



Aspire AP School

PSHE Policy

Signed by:

Executive
Headteacher

Date: 1st September, 2026

Chair of governors

Date: 1st September, 2026

Last Updated: 31st August 2026

Next Review Due: 31st August 2027

Contents:

Aspire AP School, Hall Green Baptist Church, 1250 Stratford Road, Birmingham B28 9EJ.
Aspire AP School 2, Raglan Road Christian Church, 70 Raglan Road, Smethwick B66 3ND
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Statement of intent

Aspire AP School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our RSE, relationships, health education and pastoral care programme.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via info@aspireapschool.bham.sch.uk and the PSHE curriculum, will be available to read and download.



Legal framework

- o This policy has due regard to legislation and statutory guidance, including, but not limited to the following:
 - Education Act 1996
 - Education Act 2002
 - Children and Social Work Act 2017
 - DfE (2019) 'Keeping children safe in education' (KCSIE)
 - DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
 - DfE (2019) 'School and college security'
- o This policy will be followed in conjunction with the following school policies and procedures:
 - Complaints Procedures Policy
 - Secondary School RSE and Health Education Policy
 - Child Protection and Safeguarding Policy
- **Key roles and responsibilities**
 - o The governing board has overall responsibility for the implementation of the school's PSHE Policy.
 - o The governing board has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
 - o The headteacher has overall responsibility for reviewing the PSHE Policy annually.



- o The headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
 - o The headteacher will be responsible for the day-to-day implementation and management of the PSHE Policy.
 - o The PSHE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
 - o The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.
 - o The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).
 - o The school ensures that pupils are also involved in the creation of this policy through termly feedback, suggestion forms and/or class discussions.
- **Aims of the PSHE curriculum**
 - o Pupils will learn to do the following:
 - Understand what constitutes a healthy lifestyle.
 - Understand how to stay safe and behave online.
 - Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
 - Understand the law and consequences of risky behaviours.
 - Develop responsibility and independence within school which they will take forward into society in their working lives.



- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
 - Understand what constitutes 'socially acceptable' behaviour at school and in society.
 - Be a constructive member of society.
 - Understand democracy.
 - Develop good relationships with peers and adults.
 - Develop self-confidence, self-esteem and self-worth.
 - Make positive, informed choices as they make their way through life.
 - Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.
- **Teaching methods and learning style**
 - o A range of teaching and learning styles are used to teach PSHE.
 - o Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.
 - o 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:
 - No crude language.
 - No raised voices/shouting.
 - No talking over people.
 - Show respect for another's views, even when disagreeing with them.
 - Keep comments subject-specific, as opposed to personal.



- o Pupils learn research and study techniques and can engage in investigations and problem-solving activities.
- o All pupils are encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.
- o The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
- o The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- o Pupils' questions, unless inappropriate, are answered respectfully by teachers.
- **Timetabling and cross-faculty involvement**
 - o The school uses direct teaching via timetabled lessons.
 - o PSHE is taught in discrete curriculum time, delivered by tutors and other staff.
 - o The school ensures cross-curricular learning through discussion between subject areas and staff.
 - o There is an element of PSHE in pastoral care and the school will ensure that PSHE and pastoral care teams work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.
- **Safeguarding, reports of abuse and confidentiality**
 - o All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:



- Bullying (including cyberbullying).
 - Physical abuse, e.g. hitting, kicking, hair pulling.
 - Sexual violence, e.g. rape, assault by penetration and sexual assault.
 - Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
 - Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.
 - Sexting
 - Initiation/hazing type violence and rituals.
- o All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:
- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
 - Signs of self-harm or a significant change in wellbeing.
 - Signs of assault or unexplained injuries.
 - New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- o All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.
- o If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding



procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.

- o Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.
- o The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
- o Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.
- o The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.
- o The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making suicide seem a more viable options for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.



- **Tailoring PSHE**

- o The school uses discussions and other activities during initial PSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.
- o Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- o Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.
- o All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.
- o The school will deliver RSE and health education as part of its timetabled PSHE programme, having due regard to the school's Secondary School RSE and Health Education Policy.

- **KS3 and 4 programmes of study**

The PSHE curriculum is delivered as a two-year rolling programme of six half-termly units per year, taught to a mixed Key Stage 3 and Key Stage 4 class. The programme of study for Years 1 and 2 covers the following units:

Year 1, Autumn 1: Identity, Values and Belonging

- o Key Stage 3 pupils will be taught the following:
 - What identity means — values, culture, family and strengths
 - How personal values shape decisions and relationships
 - Types of family and community; the importance of belonging
 - Stereotypes, prejudice and protected characteristics
 - Naming and managing emotions; self-regulation strategies

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- Mental health as a spectrum; building personal strengths
- o Key Stage 4 pupils will be taught the following:
 - How identity shapes decisions about relationships and sex
 - Values and how we want to be treated — the foundation for consent
 - How the need to belong can be exploited, including links to child sexual exploitation (CSE) and county lines
 - Gender stereotypes and their link to RSE; an introduction to misogyny
 - Early signs of anxiety and low mood; mental health and decision-making
 - How self-knowledge supports healthy choices in relationships

Year 1, Autumn 2: RSE — Relationships, Consent and Healthy Intimacy

- o Key Stage 3 pupils will be taught the following:
 - Features of healthy relationships: respect, trust, honesty, equality, care
 - Types of abuse, including emotional, physical, sexual, financial and coercive control
 - Consent and the FRIES model: Freely given, Reversible, Informed, Enthusiastic, Specific
 - The difference between persuasion and coercion, and how to resist pressure
 - Diversity in romantic and sexual attraction, and sexual and gender identity
 - Different family structures, and what to do if family life feels unsafe
- o Key Stage 4 pupils will be taught the following:
 - Characteristics of healthy relationships, ethical principles and power dynamics



- Coercive control in depth, the Domestic Abuse Act 2021, and why leaving an abusive relationship is difficult
- The legal age of consent, and the legal responsibility of the person seeking consent
- What constitutes a sexual offence, and how to seek help after sexual coercion
- LGBTQ+ identities in depth, the law, and specialist support services
- The legal status of marriage and civil partnerships, and forced marriage law

Year 1, Spring 1: Online Safety and Social Media

- o Key Stage 3 pupils will be taught the following:
 - Online opportunities and risks; age restrictions and why they exist
 - How algorithms work, and social media's impact on mental health and body image
 - Misinformation and disinformation; recognising and reporting harmful content
 - The law on sharing intimate images, and support available through CEOP, Report Remove and Childline
 - Online grooming — how it works, warning signs, and telling a trusted adult
 - Privacy settings, blocking, reporting and managing a digital footprint
- o Key Stage 4 pupils will be taught the following:
 - How online spaces amplify risk, the speed of sharing, and blurred privacy boundaries
 - Algorithms, data collection and targeted advertising; critically evaluating online content



- Misogynistic influencers and extremist online recruitment, and how to challenge these safely
- AI-generated imagery, deepfakes and the law; recognising and responding to sextortion
- How online grooming can lead to CSE, and the legal position on exploitation and consent
- Long-term digital footprint consequences, and how to support a friend experiencing online danger

Year 1, Spring 2: RSE — Bodies, Puberty and Reproductive Health

- o Key Stage 3 pupils will be taught the following:
 - Male and female anatomy, using correct terminology throughout
 - Physical and emotional changes of puberty, and that variation between people is normal
 - The menstrual cycle and period products, and testicular health basics
 - Reproduction and conception, and an introduction to contraception
 - An introduction to sexually transmitted infections (STIs), condoms as protection, and accessing sexual health services
 - Different types of intimacy, the choice to delay sex, and what influences sexual decisions
- o Key Stage 4 pupils will be taught the following:
 - Reproductive anatomy and function, including breast and testicular self-examination
 - Menstrual health conditions such as PMS, heavy bleeding, PCOS and endometriosis, and advocating for support from a GP
 - The full range of contraceptive methods, Fraser Guidelines for under-16s, and emergency contraception



- STIs in depth, including symptoms, transmission and treatment; PrEP and PEP; and overcoming stigma
- Communicating readiness with a partner, and how alcohol and drugs affect capacity to consent
- Navigating sexual health services confidentially, and setting boundaries

Year 1, Summer 1: Knife Crime, Criminal Exploitation and Personal Safety

- o Key Stage 3 pupils will be taught the following:
 - Statistics on knife crime, myths versus facts, and why the 'everyone carries' myth persists
 - Motivations for carrying a knife, and why doing so increases danger rather than reducing it
 - What county lines is, and how young people are groomed and exploited into criminal activity
 - De-escalation strategies, trusting instincts, and reporting violence safely
 - Legal consequences of knife possession, and the impact on perpetrators, victims and families
 - Building a safety network, including police, Childline, local services and anonymous reporting
- o Key Stage 4 pupils will be taught the following:
 - Joint enterprise, and how presence at a knife crime can carry equal legal consequences
 - Criminal exploitation, and how adults use loyalty, fear and belonging to recruit young people
 - County lines and its links to CSE, social media recruitment, and legal consequences for young people



- More complex de-escalation, the role of the bystander, and supporting a friend involved in exploitation
- Long-term consequences of criminal involvement, including on employment, travel, higher education and visas
- Barriers to reporting exploitation, anonymous reporting tools, and helping someone already involved

Year 1, Summer 2: Drugs, Alcohol, Vaping and Risky Behaviour

- o Key Stage 3 pupils will be taught the following:
 - Classification of substances (depressants, stimulants, hallucinogens), and legal versus illegal status
 - What vapes contain, the associated health risks, and how the industry markets to young people
 - Effects of alcohol on the body and brain, cultural norms, and drink spiking awareness
 - Short- and long-term health risks of cannabis, and links to mental health
 - Social norms and peer influence, and refusal skills
 - Recognising when substance use is becoming harmful, and how to access help, including FRANK, a GP or local services
- o Key Stage 4 pupils will be taught the following:
 - Harm reduction principles, and risks of adulterated, counterfeit and online-purchased drugs
 - Long-term vaping evidence, industry marketing, and cessation support
 - The critical RSE link: that alcohol reduces the capacity to give meaningful consent
 - The bidirectional relationship between substance use and mental health, and the concept of dependency



- Alcohol and drugs in sexual situations, harm reduction, and methanol poisoning awareness
- Having difficult conversations with friends about substance use, and recognising signs of dependency

Year 2, Autumn 1: RSE — Sex Education: Deepening Knowledge and Skills

- o Key Stage 3 pupils will be taught the following:
 - Recap of consent, relationships and bodies knowledge from Year 1
 - The efficacy and basic mechanism of different contraceptive methods
 - Symptoms and treatment of common STIs
 - How pornography misrepresents real relationships and sex
 - The main options and sources of support around unintended pregnancy
 - Applying consent, contraception and relationship knowledge to realistic scenarios
- o Key Stage 4 pupils will be taught the following:
 - Identifying and addressing personal gaps in RSE understanding
 - Accessing contraception confidentially, and communicating about contraception with a partner
 - The role of PrEP and PEP in HIV prevention, and overcoming stigma around testing
 - The harms of pornography in depth, including its link to consent attitudes and the danger of strangulation
 - Evaluating impartial, medically accurate sources of information, and support around miscarriage and pregnancy loss
 - Demonstrating depth of understanding across consent, contraception, STIs and relationships



Year 2, Autumn 2: RSE — Child Sexual Exploitation, Harmful Relationships and Getting Help

- o Key Stage 3 pupils will be taught the following:
 - What child sexual exploitation (CSE) is, and that it is never the fault of the young person
 - Why someone in an exploitative relationship may not realise it is happening
 - What constitutes sexual harassment, and that unwanted sexual attention or contact is never acceptable
 - Domestic abuse as more than physical violence, and sources of support
 - That FGM and forced marriage are illegal in the UK, and sources of support
 - Barriers to reporting abuse, and strategies to overcome them
- o Key Stage 4 pupils will be taught the following:
 - The stages of grooming that lead to CSE, and the legal position on consent in exploitative relationships
 - Applying the legal framework around CSE to assess whether a scenario constitutes exploitation, and how to report it
 - Legal protections and reporting processes relating to sexual harassment, assault and rape
 - The Domestic Abuse Act 2021 and the cycle of abuse, including why leaving is difficult
 - Legal protections and reporting processes relating to honour-based abuse, FGM and forced marriage
 - Constructing a personal action plan for responding to a concern about their own or a friend's safety



Year 2, Spring 1: Water Safety and Managing Risk

- o Key Stage 3 pupils will be taught the following:
 - The water safety code: Stop, Tell someone, Call 999, stay low and throw
 - Cold water shock, and the float to live position
 - Factors that increase risk in a given situation
 - What to say when calling 999, and the recovery position
 - The CPR sequence
 - Combining risk assessment, water safety and first aid knowledge into a single safety guide
- o Key Stage 4 pupils will be taught the following:
 - Why rivers, canals, reservoirs and the sea are particularly high-risk compared to swimming pools
 - Why you should never enter water to rescue someone, and what to do instead
 - Applying a structured risk assessment to a multi-factor scenario and proposing mitigations
 - Sequencing a full emergency response from assessment to handover
 - When and how to use a defibrillator
 - Teaching a key concept from the unit to a peer

Year 2, Spring 2: Inclusion, Discrimination and British Values

- o Key Stage 3 pupils will be taught the following:
 - Protected characteristics and what discrimination means
 - Forms of racism, and the impact of prejudice on belonging



- A range of LGBTQ+ identities, and why prejudice-based bullying is harmful
 - What misogyny is, and how rigid gender norms can be harmful
 - Tactics used by extremist content online, and who can help
 - What an inclusive community looks and feels like, and active bystander skills
- o Key Stage 4 pupils will be taught the following:
- Applying the Equality Act to real-world scenarios in school, work and public spaces
 - How institutional racism operates differently from individual prejudice
 - Connecting LGBTQ+ inclusion to RSE content on diversity in attraction, and building allyship
 - How misogynistic attitudes affect relationships, consent and sexual behaviour
 - Push and pull factors that draw people towards extremist narratives
 - Producing an evidence-based awareness resource addressing a specific form of discrimination

Year 2, Summer 1: Economic Wellbeing and Life Skills

- o Key Stage 3 pupils will be taught the following:
- How money affects how people feel
 - Needs versus wants, and creating a simple budget
 - What interest means, and the risks of debt
 - Features of financial scams, and the risks of gambling
 - Consumer rights, and what ethical spending means
 - Financial skills needed as an adult



- o Key Stage 4 pupils will be taught the following:
 - How financial control can be a feature of an unhealthy or exploitative relationship
 - Creating and justifying a budget that balances competing priorities under financial constraint
 - Evaluating the risks and benefits of different debt arrangements and their long-term implications
 - The connection between sextortion as a financial crime and earlier RSE and online safety content
 - Evaluating an ethical issue connected to a brand they use, and proposing a more ethical alternative
 - Completing a personal financial life skills audit

Year 2, Summer 2: Careers, Aspirations and Next Steps

- o Key Stage 3 pupils will be taught the following:
 - Personal strengths, and career areas of interest
 - Different career pathways, including apprenticeships, college and work
 - Career stereotypes, and why they are unhelpful
 - Transferable employability skills
 - What makes an effective CV
 - Concrete next steps towards personal goals, and sources of support
- o Key Stage 4 pupils will be taught the following:
 - Completing a strengths profile to inform transition planning conversations
 - Evaluating how AI and technology might affect a sector of interest



- Setting an ambitious, specific and realistic career goal with a justified rationale
 - Providing evidence for employability skills they possess
 - Producing a polished, employer-ready CV, and interview preparation
 - Producing a detailed transition plan with specific goals, steps and support
- **Assessment**
 - o The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
 - o Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.
 - o Pupils' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, in order to monitor progress.

Monitoring and review

This policy will be reviewed by the headteacher on an annual basis.

Any changes to this policy will be communicated to all staff and other interested parties.

The next scheduled review date for this policy is 31st August, 2027.

