



## RELATIONSHIPS AND SEX EDUCATION (RSE) and HEALTH EDUCATION POLICY

This policy is applicable to all pupils, including those in EYFS

The Relationships and Sex Education (RSE) and Health Education policy has been written with reference to the Children and Social Work Act 2017 and the Relationships and Sex Education (RSE) and Health Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2019. A copy of this policy is available on the schoolwebsite and a hard copy can be obtained by contacting the school.

We are clear that parents and carers are the prime educators for children on many of these matters and that the school should complement and reinforce this role.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation. Every pupil who is provided with primary education at the school is provided with relationships education and every pupil of secondary school age is provided with relationships and sex education, except so far as the pupil is excused (right to withdraw).

JAGS' policy should be read in conjunction with the JAGS' *PSHCE (Personal, Social, Health and Citizenship Education) Policy* and curriculum, JAGS Safeguarding Policy (2021) and:

- Keeping Children Safe in Education (statutory guidance) (September 2021)
- Department for Education (DfE) (2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.  
[https://www.gov.uk/government/publications/relationships-education-relationships- and sex-education-rse-and-health-education](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)
- 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)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) (January 2016)
- Equality Act 2010 and schools (May 2014)
- SEND code of practice: 0 to 25 years (statutory guidance) (January 2015)
- Alternative Provision (statutory guidance) (January 2013)
- Mental Health and Behaviour in Schools (advice for schools) (November 2018)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) (July 2017)
- Sexual violence and sexual harassment between children in schools (advice for schools) (Sept 2021)  
SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). Department for Education (DfE) (2019) Relationships, sex and health education: guides for schools.  
<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools> London: Department for Education.
- The Ofsted Review of Sexual Abuse in Schools and Colleges, June 2021

## The Governors have approved the following Relationships and Sex Education Policy statement for the Whole School:

*Sex education will be provided in such a way as to encourage pupils to have regard to moral considerations and the value of family life, while having regard to the protected characteristics under the Equality Act 2010 (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics. LGBT content is fully integrated into the School's programmes of study and not as a standalone unit or lesson.*

*Under the 1993 Education Act, parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE but not from the elements of the Statutory National Curriculum (biological aspects of the human growth and reproduction). Before granting any such request the Head or Deputy Head Pastoral will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. A record will be kept of the process.*

*The Head or Deputy Head Pastoral will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).*

*Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education*

*during one of those terms. Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. The school will ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the Headmistress considers that the pupil should not be so excused. Relationships education does not apply to a pupil who is under compulsory school age.*

*This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Headmistress may want to take a pupil's specific needs arising from their SEND into account when making this decision.*

*The Headmistress will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.*

*If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.*

*Sex education forms part of the core Science curriculum within the School. Issues relating to sex education may also be discussed in ethics and health education lessons or may be debated as part of the English curriculum.*

At the heart of Relationships Education, there is a focus on keeping children safe and the role that schools can play in preventative education.

When teaching these subjects, the religious background of all pupils is taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled, with due regard to the provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

Our teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Pupils are aware of how to raise their concerns or make a report and how any report will be handled. This includes processes when they have a concern about a friend or peer. All content is discussed in an age-appropriate way and in line with those that are developmentally expected.

### **Pupils with special educational needs and disabilities (SEND)**

Relationships Education, RSE must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful

of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

We aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in designing and teaching these subjects.

## Lesbian, Gay, Bisexual and Transgender (LGBT)

In teaching Relationships Education and RSE, we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

We ensure that all our teaching is sensitive and age appropriate in approach and content. LGBT content is fully integrated into our programmes of study for this area of the curriculum, in an age-appropriate way, rather than delivered as a standalone unit or lesson. The expectation is that all pupils will have been taught LGBT content at a timely point as part of this area of the curriculum.

## Speakers

There are PSHCE lectures and seminars provided by specialist outside speakers for specific year groups covering RSE topics. The topics are age-appropriate and are reviewed annually by the Head of PSHCE and the Deputy Head, Pastoral. All external speakers are carefully selected to complement and extend the teaching of our RSE content. Speakers are briefed on the needs and varied backgrounds of our students and are asked to work within the framework of our RSE policy. School teaching staff are present throughout these talks. 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. Where visiting speakers are used to support the RSE programme, appropriate checks are carried out to ensure that the visitor's ethos aligns with that of the school. Parents are informed in advance about these special sessions and have the right to withdraw their daughter from them.

## Relationships Education (Junior School)

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

By the end of the Junior School, pupils should know:

### Families and people who care for me

#### Pupils should know

- that families are important for children growing up because they can give love, security and stability.

- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

## Caring friendships

### Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

## Online relationships

### Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

## Being safe

### Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

## Relationships and Sex Education (RSE):

### Senior School

Specialist PSHCE teachers and school Nurses deliver the RSE curriculum, overseen by the Head of PSHCE and the Deputy Head, Pastoral.

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable

them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

## By the end of Secondary School:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

### Families

#### Pupils should know

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

## Respectful relationships, including friendships

### Pupils should know:

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

## Online and media

### Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online

## Being safe

### Pupils should know

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
- Intimate and sexual relationships, including sexual health Pupils should know
- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.

## The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

## Consultation & Review

Pupils, parents and staff have been involved in the writing of this policy. Pupils' views have been sought through end of topic surveys and questionnaires, parents' views through consultation evenings and staff views in devising the schemes of work.

The Parent Talk programme of speakers encourages support for parents in managing conversations with their children on these issues. This is an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe.

The policy will be reviewed annually by the Deputy Head, Pastoral with the Head Teacher of the Junior School and those responsible for PSHCE across the school, liaising with stakeholders as above.

The policy is approved by the Board of Governors.

**Monitoring** is an ongoing process, checking the schemes of work is being effectively implemented. Staff are clear about their roles and responsibilities and the programme reflects national guidance, local priorities and pupils' needs. There are systems in place to record pupil attendance in RSE lessons and effective PSHCE leadership which includes lesson observations and peer support and a system for regular review of the RSE policy and programme, including looking at samples of pupils' work.

**Evaluation** measures whether the lessons or units of work are effective. The assessment of pupil learning will contribute to the lesson/unit evaluation. Our evaluation helps to identify any issues for development and can prompt a review process which may result in changes to the RSE programme or policy.

# PSHCE Curriculum Map for KS3 and KS4

All the PSHCE and Wellbeing lessons are taught by dedicated specialist teachers. All PSHCE and Wellbeing lessons, including Relationship and Sex Education (RSE), are taught using resources accredited by the PSHE Association and the Department for Education (DFE) and are taught in an age-appropriate manner. RSE is consistently taught with consideration for students of faith and no faith.

In accordance with DFE guidance, parents have the right to withdraw their daughter from Sex Education lessons up until three terms before the child's 16th birthday. There is no right to withdraw from Relationships education. Please see the DFE guidance for more information:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/781150/Draft\\_guidance\\_Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf).

If you would like to withdraw your daughter from Sex Education lessons please email Mrs. Gerhardt, Head of PSHCE, at [elizabeth.gerhardt@jags.org.uk](mailto:elizabeth.gerhardt@jags.org.uk).

## PSHCE Curriculum Map for KS3 and KS4 – YEAR 7

Key Topic / Value Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7	<p>Healthy Relationships (RSE)</p> <p>Lesson 1&amp;2 - Returning to school</p> <p>Lesson 3 - What do good friendships look like?</p> <p>Lesson 4 - The importance of diversity and the problems of prejudice.</p> <p>Lesson 5 - How to be an ally and the problems with racial prejudice</p> <p>Lesson 6 - How to cope with</p>	<p>Living in the Wider World Life Skills</p> <p>Lesson 1 - Why do emotions sometimes rule our head?</p> <p>Lesson 2 - Anti-bullying</p> <p>Lesson 3 - Online safety and cyber-bullying</p> <p>Lesson 4 - How to use the internet effectively</p> <p>Lesson 5 - Study skills</p> <p>Lesson 6&amp;7 - Methods of</p>	<p>Healthy Relationship (RSE)</p> <p>Lesson 1&amp;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).</p> <p>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</p>	<p>Health and Wellbeing Self-esteem and Body Confidence</p> <p>Lesson 1 - The problem with appearance 'ideals'.</p> <p>Lesson 2 - The problems with media messages</p> <p>Lesson 3 - Confronting comparisons</p> <p>Lesson 4 - Banish body talk and supporting others</p> <p>Lesson 5 - Be the change</p>	<p>Living in the Wider World Life Skills</p> <p>Lesson 1 - The cost of living</p> <p>Lesson 2 - Your dream life and budgeting</p> <p>Lesson 3 - Job roles and salaries</p> <p>Lesson 4 - Reality bites and budgeting</p> <p>Lesson 5 - Unexpected events and how to cope with them</p>

	changing friendship groups	learning and revising	<p>fact that homosexual people can now legally marry.)</p> <p>Lesson 4&amp;5 - Dangers of peer pressure and coercive relationships (This lesson focusses on positive and negative peer pressure and how we can manage this. It 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).</p>			



## PSHCE Curriculum Map for KS3 and KS4 – YEAR 8

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

	mutual respect and trust.					
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## PSHCE Curriculum Map for KS3 and KS4 – YEAR 9

Key Topic / Value Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	Healthy Relationships (RSE)	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&amp;2 - Returning to school</p> <p>Lesson 3&amp;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&amp;6 - The dangers and</p>	<p>Lesson 1&amp;2 - What are the qualities of healthy and unhealthy relationships?</p> <p>Lesson 3&amp;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</p>	<p>Lesson 1&amp;2 - The importance of good quality nutrition and the dangers of fad diets</p> <p>Lesson 3&amp;4 - Attitudes to Mental Health and the importance of asking for help if one needs it.</p>	<p>L1&amp;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&amp;2 - Media awareness and the dangers of not vaccinating children</p> <p>L3&amp;4 - Media awareness and the unrealistic relationships portrayed online (this lesson focusses on online representations of relationships and includes a discussion on the</p>	<p>L1&amp;2 - Enterprise and Finance</p> <p>L3&amp;4 - Careers education</p>

	<p>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>picture that they regret.)  Lesson 5&amp;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).  Lesson 7 - Menstruation and the menopause</p>	<p>Lesson 5 - Mental health coping strategies</p>		<p>problems of pornography).  L5 - Media awareness and the dangers of vaping</p>	
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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	<p>Healthy Relationships (RSE)</p> <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>Ethics</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>Life Skills</p> <p>Stress Management</p> <p>Managing change, loss and bereavement</p> <p>Implicit bias and diversity</p> <p>Importance of sleep</p>	<p>Citizenship</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>Finance</p> <p>Cost of living</p> <p>Introduction to borrowing</p> <p>Introduction to debt</p>	<p>Careers</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>

				Crime and punishment		
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## 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	Relationships(RSE)	Ethics	Life Skills	Citizenship	Finance	Careers
	Stress and how to copewith it Why do we getstressed? Sleep Healthy EatingExercise How to ensure good mental health	Democracy andTolerance Rule of Law Individual Liberty and Tolerance Rule of Law / IndividualLiberty Tolerance and Respectand Rule of Law	What is relationship abuse? The importance of consent The dangers of'sexting'	Migration, race andvaluing diversity Anti-racism Challengingextremism Challenging radicalisation	Choosing financial products Financial risks, frauds and scams What is tax?	Writing a successful CV Email etiquette Writing a successful coverletter Interview preparation andpractice

Throughout the school year JAGS provides the opportunity for pupils to hear specialist speakers present on a range of topics. Letters will be sent to parents in advance of these talks with a brief overview of the content.

## **Relevant RSE presentations for 2021-2022 are:**

### 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 22<sup>nd</sup> September (2.35-3.45pm)

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

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

Presentation to Year 7&8 on positivity and resilience by James Shone  
Wednesday 3<sup>rd</sup> 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 26<sup>th</sup> 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 25<sup>th</sup> January, 2022 (all day rotation)

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

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

Presentations on Relationships and Sex Education by Ithappens Education  
Monday 14<sup>th</sup> March-Year7 and 12  
Tuesday 15<sup>th</sup> March- Year 8  
Wednesday 16<sup>th</sup> March- Year 9&11  
Thursday 17<sup>th</sup> March- Year 13  
Friday 18<sup>th</sup> March- Year 10

Presentation to Year 12 on danger of drugs and harm prevention by Zoe Shutteworth  
Monday 28<sup>th</sup> March, 2022

Presentation on Mental Health to Year 10 by Dick Moore

Friday 6<sup>th</sup> 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)

Otengha Uwagba- Finance (Years 10&11)

Fiona Spargo-Mabbs- Dangers of drugs to Year 9

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

### **Sixth Form:**

Amy Forbes-Robertson – Healthy and unhealthy relationships – discussion about healthy and unhealthy relationships and is designed to help the girls to think about actions and consequences.

Police - DSI from Sapphire Unit talk on rape and DSI from the Haven to talk about issues of consent and what constitutes rape

Sleep Habits - The importance of sleep for one's mental and physical health (resources: SleepScotland.org, Russell Foster 'Why do we Sleep?' TedTalk)

Emotional intelligence – the importance of developing emotional intelligence for success and happiness in life (resources: Daniel Goleman's 'Emotional Intelligence' and Brene Brown youtubeclip on empathy).

Well Woman talk from nurses - Contraception, STIs etc.LGBTQ+ inclusion

### **PREP**

### **PSHCE (Personal, Social, Health and Citizenship Education)**

Year 3

PSHCE is a subject through which boys develop an awareness of physical, social, emotional and health education. We try to provide pupils with knowledge and promote the development of skills they need to create a balanced lifestyle.

Much of this work occurs through other subjects and is therefore cross-curricular. For example: 'taking good care of our teeth' is also dealt with in Science lessons.

There will also be opportunities to discuss relevant current affairs and issues that affect the class. Sometimes issues arise through our daily interaction in school. These may also be dealt with in assembly as well as in the classroom.

As part of the Year 3 Autumn Wellbeing programme boys will be introduced to the concept of the School Council which meets half termly or more to discuss issues raised by the boys. Each form class has their own nominated representative who presents the views and opinions of his peers and is then responsible for feeding back any developments that have occurred.

### **Social Skills & Confidence in a Group (Circle Time)**

- Listening
- Turn taking
- Co-operation
- Empathy
- Respecting points of view
- Seeing both sides of an argument
- Caring for one another
- Honesty
- Confidence to express an opinion
- Learning strategies for coping in real life situations
- Learning how to recognise and cope with feelings

### **Relationships**

- Nature of Friendships
- Peer group pressure
- Bullying
- Acceptable behaviour
- Respect for the property of others
- Respect for the privacy of others
- Respect for individual differences
- Basic safety procedures
- Consequences of actions for oneself and others

### **Communication Skills**

- Working with others
- Talking in a group
- Discussing a topic
- Listening to others
- Presenting information

### **Road Safety**

- Workshop at school

## **Year 4**

### **Autumn Term**

During this term, we look at ourselves – valuing similarities and differences. This leads on to discussions about what makes a community, including our sense of belonging, our responsibilities and our rights.

During this term we also celebrate Anti Bullying week and undertake a number of discussions and activities to consider what bullying is and strategies to combat it.

### **Spring Term**

This term we look at families as a form of community. We consider the differing make-up of present-day families and compile simple family trees.

We also use the book we study in English – A Candle in the Dark – to explore aspects of prejudice, bullying and problem solving within friendship groups.

### **Summer Term**

In the Summer term, in preparation for our trip to Swanage, we look at safety. This includes road safety as well as general safety within the home and outside.

We also have a first discussion about the changes that our bodies go through during puberty. This has been included in Year 4, as it is often easier for girls to talk freely about this topic before they actually experience it. It is followed up at the start of Year 5 with a block of more detailed work.

Throughout the year, we will also be using philosophical enquiries to develop ideas. These will be based around the Philosophy for Children methods of discussion, using the Four Thinking C's – Caring, Collaborative, Creative and Critical. This helps girls develop tolerance of other people's ideas as well as mutual respect. It is also really good fun!

## **Year 5 Autumn Term**

This term starts with a block of work helping the girls recognise and understand the changes their bodies go through during puberty. This is a positive and important part of becoming a young woman, but this topic also recognises that it can be an embarrassing time for boys as well as girls. We look for ways of dealing with difficult situations and maintaining good hygiene. We also look at the internal reproductive system, physical changes, periods and different sanitary products.

In the second part of the Autumn Term, we look at money. This topic includes:- whether cash is the only way to pay, lending and borrowing, spending wisely and "it's tempting...but!". We finish the topic considering Maslow's hierarchy of need and discuss the differences between wants and needs.

### **Spring Term**

This term focuses on Mental Health. We use this time to help verbalise feelings and consider ways of addressing any worries. We look at how we experience physical changes when we are experiencing different emotions and how we can use this

knowledge to help us be calmer. We use a number of picture books to aid discussions and think about the strategies that we can take away and use ourselves.

Very usefully, we have a letter written by an ex-JAGS girl, who experienced some negative mental health problems. The girls think about how she now prepares herself for any difficult times and write a letter to themselves, suggesting ways to help.

All of this work is contained within a booklet, which the girls can then take home. It also includes a reading list of useful books to support difficult times, as well as a list of telephone numbers and web sites that girls and parents can use, if needed.

### **Summer Term**

In this term, we finish up any Mental Health work that has not been completed. We also look at the World of Work – considering different careers and the skills, knowledge, experience, qualifications and personal characteristics needed.

Throughout the year, we will also be using philosophical enquiries to develop ideas. These will be based around the Philosophy for Children methods of discussion, using the Four Thinking C's – Caring, Collaborative, Creative and Critical. This helps girls develop tolerance of other people's ideas as well as mutual respect. It is also really good fun!

## **SEX EDUCATION**

### **Spring Term (1 double lesson only)**

#### **Mental Health**

This term continues the work on mental health, started in Year 5.

- We use this time to help verbalise feelings and consider ways of addressing any worries. We look at how we experience physical changes when we are experiencing different emotions and how we can use this knowledge to help us be calmer. We use a number of picture books to aid discussions and think about the strategies that we can take away and use ourselves.
- All of this work is contained within a booklet, which the girls can then take home. It also includes a reading list of useful books to support difficult times, as well as a list of telephone numbers and web sites that girls and parents can use, if needed.

#### **Relationships and Sex Education**

This term we continue the work focusing on what makes a good relationship and how we can develop our own skills as a person within a relationship.

- Recognising what constitutes a healthy relationship
- Recognising and respecting different types of relationship, including marriage, friends, relatives etc.
- Recognising that relationships need to be entered into freely, without coercion.
- Develop strategies towards shared goals.
- Understand the meaning of consent.
- Recognise bullying or coercive behaviours and work towards challenging these in a practical manner.
- Recognise and challenge stereotypes.
- Understand that two people in a loving, caring relationship do not need to be married or be in a civil partnership.

- Understand the differences between and the terms associated with sex, gender identity and sexual orientation.

### **Fundamental British Values**

- Know and understand the meaning of the Fundamental British Values: democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Investigate how these have arisen through the history of this country and how they impact on our lives today.

## **Year 6**

### **Mental Health**

- This term continues the work on mental health, started in Year 5.
- We use this time to help verbalise feelings and consider ways of addressing any worries. We look at how we experience physical changes when we are experiencing different emotions and how we can use this knowledge to help us be calmer. We use a number of picture books to aid discussions and think about the strategies that we can take away and use ourselves.
- All of this work is contained within a booklet, which the girls can then take home. It also includes a reading list of useful books to support difficult times, as well as a list of telephone numbers and web sites that girls and parents can use, if needed.

### **Relationships and Sex Education**

- This term we continue the work focusing on what makes a good relationship and how we can develop our own skills as a person within a relationship.
- Recognising what constitutes a healthy relationship
- Recognising and respecting different types of relationship, including marriage, friends, relatives etc.
- Recognising that relationships need to be entered into freely, without coercion.
- Develop strategies towards shared goals.
- Understand the meaning of consent.
- Recognise bullying or coercive behaviours and work towards challenging these in a practical manner.
- Recognise and challenge stereotypes.
- Understand that two people in a loving, caring relationship do not need to be married or be in a civil partnership.
- Understand the differences between and the terms associated with sex, gender identity and sexual orientation.

### **Fundamental British Values**

- For all pupils in age appropriate context
- Know and understand the meaning of the Fundamental British Values: democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Investigate how these have arisen through the history of this country and how they impact on our lives today.

[www.bbc.co.uk/education/subjects](http://www.bbc.co.uk/education/subjects)

<http://www.friendsandheroes.com/> [www.topmarks.co.uk](http://www.topmarks.co.uk) [www.daydreameeducation.co.uk](http://www.daydreameeducation.co.uk)  
[www.reonline.org.uk/learning](http://www.reonline.org.uk/learning) <http://www.primaryhomeworkhelp.co.uk/>

**PRE-PREP**

**PSHCE RECEPTION**

Through the use of Circle Time, class discussions and role-play, the children will cover the areas set out below. Integrated work takes place through creative writing, PE lessons, science, choosing time, topic lessons, RE, drama, special weeks, current events and assemblies.

<b>AUTUMN TERM -RECEPTION</b>	
<b>Settling into their new School and Taking and Sharing Responsibility and Being Safe</b>	<p>Understanding their place within school</p> <p>Discussing the School Rules</p> <p>Sharing responsibility, i.e class daily leader</p> <p>Recognise and carry their own belongings and take part in class rotas.</p> <p>Developing their confidence to greet staff and know where a member of staff can be found.</p> <p>Discussion about behavior when walking to the cople.</p> <p>Safety issues when crossing road.</p>
<b>Social Skills</b>	<p>Sharing, hands up, school rules, greeting people, care of property/the environment, independence in dressing and looking after themselves.</p> <p>Developing their ability to express their feelings appropriately in various situations.</p> <p>To learn about the school's 'Golden Rules' (Jenny Mosley)</p> <p>To begin to think of others less fortunate than ourselves (links to 'Love in a Box', Genes for jeans, and Harvest Festival)</p>
<b>Feeling Positive</b>	<p>Demonstrating achievements to one another and celebrating those achievements (Gold Leaf assembly).</p>

<b>School Routines</b>	<p>Understanding what Assembly Time is all about.</p> <p>Developing a feeling of belonging to the school</p> <p>Planning for and involvement in our Harvest Festival</p> <p>Planning for a picnic.</p> <p>Book Week preparation; discussions on visitors to our school,</p> <p>various events, and changes to the normal routines.</p> <p>Preparation for the Reception Play and discussion about feelings and developing confidence.</p> <p>Preparation for the Carol Concert and performing as part of the whole school.</p>
<b>Healthy Eating</b>	<p>Discussing various foods.</p> <p>Making a variety of foods.</p> <p>Participating in a picnic and party.</p>
<b>Keeping Clean</b>	<p>The importance of washing hands after going to the toilet and before eating.</p>

## YEAR 1

<b>PSHCE AUTUMN YEAR ONE</b>	
<b>Belonging</b>	<p>Discussion on settling into a new classroom, special welcome to new children or staff and discussion of class and school rules (Golden Rules- Jenny Mosley)</p> <p>Sharing, hands up, greeting people, care of property/the environment, independence in dressing and looking after themselves.</p> <p>Develop their ability to express their feelings appropriately in various situations.</p> <p>Develop their understanding of belonging to a family, a new class and school (focus of RE this term)</p> <p>Whole school recognition of celebrations, Eid, Rosh Hashanah, Diwali, Christmas</p>
<b>Thinking of Others</b>	<p>Preparation for Harvest Festival and why we celebrate Harvest.</p>

	<p>'Love in a box' activity and Jeans for Genes</p> <p>Preparation for being a good audience for Reception Play and Carol Concert.</p>
<b>School Rules and Being Safe</b>	<p>Revisit School Rules</p> <p>Discuss Road Safety, especially crossing the road and safety on way to the swimming pool and playground rules.</p> <p>Experience working together in the School Council.</p> <p>Having a 'voice' and using to good effect, representing views of classmates.</p>
<b>Staying Healthy and Keeping Clean</b>	<p>Discuss the good behaviour of washing hands before eating and after going to the toilet.</p> <p>Being aware of the weather conditions and dressing appropriately for the weather.</p> <p>Showing growing independence in dressing themselves.</p>
<b>Reflecting</b>	<p>Recall, record and evaluate what they have done in lessons.</p> <p>Reflect on their efforts and set personal targets.</p>
<b>Taking responsibility</b>	<p>School Council initiatives discussed at meetings and shared with school as a whole</p> <p>Eco initiatives within the school</p>

<b>SPRING TERM – YEAR ONE</b>	
<b>Having Friends</b>	<p>To understand that our friends can be different and yet have same qualities and same feelings.</p> <p>Discuss how to manage strong feelings (eg of anger, jealousy)</p> <p>Preparation for the Year One Play</p>
<b>Feeling Good</b>	<p>Developing an understanding of helping others, valuing their opinions, acknowledging their talents and the talents of others.</p> <p>Understanding that some people need special help.</p>

<b>Staying Healthy</b>	<p>Discuss what foods they like, their favourite meal at school, and draw their favourite meal.</p> <p>Deciding which activities they would choose to stay healthy.</p> <p>Join in activities growing plants in the raised beds.</p>
<b>Being Safe</b>	<p>Recognise people who keep us safe; how we can help to keep</p> <p>Understand the rules for crossing the road, road safety poem, books, songs.</p> <p>Discuss how we can take responsibility for keeping ourselves safe, eg fire practices, thinking before we act, following adult instructions in school.</p>
<b>Taking responsibility</b>	<p>School Council initiatives discussed at meetings and shared with school as a whole</p> <p>Eco initiatives within the school</p>

<b>SUMMER TERM – YEAR ONE</b>	
<b>Caring for the environment</b>	<p>Visiting local shops and park and discussing how we can care for our environment.</p> <p>Draw children's attention to why we all need to care and look after our environment, i.e. recycling.</p> <p>Discuss ways to improve our school playground.</p>
<b>Thinking of Others</b>	<p>Charity Day for Febbie (Malawi) and Sharma (Bangladesh)- 2 children whom we sponsor. Reading updates of their progress and the developments in their geographical area.</p>
<b>Making Choices</b>	<p>To discuss choices they can make, i.e. favourite foods, favourite places.</p> <p>Taking responsibility for our school environment, litter patrol etc, water butts, composting.</p>
<b>Taking responsibility</b>	<p>School Council initiatives discussed at meetings and shared with school as a whole</p>

	Eco initiatives within the school
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## YEAR 2

<b>AUTUMN TERM – YEARTWO</b>	
<b>Belonging</b>	<p>Developing their understanding of their role in their family and school, and groups they might belong to outside of school.</p> <p>Developing their sense of responsibility, independence and difference between right and wrong as they get older.</p> <p>Harvest: to lead singing in Assembly and read poems</p>
<b>Health and Growth</b>	<p>Linked to Science Topic – Importance of healthy diet and exercise.</p> <p>Comparison with hygiene and health in Stuart times and medicines used, reflecting on the past, present and future.</p>
<b>Feeling Good</b>	<p>Discussion on settling into a new classroom.</p> <p>Special welcome to any new children or staff and a discussion about the class and school rules.</p> <p>To develop an understanding of their own feelings in a variety of situations.</p> <p>Working in pairs, discussion to develop listening skills and accept others' ideas.</p> <p>Understand that people can have different points of view and that there isn't always a 'correct' answer to any given question or resolution of a dispute.</p>
<b>School Rules</b>	<p>Understanding and setting a good example to the younger children.</p> <p>Understanding their new role as Y2 pupils; to help the younger children; to be good Lunch table leaders and to take a lead role in the School Council.</p> <p>To discuss the school rules.</p>

<b>Taking and Sharing responsibility</b>	Showing visitors around the school on Open Day and sharing their experiences of the school with them.
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<b>SPRING TERM – YEAR TWO</b>	
<b>Being Safe</b>	Understand that medicines need to be looked after by an adult. Discuss why we need to be careful when using, or are near to, special equipment at school and at home. To know when they can and should give their permission and when to withhold their permission, for example to say 'No'.
<b>Belonging</b>	Linked to the study of school children in the Shetland Isles and comparing each others' interests and lifestyle.
<b>Feeling Good</b>	To recognise their talents and the talents of others. To build self-esteem through a discussion about awards in and out of school. To set goals for themselves. To recognize that all contributions are welcomed. To work as a team with House Points system.
<b>Making Choices</b>	To discuss situations where they feel something has been fair or unfair, right or wrong.
<b>Taking Responsibility</b>	School Council discussions and eco initiatives spear-headed by Year 2 at School Council meetings and shared with school

### **SUMMER TERM – YEAR TWO**

<b>Having Friends</b>	Thinking of practical ways that they can care for their family and friends. Showing awareness for others and the varied ways of communication.
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	Being aware that communication and participation in activities is different for some people.
<b>Communities around the world (i.e. the wider community)</b>	Discussion regarding where families come from in the class/year group. Discussion on holidays around the world. Using a map to locate specific places Read folk stories from different countries. Focus on France due to trip to Lille as part of French week
<b>Staying Healthy and Keeping Clean</b>	Deciding on how they can keep fit and why Deciding how to keep your teeth healthy.
<b>Celebrating Achievements at JAPS</b>	Preparation and participation in the Leavers' Service. Preparation and participation in the End-of-Year Assembly. Performance in the Y2 Play. Preparation and participation in Founder's Day.
<b>Taking Responsibility</b>	School Council discussions and eco initiatives spear-headed by Year 2 at School Council meetings and shared with school