

PSHEE & Citizenship Policy			
Ref.:	SOP007	Rev: 15	Date: Jan 2026

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PSHEE & CITIZENSHIP POLICY

Learning 4 Life

16	Sept 2026	- Updated SRE to RSE and aligned terminology with Sep 2026 statutory guidance. - Clarified distinction between Relationships Education and sex education. - Amended parental withdrawal rights and removed requirement for half a term's notice/reasons. - Strengthened parent consultation, including access to curriculum/resources. - Updated SEND/equality terminology and provision. - Tightened expectations for external speakers and resources. - Added clearer review, approval and publication arrangements. - Removed outdated role titles and minor drafting inconsistencies.	PT	
15	Jan 2026	Reviewed and updated	BSB	
14	Jan 2025	Reviewed	BSB	
13	Oct 2024	Updated to reflect new curriculum and roles	BSB	

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12	Jan 2024	Updated to reflect the new Learning 4 Life syllabus	NA	
11	Feb 2023	Reviewed and Updated	NA	DB
10	Jan 2022	Reviewed and updated	DB	INSPECTED
9	Sept 2021	Adapted to incorporate KCSIE 2021	DB	RW
8	Jan 2021	Reviewed and updated	DB	RW
7	Feb 2020	Reviewed	DB	RW
6	Nov 19	Reviewed and updated	DB	RW
5	Mar 19	Reviewed and updated	SP	RW
4	Feb 18	Reviewed and updated	SP & DB	RW
3	April 17	Update inc revised SRE provision	DB	RW INSPECTED
2	Feb 2016	Update inc Jigsaw scheme	DB	RW
1	May 2015	First Published	MJ	AC
Rev.	Date	Amendment	Adapted By:	Authorised By:

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This policy applies to all staff including those in the EYFS

All aspects of this policy are subject to the School's Data Protection Policy, Privacy Note and Data Retention and Destruction Policies



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Training Record

Training	Provider	Date
Learning for Life development training - Racism, Sexism and Equality	Head of Middle and Upper Prep	Sept 2024
Staff Workshop: Introduction to Learning 4 Life syllabus	Pastoral Leaders	Sept 2023
SRE training (how to deliver SRE in an age-appropriate manner)	Jigsaw	April 2022
Staff workshop during Inset (programme, expectations, resources & assessment)	Pastoral Leaders	Sept 2021

Introduction

The PSHEE and Citizenship syllabus at Bishopsgate is called Learning4Life (L4L). This is a bespoke programme with its foundations rooted in the PSHEE Association. However, L4L goes beyond the standard recommendations and is entirely bespoke to Bishopsgate School. L4L aims to provide opportunities for pupils to develop personally and socially. It is progressive through the key stages and includes a number of core concepts and values: rights, responsibilities, justice and fairness, political awareness, rules and laws, personal relationships, moral development and decision making, tolerance and respect for others. Mental health and its link to physical health are also explored, along with the promotion of British Values. For careers education, information, advice and guidance (CEIAG) programme at Bishopsgate, please see the [SOP022 Careers Education Policy](#).

Departmental Aims and Objectives

The L4L programme at Bishopsgate aims to give children the knowledge, skills and understanding they need to lead healthy, confident and independent lives, as well as to become informed, active and responsible citizens. The attributes we aim to develop are:

- Self-esteem and self-confidence in social situations
- Preparation for teenage and adult life
- The ability to think clearly and critically
- The ability to argue a case
- Effective communication
- Tolerance and respect for the opinions, rights and beliefs of others
- Concern for community matters
- Understanding of legal rights and responsibilities and respect for the law
- The promotion of autonomy and an awareness of their personal responsibility within society
- High moral standards and the ability to make moral decisions
- To foster an understanding of fundamental British values

L4L Structure



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Bishopsgate follows the statutory EYFS framework, with a focus on personal, social and emotional development (PSED) in the EYFS, and the L4L scheme from Year 1 onwards. L4L provides a comprehensive, spiral and progressive programme of PSHEE. It includes statutory Relationships Education for pupils receiving primary education and statutory Relationships and Sex Education (RSE) for pupils receiving secondary education, alongside health and wellbeing education delivered through PSHEE in accordance with the Independent School Standards.

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, L4L properly equips a whole-school approach to PSHEE.

L4L consists of six half-term units of work each academic year. Teaching and learning activities are designed to be engaging, age-appropriate and accessible, with appropriate adaptation for individual needs. EYFS planning is aligned with the statutory framework for the early years foundation stage (EYFS).

Teaching Allocation

L4L is timetabled in the curriculum for Years 1 to 8. In most instances, L4L is delivered by the Form Tutor (or a linked tutor) through stand-alone lessons and a cross-curricular approach in subjects such as Philosophy and Ethics, Science and Language. The coordinators in each age range are:

Phase	Staff
Overall Oversight	Mrs Louise Drummond
Pre Prep	Mrs Louisa Griffiths
Lower Prep	Miss Bethan Jones
Middle Prep	Mrs Kate Lloyd
Upper Prep	Mr Tim Lovegrove

Teaching strategies

The curriculum is delivered by the Tutors and assemblies using the framework and resources provided by the L4L Scheme. Emphasis is placed on relationships, friendships and respect for others. The most appropriate strategies for the age groups will be used. These may include:

- circle time
- pair or group work
- drama and stories
- videos
- worksheets
- display
- teacher led discussion
- pupil led discussion
- poster prompt activities
- guided and open ended written tasks
- role plays
- case studies
- talks by outside speakers

At Foundation Stage (Nursery and Reception) personal, social and emotional development is an integral part of the curriculum. The curriculum is child led and varies from year to year.



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In the Upper School, the approach is much more discussion-based and pupils are encouraged to research and debate issues which may affect them.

Visiting Speakers and Trips

The L4L curriculum allows for visiting speakers and trips to enrich teaching. The School checks the suitability and credentials of external contributors, reviews proposed lesson content and materials in advance, and ensures that delivery is age-appropriate, accessible and consistent with this policy and the School's safeguarding arrangements. External contributors enhance, rather than replace, teaching by school staff. Examples may include:

- Visits by a PC Liaison Officer
Talks include:
 - personal safety
 - ages and the law
 - drugs education
 - rights and responsibilities
 - bullying
- Junior Citizen Trip (Chertsey Fire Station)
- Junior Citizen Trip (Thorpe Park education centre)
- Visits by religious leaders from Slough Mosque
- Visits by religious leaders from the local Jewish community
- Indian cultural days, including dancing and traditional food tasting

Assessment

L4L is assessed every half term by the subject teacher (normally the Form Tutor). The L4L Scheme provides the basis of our assessment model. Every pupil is assessed against criteria using the following grades:

Working towards
Working at
Working above

'I Can' statements are provided on the assessment document to guide the class teacher in making accurate assessment records. Assessment of the work completed and participation in activities / discussions then provide the evidence needed to justify the grading.

Pastoral Leaders then use the assessment tracking document to review L4L teaching and learning and to determine any future interventions needed.

Spiritual, Moral, Social and Cultural Development (SMSC)

This is an integral part of the PSHEE and Citizenship programme as highlighted in the Departmental Aims and Objectives. Pupils are encouraged to work collaboratively and to share their experiences, thereby developing their interpersonal skills, their knowledge of the world in which they live and an awareness of their role in a multicultural society.



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Equal Opportunities, SEND and Additional Needs Provision

In support of the School's Equal Opportunities Policy, L4L is inclusive and accessible to all pupils. Teaching has due regard to the Equality Act 2010 and the protected characteristics, and is adapted where necessary for pupils with SEND, EAL or other additional needs. Pupils are encouraged to share their experiences respectfully. A significant oral element provides alternative routes to participation for pupils who may find extended written work more challenging, while appropriate extension and challenge are provided for pupils who require them.

Additional Resources

Years 1 to 8: Teachers produce lesson material and use a wide range of resources to engage pupils in the topics. Resources are reviewed for suitability, age-appropriateness, maturity and accessibility. When consulting parents about Relationships Education and RSE, the School provides examples of resources it plans to use.

Anti-Bullying Policy

Please refer to the school's [Anti-Bullying Policy](#).

Teaching about Bullying:

Within the scheme of work for L4L, many aspects of positive behaviour are addressed, as are the strategies to deal with difficult situations. Themes include: friendships, dealing with conflict, leadership, power and trust. These are further emphasised in regular school assemblies. Children are taught about behaviour and what is considered anti-social behaviour including direct reference to what is considered as bullying. Within this framework discussions should include advice on differentiating between "teasing" and "bullying".

Drugs Policy

Please refer to the school's [Drugs Policy](#).

Relationships and Sex Education (RSE)

Aims

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 require Relationships Education for pupils receiving primary education and Relationships and Sex Education (RSE) for pupils receiving secondary education. Independent schools are also required to provide Personal, Social, Health and Economic Education (PSHEE) under the Education (Independent School Standards) Regulations 2014. In planning and delivering this provision, Bishopsgate has regard to the Department for Education's statutory guidance on Relationships Education and RSE.

For the purposes of this policy, Relationships Education means teaching about the fundamental building blocks and characteristics of positive relationships, including families, friendships, respectful relationships, online relationships and personal safety. RSE for pupils receiving secondary



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education builds on this foundation and includes age-appropriate teaching about intimate and sexual relationships, consent, contraception, sexual health and staying safe. The programme is carefully sequenced and takes account of pupils' age, maturity, prior learning and individual needs.

Relationships Education and RSE are delivered through the L4L curriculum, with relevant biological content taught through Science. The programme enables pupils to understand healthy and respectful relationships, personal boundaries and consent, online and offline safety, puberty and the physical and emotional changes of adolescence, and human reproduction. In Years 7 and 8, RSE builds on earlier learning to include age-appropriate teaching about intimate and sexual relationships, consent, contraception, sexually transmitted infections, rights and responsibilities, and how to seek help and advice.

The School works closely with parents when planning and delivering Relationships Education and RSE. Curriculum Overviews explain what will be taught and when, and parent forums provide opportunities to see example resources, understand the purpose and content of the programme, ask questions and raise concerns. The policy is reviewed with appropriate consultation with parents, pupils and staff.

The curriculum should help pupils in the following ways:

- To help children cope with the emotional and physical changes of adolescence
- To provide information and guidance on sex education and where to seek sources of help
- To have the knowledge to make informed decisions as they grow into adulthood
- To respect others without prejudice

Delivery of the RSE Curriculum

Like all areas of the L4L curriculum, Relationships Education and RSE are taught principally by Tutors during L4L lessons, with relevant content also delivered through Science and other curriculum areas. For Years 1 to 8, the programme draws on the PSHE Association programme of study alongside Bishopsgate's own resources and other carefully selected materials.

Pupils are taught in a combination of mixed and same gender lessons. They are encouraged to use correct terminology and are able to ask any questions they have. We also ensure pupils have opportunities to write down, or submit online, questions in advance in case they feel too embarrassed to ask in front of their peers.

In Science, pupils are taught about life cycles and the physical process of reproduction. This is done progressively through the year groups – see the Science scheme of work for more detail.

Promoting British Values

The DfE have reinforced the need to 'create and enforce clear and rigorous expectations on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.' These are values that have a central place in the way our children learn and in the content of our curriculum at Bishopsgate.



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Children learn about, and practise, democracy through visits and visitors, through having their own voices heard, and voting for what happens in their school via our School Council.

- We learn about the importance of laws in the class, the school and the wider community, through the exercise of a fair behaviour management policy and opportunities for discussion in L4L and assemblies.
- Children at our school are encouraged to make choices, knowing that they are in a safe and supportive environment, and in this way develop their understanding of individual liberty. They learn about rights and personal freedoms and the responsibilities that come with choice.
- Our behaviour management policy is built around the need for all members of the community to show respect for each other.
- Our L4L and Philosophy and Ethics curricula seek to enhance pupils' understanding of their place in a culturally diverse society, along with discussions, visits, visitors and the modelling of a tolerant and accepting attitude.

Parental engagement and right to withdraw

Bishopsgate School has a Christian ethos whilst welcoming families of many faiths and none. Relationships Education and RSE are taught sensitively, in an age-appropriate way and with due regard to pupils' religious backgrounds and the Equality Act 2010. Parents do not have the right to withdraw their child from Relationships Education or from curriculum content taught as part of Science. Where the School provides sex education to pupils receiving primary education beyond the Science curriculum, a parental request for withdrawal will be granted. For pupils receiving secondary education, parents may request withdrawal from some or all sex education delivered as part of RSE; the Headmaster will discuss the request with parents and, where appropriate, the pupil, and will normally grant it except in exceptional circumstances. From three terms before a pupil turns 16, the pupil may choose to receive sex education notwithstanding a parental request for withdrawal. Where a pupil is withdrawn, the School will provide appropriate, purposeful education during that time. Requests should be made in writing to the Headmaster. Curriculum Overviews are published on the School App and set out the relevant topics.

Review, approval and publication

This policy is reviewed at least annually and whenever statutory guidance changes materially. It is approved by the Governing Board, made available on the School website and provided free of charge on request. The next scheduled review will take place by January 2027. Concerns about the curriculum should be raised with the School in the first instance; unresolved complaints may be pursued under the School's Complaints Policy.