

# Secondary PSHE Policy

## Academic Year 2025-26



ST.GEORGE  
BARCELONA



## **1. Introduction**

**1.1** At St George, we are committed to the development of the whole person and as a consequence we recognise the importance of the teaching and learning of PSHE (Personal, Social, Health and Economic education) and RSE (Relationships and Sex Education). Our PSHE curriculum has been designed using international frameworks to ensure that it encompasses children of all faiths and backgrounds.

## **2. Purpose of the policy**

**2.1** This policy outlines the intent, implementation and impact of how PSHE is taught in our secondary school.

**2.2** The implementation of this policy is the responsibility of all teaching staff.

## **3. Intent**

**3.1** We aim to guide and support pupils throughout their school years in developing social, emotional and cognitive skills that will enable them to be well prepared for the challenges of their future lives.

**3.2** Through our curriculum, our school environment, our school values and our relationships, we strive to promote students' self-esteem and emotional and physical well-being and help them to form and maintain relationships based on respect for themselves and others.

**3.3** We aim for students to have the confidence and self esteem to value themselves and others.

**3.4** We aim for pupils to develop empathy and social skills to promote wellbeing and a safe environment for themselves and others.

**3.5** We aim for students to develop assertiveness skills to cope with the influence of peers and the media.

**3.6** We aim for all our students to progress in life by ensuring that they are able to make well informed and educated choices in their future endeavours.

**3.7** We aim to provide students with guidance and understanding of topics in a respectful and safe environment.

## **4. Implementation**

### **4.1 School Values**

The school values focus on the acquisition of key qualities:

- Respect
- Responsibility
- Personal Best
- Empathy
- Resilience

## 4.2 PSHE Curriculum

Throughout the programme, students will develop a thorough understanding of the concepts outlined below.

Concepts developed through the programme of study	
<b>Identity</b>	Qualities, traits and our own sense of identity, how we identify with others, maintaining personal boundaries and building awareness of how others perceive us.
<b>Relationships</b>	Empathy & Respect. How to maintain healthy relationships, interpersonal interaction.
<b>Assertive communication</b>	Speaking our own voice. Assertive communication. The three sieves: kindness, truth, usefulness.
<b>Empathy</b>	Putting ourselves in other people's shoes. How do I feel about this and how might someone else be feeling? Connecting with others.
<b>Mental &amp; Physical Health</b>	Feelings. Healthy behaviour. Self esteem (body image, etc). Insightful thoughts. Reflecting on ourselves, our feelings and behaviours.
<b>Risk</b>	identifying risk, minimising risk, preparing for situations and learning to assess levels of risk.
<b>Equality</b>	Identifying equality and inequality, building awareness, tolerance and inclusion. Empathy & equity.
<b>Responsibility</b>	Choices. Leadership. Understanding our rights and responsibilities, recognising fair situations and injustice. Taking care of ourselves.
<b>Change</b>	Preparing for change, managing change, resilience and challenges. Getting in touch with our fears, worries and other feelings related to changes.
<b>Future</b>	Planning for the future .Fears, worries and expectations. Career choices, making decisions and finding our way. University, seeking jobs.

Our PSHE curriculum has been written in line with the PSHE Association Programme of Study.

Our PSHE curriculum will be delivered throughout the academic year through six Main Sessions, several form-time sessions for each year group and different wellbeing activities during the Unity week.

See Appendix 1 for detailed curriculum per year.

## 4.3 PSHE Form Time

We believe that central embedding of PSHE during the school week is also essential to developing open-minded, considerate and conscientious young people. PSHE sessions will also be delivered by the Form Tutor every Tuesday and Wednesday morning.

In the majority of cases, the topic will be related to the ones given during the Main Lessons of that same term. It will be a space for students to discuss and work on the different themes in more depth. All of the activities and topics discussed during these sessions will complement what students have seen during the PSHE Main Lessons.

See Appendix 2 for the detail of topics addressed during these sessions.

## 4.4 PSHE Books

From Years 7-13, students have PSHE books which follow them throughout the secondary years. These books are used for PSHE related activities or reflections within a lesson.

#### 4.5 Parents

Parents have the right to withdraw their child from the teaching of aspects of PSHE; however, in order to do so, a written letter to the headteacher that clearly specifies and justifies reasons for doing so must be provided.

#### 4.6 Whole School Curriculum Themed Days/Weeks

- Mental Health Day
- Unity Week: *Empathy and Connection Session*.
- Anti-Bullying Day
- Sports Days/Wear it Pink Day (Breast cancer awareness), Red Cross (Christmas present donations), as well as other charity events

#### 4.7 SEND

To ensure the needs of all learners are met and students with additional needs are properly included in PSHE lessons, staff are aware that more explicit teaching may be required. This may be in the form of additional support within the lesson, small group work and/or adaptation of resources.

At times, children may find they have Social, Emotional and Mental Health (SEMH) difficulties. At St George, we provide additional support for students with SEMH needs through a range of interventions and support strategies including but not limited to Peer Mentoring, counselling sessions, SEN accommodations.

#### 4.8 Confidentiality

PSHE lessons are conducted in a sensitive manner and in confidence. However, if a student makes a disclosure or makes any reference that indicates that they may have been a victim of abuse, this will be dealt with in line with our Safeguarding and Child Protection policy.

#### 4.9 Answering Difficult Questions

If a student asks an explicit or difficult question, staff will use their professional judgement in deciding the best way to answer it. If the staff member is concerned, they can refer this (using the serious incident referral form) to the designated safeguarding leader, who can follow the appropriate procedures.

### 5. Impact

The outcomes of our PSHE curriculum are that students at St George British School will become well-rounded individuals who are able to make positive contributions to our school and the wider community. They will have a sound understanding of the importance of our school values and the ability to form healthy relationships. They will have the emotional literacy to allow them to recognise and manage their feelings and a knowledge of how to seek the necessary help and support when they are feeling overwhelmed.

Students will have a good understanding of how to keep healthy and safe, both physically and mentally.

Students will have an understanding of the importance of family life, in its wide range of forms, stable and loving relationships, respect and love.

Students will be able to make well informed and educated choices in their future endeavours.

### 6. Review

**6.1** Current Version: September 2024

**6.2** Date of review: September 2025

## Appendix 1: Main Sessions per Year Group

Year Group	PSHE 1	PSHE 2	PSHE 3	PSHE 4	PSHE 5	PSHE 6
Year 7	<p><b><u>New beginning. Personal identity and core values</u></b></p> <ul style="list-style-type: none"> <li>- My own identity</li> <li>- What does personal identity mean? Which aspects does it imply?</li> <li>- What are core values?</li> <li>- How are these related to our identity?</li> <li>- Which are the school's values?</li> <li>- Which are my values?</li> </ul>	<p><b><u>Online Safety</u></b></p> <ul style="list-style-type: none"> <li>- What kind of risks are there online?</li> <li>- What do you need to be aware of when using social media?</li> </ul>	<p><b><u>Role Models</u></b></p> <ul style="list-style-type: none"> <li>- How do we identify role models?</li> <li>- Who do I want to become?</li> <li>- How am I responsible for my life choices?</li> </ul>	<p><b><u>Wellbeing and Healthy behaviour</u></b></p> <ul style="list-style-type: none"> <li>- Which factors have an impact on our physical health?</li> <li>- Which factors have an impact on our emotional health? How can advertisements, social media and relationships impact on our health behaviours?</li> </ul>	<p><b><u>Bullying</u></b></p> <ul style="list-style-type: none"> <li>- What can Bullying look like?</li> <li>- What effects can bullying have on people?</li> <li>- What is cyberbullying?</li> <li>- What could you do if you are being bullied?</li> </ul>	<p><b><u>The brain development during puberty</u></b></p> <ul style="list-style-type: none"> <li>- How does the brain change during puberty?</li> <li>- What emotional &amp; social changes occur during puberty?</li> <li>- How do those changes affect a teenager's daily life?</li> </ul>
Year 8	<p><b><u>Kindness. Fighting bullying</u></b></p> <ul style="list-style-type: none"> <li>- How can we tell it is bullying?</li> <li>- What are the different roles one can play in bullying?</li> <li>- What impact might bullying have?</li> <li>- In what ways can we be empathetic in these situations?</li> </ul>	<p><b><u>Everyone has a role to play!</u></b></p> <ul style="list-style-type: none"> <li>- What does Neurodiversity mean?</li> <li>- Why is it important to understand this concept?</li> <li>- What is the Multiple Intelligence Theory?</li> <li>- How does this theory help us improve our self esteem?</li> </ul>	<p><b><u>Diversity and Equality</u></b></p> <ul style="list-style-type: none"> <li>- What is diversity?</li> <li>- How do we accept and respect differences?</li> <li>- How do we identify inequality?</li> <li>- What can I do about it?</li> <li>- How can I encourage greater equality?</li> </ul>	<p><b><u>Team work</u></b></p> <ul style="list-style-type: none"> <li>- What can you bring to a team?</li> <li>- Which aspects one must take into account when working as a team?</li> <li>- Which communication strategies are key for a team to succeed? What is a good leader?</li> </ul>	<p><b><u>Social media: the risks and the benefits that we take on</u></b></p> <ul style="list-style-type: none"> <li>- What consequences can technology abuse have on people's lives?</li> <li>- Which are the consequences of technology on one's attention capacity?</li> <li>- What does cyberbullying</li> </ul>	<p><b><u>Bad habits and addictive behaviour.</u></b></p> <ul style="list-style-type: none"> <li>- What are your beliefs and attitude towards substances?</li> <li>- What are the effects of caffeine consumption? What are the risks associated with caffeine consumption?</li> <li>- Which strategies could be useful to help</li> </ul>

				<ul style="list-style-type: none"> <li>- How should the setting of goals work for a team to succeed?</li> <li>-</li> </ul>	look like? What can we do to prevent it? - Why is gaming an issue nowadays?	someone reduce their caffeine consumption?
Year 9	<b><u>Bullying</u></b> <ul style="list-style-type: none"> <li>- Why is the bystanders' role key for solving bullying?</li> <li>- How does peer pressure contribute to bullying?</li> <li>- Which strategies can we use to reduce bullying at school?</li> <li>- Is banter considered bullying?</li> <li>- What can I do to contribute to a culture of belonging and inclusion in school?</li> </ul>	<b><u>Brain Modelling-Mental Health</u></b> <ul style="list-style-type: none"> <li>- Which are the myths of adolescence? Why is it important to question them?</li> <li>- How is the brain remodelled during our teenage years?</li> <li>- What impact do these brain changes have on our behaviour and our emotions?</li> <li>- What does Neuroplasticity mean?</li> <li>- Why is the integration of the brain important for our wellbeing? How can we boost this process?</li> </ul>	<b><u>The Effects of Drugs and Addiction</u></b> <ul style="list-style-type: none"> <li>- What types of drugs are there and what are their effects?</li> <li>- What might influence a person to use drugs and how could they manage these influences?</li> <li>- Which reasons in favour of drug use can you think of? Are any of them based on inaccurate beliefs?</li> <li>- Which reasons do you believe are the strongest reasons against drug use and why?</li> <li>- What types of drugs are there? What effects do they have?</li> </ul>	<b><u>The Effects of Drugs-Vaping</u></b> <ul style="list-style-type: none"> <li>- What influences teenagers behaviour related to vaping nowadays?</li> <li>- Which consequences does vaping have on people's health?</li> <li>- Which misconceptions about vaping do people have? How can they be challenged?</li> </ul>	<b><u>Social Media-Mental Health Awareness</u></b> <p>What does social media mean to you? Which are the benefits that social media entails? Which are the risks related to social media? Is social media a tool or a weapon? What strategies can we acquire for positive use of social media?</p>	<b><u>Body Image in the Digital World</u></b> <ul style="list-style-type: none"> <li>- What do we mean by "body image"?</li> <li>- How is a person's body image different to what his/her actual body looks like?</li> <li>- What makes people think they need to look a certain way? How does the media influence this?</li> <li>- Who can I ask for advice and guidance on body image and online stress?</li> <li>- What strategies can we use to reduce the impact of social media on our body image?</li> </ul>

<b>Year 10</b>	<b><u>Change &amp; New Challenges</u></b> <ul style="list-style-type: none"> <li>- Which emotional, social and physical changes does a person face during this stage in life?</li> <li>- What support is available in our school if someone is struggling to manage these changes?</li> <li>- How do brain changes impact teenagers' behaviour? What can we do about it?</li> <li>- How do changes and new challenges impact one's wellbeing?</li> </ul>	<b><u>Peer Mentoring</u></b> <ul style="list-style-type: none"> <li>- to develop skills that can be used to coach and mentor younger students.</li> <li>- to develop knowledge sharing, new skills, communication and leadership.</li> <li>- to recognise and promote strengths of others and increase engagement and promote two way learning.</li> </ul>	<b><u>Mental health Awareness</u></b> <ul style="list-style-type: none"> <li>- Recognizing signs of alert that someone might need support.</li> <li>- What are the mental health issues that most commonly affect young people?</li> <li>- What is stress? How does it impact our wellbeing?</li> <li>- What is anxiety?</li> <li>- How do we define depression?</li> <li>- How can we seek help?</li> </ul>	<b><u>Sex Education</u></b> <ul style="list-style-type: none"> <li>- What are the risks of unprotected sex? What are the risks associated with teen pregnancies? How can people protect themselves from unplanned pregnancies and STIs? What are the different STIs that exist? Which are the symptoms? How could we prevent them? Which contraceptive methods are available?</li> </ul>	<b><u>The effect of Drugs- Mental &amp; Physical health</u></b> <ul style="list-style-type: none"> <li>- What is the difference between internal and external influence?</li> <li>- How weak or strong the impact of different agents of influence is likely to be on a person's behaviour?</li> <li>- What is the potential impact of acting based on different pressures and influences for a teenager?</li> <li>- What opportunities do we have in our daily lives to be a positive influence for others?</li> </ul>	<b><u>Social Media</u></b> <ul style="list-style-type: none"> <li>- What is the impact of social media on mental health and emotional wellbeing?</li> <li>- How can we develop digital resilience?</li> </ul>
<b>Year 11</b>	<b><u>Procrastination &amp; Motivation</u></b> <ul style="list-style-type: none"> <li>- What is procrastination?</li> <li>- What consequences might it have on our wellbeing?</li> <li>- What causes us to procrastinate?</li> <li>- What strategies or tools can we</li> </ul>	<b><u>Wellbeing &amp; Lifestyles</u></b> <ul style="list-style-type: none"> <li>- What does a balanced lifestyle look like?</li> <li>- What are the important activities or habits one must incorporate to have a balanced/healthy lifestyle?</li> <li>- How do everyday</li> </ul>	<b><u>Drugs &amp; Addiction</u></b> <ul style="list-style-type: none"> <li>- What are the effects and risks of using substances?</li> <li>- How does alcohol impact our decision making ability? And other drugs?</li> <li>- What are the best ways of</li> </ul>	<b><u>Mental Awareness- Unhelpful thoughts</u></b> <ul style="list-style-type: none"> <li>- What do we mean when referring to "unhelpful thoughts"?</li> <li>- How to handle unhelpful thoughts?</li> <li>- How do negative thinking patterns impact on our</li> </ul>		

	incorporate to fight it?	activities impact our wellbeing? - Which strategies can we come up with in order to balance one's day?	getting help when you are in a risky situation which involve substances ?	response to disappointments? - Which strategies can we use to reframe negative thinking and build resilience?		
Year 12	<u><b>Making healthy Decision</b></u>  Why is it so hard to make healthy decisions? How do social interactions influence our decisions? How do immediate gratification and future rewards play into health decisions? Does the presence of witnesses impact our health decisions?	<u><b>Drugs &amp; Alcohol</b></u>  - What short term and long term consequences are there involved in drug and alcohol abuse? - Which factors can affect decision making related to alcohol and other drugs? - Which are the risks and consequences of substance use?	<u><b>Reframing negative thinking</b></u>  - What is resilience? - What are negative thinking patterns? How can we identify them? - What can we do about these patterns? How can we reframe our thinking processes? -	<u><b>Conflict Resolution</b></u>  - What is a passive response to a conflict? And an aggressive one? - Are there alternatives to these types of responses? - What does effective conflict management look like in different types of relationships? - Why might someone manage a conflict in a less healthy way? - Which strategies can we use to manage conflict in an effective and healthy way?	<u><b>Choices &amp; the future</b></u>  - What do you imagine or wish for in your future life? - Where are you standing nowadays? What are your Strengths? And weaknesses? - What can you do today to get to your desired future? - How can you focus on your present?	<u><b>Cybersecurity</b></u>  - How do you take care of your personal information? - What is cybersecurity? Why is it so important? - What cyber threats exist nowadays? - What can we do about them?
Year 13	<u><b>The effect of Alcohol &amp; other drugs</b></u>  - How can we make independent	<u><b>Dealing with Conflict</b></u>  - What is the difference between positions and	<u><b>The future</b></u>  - What are my worries or fears about the future?	<u><b>Independence &amp; Adulthood</b></u>  - What risks and challenges does a		



	<p>and responsible decisions related to alcohol and other drugs?</p> <ul style="list-style-type: none"> <li>- What are the laws about alcohol and other drugs?</li> <li>- How can these substances impact our personal safety?</li> <li>- Where can we seek help?</li> </ul>	<p>interests in a conflict?</p> <ul style="list-style-type: none"> <li>- How can we go from a "win-lose" situation to a "win-win" situation?</li> <li>- Which attitudes allow us to find solutions rather than stay stuck in a problematic situation?</li> </ul>	<ul style="list-style-type: none"> <li>- What expectations do I have?</li> <li>- How does our present affect our future?</li> <li>- What can we do today to start building the future we desire?</li> <li>- Who do I want to become?</li> </ul>	<p>person might face when leaving home?</p> <ul style="list-style-type: none"> <li>- Which are the best strategies to handle those risks or challenges?</li> <li>- Who can we count on to help us?</li> </ul>		
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## Appendix 2: Form Time per Year Group

Year Group	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 7	Transition from Primary to Secondary	Online Safety	Role Models Project	Introduction to Wellbeing	Building connections. Assertive communication	Choices & Responsibility : doing the right thing.
Year 8	About us! Empathy	Neurodiversity	Equality, Equity & Diversity	Conflicts at school: communicating with friends	Open IA & LMM	Upcoming changes!
Year 9	Identity & Values	Brain response to conflict	Alcohol	Drug abuse- Managing the influence	Intense feelings- Mental Health Awareness	Physical health: sleeping & eating well
Year 10	Learning skills	Mental Health- Vulnerability, shame & courage	Healthy relationships & consent	Stress & Coping strategies	The effect of Drugs- research & raising awareness	Online stress- FOMO
Year 11	Challenges & Perseverance .Mindfulness	Boredom	Empathy	Exam Stress	Introducing Ourselves to the world and Careers	

<b>Year 12</b>	<b>Thriving in the new key stage</b>	<b>Consent: responsibilitie s &amp; consequences</b>	<b>Wellbeing &amp; resilience</b>	<b>Handling Emotions &amp; Stress</b>	<b>Careers</b>	<b>Communicatio n- How does AI learn?</b>
<b>Year 13</b>	<b>Taking in the good</b>	<b>Anti-fraud</b>	<b>Awareness- Experiences vs Theoretical Knowledge</b>	<b>Seeking Jobs</b>		