



PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

Personal, Social, Health and Economic Education (PSHEE) as well as Relationship and Sexual Education (RSE) helps pupils to develop the skills, knowledge and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. It enables children to become healthy, independent and responsible members of society.

At BST we encourage our pupils to play a positive role in contributing to the life of the school and the wider community. We teach them about rights and responsibilities and how to play a positive role as a member of a multicultural society. Through the school council pupils learn to take more responsibility for the school and environment.

Our Shared School vision and aims are:

- Work together and be the best we can
- Care for and support one another
- Respect and value one another and the environment
- Provide education that is open and inclusive of all children and young people

Every Child Matters:

- Enjoy and Achieve
- Being Healthy
- Staying Safe
- Relationships
- Emotional Health
- Positive Contribution

Safeguarding

Please contact the school Wellbeing Lead, Kim Langdon at kim.langdon@bstenerife.com or Mrs Samantha Horsley-Lloyd at samantha.horsleylloyd@bstenerife.com should there be any concern related to the safety or welfare of any child.

Aims and Objectives

In accordance with the Spanish and British curriculum, the aims of PSHEE and RSE education are to enable students to:

- Know and understand what constitutes a healthy lifestyle, the importance of a healthy diet and physical activity, and the misuse of drugs and alcohol
- Be aware of safety issues: drugs, peer and group pressure, bullying, and online safety
- Have respect for others regardless of age, disability, gender reassignment, marriage

and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

- Understand what makes for good relationships with others
- Deliver an honest, unbiased, age-appropriate and inclusive relationships and sex education programme.
- Develop resilience and empathy
- Provide children and young people with the necessary knowledge and skills to enjoy safe and equal relationships
- Understand sex and relationships according to each stage of development
- Understand sexuality and consent and the risks of Sexually Transmitted Infections (STIs), sexting and pornography
- Understand the arguments for delaying sexual activity and resisting pressure
- Understand how money is exchanged through the use of cash and credit and debit cards
- Appreciate the value of handling money wisely
- Understand the taking on of responsibility and the consequences of one's actions in relation to sexual activity
- Develop as responsible, valued citizens aware of the protected characteristics detailed in the previous point
- Learn how to resolve differences by looking at alternatives
- Be independent and responsible members of the school community
- Be positive and active members of a democratic society
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Recognise their worth as individuals by identifying positive things about themselves and their achievements
- Adopt the fundamental British and Spanish values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Value work and profession to support personal development, develop creativity and acquiring money
- Understand the world of work: employment, self-employment and taxation
- Become familiar with finances in adult life: savings, mortgages and investments

These topics will be covered according to each child's stage of development and school level. There may be additional aims and objectives added in accordance with current events.

Relationship and Sexual Education

Definition of Relationships and Sex Education (RSE)

Relationships and Sex Education (RSE) is lifelong learning about physical, moral and emotional development. It equips pupils with the knowledge, understanding, skills and values they need to build

positive, healthy and respectful relationships, make informed decisions, understand consent and personal boundaries, and stay safe both online and offline. RSE is taught in an age-appropriate manner and reflects the diverse society in which we live whilst respecting the school's values and safeguarding responsibilities.

In Spain, *educación en valores cívicos y éticos* is a mandatory subject. In the United Kingdom, PSHEE is also a compulsory element of the curriculum. These subjects include Relationships and Sex Education. As a British school operating in Spain, BST delivers RSE in accordance with both Spanish requirements and relevant UK guidance.

The RSE curriculum promotes respect for all individuals and reflects the protected characteristics contained within the Equality Act 2010, including age-appropriate learning about different families, relationships, sexual orientation and gender identity. Teaching is delivered in a factual, balanced and inclusive manner and encourages mutual respect, tolerance and understanding.

Parents' Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of the sex education elements of the RSE curriculum. There is no right to withdraw from Relationships Education, Health Education, or content that forms part of the statutory curriculum. Requests for withdrawal should be made in writing to the Headteacher and will be discussed with parents before a decision is finalised.

The yearly overview detailing any lessons from which withdrawal may be requested is shared with parents before the teaching of sex education begins. Before withdrawing their child, parents are encouraged to consider the benefits of participation. These lessons support pupils in understanding physical and emotional development, developing healthy and respectful relationships, managing risk, recognising consent and boundaries, and becoming healthy, confident and responsible young adults.

Spanish Guidance - <https://www.boe.es/eli/es/lo/2020/12/29/3/con>

UK guidance - [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](#)

Curriculum Overview

EYFS

- Friendships and relationships
- Feelings and emotions
- Personal safety
- Healthy lifestyles and self-care
- Respecting differences and diversity

Key Stage 1 (Years 1-2)

- Families and caring relationships
- Friendships and anti-bullying
- Keeping safe online
- Feelings and wellbeing

- Healthy lifestyles

Lower Key Stage 2 (Years 3-4)

- Positive relationships
- Personal boundaries
- Physical and emotional health
- Online safety
- Respect and diversity

Upper Key Stage 2 (Years 5-6)

- Puberty and body changes
- Personal hygiene
- Healthy relationships
- Consent and personal boundaries
- Managing emotions and transition to secondary school

Key Stage 3 (Years 7-9)

- Physical and emotional changes during adolescence
- Healthy and unhealthy relationships
- Consent
- Online safety and digital relationships
- Mental health and wellbeing
- Diversity, equality and inclusion
- Sexual health awareness

Key Stage 4 (Years 10-11)

- Healthy intimate relationships
- Consent and the law
- Sexual health and STIs
- Contraception
- Managing risk
- Financial wellbeing
- Careers and future pathways

Sixth Form

- Healthy adult relationships
- Independent living
- Financial planning
- Employment rights and responsibilities
- Mental wellbeing
- Personal safety and life beyond school

Monitoring and Evaluation

The PSHEE and RSE curriculum is monitored by the Wellbeing Lead, Heads of Phase and Senior

Leadership Team through:

- Lesson observations and learning walks
- Planning scrutiny
- Pupil work sampling
- Student surveys and questionnaires
- Pupil voice meetings
- Parent feedback
- Staff feedback
- Analysis of safeguarding trends and wellbeing data

Pupil views are gathered regularly through surveys, focus groups, School Council discussions and informal feedback. This information is used to ensure that topics remain relevant, age appropriate and responsive to pupils' needs.

1. Additional points to consider when teaching Relationship and Sex Education:

1.1 Primary Years: We implement PSHEE as an integral part of the curriculum, as well as providing dedicated sessions of 30 minutes timetabled each week.

In the early Primary Years, education about relationships focuses on friendship, bullying and the building of self-esteem.

Year 6 PSHEE will support pupils' ongoing emotional and physical development and includes:

- Puberty and changes in the body
- The timeframe for these changes to happen, what issues may cause anxiety and how to deal with these

1.2 Secondary: Students in Years 7, 8, 9 and 10 receive a weekly PSHEE lesson of 40 minutes duration and students in Year 11 receive a weekly lesson of 20 minutes duration.

2. Teaching PSHEE and RSE to children with specific and/or additional needs

We teach PSHEE and RSE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHEE and RSE we consider the targets set for students in their Student Passport.

3. Assessment

Teachers assess students' work in PSHEE and RSE by making informal judgements as they observe the young person during lessons and throughout the school day in their behaviours. We strive for every member of our school to display the core values of respect, honesty, kindness and commitment. This helps the pupil feel comfortable taking part in discussions, knowing the focus is on learning life skills for their personal and emotional growth rather than to receive a specific grade. In Secondary, the class will complete a short quiz at the end of each topic to ensure that they have understood the topic, however, there is no grade given for PSHEE.

4. Early Years (EYFS)

In the Early Years Foundation Stage, Personal, Social, Health and Economic Education is delivered primarily through the EYFS area of learning: **Personal, Social and Emotional Development (PSED)**, alongside Communication and Language and Understanding the World.

PSHEE in EYFS is embedded throughout daily routines, play-based learning, stories, circle times, adult modelling and child-led experiences. The focus is on supporting children to:

- Build positive relationships with adults and peers
- Develop confidence, independence and self-esteem
- Understand and manage feelings appropriately
- Learn how to share, cooperate and take turns
- Develop resilience and perseverance
- Begin to understand healthy lifestyles, hygiene and self-care
- Learn how to stay safe both in school and in the wider world
- Respect differences and celebrate diversity within the school community

At BST, relationship education in EYFS focuses on friendships, kindness, family relationships, emotions, boundaries and respectful behaviour in an age-appropriate manner.

Learning is delivered through practical experiences, role play, stories, discussion and continuous provision. Staff work closely with parents through daily communication and Tapestry to support children's personal, social and emotional development.

Policy Development and Consultation

This policy has been developed in consultation with pupils, parents, staff, senior leaders and governors. Feedback gathered through pupil voice, parent consultations, safeguarding reviews and curriculum evaluation is used to ensure that the PSHEE and RSE curriculum remains relevant, inclusive and responsive to the needs of the school community.

Policy Review:

This policy will be reviewed annually by the Wellbeing Lead, Senior Leadership Team and Board of Governors, or more frequently if required by changes in legislation, statutory guidance, safeguarding requirements or school operational needs

Written by:	Kim Langdon		
Agreed Date:	September 2025		
Board of Governors			
	Print Name:	Signed:	Date:
Academic Director:			
	Print Name:	Signed:	Date:
Review Date:	September 2026		

--	--