



CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY

# **PERSONAL, SOCIAL, HEALTH, CAREERS AND ECONOMIC EDUCATION POLICY**

**Approved at a Full Governing Body Meeting on:**

**Date of Next Review: September 2026**

**Responsible Officer: Allana Howard – AHT for Personal Development**

At Benton Park School we agree that Personal, Social, Health, Careers and Economic Education is an integral part of the education we provide. We ensure that all students receive PSHCE guidance throughout their time at our school, as it is part of our core curriculum offer in Years 7-11. At Key Stage 5 this is delivered through Student Continued Professional Development time which has a particular focus on careers and British Values. We know that in order to create a climate for great learning, success and opportunity the PSHCE curriculum needs to underpin other subjects within our school.

Some elements of the guidance which is statutory from September 2020 will be delivered through other areas of the curriculum such as Science, Religious Studies and ICT. Some content may also be covered during morning meetings, additional assemblies and external speakers where possible.

All staff with responsibilities liaise and work closely to ensure all elements of the curriculum are covered by staff and student misconceptions are addressed.

In 2020 all of our programmes of study and progression maps for these key curriculum areas were revised and tailored to meet the needs of our students and the government guidance. Key personnel, pastoral staff, form tutors, our Special Educational Needs Coordinator and student feedback has informed this planning. This new programme will continue to be reviewed annually.

## 1. Aims

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

- Equip our students with the skills they will need throughout their educational journey and beyond.
- Feel positive about themselves and encourage positive self-esteem
- Be confident to discuss relevant moral dilemmas and use evidence to support their views
- Make real and informed choices and decisions about their lifestyle
- Develop good personal relationships
- Recognise and respect the diverse world we live in
- Find information and advice about their future career goals
- Be ready to cope with change
- Play an active role as citizens in the local and national community
- Address any misconceptions students may have

At Benton Park School all of our students are encouraged to take part in a wide range of activities and experiences both inside and outside the classroom. Students are expected to contribute fully to the life of the school and our local community. Our aim through the PSHCE curriculum and beyond is that we will ensure students have the opportunity to develop and demonstrate our core values:

- Building a **resilient** community in which everyone can thrive
- Creating a **collaborative** learning environment in which all succeed
- Providing **inspiration** for all to achieve their potential
- Showing **compassion** to the needs and interests of all
- Overcoming challenges through **endeavour** and courage

Students are also given the chance to become reflective learners who discuss their own experiences as well as developing personally and socially in order for them to be happy and safe, alongside being equipped for adulthood.

## **2. Statutory requirements**

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

- We must teach relationships and sex education (RSHE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#).
- RSHE is delivered to meet the expectations set out in DFE guidance, and will be developed to include guidance set out in [Relationships Education, Relationships and Sex Education and Health Education guidance](#) ready for September 2026.
- We must teach health education under the same statutory guidance

## **3. Content and delivery**

### **3.1 What we teach**

As stated above, we are required to cover the content for relationships and sex and health 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. This policy can be found on the school website.

For other aspects of PSHCE, including health education, see the attached curriculum map for more details about what we teach in each year group.

### **3.2 How we teach it**

At Benton Park every student has a Personal Development lesson (which includes PSHCE) every week, delivered using high quality resources which follow the latest research on Teaching and Learning methods alongside the guidance of the PSHCE Association. Resources are provided by the Personal Development lead, in collaboration with other key staff and are reviewed for age and content suitability. A variety of teaching strategies are used to develop relevant skills and knowledge through:

- Discussion tasks
- Debates
- Investigation
- Role Play
- Reflection

All lessons are fully differentiated, so all students can access the curriculum regardless of the topic being covered, we are also committed to engaging with professional development on how to make sensitive topics accessible for all students regardless of their background. All areas of our curriculum at Benton Park need to take account of the principles of inclusion and equal opportunities. Each progression map will take into account the varying start points of individual students and build on their knowledge, understanding, experiences and concerns. This curriculum also allows students to explore directly the issues associated with inclusion and address them as a class. Every learner is entitled to benefit from access to a curriculum for PSHCE and Citizenship of the highest standard possible which takes into account unequal starting points. This is provided irrespective of gender, ethnic background, age or disability.

Students are not formally assessed in PSHCE but regular assessment of learning checks take place which will address any misconceptions and where this is the case re-teaching may be necessary. Students are given the chance to assess their own understanding of key topics and to add to their knowledge using 'green pen' activities. Retrieval practice is used in each lesson, and at the end of each unit of work to ensure students 'know more, and remember more'. Half termly student voice is conducted to check student understanding of core topics and to ensure RSHE guidance is understood and developed.

Some elements of the PSHCE curriculum can be delivered in other subject areas or as part of the wider school offer such as through assemblies, whole school events, morning meetings and school trips. For example students will learn about reproduction in Science and E-Safety in ICT. There may also be times that specialist outside agencies are invited to help students in their learning in PSHCE for example training for first aid may be delivered by an external agency with the relevant qualifications. All visitors are subject to an advanced DBS check or will be supervised when working with our students. There may also be invited speakers in assemblies in order to motivate or inspire students with their learning. Visitors can bring new knowledge, expertise and experiences to the classroom and they can offer real scenarios for the students to engage with and to problem solve. Visitors may also be used to help establish positive relationships between agencies and young people and assist children in accessing these agencies.

Staff are aware that some of the issues within our PSHCE curriculum may be sensitive or controversial. However whilst personal views are respected, all topics are taught without bias and following specialist training if needed. If staff feel inexperienced or unable to deliver a topic effectively then more experienced colleagues will assist.

Some topics are presented using a variety of views and beliefs so that pupils/students are able to form their own informed opinions but also to respect others that may have different views. Extreme views in any form, on any topic will always be challenged and monitored and also reported where necessary. When teachers are introducing certain sensitive topics they may choose to:

- Establish ground rules with students on how they should behave towards each other
- Ensure students are clear about the difference between fact, opinion and belief and that they have access to material that is balanced and accurate.

## **4. Roles and responsibilities**

### **4.1 The Governing Board**

The Governing Board will approve the PSHCE policy, and hold the headteacher to account for its implementation.

### **4.2 The Headteacher**

The Headteacher is responsible for ensuring that PSHCE is taught consistently across the school.

### **4.3 Staff**

Staff are responsible for:

- Delivering PSHCE in a sensitive way
- Modelling positive attitudes to PSHCE

- › Monitoring progress
- › Responding to the needs of individual pupils

The person responsible for the coordination of PSHCE at Benton Park School is Allana Howard  
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#### **4.4 Students**

Students are expected to engage fully in PSHCE and, when discussing issues related to PSHCE, treat others with respect and sensitivity. Teachers cannot offer or guarantee confidentiality if they believe a student's safety is at risk. If this is the case then the School's Safeguarding and Child Protection policies must be followed and the Designated Safeguarding Lead (DSL) informed immediately. Staff will always encourage students to speak to parents and carers about the issues discussed in their PSHCE lessons and give them support to do so.

#### **5. Monitoring arrangements**

The delivery of PSHCE is monitored by Allana Howard through a robust system of Quality Assurance including lesson observations, progression map reviews, work scrutiny, staff and student voice. This policy will be reviewed by the Senior Leadership Team and governors annually. At every review, the policy will be approved by governing body and Headteacher.

#### **6. Links with other policies**

This policy links to the following policies and procedures:

- Child Protection and Safeguarding
- Equalities
- Relationship and Sex Education
- Drugs Education
- Collective Worship

	Half Term 1								Half Term 2							Half Term 3						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	
	Leadership and Democracy		Charity	Transition and Safety			Celebrating Diversity		Citizenship: Rights and Responsibilities							Celebrating Diversity		Community citizens		Health and Puberty		
Yr7	Transition to secondary school- all about me Upstanders v Bystanders	Democracy and BPYC Vote	Democracy and BPYC Vote	School Charity	Personal safety and first aid	What do we mean by healthy lifestyle?	POLED	Protected Characteristics	Helping Your Friends And Understanding my Emotions	Understanding my Emotions	Rights and responsibilities	Human Rights	Social Action Movements	Social Action Campaigns	Prejudice and stereotypes	Ableism and disability discrimination	Bullying and cyber Bullying	Dealing with bullying (inc. LGBT bullying)	Who has the power to bring about change in our communities Lesson 1	Who has the power to bring about change in our communities Lesson 2	Puberty	Puberty Part 2
	Leadership and Democracy		Charity	Health and Well being	Healthy lifestyle- addiction				Wellbeing and body image				School Food Champions Project				School Food Champions Project		Identity and Relationships		Finance and Life Skills	
Yr8	Aspirations	Democracy and BPYC Vote	Democracy and BPYC Vote	School Charity	Health and Well being	What is an addiction (POLED)	How harmful is binge drinking?	Vaping and smoking	Vaping and smoking 2	How do we cope with stress and anxiety?	Self harm- signposting support and mental health	Body Image - link to mental health	‘It was just a joke’ Gender stereotypes ad body shaming	Don’t fool us fuel us	That’s Not fair	We make change	School Food Matters	Spread the Word!	Who am I? Developing identity	Child on Child abuse (POLED)	Sexting and the law	Managing Money
	Leadership and Democracy		Charity	Peer influences and behaviours					Careers and aspirations				Human rights and war				Respectful Relationships				The Environment	
Yr9		Democracy and BPYC Vote	Democracy and BPYC Vote	School Charity	How can we deal with peer pressure?	Why is fighting not the answer? POLED	Anti Social behaviours	Gangs and County Lines	How does knife crime impact our lives?	The right career for me	STEM careers	GCSE Options-making the right choice	International Organisations	Peace war and conflict	Human rights during war	Aid and supporting other countries	Types of relationships	Same Sex Relationships	Sexual consent and the law	What is CSE? POLED	How can we care for the environment	What laws exist to protect the environment?
	Leadership and Democracy		Charity	Mental health and wellbeing			Islamophobia		Rights and free trade				Toxic Relationships				Faith Belief and Debate				Financial Decision Making	
Yr10		Democracy and BPYC Vote	Democracy and BPYC Vote	School Charity	Happiness and positivity	Social media and self esteem	Common types of mental health	Confronting Islamophobia	Islamophobia in the Media	Striking and Trade Unionism	Women’s Rights and Equality	Fair Trade and Free Trade	What is incel culture? POLED	What is toxic culture? POLED	What are sexual offenses? POLED	Harassment	Harassment (including LGBT)	Euthanasia	Euthanasia PT2	Playing God	Navigating financial institutions	Avoiding debt
	Leadership and Democracy		Charity	Building for the future				Living in the wider world				Communication in Relationships				Health and Wellbeing Exams				Identifying unhealthy relationships		
Yr 11		Democracy and BPYC Vote	Democracy and BPYC Vote	School Charity	Independent living	GCSE and study skills	Building resilience	Cancer awareness and prevention	University or college?	Applying for college	What makes a good CV	How do we prepare for job interviews	Assertiveness	Interview Skills	What is emotional abuse? POLED	Peer on Peer abuse and healthy relationships	Forced marriage and the law (abuse)	Dealing with stress and anxiety	Self regulation and me	Skills Builder - Self management	What are sexual offenses? POLED	Consent, rape and sexual abuse

Half Term 4						Half Term 5					Half term 6								
Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30	Lesson 31	Lesson 32	Lesson 33	Lesson 34	Lesson 35	Lesson 36	Lesson 37	Lesson 38	Lesson 39	Lesson 40	
Health and Puberty		Community citizens pt2			Building Relationships	Building Relationships			Finance & Skills		Coping with Change	Coping with Change			Being good citizens				
What is FGM?	Assertive consent	Who has the power to bring about change in our communities Less on 3	Who has the power to bring about change in our communities Less on 4	Who has the power to bring about change in our communities Less on 5	Family relationships	Positive friendships	Positive relationships including consent	Finance – Introduction Into Finance	Resilience skills	Stress and anxiety	Dealing with grief and loss	Loneliness	Self-esteem and empowerment	Equality act 2010	Removing the barriers	Social Network and Bullying	Enterprise	Enterprise	
Finance and Life Skills		Healthy body					Discrimination		Citizenship and hate crimes (British Values)		Citizenship and hate crimes (British Values)		Careers and aspirations						
Debit and Credit	Financial Risk and Reward	The importance of sleep	Cancer identification and prevention	Legal and illegal drugs	Taking risks; Nitrous Oxide	Prejudice and Discrimination – and the equality act – Religion	Equality and Sexism	Stop Hate UK- challenging Racism lesson	Exploring Britishness and British Values	Protected characteristics	What is a hate crime?	Tolerating Intolerance	Self-discipline to achieve	Careers – skills	Rights and responsibilities at work	Enterprise	Enterprise	Enterprise	
Healthy Lifestyles			Fraud Education				Intimate Relationships			Online Stress	Online Stress	Digital safety	Finances and career expectations			Digital Safety			
Healthy living	Energy drinks	Looking after your mental health	Protect and Prevent PT1	Protect and Prevent PT2	Protect and Prevent PT3	Domestic violence and abusive relationships	Sexually Transmitted infections	Safe Sex	Challenging misogyny and online issues	Screen Addiction	Social media and online stress	Sextortion- online blackmail	From Failure Comes Success	Finance managing your money	Finance bank accounts and taxes	AI-risks and misinformation	Enterprise	Enterprise	
Financial Decision Making	Faith, Beliefs and Debate			Healthy Relationships		Healthy Relationships		Exploring Influences			Exploring Influences	Consumer and employment rights			Healthy bodies	Digital Safety			
Gambling and online gambling	Capital Punishment Pt1	Capital Punishment Pt2	Blood Donation	Positive sexual relationship and consent	Teenage Pregnancies	The danger of pornography	Revenge Porn	Fake news	Positive Role Models	What is Radicalisation? POLED	Who are the extreme groups?	Consumer Rights	Employment rights	Exploring a Payslip	Female reproductive health	Cyber literacy and critical thinking	Enterprise	Enterprise	
	Cyber crime and Child Exploitation		CORE INTERVENTION AND SUPPORT					CORE INTERVENTION AND SUPPORT											
Safe Sex, unsafe sex and your fertility	CEOP and staying safe online	staying safe Cybercrime and online fraud																	