



British Academy
School Marrakech
— Belong Achieve Become —

**PERSONAL, SOCIAL AND HEALTH ECONOMIC
EDUCATION, (PSHE) POLICY
BASM 27**

Introduction

Personal, Social, Health and Economic Education (PSHE) at the British Academy School Marrakesh constitutes a vital component of the curriculum, integral to the holistic development and wellbeing of all students. This initiative is firmly anchored in the school's values of 'Belong, Achieve, Become' and encompasses several key elements.

Primarily, PSHE fosters the development of social responsibility and integrity among pupils. It aims to cultivate self-esteem, enabling students to gain the confidence and independence necessary to remain authentic to themselves. The programme promotes a warm, supportive, and inclusive community that engages staff, pupils, parents, and the local town, thereby enhancing social cohesion. Moreover, PSHE instils tolerance and respect for others, facilitating equality of opportunity. Through this education, young individuals are equipped to navigate life beyond school, enhancing their resilience and self-belief across mental, emotional, social, and strategic dimensions. This foundation empowers them to embrace challenges and manage complexity and uncertainty effectively. Additionally, PSHE inspires pupils to take ownership of their learning, fostering self-knowledge and understanding. The promotion of Fundamental British Values (FBV) is an essential aspect of PSHE, reinforcing the overarching ethos of the school.

Aims

The Personal, Social, Health and Economic (PSHE) policy at the British Academy School Marrakech is designed to encompass all pupils, fostering their spiritual, moral, social, and cultural (SMSC) development while ensuring their behaviour and safety. The PSHE curriculum is integral to the safeguarding of all students, as it promotes a holistic approach to education. Core themes, including Health and Well-being, Relationships, and Living in the Wider World, are embedded within the curriculum, facilitating an understanding of economic and cultural diversity. This approach not only enriches pupils' educational experiences but also reinforces the Fundamental British Values of mutual respect, leadership, character, empathy, and tolerance.

The overarching aim of the PSHE programme is to equip pupils with the skills and knowledge necessary to engage confidently with their communities and society, thereby contributing positively to the world around them by:

- Encouraging respect for other people (with particular attention given to protected characteristics and the Equality Act 2010), respect for and participation in democratic processes, including respect for the basis on which law is made.
- Being able to distinguish right from wrong, respect the law and take responsibility for all forms of behaviour including an understanding of the importance of identifying and combatting discrimination.
- Developing a respect and appreciation of their own cultures and other cultures in order that they can promote balance and harmony between cultures.
- Developing their understanding of the British Fundamental Values and how to be an effective citizen.
- Supporting pupils in their understanding of themselves and develop the values, skills and behaviours that underpin success in employment and education.
- Supporting the spiritual and moral, cultural and social, personal, physical / mental health development of pupils.
- Enabling pupils to make the most of their opportunities to achieve their potential and to prepare them for purposeful involvement, as young people and adults in family, social and economic life and as members of local, national and international communities.

Our PSHE programme is developed from the PSHE Association's core themes and aligned with the Jigsaw PSHE framework shown below

Key Themes	PSHE Association	Jigsaw PSHE
Health and Wellbeing	Physical health, mental health, emotional wellbeing	Healthy Me, emotional regulation
Relationships	Building healthy relationships, friendships, family	Relationships, friendships, family dynamics
Living in the Wider World	Economic wellbeing, citizenship, community involvement	Community roles, environmental awareness

The topic areas taught are detailed below

Primary School:

Year Group	Health & Wellbeing	Relationships	Living in the Wider World
EYFS to Year 6	Healthy Lifestyles Keeping Safe Biological names for Body Parts, Personal Safety, (Yr 2 upwards). Growing and Changing (Yr 4 - 6)	Healthy Relationships Feelings & Emotions Valuing Difference & Diversity Online E-Safety Consent - permission seeking and protecting personal boundaries.	Rights & Responsibilities Taking care of the Environment Money Management Engaging with the media (News sources, Fake news etc)

The Primary School is designed so that there is a smooth transition of coverage for pupils, for when they make their transfer across to the Secondary School and carry on their PSHE journey.

Secondary School: In the Secondary School the programme continues with the same core strands:

Year Group	Health & Wellbeing	Relationships	Living in the Wider World
Year 7 & 8	Personal Identity Healthy Lifestyles Keeping Safe	Healthy Relationships Relationships & Sex Education (RHSE) Relationship Safety	Rights & Responsibilities Economic Wellbeing
Year 9	Drugs & illegal substances including Vaping and Smoking	Emotions & Empathy Healthy relationships including consent	Careers Tolerance Bullying Smartphone use
Year 10	Depression & Anxiety Self-Harm Drugs: Including Vaping, Smoking, understanding the law	Body image and healthy relationships.	Positive online experiences Careers Living in a Global society PREVENT
Year 11	Coping with stress Drug awareness Body Image Depression and Anxiety awareness	Healthy relationships	Positive online behaviour and digital footprints Staying Safe online: Exposure to Pornography and Misogynistic influencers Revision Techniques Festivals & Holidays: staying safe
Year 12 & 13	Self Esteem Mental Health Addiction Coping with change/transitions	Consent and morals within a relationship	Gambling & economic safety Financial management

(Adapted from *The PSHE Association Planning Toolkits, 2020*), and used alongside the Jigsaw PSHE mapping document, (*jigsaw-making-connections-PSHE Association mapping.pdf*).

The PSHE Curriculum

Structure of teaching: The PSHE curriculum core themes of this curriculum are designed to be taught in a progressive spiral manner throughout the academic year. However, there may be instances when the order of coverage needs to be adjusted. This flexibility allows us to respond effectively to the evolving needs of our students and the wider world.

While we aim to adhere to the planned curriculum, we recognise that certain topics may require prioritisation based on current events or specific student needs. For example, if a significant social issue arises, we may choose to address it immediately to ensure that our students are equipped with the knowledge and skills to navigate these challenges. This approach not only enhances their learning experience but also prepares them for real-world situations.

Primary School

The PSHE Curriculum is taught through weekly, defined classroom lessons (from EYFS through to Year 6). As well as this, there continues to be a variety of other related learning opportunities (within the informal curriculum and wider ethos of the school) that further supplement the learning opportunities attributed with PSHE including Anti-bullying Week, Online safety and children's mental health week, supplement the provision of PSHE for our Primary school pupils.

In the classroom, the delivery of PSHE lies with the main Class Teacher. The content delivered is planned in a sensitive manner to ensure that it remains factual, unbiased and inclusive. The Key Stage Coordinators and link SLT are responsible for updating and evaluating the curriculum content and ensuring that this is shared with all relevant staff. Ongoing support and guidance are always provided for staff, especially where a sensitive topic is planned.

The Primary school PSHE Curriculum continues to be regularly reviewed to ensure that its coverage remains up-to-date, meeting the teaching and learning requirements of the pupils.

Secondary School

(Year 7-9) The PSHE curriculum is taught through timetabled, weekly classroom lessons, but also through a range of other related learning opportunities which include the tackling of certain topics through other subject lessons, Assemblies, House Assemblies, Tutor meetings, and student leadership roles within the school, along with a range of other opportunities including school events.

In Y10 and 11 PSHE is delivered through the tutor program following key themes each month and integrated into curriculum areas, with additional lessons scheduled, via assemblies and planned activities throughout the academic year. tutor activities relating to.

The programme of lessons is reviewed annually to ensure references and information are as up to date as possible and remain relevant to the students. The SLT PSHE lead and Coordinators are responsible for updating and evaluating the curriculum content and continues to provide on-going support and guidance for the teaching staff throughout the year, especially where a sensitive topic is planned.

(Y12 & 13) Receive timetabled lessons for careers guidance & PSHE and is also delivered via the Tutor program along with scheduled assemblies and events.

In alignment with the UK Government's latest guidance on [Relationships Education, Relationships and Sex Education \(RSE\), and Health Education](#), the British Academy Schools' ethos and curriculum are designed to support these recommendations. The PSHE programme, alongside related curriculum areas, ensures a comprehensive approach to fostering students' personal, social, and emotional development.

At the British Academy School Marrakech, Relationships, Sex and Health Education (RSHE) will be delivered in a sensitive manner that is appropriate to the age and understanding of pupils, in alignment with the ethos of our school. For further details, please refer to the RSHE policy.

Resources

The primary resources utilised for the delivery of Personal, Social, Health and Economic (PSHE) education are the Jigsaw Programme and the PSHE Association. All staff involved in PSHE instruction have access to comprehensive resources, including detailed lesson plans. Lessons undergo continuous review to ensure adaptability, addressing the diverse needs of individuals, year groups, the school community, and responding to events of national significance.

Assessment, Monitoring and Evaluation

Formal assessment and marking in Personal, Social, Health and Economic (PSHE) education differ from traditional subjects, as pupils are assessed informally through the implementation of the scheme of work and associated activities. Continuous monitoring of pupils' personal development is facilitated through various mechanisms, including established reporting procedures, tracking data, and the rewards and sanctions systems. Behaviour logs, alongside the Student Wellbeing Survey—designed to evaluate diverse wellbeing-related questions—enable the pastoral team and tutors to effectively track pupil health, wellbeing, and safety throughout the school. Additional support is provided through regular meetings with safeguarding and wellbeing teams, as well as staff, tutor, and phase meetings within the Pastoral Care System. Feedback from peers and communication with home further enrich the evaluation process within PSHE lessons, activities, and tutorials.

The PSHE curriculum is designed to ensure that pupils' opportunities for personal development are regularly monitored and enhanced. This is achieved through annual planning and policy review processes that align with our educational objectives. The PSHE syllabus plays a pivotal role in delivering spiritual, moral, social, and cultural (SMSC) education, with contributions from various subjects including English, Modern Foreign Languages, History, Geography, Physical Education, Biology, and STEM subjects, each offering unique insights into personal development.

Assemblies serve as a significant platform for reinforcing the values we seek to promote, while our pastoral care system provides essential support for students. Extracurricular activities further enrich personal growth, alongside opportunities for responsibility and student leadership through initiatives such as the Student Council, Kindness Ambassadors, and Charity Ambassadors.

Specialist staff, including teaching assistants, the school nurse, and the inclusion team, play vital roles in fostering a supportive environment. The ethos and expectations of the school, encapsulated in the Behaviour Policy, create a disciplined atmosphere conducive to learning. Additionally, awards such as the BASM Values Certificates recognise and celebrate students' commitment to PSHE and SMSC principles, reinforcing the importance of these values within our educational framework.

Staff Development

The school recognises the importance of training and keeping staff updated with the latest developments in curriculum and school management. Training is organised yearly by the Deputy Head (Pastoral) and Assistant Head (Academic). Important updates regarding the Curriculum are also conveyed through Staff Briefings and INSETs. Teaching Staff are also encouraged to attend any relevant CPD training events that may further support their delivery of PSHE.

Linked policies:

Safeguarding, RSHE, Inclusion, Behaviour Policy, Curriculum, Staff safeguarding code of conduct

Approved by: Advisory Board- March 2026

Reviewed by: Head of School and SLT March 2026

Next review date: September 2026