



2d. PHSCE Policy

Ratified

1 Statutory Policies	Part 2
ISI	Part 1: Quality of education provided
Author Led	Headteacher
Date of Review	March 2026
Next Review	February 2027
Comment	Annual Review
Website	No

Personal, Social, Health, Citizenship and Economic Education (PSHCE) is a programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. PSHCE develops the qualities and attributes students need to thrive as individuals, family members and members of a global society.

It helps students to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. To make responsible, informed decisions related to drugs, alcohol and sexual consent, to understand the causes, implications and sources of help for mental and physical health problems, and to guide them in their career planning and financial future. It is integral with equipping our students with what lies ahead, and to encourage balance and confidence, in line with the school's principles.

This course is central to all aspects of school life - its thinking, planning, teaching and organisation – and as such has a positive influence on students' learning and relationships throughout the whole school community. Provision of PSHCE is explicitly designed to contribute to the process of growing up and the preparation of students for responsibility in adult life, by promoting fundamental British values and by passing those enduring, universal values which help to nurture pupils' integrity and autonomy so that they become responsible and caring citizens capable of contributing to the development of a just society.

This policy, along with the delivery of PSHCE, is written to be in line with other relevant school and government statements and policies of Relationship and Sex Education Policy, Anti-Bullying, School Rules, Pastoral Care, School and Sexual Relationships, ICT and Acceptable Use, Drugs and Alcohol, Careers and Higher Education, Keeping Children Safe in Education 2018, Equality Act 2010, Teaching Online Safety in Schools and SMSC.

1. Statutory Guidelines

The statutory guidelines are compulsory for all Primary and Secondary schools, including independent schools from September 2020. Up until this point, PSHCE has been compulsory for independent schools through the Independent Schools Standards, but this new statutory change will bring a 'levelling up' of standards across all schools and ensure safe, effective PSHCE practice.

Relationship and Sex Education, which, up to this point, has not been a compulsory element for independent schools, is now a requirement within the specified guidelines as set by The Moroccan Ministry of Education. It has been an integral and established part of PSHCE at BISC already and this new requirement will now be integrated further into the curriculum. Parents will have the right to withdraw their child from Sex Education for up to three terms before the child turns 16, thereafter it is the choice of the child.

Health Education is not compulsory for independent schools, although we intend to comply with all of the statutory guidance, including the Health Education elements, to ensure we provide consistent and a high-quality programme, in line with our pastoral plan and as part of our school ethos.

As an independent school, we are still required to comply with SMSC, KCSIE and other government policies, which include teaching Fundamental British Values.

2. Objectives

The provision of personal, social, health, citizenship and economic education reflects the school's aims and ethos.

Mindful of the constraints Moroccan Law the school encourages respect for other people, paying particular regard to the protected characteristics of age, disability, marriage, pregnancy and maternity, religion and belief.

The objectives of our programmes is to:

- To acquire knowledge in context
- To apply skills, e.g.: making decisions
- To develop values and attitudes, e.g.: responsibility
- To engage with the community
- To reflect on and learn from experience

3. Approach and Methodology

The advice of the PSHCE Association is reflected in the teaching methods used. We encourage active learning, discussion, project learning, and reflection, as well as more traditional methods, depending on the topic. A safe environment is created by the use of ground rules and distancing techniques, especially when dealing with sensitive issues. Resources and materials are reviewed and updated to ensure they are the most effective.

4. Differentiation/Adaptation

Students are taught in mixed ability groups; differentiation/adaptation is based on task and outcome. We ensure that students with special educational needs receive access to PSHCE through differentiation as advised in student provision plans from the Learning Support Department.

5. Cross-curricular

PSHCE is not a stand-alone subject and works in conjunction in particular with all curriculum areas. Cross-curricular learning is achieved through sharing Schemes of Work with other departments and joint planning. Implementation of numeracy and ICT skills are also integrated in PSHCE lessons.

6. Equal Opportunities

Staff educate without prejudice or discrimination and promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude and promote this attitude in turn to our students.

Teaching will take into account the ability, age readiness, and cultural backgrounds of our students and those with English as a second language to ensure that all can fully access the PSHCE provision. Every child's needs will be considered when planning lessons and activities.

The curriculum offered supports equal opportunities, referring to the protected characteristics of the Equality Act 2010, and challenges notions of prejudice and discrimination in the range of human experience.

7. Curriculum Content

Opportunities will be found for including PSHCE topics within designated time, other curriculum areas such as Biology, assemblies and in extracurricular activities.

In the Junior, Prep and Senior School, groups are taught in Form Groups in order to provide a connection between the academic and pastoral structures of the school and to help to ensure a unified whole-school approach to students' spiritual, moral and cultural development.

One period per week of 60 minutes is available for the taught areas of PSHCE in the Senior & Prep School, whilst this is covered in the Junior School during a 40 minute ECA session. They cover topics which include:

- Organisation
- Mental Health
- Friendships
- Personal safety
- First Aid
- Careers
- Stereotypes, discrimination and prejudice
- Bullying
- Physical Health
- Puberty
- Finance
- Romantic relationships
- Drugs and alcohol
- E-Safety (online safety)
- Citizenship

All year groups are taught in timetabled sessions, but this can also include additional Assemblies and other group sessions.

The detailed content for the Junior, Prep and Senior School is contained within schemes of work. As PSHCE is both a proactive and reactive subject, the programme of study may need to be adapted and developed during the course of the academic year. The programme of work will be updated accordingly if and when these changes occur.

However, in accordance with Moroccan Law, Students in Year 10 & 11 will receive 1 lesson of 60 minutes per week on Moroccan History and Culture. This programme of study will contain a number of cross synoptic links (e.g. Heritage, Pluralism etc.) and so further refines and enhances the PSHCE programme throughout the school.

8. Organisation of the taught programme

The Head of PSHCE, Ms Y Chajid, is responsible for the planning, coordinating and delivery of the programme, as well as for coordinating the training for staff who teach the programme in Years 7 - 13.

Schemes of work in Junior School will be monitored by the Head of School (Junior) Mr MacIver and for Years 5 - 6 by the Head of School (Prep) Mr Pegg.

All staff who are responsible for the taught programme are offered training in order that they feel comfortable teaching the programme, in particular those areas dealing with sensitive issues. This takes place either during staff INSET days when outside agencies may be used where appropriate or through the attendance of Staff CPD sessions.

External speakers are invited to deliver PSHCE events with their learning objectives and outcomes agreed in advance. We ensure external contributors' input is part of the planned programme and endeavours to enhance it. Teachers are always present during these talks to help facilitate the learning.

9. Confidentiality

Issues surrounding confidentiality come into sharp focus because of the nature of many topics covered by PSHCE. Any disclosure, which indicates the student is at risk, must be reported to the Designated Safeguard Lead or Deputy, in accordance with the school's Safeguarding policy. Teachers must not promise absolute confidentiality to students. Teachers are obliged to pass on disclosures only as defined in the Safeguarding Policy.

10. Assessment and Reporting

Student's learning is assessed through formative assessment throughout lessons. PSHCE is not about 'passing or failing', or about behavioural outcomes, rather the engagement of students and their ability to reflect. Feedback is immediate, constructive and positive. Marking is less structured with consideration given to the volume of work completed orally. PSHCE is not included in any reporting cycle. Any behavioural concerns are addressed through the school's Behaviour and sanctions policy.