



1. Aims

Through the PSHE curriculum we aim to provide our pupils with the knowledge, skills and understanding to lead confident, healthy, and thoughtfully independent lives.

We aim to make continuous positive contributions to our pupils' education, enabling them to become informed, active, responsible citizens, in line with the historic outcomes from Every Child Matters (UK guidance)

Every person at IBSB promotes the aims of this policy. All adults are role models for the students, and the older students are expected to be role models for our younger students, as a part of our school staff and student mentoring programme, helping to promote the whole school ethos.

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the IBSB core values of:

- Bravery
- Respectful
- Innovative
- Tolerant
- Integrity
- Sustainable
- Happy

The curriculum aims to enable all young people to become:

- **Successful learners** who enjoy learning, making progress, and achieving
- **Confident individuals** who are able to live safe, healthy, and fulfilling lives
- **Responsible citizens** who make a positive contribution to society

2. Statutory requirements

Certain aspects of PSHE are now statutory in the UK: Relationships and Sex Education and Health Education. Other aspects, such as financial wellbeing and careers education, are highly recommended.

3. Content and delivery

3.1 What we teach

As a British School Overseas (BSO), we are required to deliver the content of relationships and sex education, and health education, as set out in the statutory guidance (references above), unless the local laws prohibit it.

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.

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each Key Stage 3, 4 and 5.

See Appendix 1 and 2 for the Curriculum Map of Years 7-11 and Years 12-13, respectively.

3.2 How we teach it



Whole School Approach

- PSHE is taught by members of the Secondary School pastoral care team, with relevant training and experience of delivering PHSE. The curriculum is taught in line with the PSHE Association's www.pshe-association.org.uk new 'PSHE education Programme of Study for Key Stages 1 to 5', based on 'core themes' within which there is a broad overlap and flexibility. These documents can also be found on the Shared Drive > PSHE on Google Drive.
- For the teaching of controversial topics teachers negotiate, agree, record and display ground rules, or agree a class contract for discussing controversial issues. Teachers might find the following example of ground rules useful. When participating in discussion about controversial issues pupils will:
 - actively listen to the contributions of others with an open mind;
 - ask other pupils to clarify views or points;
 - use evidence to challenge the views of others and to present points or arguments;
 - discuss ideas or positions, not people;
 - be open to persuasion by others and be willing to change their views;
 - be prepared to compromise;
 - develop the points which others have made by adding to them;
 - take turns when speaking – make their points and let others make theirs;
 - respect the views of others; and
 - manage and express their emotions appropriately.
- If teachers raise any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect their teaching, they should inform the Deputy Head (Pastoral), where advice will be given, and planning will be shared.
- Secondary School assemblies are an integral part of this program. It is during this time that the pupils begin to see and understand that they are not only an important member of their class and year group but they have an active role to play as a member of the whole school community. It is necessary that all pupils and staff attend assemblies not to give the impression that any individual may be superior or inferior to the rest of the school. The weekly themes, based on IBSB's school values, High Performance Learning and the international calendar are also the basis for weekly assemblies, where staff deliver cultural capital or children follow the themes to perform an assembly for their peers.
- In addition to this planned work, the curriculum is fulfilled by day-to-day classroom life and situations. Teachers are sensitive to the opportunities offered by other subjects and by momentary or unexpected experiences; for example, outside visitors who come into school to talk to students about careers, universities, health workers and inspirational speakers. Although PSHE and Citizenship is timetabled for each week, it is a very diverse and cross-curricular subject. At IBSB we encourage students to participate in a range of practical activities that help promote active Citizenship, for example, fund-raising, planning and running school events, Assemblies, Community Action Service.
- Some aspects of PSHE and Citizenship are taught in the daily life of the school, for example, our House Points system, reward certificates, house system, Duke of Edinburgh award scheme and CAS program in Key Stage 4 & 5.

Key Stage 3 and 4

- Year 7 and 8 have two lessons, also known as "Life Skills" a week. The PSHE curriculum also involves the monitoring and well-being of pupils in combination with morning registration, where matters such as target setting and monitoring homework take place.



- Year 9 has one PSHE lesson a week denoted “life skills” dedicated to the delivery of the PSHE curriculum. Careers guidance, including visiting speakers in advance of IGCSE options, also begins at this stage.
- Year 10 and 11 one PSHE lesson a week denoted “life skills” dedicated to the delivery of the PSHE curriculum. Further careers advice, as well as guidance on revision skills, is also provided.

Key Stage 5

Both Year 12 and Year 13 have one dedicated PSHE lesson per week denoted “Life Skills” dedicated to the delivery of the PSHE curriculum. For KS5 students there is a significant focus on University Application and developing the life skills to enable them to adapt efficiently to the World of Work, especially in Year 13. In Year 13, students have group and individual meetings with the University Applications Coordinator, while Year 12 students use the Unifrog programme for Career Counselling and guided lessons.

Links to other initiatives

In Secondary School the PSHE lesson is also known as Life Skills and it is delivered not only as an isolated subject, but it is also evident through activities and events, such as:

- Student Council/Prefect body
- The Duke of Edinburgh Award
- CAS (Community Action Service)
- Clubs
- Citizenship Days
- House Games
- Educational Visits
- Form Time
- Assemblies

Resources

Resources for all PSHE lessons can be found on the Shared Drive > PSHE on Google Drive. Teachers are free to use the material and create alternative resources using any of the Google Suite applications.

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 Deputy Head of Secondary, Pastoral

The Deputy Head of Secondary, Pastoral, is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Establishing a climate for learning that allows for the delivery of PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of cohorts and 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 respective Deputy Head teachers through planning scrutinies, learning walks and key stage meetings.

This policy will be reviewed once in three years by the pastoral care team. At every review, the policy will be approved by the headteacher.

6. Links with other policies

- PS/SS Behaviour for Learning Policy
- SS SRE Policy
- SS Community Action Service Policy.
- WS Anti-Bullying Policy
- WS Child Safeguarding Policy
- WS Drug and Alcohol Policy
- WS Esafety Policy
- WS Equal Opportunities Policy
- WS Health and Safety Policy
- WS Positive Handling Policy
- WS Preventing Extremism and Radicalisation Policy
- WS Educational Visits Policy

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PSHE/ Life Skills Programme of Study- KS3 & 4 at IBSB

Adapted from PSHE Association themes: Health & Wellbeing; Living in the Wider World; Relationships & Careers/ Finance

	Good citizen	Health & wellbeing	Relationships & Sexual Education	Careers & finance		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 (2 weeks)	<ul style="list-style-type: none"> - Transition to secondary (begun in Y6); peer mentors - My Identity; respecting others - Healthy routines, sleep. Diet; exercise. - Online safety, cyberbullying 	<ul style="list-style-type: none"> - Healthy eating, balanced diet, body image, dental care; sustainable food - Good manners, respect 	<ul style="list-style-type: none"> - Healthy relationships, peer pressure - <i>Learn to Learn (Lesson 1-3)</i> 	<ul style="list-style-type: none"> - Diversity & communities - Kindness; protected characteristics, bullying 	<ul style="list-style-type: none"> - Building relationships - Emotional Wellbeing - Peer mentor training (for Y6) 	<ul style="list-style-type: none"> - Health & puberty (following on from Science teaching) - Trip: Teambuilding etc.
Year 8 (2 weeks)	<ul style="list-style-type: none"> - Emotional wellbeing - Coping strategies (healthy/unhealthy) - <i>Body image?</i> - <i>Learning to Learn (Lessons 1-3)</i> 	<ul style="list-style-type: none"> - Drugs & Alcohol; substance misuse, including. vaping; peer pressure - Managing risks; the law - Assessed effort: recorded drama script 	<ul style="list-style-type: none"> - Friendship challenges; conflict resolution peer influence - RSE: sexual harassment; harmful behaviour; puberty, gender identity, consent, 	<ul style="list-style-type: none"> - Anti-cyberbullying external training (Y6-Y10)/ Kindness- science of, culture - Digital literacy- online safety, media reliability, critical thinking gambling hooks; fake news 	<ul style="list-style-type: none"> - Use of AI, academic integrity- - Leadership/ volunteering (House Games etc.) 	<ul style="list-style-type: none"> - Managing money, budgeting (school finance week?) - Dragons' Den style product/ business pitch



k)	ESU School round & KS Final	- Learning to Learn (Lessons 4-5)			
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- Half-termly logging of HPL skills progress in online portfolio

	- Autumn 1	- Autumn 2	- Spring 1	- Spring 2	- Summer 1	Summer 2
Year 9 (11h/week)	<ul style="list-style-type: none"> - Respectful relationships - Consent - Commitment & marriage - Protected characteristics 	<ul style="list-style-type: none"> - Drugs & Alcohol; substance misuse, inc. vaping; peer pressure - Cannabis 	<ul style="list-style-type: none"> - Exploring influence: the media, online influencers, algorithms & role models 	<ul style="list-style-type: none"> - Drugs, alcohol, smoking vaping-substance misuse - Drug classification s and the law 	<ul style="list-style-type: none"> - Intimate relationships- STIs, consent, introduction to contraception - Nude sharing; sexual harassment - "Toxic" masculinity 	<ul style="list-style-type: none"> - Careers - Unifrog - PSHE Association career's guidance
Year 10	<ul style="list-style-type: none"> - Unifrog - Option choices - D of E portfolios 	<ul style="list-style-type: none"> - Human Rights - Y10 Protected characteristics. Anti-discrimination. <i>Maus</i> graphic novel etc. - Global Citizenship- diversity; attitudes to immigration 		<ul style="list-style-type: none"> - Sexual health - Sexual consent, coercion, harassment 	<ul style="list-style-type: none"> - Addictive online behaviours - Gambling - [Ongoing- careers education; Unifrog; Duke of Edinburgh (if applicable)] 	<ul style="list-style-type: none"> - Learning to Learn, metacognition - Exam revision
Year 11	<ul style="list-style-type: none"> - Community - How is the community changing? - Diversity? 	<ul style="list-style-type: none"> - RSE - Consent Sexual health Relationships 		<ul style="list-style-type: none"> - Study skills - Health Online habits - Memory Retrieval 	<ul style="list-style-type: none"> - Health - Mental health Physical health Sleep - Drugs/smoking/alcohol 	<ul style="list-style-type: none"> - Final exam preparation- revision skills

School Policy



1	- Identity		Revision strategies	Aesthetic enhancement?	
1	- Migration		Thinking to KS5	Dieting?	
	- Ageing pop			- Exam anxiety	
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