



PSHCE (Personal, Social, Health and Citizenship Education) Policy

This policy applies to all pupils, including those in EYFS.

The policy has been reviewed by the Risk and Compliance management and the Risk and Compliance Governors' Committee prior to ratification by the Governing Board.

This policy has been reviewed with reference to the Children and Social Work Act 2017 and the Relationships and Sex Education (RSE) and Health Education Draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, February 2019 (updated July 2020). The guidance should be read in conjunction with:

- Alternative Provision (statutory guidance) (January 2013)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) (January 2016)
- Equality Act 2010 and schools (May 2014)
- Keeping Children Safe in Education (statutory guidance) (September 2021)
- PSHE Association Guidance on Writing Your School Relationships and Sex Education (2017)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Mental Health and Behaviour in Schools (advice for schools) (November 2018)
- National Citizen Service guidance for schools (November 2017)
- Ofsted Review – Review of Sexual Abuse in Schools and Colleges (June 2021)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) (July 2017)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) (November 2014)
- SEND code of practice: 0 to 25 years (statutory guidance) (January 2015)
- Sexual violence and sexual harassment between children in schools (advice for schools) (updated September 2021)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). (November 2013)

The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts).

Introduction

Personal, Social, Health and Citizenship Education (PSHCE) is the intentional promotion of the personal, social, health and citizenship development of pupils through the whole curriculum and the whole school experience. Well-being is at the core of all we do and through PSHCE we aim to develop children whose

positive physical and emotional self, character, interests and passions enable them to grow up optimistically, hopeful and well prepared for the immediate and wider world. Pupils are encouraged to reflect on and clarify their own values and attitudes and to feel confident in exploring a range of sometimes conflicting attitudes and values. PSHCE education helps pupils to build their confidence, resilience and self-esteem, and to identify and manage risk (including online), make informed choices and understand what influences their decisions. Fundamental to this is the ability to understand differences and to accept change, manage emotions and to communicate constructively in a variety of contexts.

We use the DfE description of character, 'as a set of traits, attributes and behaviours, such as: perseverance, resilience and grit; confidence and optimism; motivation, drive and ambition; neighbourliness and community spirit; tolerance and respect; honesty, integrity and dignity; conscientiousness, curiosity and focus', to form the basis of our PSHCE curriculum.

Care is taken to ensure that the School meets the requirement to promote British values and to provide economic education, as is appropriate to the age of the pupils. As well as being taught in PSHCE lessons,

British values are taught in school assemblies – for the entire school and at the various Section assemblies. Our PSHCE programme also aims to develop respect for other people, with particular regard to the protected characteristics under the Equality Act 2010.

Throughout the School children will be taught the appropriate knowledge, skills and understanding through opportunities to:

- develop a sense of responsibility
- feel positive about themselves
- make real choices and decisions
- meet and talk with people
- develop relationships through work and play
- consider social and moral dilemmas that they come across.

Teaching and Learning Strategies

PSHCE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. We promote the needs and interests of all pupils. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the full PSHCE provision. Teachers and children together develop and establish ground rules in place, which ensure that every pupil feels safe and is able to learn in a supportive and caring environment. These cover in particular, the asking and answering of personal questions and strategies for checking or accessing information.

Due to the range of teaching and learning methods in PSHCE lessons, all pupils, regardless of their physical or academic disabilities, will be able to participate fully in this subject. The abilities of pupils are taken into account when planning activities and written and practical work may be differentiated and modified

accordingly. In relation to those with special educational needs, we will review our PSHCE programme to ensure that provision is made for those with additional needs.

Due to our ever-expanding wider provision of PSHCE, along with our broad and balanced curriculum, there are overlaps with other subjects, for example ICT, Science and PE. Therefore, flexibility in the timetable needs to be accounted for as objectives for PSHE education will be met outside of the allocated timetable slot. Flexibility in the timetable is also important to allow us to respond to local/national/global events that may occur and allow us to respond to any such event in an age appropriate way.

Answering Questions

We acknowledge that sensitive and potentially difficult issues will arise in PSHCE, as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHCE. As a first principle, we answer questions relating to the taught, planned curriculum for that age group (or younger) to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the Head of PSHCE. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a 'Question box', where questions may be asked anonymously. When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead in line with school policy and procedures

Confidentiality

The nature of PSHCE means that pupils may disclose personal information that staff will respond to appropriately. Where there is a risk to the safety of the pupil, we will follow the procedures outlined in other policies such as Safeguarding and Child Protection, Promoting Positive Behaviour and Health and Safety. Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the Designated Safeguarding Lead as soon as possible, in line with our Safeguarding and Child Protection policy. If visitors are working in a classroom or other teaching situation, they will follow the school's guidance on confidentiality and on safeguarding, and other relevant school policies.

Junior School (Years R – 6) including EYFS pupils

The Junior School aims to nurture the children's knowledge, skills and understanding in order to help them:

- develop their confidence, self-esteem and a sense of responsibility
- value their own strengths and work to develop those strengths

- co-operate and communicate with others effectively
- develop a healthy, safe lifestyle and make and act on informed decisions
- raise pupils' awareness of the world around them and encourage them to become active citizens, especially within the School
- develop good relationships and respect the differences between people
- deal with the onset of adolescence and adult life.

These aims are linked to all of the aims of the Junior School.

The Place of PSHCE in the Curriculum

The Junior School recognises the importance of the school and its staff in promoting children's development in PSHCE and is committed to providing the opportunities for this development to take place. The school is concerned with developing the knowledge, skills and understanding that children need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. While a number of topics need to be tackled explicitly within the PSHCE lessons, much of the knowledge and skills required by children is covered implicitly within the curriculum as a whole.

PSCHE is taught by the Form Teacher or Deputy Form Teacher under the guidance of the PSHCE Coordinator and the Junior School Deputy Head, Pastoral.

From September 2021 the Junior School has adopted the use of Jigsaw 'The Mindful Approach to PSHE'. Each year group follows six strands each half term and these cover the following statutory and non-statutory strands:

- Being in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me
- Personal hygiene
- fitness, exercise and diet
- smoking, drugs and alcohol
- growing up
- Relationships education
- life skills
- study skills
- citizenship
- community
- environmental issues
- individual qualities and attitudes
- moral and spiritual values

- bullying
- families
- communication
- safety (including online)
- peer pressure
- puberty
- money
- mental health and wellbeing
- transition from KS1 to KS2
- pupil voice, British Values.
- Further details on coverage can be found in the Jigsaw Medium Term Plans.

The 30 min lessons are delivered weekly but are supplemented by assemblies, Form Times, cross-curricular links (Science, P.E, English, Computing), targeted weeks and days, the school nurses and external providers in Year 6. PSHE is further supported by the Pastoral Team, alongside the Form Teachers.

JAGS Senior School (Y7-13)

The curriculum at JAGS has been carefully analysed to ensure that the PSHCE topics identified by the PSHE Association and the DfE statutory guidance on Relationships Education, Relationships and Sex Education, RSE and Health Education 2019 are taught. Please see standalone policy.

A comprehensive assembly programme includes assemblies on age appropriate PSHCE topics such as British Values, mental health awareness, online safety and antibullying. We mark national events such as Remembrance Day and celebrate the diversity of our community through interfaith activities.

The Head and wider senior leadership team take a lead in the delivery of key PSHCE messages in assemblies such as equality, antiracism, respect and growth mindsets. Students have the opportunity to connect with older students in assemblies led by Sixth Form students. Alumnae also deliver aspirational assemblies.

Where appropriate we use visitors from outside agencies or members of the community to support the PSHCE programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. When visitors are used to support the PSHCE programme, the school carries out its responsibilities for due diligence, carrying out appropriate checks and ensuring that the visitor's ethos aligns with that of the school.

PSHCE topics may also be covered in a variety of lessons and use a range of resources and teaching methods. The focus is on interactive learning, and approaches include: whole class discussion, social skills games and activities, working in pairs/groups, brainstorming, drama and role play and use of technology. Many of these approaches also act as distancing techniques, enabling pupils to discuss issues without discussing personal experience.

We also organise an extensive Parent Seminar programme on topics such as Online Safety, Adolescent issues, Wellbeing and Good Mental Health, along with staff training. Our peer mentoring system is such

that some topics are presented by peer mentors, for example, Year 10 girls present to Year 7 girls about study skills and Year 9 girls to Year 7 pupils about Drugs and Alcohol.

In KS3, girls follow a PSHCE programme during a dedicated PSHCE lesson taught by a specialist teacher. Many topics will also be covered through Science specifications. There are additional visits from outside speakers in Years 7 – 9. Sixth Form Mental Health Ambassadors also contribute to the delivery of form time follow up sessions, under the guidance of the Deputy Head, Pastoral (Senior Designated Lead for Mental Health), the Head of PSHCE, and the relevant Section Head.

The topics covered in Years 7-9 include: Relationships, Living in the Wider World, and Health and Wellbeing; Coping with Changes; Rights and Responsibilities, including British Values; Study Skills; Personal Safety; Internet Safety; Self-Esteem; Bullying; Smoking; Heart Disease; Diet and Healthy Eating; Body Image; Alcohol Abuse; Substance Misuse; Drugs and the Law; Relationships and Sex Education; Consent: Health Education; FGM; Contraception and Sexually Transmitted Infections.

In Years 10 and 11 we have a PSHCE carousel taught by specialist teachers and the Nurses. Pupils will follow short courses in Ethics, Health Education, Citizenship including British Values, Life Skills Finance and Careers in Form Time in these years, tutors also deal with PSHCE issues and Study Skills.

The topics covered in Years 10-11 include; Coping with Stress; Money Management; Personal Safety including online safety; Body Image & Healthy Eating; Eating Disorders; Benefits of Exercise; Self-harm; Alcohol Abuse; Substance Misuse; Skin Cancer, Breast & Cervical Cancer; Smoking; Drugs and illegal substances; HIV and AIDS; Rape; Relationships and Sex Education; Consent; Contraception and Abortion; UK Democracy and British Values; Health and Education Services; Current Issues: Finance and Careers. Pupils are also introduced to the Futurewise programme is a career guidance and planning that supports young people from age 15 to 23 through comprehensive, personalised and impartial services.

In the Sixth Form, a dedicated Lecture Slot is used to discuss topics within the Sixth Form PSCHE programme of study which Form tutors follow up on in Form periods. The topics covered are tailored to the individual needs of the cohort and may vary from year to year. However, the topics covered in the Sixth Form will always include: Study Skills, Money Management, Relationships and Sex Education (RSE), including abuse in relationships, Self- Confidence, Good mental Health and physical Health Issues.

Throughout PSHCE sessions, girls are made aware of matters such as ‘grooming’, fabricated illness, radicalisation and FGM and what they should do if they are concerned about themselves or anyone else who may be vulnerable. All staff are aware of their obligations under the statutory guidance, Keeping Children Safe in Education 2021.

Assessment, Reporting and Recording

Pupil surveys take place at the end of each topic and feedback informs future planning.

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement as well as identifying areas of weakness, which can then be used to inform planning of future work. For each Unit of Work there will be an assessment activity that will allow the teacher to observe and assess the pupils’ progress. Assessment in PSHE may take many forms: observing drama or role-play tasks, marking written or

artistic work, interpreting understanding from participation and input during discussion, looking for the demonstration of cooperative or communication skills during paired or group situations etc. Pupils do not pass or fail within this subject; they are not graded as in other curriculum subjects. In addition to this, pupils are given the opportunity to reflect on their own learning and personal experiences. Form tutors comment on each pupil's personal and social development. Their progress is tracked through the use of the end of puzzle outcomes and teacher assessment through the Jigsaw tool in the Junior School.

Health and Safety Concerns

Please refer to the School Health and Safety and Curriculum Policies.

- Safeguarding (Child Protection) Policy
- Antibullying Policy
- Curriculum Policy
- SMSC Statement
- JAGS Wellbeing Guidance and Strategy
- Relationships and Sex Education Policy

The Designated Safeguarding Lead is Rhona Muir (Deputy Head, Community and Co-Curricular).

The Senior Designated Lead for Mental Health (SDLMH) and Deputy Head, Pastoral is Samantha Payne. Anna Jones (Head of Years 10 and 11) Finola Stack (Headteacher Junior School) Elizabeth Channon (Head of Pre-Prep) and Angharad Homan-Russell, (Junior School Pastoral Coordinator) are all Deputy Designated Safeguarding Leads.

The Mental Health and Wellbeing of our pupils and staff is a priority for JAGS. The school offers the services of two qualified counsellors and the School Chaplain to the whole school community. Staff have access to the School's Health Assured Scheme.

PSHCE Curriculum Map for KS3 and KS4

PSHCE Curriculum Map for KS3 and KS4 – YEAR 7

Key Topic / Value Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Healthy Relationships (RSE)	Living in the Wider World Life Skills	Healthy Relationship (RSE)	Health and Wellbeing Self-esteem and Body Confidence	Living in the Wider World Life Skills	Health and Wellbeing Self esteem Mental Health
	Lesson 1&2 - Wellbeing Lesson 3 - What do good friendships look like? Lesson 4 - The importance of diversity and the problems of prejudice. Lesson 5 - How to be an ally and the problems with racial prejudice Lesson 6 - How to cope with changing friendship groups	Lesson 1 - Why do emotions sometimes rule our head? Lesson 2 - Anti-bullying Lesson 3 - Online safety and cyberbullying Lesson 4 - How to use the internet effectively Lesson 5 - Study skills Lesson 6&7 - Methods of learning and revising	Lesson 1&2 - Different types of family and what does every family need? (This lesson focusses on the fact that families can take many shapes and sizes but there are key values and principles that they all share). Lesson 3 - What is the purpose of marriage? (This lesson focusses on the religious, emotional, civil and economic reasons why people might get married. It also explains that many people choose not to get married and that doesn't make their relationships any less important. We also discuss the fact that homosexual people can now legally marry.) Lesson 4&5 - Dangers of peer pressure and coercive relationships (This lesson focusses on positive and negative peer pressure and how we can manage this. It	Lesson 1 - The problem with appearance 'ideals'. Lesson 2 - The problems with media messages Lesson 3 - Confronting comparisons Lesson 4 - Banish body talk and supporting others Lesson 5 - Be the change	Lesson 1 - The cost of living Lesson 2 - Your dream life and budgeting Lesson 3 - Job roles and salaries Lesson 4 - Reality bites and budgeting Lesson 5 - Unexpected events and how to cope with them	Lesson 1 - Managing change and loss Lesson 2&3 - How to cope with divorce and bereavement Lesson 4&5 - How to keep good mental health

			also begins to explain the problems of people forcing what they want on others without their consent and how that would make others feel. FGM is included from a principle of safeguarding).			
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PSHCE Curriculum Map for KS3 and KS4 – YEAR 8

Key Topic / Value	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Healthy Relationships (RSE)	Health and Wellbeing Physical Safety	Healthy Relationship Human Rights	Living in the Wider World Citizenship	Health and Wellbeing Mental Health	Living in the Wider World Finance
	<p>Lesson 1&2 - Wellbeing</p> <p>Lesson 3 - The importance of our own values and beliefs in friendships and relationships</p> <p>Lesson 4&5 - What makes a relationship healthy or unhealthy?</p> <p>Lesson 6 - The dangers of coercive relationships and the importance of mutual respect and trust.</p>	<p>Lesson 1&2 - Online Safety</p> <p>Lesson 3 - What is 'fake news' and why is it a problem?</p> <p>L4 - The dangers of alcohol and drugs</p> <p>Lesson 5 - How can we manage peer influences?</p> <p>Lesson 6 - Road Safety</p> <p>Lesson 7 - Fire protection</p>	<p>Lesson 1 - Human Rights and the UDHR</p> <p>Lesson 2 - The ECHR</p> <p>Lesson 3 - Inequality on the basis of one's sex</p> <p>Lesson 4 - Girls in education</p> <p>Lesson 5 - Anti-racism and prejudice</p>	<p>Lesson 1 - What is democracy?</p> <p>Lesson 2&3 - What is parliament?</p> <p>Lesson 4&5 - What do the House of Commons and the House of Lords do?</p>	<p>Lesson 1&2 - Recap on body image and self esteem</p> <p>Lesson 3&4 - Importance of sleep</p> <p>Lesson 5 - How to maintain good mental health</p>	<p>Lesson 1&2 - Enterprise skills</p> <p>Lesson 3&4 - Careers education</p>

PSHCE Curriculum Map for KS3 and KS4 – YEAR 9

Key Topic / Value	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Healthy Relationships (RSE)	Healthy Relationship (RSE)	Health and Wellbeing Mental Health	Health and Wellbeing Illicit Substances	Living in the Wider World Media and Online Awareness	Living in the Wider World Finance and Careers
	<p>Lesson 1&2 - Wellbeing</p> <p>Lesson 3&4 - Challenging sex stereotypes (This lesson focusses on how women and men do not need to adhere to sex stereotypes and girls should be proud of their individuality)</p> <p>Lesson 5&6 - The dangers and consequences of STIs (This lesson explains the effects of STIs and the importance of either abstinence or barrier contraception as the only ways to protect oneself in the future).</p>	<p>Lesson 1&2 - What are the qualities of healthy and unhealthy relationships?</p> <p>Lesson 3&4 - What are the dangers surrounding 'sexting'? (This lesson focusses on what 'sexts' are, why people might send them and the possible consequences if someone did send them. It also explains what someone could do if they have sent a picture that they regret.)</p> <p>Lesson 5&6 - The dangers of coercive relationships (This lesson focusses on the dangers of a relationship that lacks consent and also considers the dangers of grooming).</p>	<p>Lesson 1&2 - The importance of good quality nutrition and the dangers of fad diets</p> <p>Lesson 3&4 - Attitudes to Mental Health and the importance of asking for help if one needs it.</p> <p>Lesson 5 - Mental health coping strategies</p>	<p>L1&2 - What are drugs?</p> <p>L3 - What is the impact of drug use?</p> <p>What are the laws surrounding drug use?</p> <p>L5 - How can we manage peer pressure?</p>	<p>L1&2 - Media awareness and the dangers of not vaccinating children</p> <p>L3&4 - Media awareness and the unrealistic relationships portrayed online (this lesson focusses on online representations of relationships and includes a discussion on the problems of pornography).</p> <p>L5 - Media awareness and the dangers of vaping</p>	<p>L1&2 - Enterprise and Finance</p> <p>L3&4 - Careers education</p>

		Lesson 7 - Menstruation and the menopause				
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PSHCE Curriculum Map for KS3 and KS4 – YEAR 10

Key Topic / Value	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Healthy Relationships (RSE)	Ethics	Life Skills	Citizenship	Finance	Careers
	<p>What is a healthy relationship?</p> <p>The laws surrounding consent</p> <p>Contraception</p> <p>Sexually Transmitted Infections</p> <p>Pregnancy and abortion</p>	<p>An introduction to moral decision-making.</p> <p>How values are formed and how they affect moral decision-making.</p> <p>Moral decision making in relation to contemporary ethical issues and dilemmas</p> <p>Life-affecting ethical decisions</p> <p>Crime and punishment</p>	<p>Stress Management</p> <p>Managing change, loss and bereavement</p> <p>Implicit bias and diversity</p> <p>Importance of sleep</p>	<p>Parliamentary democracy and the British constitution</p> <p>House of Parliament and the UK electoral system</p> <p>Living in a multicultural society: challenges and opportunities</p> <p>Global citizenship and what that means</p> <p>Community participation and volunteering</p> <p>Crime and punishment</p>	<p>Cost of living</p> <p>Introduction to borrowing</p> <p>Introduction to debt</p>	<p>Communicating digitally in the world of work</p> <p>Exploring personal strengths for the world of work</p> <p>Career aspirations</p> <p>Introduction to CVs</p> <p>Future education and employment opportunities</p>

PSHCE Curriculum Map for KS3 and KS4 – YEAR 11

Key Topic / Value	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Healthy Relationships (RSE)	Ethics	Life Skills	Citizenship	Finance	Careers
	Stress and how to cope with it Why do we get stressed? Sleep Healthy Eating Exercise How to ensure good mental health	Democracy and Tolerance Rule of Law Individual Liberty and Tolerance Rule of Law / Individual Liberty Tolerance and Respect and Rule of Law	What is relationship abuse? The importance of consent The dangers of 'sexting'	Migration, race and valuing diversity Anti-racism Challenging extremism Challenging radicalisation	Choosing financial products Financial risks, frauds and scams What is tax?	Writing a successful CV Email etiquette Writing a successful cover letter Interview preparation and practice

Throughout the school year JAGS provides the opportunity for pupils to hear specialist speakers present on a range of topics (including RSE). Letters will be sent to parents in advance of these talks with a brief overview of the content and they may withdraw their daughter from any talk should they wish to do so. Some presentations will be pre-recorded and some will be live video sessions.

PSHCE in the 6th form

PSHCE in the sixth form not only builds upon the programme of talks and activities that students have encountered lower down the school but introduces and responds to issues that are particular to the transition from child to young adult. The PSHCE provision across Year 12 and 13 follows a more flexible approach allowing tutors to respond to particular issues as they may arise whilst also having a core programme. Pupils are given a range of talks covering personal finance, study skills, careers and interview techniques as well as looking at drug and alcohol misuse, personal safety and general wellbeing. The PSHCE acronym is not used in the sixth form so that pupils see the activity as fresh and do not bring preconceived ideas as to what they will be doing. The aim is that it is a forum for discussing issues at a more adult level and that are directly relevant to their experience.

Talks are organised throughout the year.

Ethics

- Global impact of drugs (Yr12)
- Police talk on rape (Yr12 & Yr13)
- Consent - programme 'Sex on Trial' (Yr12 & Yr13)
- Revenge Porn (Yr13)
- Stem Cell Donation (Yr12)

Health Education

- Health and wellness: covering sex, contraception and abortion (Yr12) (gender neutral)
- Healthy and Unhealthy Relationships (Yr12)
- Drink, drugs and legal highs (Yr12)
- The Drugs Trade (Yr12)
- Drugs, drink, the law and driving (Yr13)
- Body Confidence and Nutrition (Yr12 & Yr13)
- Gender and identity (Yr13)
- Destructive Vs constructive coping mechanisms e.g. eating habits, self-harm, promiscuity (Yr13)

Citizenship

- Citizenship – taxation, voting and jury service (Yr13)
- Everyday Sexism (Yr12)
- Campaigning – The Tampon Tax (Yr13)

Life Skills

- Online safety (Yr12)
- Data protection – identity theft (Yr13)
- Finance, banking and bills (Yr13)
- Disappointment and coping with failure (Yr13)
- Well-being and cheerfulness (Yr12)

- Emotional Intelligence (yr12)
- Transition to University (Yr13)
- Personal Safety (Yr12 & Yr 13)
- CV – job applications and interview skills (Yr12)
- Higher education and university talks – careers (Yr12)

PSHCE Presentations to Students 2021-2022

Presentation to Year 7 students on puberty by school nurses
September 2021 (in PSHCE lessons)

Session on personal safety to Years 7,8&9 by Heads of Year
September, 2021

Presentation to Year 7 on Online Safety by Karl Hopwood
Wednesday 22nd September (2.35-3.45pm)

Presentation to Year 7 and 8 on Anti-bullying by Robert Higgs
Thursday 7th October, 2021

Pre-recorded presentation to Year 10 on the dangers of drugs and harm prevention
Friday 15th October, 2021

Presentation to Year 7&8 on positivity and resilience by James Shone
Wednesday 3rd November, 2021

Presentation to Year 8 on the dangers of alcohol and drugs
November, 2021

Presentation to Year 10 on Personal Safety (SUSO) by Becca Wilson
Friday 26th November, 2021 (2.35-3.45pm)

Sessions on Personal Safety to Year 9 in PE lessons
Autumn Term

Presentation to Year 7 on Growth Mindset by Inner Drive
Tuesday 25th January, 2022 (all day rotation)

Presentation to Year 11 on Study Skills by Inner Drive
Thursday 3rd February, 2022 (8.30-9.30am)

Sessions on Personal Safety to Year 8 by Becca Wilson
Monday 21st February (all day rotation)

Presentations on Relationships and Sex Education by Ithappens Education

Monday 14th March-Year7 and 12
Tuesday 15th March- Year 8
Wednesday 16th March- Year 9&11
Thursday 17th March- Year 13
Friday 18th March- Year 10

Presentation to Year 12 on danger of drugs and harm prevention by Zoe Shuttleworth Monday 28th March, 2022

Presentation on Mental Health to Year 10 by Dick Moore
Friday 6th May, 2022 (1.40pm-2.35pm)

TBC

Ellie Simmons on her life and career (Whole school assembly)

Kate Richardson-Walsh on her life and career (Year 9)

Fiona Spargo-Mabbs- Dangers of drugs to Year 9

Daniel Spargo-Mabbs 'I love you Mum' Play to Year 9

Junior School (Prep)

PSHCE (Personal, Social, Health and Citizenship Education)

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

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Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education