create a poster that promotes the benefits of family exercise, time outdoors, community participation and the benefits of volunteering <p>TRIP - WOODLANDS OR NATIONAL TRUST WALK? https://www.nationaltrust.org.uk/visit/surrey/box-hill</p> <p>https://www.woodlandtrust.org.uk/visiting-woods/woods/selsdon-wood/</p>	<ul style="list-style-type: none"> • Investigate the laws on sex and young people, including age and capacity to consent, online pornography and revenge pornography OR <u>Write</u> advice to someone that needs help to negotiate with a partner who is more ready for sex than they are • Produce a guide that <u>illustrate</u> the differences in relationships between the person and their employer, <u>teacher</u> and a friend OR In a group, discuss the role of being a parent and design a poster to illustrate your thoughts about being a good parent <p>TRIP - TEAM BUILDING - FRYLANDS? https://www.frylandswood.co.uk/events/</p>	<p>Demonstrate what you have learnt to a small group https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-4-first-aid-lesson-plans/</p> <ul style="list-style-type: none"> • Research what makes up a healthy diet and create a food diary that illustrates a week of healthy eating OR create a recipe book of healthy meals - Prepare one of the meals • Make a map of your local area showing any health improvement services OR create a directory of local and national health improvement services, including examples of when each one might be useful • Create a poster that shows common risks to personal safety/create a piece of artwork that illustrates common risks to personal safety • Produce a guide on how to use taxi services safely <p>TRIP - BASIC FIRST AID COURSE? https://firstaidchampions.redcross.org.uk/secondary/</p>
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