



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

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

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, updated 2022)
- Equality Act 2010 and schools (May 2014)
- Keeping Children Safe in Education (statutory guidance) (September 2022)
- 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) (now within KCSIE)
- 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. Pupils are also prepared for engagement with communities where gender mixing is common and understand and respect that any

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gender can fulfil almost any role in society

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 regularly review our PSHCE programme to ensure that provision is inclusive and accessible for all pupils.

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/Deputy Head Pastoral (Prep School). 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 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. This teaching is in line with our School aims to nurture respectful, resilient and kind individuals, whilst empowering courage, creativity and compassion in each student.

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

The Junior School curriculum is based on the Jigsaw scheme 'The Mindful Approach to PSHE'. Each year group follow 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 and KS2 to KS3
- pupil voice and pupil leadership
- British Values.

The 30-minute lessons are delivered weekly and are further enriched by assemblies, Form Times, cross-curricular links, targeted weeks and days, specialist talks by 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. Alumni 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 PSHCE is taught by specialist teachers in one curriculum period per week. Pupils will follow

short courses in Ethics, Health Education, Citizenship British Values, Media Awareness, LifeSkills, Finance and Healthy Relationships. In Form Time in these years, tutors also deal with PSHCE issues and Study Skills.

The topics covered in Years 10-11 include; Mental Health; Coping with Stress; Money Management; Personal Safety including online safety; Body Image & Healthy Eating; 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 PSCE 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. The Deputy Head People and Head of PSHCE are mindful of Ofsted's Review into Sexual Abuse in Schools and Colleges (now within KCSIE) and ensure that the curriculum covers key topics mentioned. PSHCE teachers elect to teach the subject and the school ensures they are adequately trained: see PSHE Association training in preparing to teach challenging topics (October 2022)

Assessment, Reporting and Recording

In the Senior School, pupil surveys take place at the end of each topic and feedback informs future planning (e.g. see changes to KS4 curriculum, 2022-23), and provides feedback on the suitability of the spiralled curriculum.

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. Across the school, or each Unit of Work there will be an assessment activity that will allow the teacher to observe and assess the pupils' progress. Assessment in PSHCE 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.

In the Junior School, progress is tracked through the use of the end of puzzle outcomes and teacher assessment through the Jigsaw tool.

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 (Senior Deputy). The Senior Designated Lead for Mental Health (SDLMH) is Paul O'Dwyer (Deputy Head People), Deputy Anna Jones (Head of Years 10 and 11) Kerri-Anne Bannon (Junior School Deputy Head- Pastoral), Elizabeth Channon (Head of Pre-Prep)

The Mental Health and Wellbeing of our pupils and staff are priorities 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
	<p>Lesson 1&2 - Wellbeing</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 changing friendship groups</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&7 - Methods of learning and revising</p>	<p>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).</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 fact that homosexual people can now legally marry.)</p> <p>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</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>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>	<p>Lesson 1 - Managing change and loss</p> <p>Lesson 2&3 - How to cope with divorce and bereavement</p> <p>Lesson 4&5 - How to keep good mental health</p>

			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	Wellbeing and Careers	Finance	Citizenship & Media Awareness	Citizenship & Media Awareness	RSHE	Ethics
	<p>How to maintain good mental health</p> <p>5 steps to tyranny: 'Us' vs 'them'</p> <p>5 steps to tyranny: 'Obey orders'</p> <p>5 steps to tyranny: 'Do them harm'</p> <p>5 steps to tyranny: 'Stand up' & 'Stand by'</p> <p>5 steps to tyranny: 'Exterminate'</p>	<p>Managing mobile phone use & importance of sleep (Innerdrive)</p> <p>Introduction to borrowing</p> <p>Introduction to debt</p> <p>How to create a budget</p>	<p>International Women's Day</p> <p>How to spot media disinformation</p> <p>How to spot biased writing</p>	<p>Stephen Lawrence Day</p> <p>The importance of consent</p> <p>Greenwashing – being critical consumers</p> <p>It happens: dangers of illicit substances, habit forming, teenage brain & harm prevention</p>	<p>Us vs Them: problems with stereotyping</p> <p>Mental Health (Dick Moore)</p> <p>Dangers of drink spiking & harassment</p>	<p>Managing stress & anxiety</p> <p>Staying positive</p> <p>Introduction to CV writing</p> <p>CV writing</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	Health & Wellbeing	RSHE	RSHE	Citizenship	Finance	Exam Leave
	How to maintain good mental health The importance of sleep Healthy Eating Exercise Breast cancer	What is relationship abuse? What is consent? Contraception: hormonal & barrier methods	Fertility & pregnancy choices Abortion It happens presentation on RSHE It happens presentation on dangers of illicit substances	Stephen Lawrence Day Migration, race and valuing diversity Anti-racism Challenging extremism Challenging radicalisation	Choosing financial products Financial risks, frauds and scams What is tax?	

Throughout the school year JAGS provides the opportunity for the Girls 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 ad Wellbeing Presentations to Students 2022-2023

Presentation to Year 7 students on puberty by school nurses
Autumn Term (in PSHCE lessons)

Session on personal safety to Years 7,8&9 by School Liaison Officer, Autumn Term
Presentation to Year 7 on Online Safety by Karl Hopwood
September 2022
Presentation to Year 7 and 8 on Self-confidence & Friendships, October 2022
Personal Safety lessons to Year 9 in PE lessons, November 2022

Presentation to year 10 on Managing Mobile Phone Usage by Inner Drive
November, 2022

Presentation on Sexual Assault to Years 12 and 13 by School Police Liaison Officer
November, 2022

Presentation to Year 8 on Perfectionism by Dr Peters
November, 2022

Presentation to Year 8 and Year 13 on social media and self esteem by Natasha Devon
November 2022

Presentation to Year 7&8 on positivity and resilience by James Shone
November 2022

Presentation to Year 8 on the dangers of alcohol and drugs
November, 2022

Presentation to Year 7 on Growth Mindset by Inner Drive
January 2023 (all day rotation)

Presentation to Year 11 on Study Skills by Inner Drive
February 2023

Presentation and play to Years 9 & 12 on the dangers of illicit substances, by Daniel Spargo-Mabbs Foundation,
February 2023

Presentations on Relationships and Sex Education by Ithappens Education, March 2023

Presentation to Years 10 & 11 on danger of drugs and harm prevention by Zoe Shuttleworth
March 2023

Presentation on Mental Health to Years 9 & 10 by Dick Moore
May 2023

Junior School (Prep)

Jigsaw PSHE 3-11 progression map

Jigsaw, the mindful approach to PSHE, is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within all six Puzzles (units of work) including the key vocabulary used in each year group; explicit links to the DfE statutory Relationships and Health Education outcomes have been made in each Puzzle.

INTENT: Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation.

IMPLEMENTATION: Jigsaw 3-11 offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

IMPACT: This can be established through assessment identified in the key learning.

Being Me in My World Puzzle – Autumn 1							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DfE Statutory Relationships & Health Education outcomes	<p>PSHE – ELG: SELF-REGULATION</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: MANAGING SELF</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>PSHE – ELG: BUILDING RELATIONSHIPS</p>	<p>Relationships Education – By end of primary, pupils should know:</p> <p>Caring friendships</p> <p>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>(R11) 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.</p> <p>Respectful relationships</p> <p>(R12) 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</p> <p>(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R14) the conventions of courtesy and manners</p> <p>(R15) the importance of self-respect and how this links to their own happiness</p> <p>(R16) 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</p> <p>(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships</p> <p>(R21) 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</p> <p>Being safe</p> <p>(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(R32) where to get advice e.g. family, school and/or other sources.</p>					

	<p>Work and play co-operatively and take turns with others.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Physical Health and Well-Being – By end of primary, pupils should know:</p> <p>Mental well-being (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>					
Puzzle overview Being Me in My World	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.	In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.	In this Puzzle (unit), the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively; how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.	In this Puzzle (unit), the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They discuss new challenges and how to face them with appropriate positivity. The children learn about the need for rules and how these relate to rights and responsibilities. They explore choices and consequences, working collaboratively and seeing things from other people's points of view. The children learn about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.	In this Puzzle (unit), the children explore being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also learn about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.	In this Puzzle (unit), the children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children learn about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also learn about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.	In this Puzzle (unit), the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The children learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They discuss their choices and actions and how these can have far-reaching effects, locally and globally. The children learn about their own behaviour and how their choices can result in rewards and consequences and how they feel about this. They explore an individual's behaviour and the impact it can have on a group. They learn talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals.
Taught knowledge (Key objectives are in bold)	<ul style="list-style-type: none"> Know they have a right to learn and play, safely and happily Know that some people are different from themselves Know that hands can be used kindly and unkindly Know special things about themselves Know how happiness and sadness can be expressed Know that being kind is good 	<ul style="list-style-type: none"> Understand their own rights and responsibilities with their classroom Understand that their choices have consequences Understand that their views are important Understand the rights and responsibilities of a member of a class 	<ul style="list-style-type: none"> Understand the rights and responsibilities of class members Know about rewards and consequences and that these stem from choices Know that it is important to listen to other people Understand that their own views are valuable Know that positive choices impact positively on self-learning and the learning of others Identifying hopes and fears for the year ahead 	<ul style="list-style-type: none"> Know that the school has a shared set of values Know why rules are needed and how these relate to choices and consequences Know that actions can affect others' feelings Know that others may hold different views Understand that they are important Know what a personal goal is Understanding what a challenge is 	<ul style="list-style-type: none"> Know their place in the school community Know what democracy is (applied to pupil voice in school) Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community Know that their own actions affect themselves and others 	<ul style="list-style-type: none"> Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process Understand the rights and responsibilities associated with being a citizen in the wider community and their country Know how to face new challenges positively Understand how to set personal goals Know how an individual's behaviour can affect a group and the consequences of this 	<ul style="list-style-type: none"> Know about children's universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world Know that personal choices can affect others locally and globally Know how to set goals for the year ahead Understand what fears and worries are Understand that their own choices result in different consequences and rewards Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process