North Bromsgrove High School

CARE Curriculum Policy

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- SMSC
- British Values
- Healthy Relationships
- PSHE

1 CARE Values

North Bromsgrove High School has the CARE values running throughout all aspects of school life. They stand for **Community, Aspiration, Respect and Endeavour** and they formulate all of our rewards and sanctions as well as being a vehicle for our CARE Curriculum, our House system (**Churchill, Attenborough, Rowling and Earhart**) and our Teaching and Learning model (**Connect, Adapt, Respond and Engage**).

2 CARE Curriculum Overview

Our CARE Curriculum equips students with the knowledge, skills and personal attributes they need to stay safe, healthy and successful, both online and in the wider world. It helps students develop resilience, confidence and critical thinking, enabling them to thrive in modern Britain and make informed decisions throughout their lives.

CARE is also where students become active members of our school community. Through tutor time and dedicated curriculum sessions, students discuss current issues, debate topical matters, take part in House competitions and engage in a range of enrichment opportunities. These experiences encourage them to respect different viewpoints, build positive relationships and aspire to be their very best.

In an increasingly complex world, students are encouraged to reflect on local, national and global issues and consider how they can make a positive contribution to society. Through discussions on democracy, citizenship, diversity and British values, they develop the confidence to question, analyse and respond thoughtfully to the challenges they may face. Clear expectations and respectful dialogue ensure these sessions remain a safe space for students to share and explore ideas.

Promoting healthy lifestyles is a key part of the CARE Curriculum. Students learn about mental and physical wellbeing, healthy relationships, substance misuse and personal safety. As part of this programme, all Year 11 students participate in 'Your Impact', a multi-agency road safety initiative that uses immersive virtual reality technology and real-life scenarios to educate young people about passenger safety, distractions and the dangers of drink and drug driving. The programme encourages students to make responsible choices and become safe, informed and proactive citizens.

All aspects of health are covered in the CARE Curriculum, including mental health. Students are given coping strategies and learn where they can turn to in a variety of situations.

From September 2020, it became compulsory for all schools to offer their pupils Sex and Relationships Education. Our programme of study does not promote sexual activity, but encourages students to understand consent, human sexuality and to respect themselves and others. The aim of RSE is to enable young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity until an appropriate time. The government states that parents have the right to withdraw their child from such lessons, but only up to and until three terms before the child turns 16.

The CARE Curriculum at North Bromsgrove High School is designed and delivered in accordance with the latest statutory and non-statutory guidance. The curriculum is regularly

reviewed to ensure it remains relevant, responsive and compliant with national requirements and local safeguarding needs.

This policy has been written with reference to Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE), Keeping Children Safe in Education, Equality Act 2010 and the PSHE Association Programme of Study.

3 Incorporated Features of Compulsory Education

3.1. SMSC education (Spiritual, Moral, Social, Cultural)

North Bromsgrove High School recognises that the spiritual, moral, social and cultural element of students' education is crucial to their development as an individual, allowing them to take their rightful place in their community as a local, national and global citizen. SMSC is about the values students are encouraged to hold, their attitude towards learning, knowledge and society. SMSC is fundamental in preparing young people for society and is seen in the CARE Curriculum. At North Bromsgrove High School students are helped to develop positive attitudes and beliefs by being given opportunities to:

- Develop spiritual values and reasoned personal and moral values.
- Consider the pluralistic nature of society; developing their understanding and respect for those with different religions, beliefs and ways of life.
- Value everyone equally.
- Develop and form personal relationships, based on trust, self-esteem and mutual respect.
- Become active, responsible citizens in a democratic society.
- Develop an appreciation of human achievements and aspirations.
- Develop an understanding of the world in which they live and the interdependence of individuals, groups, nations and the environment.

SMSC permeates the life and work of the school through our CARE values. Through SMSC we seek to develop attitudes and values that enable students to become responsible and caring members of society. Students have the opportunity for spiritual reflection and are encouraged to explore the fundamental questions of life, including their own personal existence, journey and purpose. Students are provided with a curriculum that enables them to develop a knowledge and understanding of diverse cultures, particularly those within their own society. An attitude of tolerance and values are fostered towards those from a culture and background different from their own. Students are encouraged to develop an understanding of the world, society and the community and accept responsibility as a citizen as well as the capacity to tackle moral and spiritual dilemmas and to try to reach independent judgements, which reflect universal human principles. Through perception and sensitivity, tolerance and respect for others as individuals and in groups we would also expect students to develop questioning, enquiring minds and learn how to express their ideas appropriately.

As a school we are aware of the collective responsibilities towards spiritual, moral, social and moral education and:

- Ensure that all staff are aware of their role in developing students morals interpersonal skills, self-esteem and in preparing students for the opportunities, responsibilities and experiences of adult life.
- Ensure student achievement is celebrated, foster a sense of community, explore relevant SMSC issues and involve students as active participants as much as possible. This is demonstrated through a wide range of events such as our annual 'Awards Evening'. There are also regular 'Praise and Recognition' assemblies within the assembly rota across all year groups to recognise effort and participation in the life of the school and activities outside the school.
- Ensure students have information about all extra-curricular and enrichment activities and the opportunity to take part.
- Ensure that the assembly programme provides opportunities for discussion and reflection on the assembly themes and guest speakers, where appropriate.
- Ensure displays reflect and respect cultural variety.
- Provide opportunities for all students to discuss issues and to take on responsibility within lessons, extra-curricular activities, trips, visits and other enrichment opportunities.

Our links with other countries, including student trips and educational visits, are particularly powerful in developing their sense of being part of a global community.

Staff are expected to provide a role model based on courtesy, mutual respect, positive intent and be prepared to listen to students' views and encourage them to listen to each other. They are also aware of the opportunities presented every day through curricular and extra-curricular activities to develop students' skills, attitudes and understanding.

3.2 Personal, Social and Health Education (PSHE)

PSHE is a basic entitlement for all students which is embedded within the ethos of the school through our CARE values and is reflected in the general aims of the school.

PSHE is about what it is to be a person. Fundamentally, this is concerned with the exploration of values and attitudes, with the development of skills, and with the acquisition of relevant knowledge and understanding. This should enable students to lead confident, healthy, responsible lives as individuals and contributing members of society.

In school, students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In particular, the House system and the many activities arranged within the Houses support an inclusive, participatory ethos. PSHE aims to enable students to:

- Value others and feel valued.
- Respect others and be respected.
- Be independent and interdependent.

- Have a concern for justice and uphold the rights of others.
- Understand the consequences of their actions.
- Understand the risks that lifestyle choices may present.
- Acquire and develop personal qualities and values.
- Take his/her place in a wide range of roles in preparation for adult life.
- Develop confidence and independence within the school community.
- Develop social skills and model positive behaviour.
- Be able to share and cooperate.
- Become empowered to participate in school life as active citizens.

PSHE gives students opportunities to reflect on their experiences and understand how they are developing personally and socially, encompassing many of the spiritual, moral, social and cultural issues in their lives and that of others in society, thus allowing them to build meaningful relationships. It also promotes students' well-being and self-esteem enabling them to take responsibility for their learning and future life choices.

PSHE is the joint responsibility of the individual, the family, the school and the wider community. Through our PSHE programme, individual students are encouraged to show respect for our common humanity, diversity and the differences between people.

3.3 PSHE in the school curriculum (CARE):

At North Bromsgrove High School we provide many opportunities to promote students' personal and social development. The CARE Curriculum in a mixture of tutor sessions, one 60-minute lesson a fortnight, through assemblies and where appropriate Drop-Down days.

Outside of the main core curriculum, the following opportunities add value to PSHE within the wider school context:

• Core and option subjects.
• Assemblies.
• House activities.
• School & House charities.
• Cross-curricular projects.
• Theatre-in-Education.
• House council and Eco Committee
• Careers Education, Information, Advice and Guidance.
• Invited visitors.
• Tutor time activities.
• Mentoring.
• Work with vulnerable students including social skills groups, TA key workers, games clubs and Youth worker sessions.
at lunchtimes, school counsellor.
• Themed Days e.g. Green Careers Day
• Educational visits and school trips.
• Residential experiences.
• Sports teams & other activities

- Mini enterprise schemes.

3.3A Statutory Guidance and National Expectations:

The CARE Curriculum follows a carefully planned sequence which enables students to develop knowledge and understanding over time. Learning is designed to be age-appropriate and builds progressively through the Key Stages.

Curriculum content is structured around three key strands:

Health and Wellbeing

Students develop knowledge and skills relating to physical health, mental wellbeing, personal safety, healthy lifestyles and managing risk.

Relationships

Students learn about healthy relationships, consent, families, sexual health, respectful behaviour, online relationships and the characteristics of positive relationships.

Living in the Wider World

Students explore careers, financial education, citizenship, equality, diversity, British values, employability and participation in society.

Knowledge is revisited and deepened throughout Key Stage 4 using a spiral curriculum approach. This enables students to build upon prior learning, make links between topics and develop increasing confidence when discussing sensitive or complex issues.

The curriculum responds to emerging safeguarding concerns and contemporary issues affecting young people, ensuring students are equipped with the knowledge and skills needed to navigate modern life safely and responsibly.

Lesson topics include:

- Mental wellbeing.
- Physical health, fitness and healthy eating.
- Drugs alcohol and vaping.
- Self-harm.
- Gangs, knife crime and county lines.
- Basic first aid.
- Changing adolescent body.
- Relationships.
- Respectful relationships including consent.
- Sexual harassment and sexual violence.
- Online relationships.
- Intimate and sexual relationships including sexual health.

- Careers and Economic Wellbeing education which includes misinformation, financial decision-making, budgeting, gambling awareness, consumer rights, employability skills, workplace expectations.

The CARE curriculum is reviewed using student voice, staff feedback, safeguarding data and local contextual needs.

From September 2025, all Year 9 students will receive one 'Life Skills' lesson a fortnight. This is designed to further enrich their education focused on the applicability of literacy, numeracy and careers into their current and future lives.

3.3B Special Educational Needs, Disabilities and Inclusion

North Bromsgrove High School is committed to ensuring that all students can access a high-quality CARE Curriculum regardless of their background, ability, learning needs, disability, gender, race, religion or sexual orientation.

The school recognises that some students, particularly those with Special Educational Needs and Disabilities (SEND), may face additional vulnerabilities in relation to relationships, online safety, exploitation, mental health and independence. Therefore, the CARE Curriculum is adapted where necessary to ensure that all students are able to access and understand the content being taught.

This may include:

- Adapted resources and activities
- Additional adult support
- Scaffolded learning
- Small group interventions
- Opportunities to revisit key concepts
- Personalised support through pastoral and safeguarding systems

All students are entitled to age-appropriate, accessible and ambitious learning which prepares them for adulthood, promotes independence and enables them to participate safely and successfully in society.

3.4 Importance of Sexual Health and Relationships education (RSE)

During this part of the CARE Curriculum, students will be given:

- Objective factual information about the human body and its changes including information about reproduction, control of fertility, safer sex, sexual relationships and information about confidential helping services.
- Opportunities to clarify some of their attitudes towards friendships, sexuality, gender and consent.
- Opportunities to discuss some moral issues – hearing the points of view of others and respecting other people's decisions, rights and bodies.

- A chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships.
- Acknowledgement that sex under 16 years of age is against the law.

Our framework of values for healthy relationship education, to which all of us teaching the subject subscribe, is to attempt to foster:

- A respect for self and others.
- Non exploitation in sexual relationships.
- A culture in which we explore consent, respect, rights, duties and responsibilities in relationships.
- An acknowledgement and understanding of diversity regarding religion, culture, sexual orientation, physical and mental ability and social class.

The personal beliefs and attitudes of teachers will not influence the teaching of healthy relationship education within the CARE curriculum framework.

3.5 Importance of promoting fundamental British Values

At North Bromsgrove High School we ensure that through our vision, values, relationships and teaching we promote tolerance and respect for all cultures, faiths and lifestyles.

The Senior Leadership team also ensure that this ethos is reflected and implemented effectively through school policy and practice and that there are safeguarding policies in place to safeguard and promote students welfare.

We have a duty to prepare our students for life in modern Britain and to keep them safe. Everyone at North Bromsgrove High School has the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

As of November 2014, the government published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values.

3.6 Definitions

Fundamental British values are defined by the DfE as:

- Democracy: Respect for democracy and support for participation in the democratic process.
- The rule of law: Respect for the basis on which the law is made and applies in England.
- Individual liberty: Support and respect for the liberties of all within the law.
- Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs.

We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our students to be inquisitive learners who are open to new experiences and are accepting of others. Our values support the development of the whole child as a reflective learner within a safe respectful learning environment. Teaching the school's core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Through our balanced CARE curriculum we aim to actively promote principles that:

- Enable students to develop their self-knowledge, self-esteem and self- confidence;
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely;
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own cultures;
- Encourage respect for other people, paying regard to the protected characteristics set out in the Equality Act 2010 which includes understanding and respecting Age, Disability, Sex, Sexual orientation, Gender reassignment, Race, Religion or belief, Pregnancy and maternity, Marriage and civil partnership.
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Some examples of ways in which we are actively promoting British Values at North Bromsgrove High School:

Democracy:

- Formulate and agree a set of 'class rules' at the beginning of each school year, within the confines of the broader school rules and expectations.
- Elect class representatives to our House council.
- Have a House council who meet regularly and provide a 'student voice'.
- Allow the student's voice to be heard. We ask for their views.
- Ask students to support the interviewing process for new staff.
- Discuss democracy within assemblies.

The Rule of Law:

- Have a clear, consistent behaviour policy (based upon positive rewards) which is consistently applied throughout the school.

- Provide opportunities for students to reflect about positive and negative behaviour.
- Address issues of law during whole-school assemblies as and when appropriate.
- Give considerable time to individual students who require additional opportunities to understand the importance of following rules.
- Encourage visits from external agencies to talk to the students in school.
- Students are actively encouraged to make choices at our school, knowing that they are living within a safe and supportive environment.
- Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our online safety teaching.
- Students are encouraged to understand responsibility in school in terms of behaviour and attitude to learning.
- Justice and fairness are key principles within our school.
- Students are taught how to be safe and how to act safely. This is given an additional emphasis during anti-bullying week.
- All students are taken seriously by staff whenever they raise a question or concern.

Mutual Respect:

Respect and Responsibility are key values which permeate all aspects of school life. They determine the way in which we support and care for each other, for the community and for the environment.

At North Bromsgrove High School students learn respect through:

- The promotion of positive relationships.
- The modelling of positive relationships by all adults working in school.
- The CARE Curriculum, which teaches that behaviour has an effect upon those around and upon the student's own rights. Such ideas will also occur in many other curriculum areas, such as the study of conflict in history, global impact of personal lifestyles on the environment in geography and the sciences, etc.
- All other aspects of the curriculum (as successfully working in groups requires respect for each other).
- The work of the House council and wellbeing ambassadors.
- The positive reward system developed to promote respect.
- Our celebration assemblies when all students show respect for the efforts of others.
- Participation in events organised to raise money for various charities.
- Learning to get along with peers on educational residential visits.
- Welcoming new students that enter the school from many cultures and countries around the world.

Tolerance of those of different Faiths and Beliefs: tolerance is promoted in our school through:

- The stated aims and values of the school.
- The CARE curriculum and protected characteristics.

- The Modern Foreign Languages curriculum, including European and language days.
- Educational visits to places of religious worship and of cultural significance.
- Year group assemblies.
- Using world events as opportunities to positively reinforce life and culture in other countries.
- A non-negotiable approach towards the expression of views contrary to our agreed set of values.

4 General Information for the CARE Curriculum

4.1 Assemblies

All students will take part in an assembly weekly. All assemblies will follow different themes in accordance with our CARE Curriculum and will be heavily linked to Citizenship, SMSC, PSHE and RSE expectations.

4.2 Staffing

All form tutors and any other designated staff will be offered training to enable them to feel comfortable teaching the programme. Planning time will be given to the co-ordinator and staff teaching this subject.

The CARE Curriculum is delivered to Year 9 once per fortnight for a 1 hour lesson and two 25 minute tutor sessions. Year 10 for 1 hour lesson per fortnight and two 25 minute tutor sessions. Year 11 for 1 hour per week and two 25 minute tutor session per week. We also reserve the right to have an additional 3 drop down days per year.

4.3 Approach, Methodology and assessment

We use a variety of teaching methods including scenario-based learning, discussion and project learning, and encourage reflection. A safe environment for discussion is created by the use of ground rules and distancing techniques. We carefully select resources and they are available at any time (parents/carers are very welcome to see any of this material).

Teachers will be offered guidance on answering students' questions as part of their specialist training. If a question seems too explicit, or inappropriate for the whole class, the teacher will acknowledge it and address it later on an individual basis.

Assessment within the CARE Curriculum is designed to support learning and demonstrate progress over time. Assessment focuses on students' acquisition of knowledge, understanding, skills, confidence and preparedness for life rather than on personal beliefs or experiences.

A range of assessment approaches may be used, including:

- Retrieval quizzes and knowledge checks.
- Baseline and end-point activities.
- Reflection tasks.
- Scenario-based learning activities.
- Student discussion and questioning.

- Exit tickets and confidence scales.
- Written responses.

The effectiveness of the CARE Curriculum is evaluated through:

- Student voice surveys.
- Lesson observations and learning walks.
- Safeguarding and behaviour data.
- Attendance and pastoral trends.
- Staff feedback.
- External reviews.

Evidence gathered through these processes is used to continually improve curriculum content, sequencing and delivery to ensure it remains relevant, effective and responsive to student needs

4.4 Equal Opportunities

This policy links closely with the Equal Opportunities Policy, the Anti-Bullying Policy and the Safeguarding Children Policy. Equal opportunities is not about treating everybody the same – but about helping to redress imbalances. When students struggle they are offered more help to benefit from their schooling. If they are struggling within relationships, identity or loss we will try to provide them with the support they need – either inside the school or externally. It is well documented that students are sometimes bullied because of their perceived sexual orientation. This school takes this and all forms of bullying very seriously. Objective discussion of sexual orientation may take place in healthy relationship education lessons in order to meet the needs of all students. There will be no promotion of any sexual orientation.

In the CARE Curriculum programme, we attempt to select activities and resources which are age, experience, reading level and culturally appropriate. All lessons attempt to engage boys and girls equally well.

4.5 Social Media, Digital Relationships and Emerging Technologies

Digital technology plays a significant role in the lives of young people and is therefore an important aspect of the CARE Curriculum. The school recognises that online experiences can bring significant opportunities alongside potential risks.

Students are taught how to manage relationships safely both online and offline. They develop critical thinking skills and learn how to identify, challenge and report harmful content and behaviours.

Topics explored within the curriculum include:

- Social media and digital communication
- Online relationships
- Cyberbullying and online harassment
- Misinformation
- Deepfakes and digitally manipulated content

- Artificial Intelligence (AI) and AI-generated content
- Sextortion and online exploitation
- Harmful online challenges
- Algorithmic influence and persuasive design
- Online misogyny and harmful gender stereotypes
- Radicalisation and extremist content
- Online subcultures and their potential influence on attitudes, relationships and behaviour
- The use of AI chatbots and understanding trustworthy sources of information
- Privacy, digital footprints and personal data

Students are encouraged to critically evaluate information they encounter online, recognise manipulation and seek support when concerned about content, interactions or online experiences. The curriculum promotes safe, responsible and respectful participation in digital spaces and prepares students to navigate an increasingly complex online world.

4.6 Withdrawal of Students from RSE Curriculum

Any parent wishing to withdraw their child from RSE should be encouraged to make an appointment to discuss the matter. Students cannot be withdrawn from any part of the teaching which falls within the National Curriculum (for example they cannot be withdrawn from sex education if it is delivered in the science curriculum).

Inevitably there will be occasions when discussion of aspects of sexual behaviour and choices will arise in other curriculum areas. These discussions will be sensitively handled – and, if appropriate, the teacher can ask a relevant Tutor, Pastoral Leader or Head of Year to develop the subject at another time.

4.7 Contraception 'advice', information and referrals, and under 16s

Students will be taught about controlling fertility and safer sex as part of the healthy relationship education programme. This will include information on how all students, including under 16s, can access local services for confidential advice and treatment. Students who have been withdrawn from healthy relationship education by their parents/carers are still entitled to the information about local services.

It is not the role of teachers to advise on health issues, in any detail. They should encourage the students to talk to a parents/carers, and/or school nurse, young peoples' health services or GP.

4.8 Confidentiality (in the classroom)

What a student says or writes in the classroom is by definition not confidential. Students should be encouraged to speak in general terms, rather than persona, by the use of ground rules and distancing techniques. When discussing issues in the classroom student disclosure which indicates the student is at risk (see below) must be reported by the teacher to the Progress Leader who will inform the Designated Safeguarding Lead – Mrs A Howitt or the Deputy Designated Safeguarding Leads - who will decide whether parents/carers should be informed, and any other action to be taken. **Class teachers should not go direct to parents/carers with disclosures.** If a class teacher is reporting a disclosure the student should be told this.

4.9 Confidentiality (individually)

Teachers should not promise absolute confidentiality to students. However, teachers are only obliged to pass on disclosures as defined by this policy. If a teacher believes a student to be at risk, she/he should inform the Pastoral Team who will inform the Designated Safeguarding Lead – Mr A Howitt or the Deputy Designated Safeguarding Leads - and tell the student this is what they are doing.

Teachers will recognise the importance of listening to the concerns of individual students. Staff will also be aware that young males find it more difficult than females to express emotions, and will offer support where possible. Again, teachers will not go against the student's wishes and talk to the parents/carers. The Head Teacher Mrs D Hodgson will decide what action, if any, to take.

Students are deemed to be 'at risk' if they are:

- Involved in situations where they can endanger themselves or others.
- Involved in situations where they are being exploited or are exploiting others.
- Victims of abuse, physical/sexual or emotional; this would require referral to the Designated Safeguarding Lead in school.

If a teacher learns from an under 16-year-old that they are having, or contemplating having, sexual intercourse, they should take steps to ensure that:

- Wherever possible, the young person is persuaded to talk to their parent or carer.
- That the young person understands the need for advice on sexual health and is given precise information about where she/he can access confidential contraception and advice services.
- Any child protection issues are addressed.

4.10 Pregnancy

Any student who is continuing with a pregnancy will be given time with the Pastoral Leads to ensure she knows how she may continue her schooling and what support, benefits, childcare etc. are available. The school nurse will help her to access ante and postnatal care.
We will also be sensitive to the needs of young fathers (to be). They will receive support around the behaviour of peers, and information on sources of advice on legal and other issues.

4.11 The School Nurse as a health advisor/support for students

The school nurse offers a completely confidential health service (except in cases of Child Protection) where any student can talk about emotional or physical health issues.

4.12 Procedure for supporting any members of the school community infected with HIV, Hepatitis B or C

Staff should not expect to be informed of a student's or a colleague's HIV or Hepatitis status. A member of staff who is told of a student's blood borne viral status, should inform the Head Teacher and no one else. S/he will tell the student this is what they are doing. No student or member of staff will be discriminated against as a result of such a disclosure.
First aid and control of infection practice should always follow current guidelines, and assume that blood spills can be infectious in some circumstances.