

## PSHCE – Full Programme of Study 2025-2026

### Intent

The PSHCE programme at Boroughbridge High School aims to equip pupils with the skills and knowledge they need to make the most of their lives. The curriculum is designed to encourage pupils to examine their own views and feelings and to consider and respect those of others. PSHCE supports the delivery of the National Curriculum for Citizenship and the statutory Relationships, Health and Sex Education. Our programme is based around three key themes: Independence and aspirations, Autonomy and advocacy and Choices and influences.

### Implementation

The development of the skills and knowledge in this programme of study and the progression of that knowledge as it is revisited through the years is designed to be delivered in a timely, age appropriate way to students across the school. This is insured through a robust and regular evaluation process. Lessons are delivered for 65 minutes once a fortnight and the programme is enhanced through the assemblies' programme, form time activities, drop down curriculum events and through cross-curricular links to other subjects. All teachers have access to the quality assured resources that build on the most current understanding of good practice in these areas.

### Impact

The impact of the Programme of Study will be monitored at a classroom level by teaching staff through unit assessment. The wider impact will be monitored through a wide range of methods including destinations data, analysis of the biannual Growing Up in North Yorkshire Survey Results, student and parent voice and analysis of other student data that gives indications of student welfare such as bullying data, behaviour and wellbeing. Impact is also measured through the school self-evaluation/ improvement process. There is a robust and regular evaluation of this information and based on findings the Programme of Study is reviewed annually to ensure it continues to meet the intent and implementation aims detailed above.

**We are equipping all our students with the ability to make INFORMED CHOICES as they navigate life both now and in the future.**

### Citizenship

Citizenship is a compulsory core subject up to the age of 16 in all English Schools. It consists of a core content that covers such things as Government and Politics, Financial Education, Laws and the Justice system. It teaches skills such as critical thinking, research, reaching substantiated judgements and considering the perspectives of others. A key part of citizenship education is also teaching students about 'Active Citizenship' so it involves positive actions and contributions to their communities at all levels.

For more information please see the [ACT Citizenship Framework](#) and the [Secondary National Curriculum Framework](#) documents in [PSHCE>Curriculum & Frameworks](#)

## Aims

The national curriculum for citizenship aims to ensure that all pupils:

- ♣ acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- ♣ develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- ♣ develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- ♣ are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

## Active Citizenship

This is a key element of citizenship education. All students should be given the opportunity to actively take part in the school community. They can do this in a number of ways such as the School Council, leadership groups, ambassador roles and we encourage all students to contribute to the wider community as often as possible. In this programme of study this is built into the final mode and builds on the learning they have done throughout the year. It is vital that students are given the opportunity to put their learning into real life situations.

**In essence PSHE is about the individual development of a student and their character and Citizenship is about their wider participation and understanding of how they fit into society and their communities.**

## Careers Education

This forms an essential part of CEIAG (Careers Education, Information, Advice and Guidance) Other elements of this programme are delivered through form time, assemblies, drop down careers events, trips, visiting speakers and through other subject specific lessons across all curriculum areas.

## Vision and purpose

Promoting aspirations and a career development culture is an essential part of the mission and ethos of our school. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education and guidance not only contributes to the well-being of our students, but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

All students have access to and support with using careers information that is easy to find and available at convenient times and in convenient locations, including on the internet which is unbiased and up to date. Are able to obtain careers guidance that is:

- Impartial
- Confidential
- Focussed on the individual student
- Supportive of equal opportunities

### **Entitlement Statement**

All students take part in a careers programme which is part of the PSHE curriculum in years 7-11 that helps them to:

- Understand their future education, training and employment routes including Higher Education, Further Education, Apprenticeships and employment.
- Develop the skills they need to plan and manage their own personal development and career progression
- Understand how and where to access the information required to make informed decisions
- Offer feedback and ideas on how to improve the careers programme.

In addition the school will encourage:

- participation in workshops/talks from external providers
- visits to local colleges of further education, 6th forms, universities and employers
- other relevant activities to support student decision making/choice

### **National and local expectations**

We are committed to meeting national and local expectations in relation to careers by:

- Providing independent and impartial careers guidance for Y8-11 as required by the 2011 Education Act. In implementing this duty we will pay particular regard to the DfE's principles of good practice (Section 10 of the statutory guidance, March 2015) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015)
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics
- Take an active and full part in the regional Careers Hub of which the school is a member. Including evaluating our careers programme tri-annually in the Compass tool to ensure the quality of our provision.

Our full careers programme is based around the guiding principles of the Gatsby Benchmarks (below) and mapped against the CDI Career Development Framework (areas of learning summarised below) a full copy of which can be found in [PSHCE>Curriculum & Frameworks](#)

**Six learning areas:**

<b>Grow throughout life</b>	<b>Explore possibilities</b>	<b>Manage career</b>
<b>Create opportunities</b>	<b>Balance life and work</b>	<b>See the big picture</b>



## Relationship and Sex Education

Relationship and Sex Education became statutory from 2020 (Sex Education was already statutory) and with this came an increased focus on healthy relationships and how to identify unhealthy relationships. It covers important topics such as consent, sexual harassment, gender identity, puberty as well as contraception, sexual health, FGM, sex & media, internet safety, sex and the law, pregnancy, the impact of alcohol and drugs, myths and stereotypes, relationships in all forms and bullying. It teaches students how to form and maintain healthy relationships both now and in the future, and develops the skills to manage difficult situations they may encounter in future life.

It is important that it is taught in an age appropriate way and in a context that is specific and relevant to our students. We use local and national data and the most up to date quality assured resources to ensure this. Including the regional and school Growing up in North Yorkshire Survey and NHS health data.

Teaching staff should familiarise themselves with our [Relationship and Sex Education Policy](#) which can be found under policies on the website.

**Elements of Sex Education that compliment this Programme of Study are delivered in the statutory science curriculum.**

## Health Education

Health education is a new statutory requirement as from 2020, this further enhances the PSHCE curriculum. Under the new title 'Health Education' key topics such a healthy lifestyles, online safety, and mental health and wellbeing are to be covered and staff should familiarise themselves with Dfe RSHE Curriculum which can be found in [PSHCE>Curriculum & Frameworks](#)

Public Health England provides up to date data to help teach this topic and the above documents gives some great help in guiding staff on current health advice that students will benefit from knowing. Both of these topics should focus on 'social norms' teaching methods and avoid scare mongering. Key themes are revisited over time in an age appropriate and progressive.

Elements of Health Education that compliment this Programme of Study are delivered in the Food Technology, Science and PE curriculum. As well as through our Whole School Mental Health & Wellbeing Programme. Our Mental Health and Wellbeing lead is [T Godsell-Wright](#).

[Keeping Children Safe in Education 2025](#) states in schools, relevant topics will be included in Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils). In teaching these subjects schools must have regard to the statutory guidance. The report can be viewed in full at [PSHCE>Curriculum & Frameworks](#)

## Internet Safety

It is important to teach students the knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app. Students are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. We want to equip our students with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world. The Statutory RSHE curriculum identifies that students should be taught how to be safe online. Elements of the Careers Programme covers students' understanding of their online profile and sections of financial education and citizenship cover security, media literacy and online fraud. These all compliment the ICT curriculum which also covers Internet safety. Teachers should also have an understanding of requirements outlined in [Keeping Children Safe in Education 2025](#) which states it is essential that “children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.” The sign posted resources in this document form part of the suggested good practice in this Programme of Study. It identifies four core areas of Online Safety and staff should use these in their planning.

**content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-semitism, radicalisation, and extremism.

**contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

**conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

**commerce:** - risks such as online gambling, inappropriate advertising, phishing and or financial scams

Further advice can be found in Dfe Document [Teaching online safety in school 2023](#)

## British Values

Fundamental British Values are

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

The school is committed to promoting the fundamental British Values in all that we do. The school is a welcoming and inclusive school. The school vision of 'Aspiration and Support for All' holds inclusion and equality as a core value. Students cover many aspects of this in Citizenship but it underpins all areas of the Programme of Study which results in the outcomes below:

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- encourage respect for other people, and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Further information can be found at [PSHCE>Curriculum & Frameworks](#)

## Students' Work & Assessment

All students' work is completed in exercise books. These books include base line assessments, and end of unit progression and learning checks.

## Other Relevant Documents teachers must be aware of :

Both the [OFSTED framework](#) and Dfe compulsory guidance such as [Keeping Children Safe in Education 2025](#) state that key areas of PSHCE must be taught in order to meet safeguarding expectations for students. Please be aware of our duties around this whilst teaching your lessons and delivering this Programme of Study. It states that "Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This program will tackle at an age-appropriate stages issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

## Key Staff:

**P Town. Personal Development and Careers Leader and Deputy Designated Safeguarding Lead**

**T Godsell-Wright – Pastoral and Well Being Leader and Designated Safeguarding Lead**

**Z Robson PSHCE Co-Ordinator**

[The school has consistently been judged as good and outstanding in this area.](#)

## Key Principles of Good PSHCE Teaching

**Staff should consider these research-based principles when delivering this programme of study:**

- Establishing and maintaining a safe and secure learning environment, which promotes positive relationships between peers, and between pupils and staff.
- Establish ground rules with pupils
- Using 'distancing techniques' e.g case studies so pupils are not asked to talk about their experiences.
- Know how to deal with unexpected and spontaneous questions from pupils.
- Make the learning outcomes clear to the pupils
  
- All lessons should be matched to the age, stage and maturity which start 'where pupils are'. The spiral curriculum is especially important in PSHE and Citizenship and this programme is progressive with topics taught in a logical order taking into consideration the changing needs of young people as they grow older and develop.
  
- A social norm approach. This evidence-based approach uses the influence of peers on behaviour in a positive way. Young people overestimate the behaviours of other young people and this can lead them to engage in risky behaviours as they think that 'everyone else of my age is doing it'. e.g when asked how many year 10 pupils in North Yorkshire are regular smokers pupils will often respond 50-60% when the data shows it to be only 6%. *'A social norms approach provides pupils with accurate, realistic and relevant information that reinforces and actively promotes 'positive social norms'.*
  
- Avoid the use of shock, fear or guilt. Research has found that attempts to induce shock, fear or guilt are ineffective and for some young people could increase the likelihood of them engaging in risky behaviour. This is not saying that PSHE and Citizenship lessons should not explore the full range of consequences of a behaviour or choice but the lessons should avoid just focusing on the extremes.
  
- Assess learning. This is not about assessing a pupils individual character or behaviour but rather, *'the extent to which they are progressing in their learning, their ongoing learning needs and the impact the programme is having on them and their peers'*

## Boroughbridge PSHE EDUCATION: LONG TERM OVERVIEW (Year 7 - 11, row by row)

Autumn 1 Independence and aspirations	Autumn 2 Autonomy and advocacy	Spring 1 Choices and influences	Spring 2 Independence and aspirations	Summer 1 Autonomy and advocacy	Summer 2 Choices and influences
<b>Developing goal setting, organisation skills and self-awareness:</b> <ul style="list-style-type: none"> <li>Personal identity and values</li> <li>Learning skills and teamwork</li> <li>Respect in school</li> </ul>	<b>Developing empathy, compassion and communication:</b> <ul style="list-style-type: none"> <li>Making and maintaining friendships</li> <li>Identifying and challenging bullying</li> <li>Communicating online</li> </ul>	<b>Developing agency, strategies to manage influence and decision making:</b> <ul style="list-style-type: none"> <li>Regulating emotions</li> <li>Diet and exercise</li> <li>Hygiene and dental health</li> <li>Sleep</li> </ul>	<b>Developing self-confidence and self-worth:</b> <ul style="list-style-type: none"> <li>Puberty and managing change</li> <li>Body satisfaction and self-concept</li> </ul>	<b>Developing assertive communication, risk management and support-seeking skills:</b> <ul style="list-style-type: none"> <li>Rights in the community</li> <li>Relationship boundaries</li> <li>Unwanted contact</li> <li>FGM and forced marriage</li> </ul>	<b>Developing agency and decision making skills:</b> <ul style="list-style-type: none"> <li>Drugs, alcohol and tobacco</li> <li>Safety and first aid</li> </ul>
<b>Developing risk management skills, analytical skills and strategies to identify bias:</b> <ul style="list-style-type: none"> <li>Managing online presence</li> <li>Digital and media literacy</li> </ul>	<b>Developing respect for beliefs, values and opinions and advocacy skills:</b> <ul style="list-style-type: none"> <li>Stereotypes, prejudice and discrimination</li> <li>Promoting diversity and equality</li> </ul>	<b>Developing agency and strategies to manage influence and access support:</b> <ul style="list-style-type: none"> <li>Drugs and alcohol</li> <li>Introduction to contraception</li> <li>Resisting peer influence</li> <li>Online choices and influences</li> </ul>	<b>Developing goal setting, motivation and self-awareness:</b> <ul style="list-style-type: none"> <li>Aspirations for the future</li> <li>Career choices</li> <li>Identity and the world of work</li> </ul>	<b>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</b> <ul style="list-style-type: none"> <li>Healthy relationships</li> <li>Boundaries and consent</li> <li>LGBT+ inclusivity</li> <li>'Sexting'</li> <li>Managing conflict</li> </ul>	<b>Developing agency and strategies to manage influence and access support:</b> <ul style="list-style-type: none"> <li>Maintaining positive mental health</li> <li>Importance of physical activity</li> </ul>
<b>Developing goal-setting, analytical skills and decision making:</b> <ul style="list-style-type: none"> <li>GCSE options</li> <li>Sources of careers advice</li> <li>Employability</li> </ul>	<b>Developing self-confidence, risk management and strategies to manage influence:</b> <ul style="list-style-type: none"> <li>Friendship challenges</li> <li>Gangs and violent crime</li> <li>Drugs and alcohol</li> <li>Assertive communication</li> </ul>	<b>Developing empathy, compassion and strategies to access support:</b> <ul style="list-style-type: none"> <li>Mental health (including self-harm and eating disorders)</li> <li>Change, loss and bereavement</li> <li>Healthy coping strategies</li> </ul>	<b>Developing analytical skills and strategies to identify bias and manage influence:</b> <ul style="list-style-type: none"> <li>Financial decisions</li> <li>Saving and borrowing</li> <li>Gambling, financial choices and debt</li> </ul>	<b>Developing assertive communication, clarifying values and strategies to manage influence:</b> <ul style="list-style-type: none"> <li>Healthy/unhealthy relationships</li> <li>Consent</li> <li>Relationships and sex in the media</li> </ul>	<b>Developing decision making, risk management and support-seeking skills:</b> <ul style="list-style-type: none"> <li>Sexually transmitted infections (STIs)</li> <li>Contraception</li> <li>Cancer awareness</li> <li>First aid</li> </ul>
<b>Developing self-awareness, goal-setting, adaptability and organisation skills:</b> <ul style="list-style-type: none"> <li>Managing transition to key stage 4 including learning skills</li> <li>Managing mental health concerns</li> </ul>	<b>Developing empathy and compassion, strategies to manage influence and assertive communication:</b> <ul style="list-style-type: none"> <li>Relationship expectations</li> <li>Impact of pornography</li> <li>Identifying and responding to abuse and harassment</li> </ul>	<b>Developing agency and decision making, strategies to manage influence and access support:</b> <ul style="list-style-type: none"> <li>First aid and life-saving</li> <li>Personal safety</li> <li>Online relationships</li> </ul>	<b>Developing goal setting, leadership and presentation skills:</b> <ul style="list-style-type: none"> <li>Skills for employment</li> <li>Applying for employment</li> <li>Online presence and reputation</li> </ul>	<b>Developing respect for diversity, risk management and support-seeking skills:</b> <ul style="list-style-type: none"> <li>Nature of committed relationships</li> <li>Forced marriage</li> <li>Diversity and discrimination</li> <li>Extremism and radicalisation.</li> </ul>	<b>Developing motivation, organisation, leadership and presentation skills:</b> <ul style="list-style-type: none"> <li>Preparation for, and reflection on, work experience</li> </ul>

<p><b>Developing resilience and risk management skills:</b></p> <ul style="list-style-type: none"> <li>• Money management</li> <li>• Fraud and cybercrime</li> <li>• Preparing for adult life</li> </ul>	<p><b>Developing communication and negotiation skills, risk management and support-seeking skills:</b></p> <ul style="list-style-type: none"> <li>• Relationship values</li> <li>• Maintaining sexual health</li> <li>• Sexual health services</li> <li>• Managing relationship challenges and endings</li> </ul>	<p><b>Developing confidence, agency and support-seeking skills:</b></p> <ul style="list-style-type: none"> <li>• Making safe and healthy lifestyle choices</li> <li>• Health promotion and self-examination</li> <li>• Blood, organ, stem cell donation</li> </ul>	<p><b>Developing empathy and compassion, clarifying values and support-seeking skills:</b></p> <ul style="list-style-type: none"> <li>• Families and parenting</li> <li>• Fertility, adoption, abortion</li> <li>• Pregnancy and miscarriage</li> <li>• Managing grief and loss</li> </ul>	<p><b>Developing confidence, self-worth, adaptability and decision making skills:</b></p> <ul style="list-style-type: none"> <li>• Recognising and celebrating successes</li> <li>• Transition and new opportunities</li> <li>• Aligning actions with goals</li> </ul>	
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