



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

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

The policy has been reviewed by the Education & Welfare Committee prior to ratification by the Governing Board. This policy has been reviewed with reference to the Children and Social Work Act 2017 and the Relationships and Sex Education (RSE) and Health Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, February 2019 (updated 2021). 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 2025)
- PSHE Association Guidance on Writing Your School Relationships and Sex Education policy (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) (Updated 2020)
- 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)
- A year on from the launch of the Ofsted review into sexual abuse in schools and colleges (April 2022)
- The Equality and Human Rights Commission Technical Guidance 2023

The school notes that new RSHE guidance has been issued by the government, coming into effect in September 2026. During the academic year 2025-26, the school will prepare for the smooth implementation of this guidance.

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 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 (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 (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.

The Pre-Prep curriculum is based on the Jigsaw scheme 'The Mindful Approach to PSHE' in Years R-2. This year at the Prep School, we have further developed our PSHCE curriculum to make it bespoke to our school community and pupils. Largely, we work from PSHE Association's Programme of Study. This programme builder takes a thematic approach to primary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; relationships; and living in the Wider World) across the school year, with three topics per half-term. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year. It also strengthens our links with the Senior School who also work with the PSHE Association curriculum.

PSHCE is taught by form teachers in Years 3 and 4, and by the Deputy Head Pastoral in Years 5 and 6. Our PSHE curriculum is further enriched through teaching and learning centred around our Bee Brilliant of pastoral programme, our assembly programme, an abundance of leadership opportunities, a wide range of pupil workshops and two form times each week.

All lessons are 30-minutes in length and PSHCE is taught under the guidance of the Deputy Head Pastoral and the Head of Pre-Prep who are the PSHCE co-ordinators.:

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, anti-racism, respect and growth mindsets. Students have the opportunity to connect with older students in assemblies led by Sixth Form students. Alumnae also deliver aspirational assemblies.

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

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

personal experience. PSHCE staff are trained yearly by the PSHE Association to ensure knowledge and teaching methods are in line with best practice.

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.

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 Senior Deputy Head, 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, Life Skills, 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 careers guidance and Unifrog.

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

Throughout PSHCE sessions, girls are made aware of matters such as 'grooming', fabricated illness, radicalisation and FGM and what they should do if they are concerned about themselves or anyone else who may be vulnerable. All staff are aware of their obligations under the statutory guidance, Keeping Children Safe in Education 2025. The Senior Deputy Head 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: PSHE Association training for staff takes place yearly in September.

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.

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 full list of DDSLs can be found in the Safeguarding (Child Protection) Policy.

The Mental Health and Wellbeing of our pupils and staff are priorities for JAGS. The school offers the services of two qualified counsellors to the whole school community. Staff have access to the School's Employee Assistance Programme, provided by BHSF Rise.

PSHCE OVERVIEW YEARS R - 2

	Autumn Term: Being Me in My World and Celebrating Difference	Spring term: Dreams and Goals and Healthy Me	Summer: Relationships and Changing Me
Reception	<ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<ul style="list-style-type: none"> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety 	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe 	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology)

		<p>Medicine safety/safety with household items</p> <p>Road safety</p> <p>Linking health and happiness</p>	<p>Linking growing and learning</p> <p>Coping with change</p> <p>Transition</p>
Year 2	<p>Hopes and fears for the year</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>Safe and fair learning environment</p> <p>Valuing contributions</p> <p>Choices</p> <p>Recognising feelings</p> <p>Assumptions and stereotypes about gender</p> <p>Understanding bullying</p> <p>Standing up for self and others</p> <p>Making new friends</p> <p>Celebrating difference and remaining friends</p>	<p>Achieving realistic goals</p> <p>Perseverance</p> <p>Learning strengths</p> <p>Learning with others</p> <p>Group co-operation</p> <p>Contributing to and sharing success</p> <p>Motivation</p> <p>Healthier choices</p> <p>Relaxation</p> <p>Healthy eating and nutrition</p> <p>Healthier snacks and sharing food</p>	<p>Different types of family</p> <p>Physical contact boundaries</p> <p>Friendship and conflict</p> <p>Secrets</p> <p>Trust and appreciation</p> <p>Expressing appreciation for special relationships</p> <p>Life cycles in nature</p> <p>Growing from young to old</p> <p>Increasing independence</p> <p>Differences in female and male bodies (correct terminology)</p> <p>Assertiveness</p> <p>Preparing for transition</p>

PSHCE OVERVIEW YEARS 3-6

	Autumn Term: Relationships	Spring term: Living in the wider world	Summer: Health and Wellbeing
Year 3	<p>Families and friendships</p> <ul style="list-style-type: none"> What makes a family; features of family life <p>Safe relationships</p> <ul style="list-style-type: none"> Personal boundaries; safely responding to others; the impact of hurtful behaviour <p>Respecting Ourselves and others</p> <ul style="list-style-type: none"> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite 	<p>Belonging to a community</p> <ul style="list-style-type: none"> The value of rules and laws; rights, freedoms and responsibilities <p>Media literacy and digital resilience</p> <ul style="list-style-type: none"> How the internet is used; assessing information online <p>Money and work</p> <ul style="list-style-type: none"> Different jobs and skills; job stereotypes; setting personal goals 	<p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> Health choices and habits; what affects feelings; expressing feelings <p>Growing and changing</p> <ul style="list-style-type: none"> Personal strengths and achievements; managing and re-framing setbacks <p>Keeping Safe</p> <ul style="list-style-type: none"> Risks and hazards; safety in the local environment and unfamiliar places
Year 4	<p>Families and friendships</p> <ul style="list-style-type: none"> Positive friendships including online <p>Safe relationships</p> <ul style="list-style-type: none"> Responding to hurtful behaviour; managing confidentiality; recognising risks online <p>Respecting Ourselves and others</p> <ul style="list-style-type: none"> Respecting differences and similarities; Discussing differences sensitively 	<p>Belonging to a community</p> <ul style="list-style-type: none"> What makes a community; shared responsibilities <p>Media literacy and digital resilience</p> <ul style="list-style-type: none"> How data is shared and used <p>Money and work</p> <ul style="list-style-type: none"> Making decisions about money; using and keeping money safe 	<p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> Maintaining a balanced lifestyle; oral hygiene and dental care <p>Growing and changing</p> <ul style="list-style-type: none"> Physical and emotional changes in puberty; personal hygiene routines; support with puberty <p>Keeping Safe</p> <ul style="list-style-type: none"> Medicines and household products; drugs common to everyday life
Year 5	<p>Families and friendships</p> <ul style="list-style-type: none"> Managing friendships and peer 	<p>Belonging to a community</p> <ul style="list-style-type: none"> Protecting the 	<p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> Healthy sleep habits; sun safety;

	<p>influence</p> <p>Safe relationships</p> <ul style="list-style-type: none"> Physical contact and feeling safe <p>Respecting Ourselves and others</p> <ul style="list-style-type: none"> Responding respectfully to a wide range of people; recognising prejudice and discrimination 	<p>environment; compassion towards others</p> <p>Media literacy and digital resilience</p> <ul style="list-style-type: none"> How information online is targeted; different media types, their role and impact <p>Money and work</p> <ul style="list-style-type: none"> Identifying job interests and aspirations; what influences career choices; workplace stereotypes 	<p>medicines, vaccines, immunisations and allergies</p> <p>Growing and changing</p> <ul style="list-style-type: none"> Personal identity; recognising individuality and different qualities; mental wellbeing <p>Keeping Safe</p> <ul style="list-style-type: none"> Keeping safe in different situations, including responding in emergencies
Year 6	<p>Families and friendships</p> <ul style="list-style-type: none"> Consolidation of prior learning and begin to explore romantic relationships; civil partnerships and marriage <p>Safe relationships</p> <ul style="list-style-type: none"> Recognising and managing pressure; consent in different situations <p>Respecting Ourselves and others</p> <ul style="list-style-type: none"> Expressing opinions and respecting other points of view including discussing topical issues 	<p>Belonging to a community</p> <ul style="list-style-type: none"> Valuing diversity; challenging discrimination and stereotypes <p>Media literacy and digital resilience</p> <ul style="list-style-type: none"> Evaluating media sources; sharing things online <p>Money and work</p> <ul style="list-style-type: none"> Influences and attitudes to money; money and financial risks 	<p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> What affects mental health and ways to take care of it; managing change; loss and bereavement; managing time online <p>Growing and changing</p> <ul style="list-style-type: none"> Human reproduction and birth; increasing independence; managing transfer to Senior School <p>Keeping Safe</p> <ul style="list-style-type: none"> Keeping personal information safe; regulations and choice; drug use and the law; drug use and the media

PSHCE Curriculum Map for KS3 and KS4

Year 7	Autumn 1-Living in the Wider World	Autumn 2-Living in the Wider World	Spring 1-Health and Wellbeing	Spring 2- Health and Healthy Relationships	Summer 1- Healthy Relationships	Summer 2- Living in the Wider World
Topics	Transition and Safety <ul style="list-style-type: none"> • Online Safety • Managing online presence • Personal Safety • Anti-bullying • Making and maintaining healthy friendships 	Diversity and Inclusion <ul style="list-style-type: none"> • The Equality Act 2010 • Stereotypes, prejudice and discrimination • Promoting diversity and equality • Puberty and managing change • Learning skills and teamwork 	Emotional Wellbeing <ul style="list-style-type: none"> • Working with others • Body image satisfaction and self-concept 	Positive Mental Health <ul style="list-style-type: none"> • Emotional Resilience • Coping with change and loss • International Women's Day • The importance of exercise • Families, parenting and conflict resolution 	Healthy Relationships <ul style="list-style-type: none"> • Stephen Lawrence Day • The purpose of marriage • The dangers of peer pressure • Coercive relationships, bodily autonomy and FGM 	Finance and Careers <ul style="list-style-type: none"> • The cost of living • Budgeting • Careers and salaries • Reality and budgeting • How to manage unexpected events • Financial wellbeing
Key Skills	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> • Critical thinking • Inquisitiveness • Principles/ ethical judgement • Communication • Reflectiveness • Balance • Confidence 	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> • Principles/ ethical judgement • Critical thinking • Communication • Confidence • Teamwork • Reflectiveness 	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> • Teamwork • Resilience/staying positive • Confidence • Reflectiveness • Communication • Critical thinking 	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> • Resilience/ staying positive • Reflectiveness • Balance • Communication • Critical thinking 	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> • Principles/ ethical judgement • Reflectiveness • Balance • Confidence • Courage • Communication 	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> • Critical thinking • Teamwork • Resilience/staying positive • Balance • Reflectiveness • Inquisitiveness

Year 8	Autumn 1- Living in the Wider World	Autumn 2- Healthy Relationships	Spring 1- Health and Wellbeing	Spring 2-Living in the Wider World	Summer 1-Wellbeing and Healthy Relationships	Summer 2-Wellbeing and Careers
Topics	Transition and safety <ul style="list-style-type: none"> Protecting personal information online Managing online devices and accounts Online scams and support Dangers of online gaming and gambling Road safety Puberty and coping with change 	Diversity and Inclusion <ul style="list-style-type: none"> The Equality Act, 2010 Diversity and Inclusion Importance of belonging Anti-bullying Diversity, inclusion and visible difference 	Drugs and Alcohol Education <ul style="list-style-type: none"> Caffeine Tobacco Vaping Alcohol Managing Peer Pressure The importance of sleep 	Importance of British Values and Human Rights <ul style="list-style-type: none"> Human Rights and the UDHR International Women's Day Gender Inequality Girls in Education 	Healthy Relationships <ul style="list-style-type: none"> Importance of Individual Values Healthy relationships Importance of consent Healthy eating Wellbeing 	Wellbeing and Careers <ul style="list-style-type: none"> Positive self-esteem and wellbeing Careers
Key Skills	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> Critical thinking Inquisitiveness Principles/ ethical judgement Communication Reflectiveness Balance Confidence 	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> Principles/ ethical judgement Critical thinking Communication Confidence Teamwork Creativity/ innovation Reflectiveness 	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> Principles/ Ethical judgement Reflectiveness Inquisitiveness Resilience Confidence Communication 	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> Principles/ ethical judgement Reflectiveness Resilience Confidence Balance Communication 	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> Reflectiveness Resilience/ staying positive Confidence Balance Communication 	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> Resilience/ staying positive Balance Communication Inquisitiveness Reflectiveness

Year 9	Autumn 1- Living in the Wider World	Autumn 2- Physical and Mental Health	Spring 1- Health and Wellbeing	Spring 2-Relationships, Sex and Health Education (RSHE)	Summer 1- Living in the Wider World	Summer 2-Wellbeing and Careers
Topics	Transition and Safety <ul style="list-style-type: none"> Protecting personal information online Managing online devices and accounts Road safety Equality Act 2010 Importance of consent Female safety on public transport Challenging stereotypes: the problems of sexism and misogyny 	First Aid and Positive Mental health <ul style="list-style-type: none"> Online safety Theory of first aid Practical first aid session Attitudes to mental health Positive mental health coping strategies 	Drugs and Alcohol Education <ul style="list-style-type: none"> Health impact of illicit drug use Drugs and the law The environmental impact of illegal drug usage Positive mental health 'I Love You, Mum' production and workshop by DSMF The impact of county lines on society 	RSHE <ul style="list-style-type: none"> Healthy relationships Dangers surrounding 'sexting' RSHE session by ItHappens Education Health Education and STIs 	Media Awareness <ul style="list-style-type: none"> Importance of vaccination Unrealistic relationships portrayed online Dangers of vaping 	Wellbeing and careers <ul style="list-style-type: none"> Importance of good nutrition Dangers of 'fad' diets Careers and managing online reputation
Key Skills	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> Critical thinking Inquisitiveness Principles/ ethical judgement Confidence Balance Communication 	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> Inquisitiveness Resilience/ staying positive Teamwork Risk-taking/ courage Communication Reflectiveness 	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> Principles/ Ethical judgement Reflectiveness Inquisitiveness Resilience Confidence Communication 	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> Principles/ ethical judgements Critical thinking Confidence Communication Reflectiveness 	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> Principles/ ethical judgements Critical thinking Confidence Communication Reflectiveness Inquisitiveness 	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> Principles/ ethical judgements Critical thinking Confidence Communication Reflectiveness Inquisitiveness

Year 10	Autumn 1-Living in the Wider World	Autumn 2- Health and Wellbeing	Spring 1- Health and personal safety	Spring 2-Living in the Wider World and Healthy Relationships	Summer 1-Living in the Wider World	Summer 2-Living in the Wider World
Topics	Careers Education <ul style="list-style-type: none"> Identifying career preferences Navigating the careers landscape Mapping a career path Making a good impression in the workplace Introduction to CV writing CV writing Managing mobile phone usage 	Physical and Mental Health <ul style="list-style-type: none"> Wellbeing: being kind to yourself Drugs education, habit forming and the teenage brain Drugs education, habit forming and the teenage brain Managing stress and anxiety Staying positive Mental health: accessing support 	Health and personal safety <ul style="list-style-type: none"> Theory of first aid Practical first aid session Body modifications School's Consent Project- legal workshop Follow-up session on the importance of consent and the dangers of drink spiking 	Financial Education and RSHE <ul style="list-style-type: none"> Budgeting, saving and debt Finance workshop by St James's Place Managing money in the world of work RSHE by ItHappens Education Financial choices in the world of work 	Diversity and Inclusion <ul style="list-style-type: none"> Stephen Lawrence Day The Equality Act 2010 Greenwashing isn't cool: being critical consumers 	Diversity, Inclusion and Media Awareness <ul style="list-style-type: none"> How to spot media disinformation How to spot biased writing Valuing diversity Understanding and preventing extremism How are people drawn into extremist groups?
Key Skills	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> Inquisitiveness Critical thinking Confidence Balance Communication Reflectiveness 	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> Principles/ ethical judgement Resilience/staying positive Confidence Balance Communication Reflectiveness 	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> Inquisitiveness Teamwork Principles/ ethical judgement Critical thinking Communication Reflectiveness 	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> Critical thinking Teamwork Resilience/staying positive Balance Reflectiveness Inquisitiveness 	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> Critical thinking Principles/ ethical judgement Teamwork Confidence Reflectiveness 	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> Critical thinking Inquisitiveness Communication Reflectiveness

Year 11	Autumn 1-Living in the Wider World	Autumn 2- Health Education and RSHE	Spring 1- Health Education and RSHE	Spring 2-Healthy Relationships	Summer 1-Living in the Wider World	Summer 2-Living in the Wider World
Topics	Study skills <ul style="list-style-type: none"> • How to maintain positive mental health • How to revise well • How to use revision time effectively • Planning, organising and revising effectively • Study skills workshop: performance under pressure • Recognising strengths in ourselves • The importance of sleep 	Health Education and RSHE <ul style="list-style-type: none"> • Planning healthy meals and staying active • Staying safe at festivals • Fertility and routes to parenthood • Pregnancy outcomes • Pregnancy choices: abortion 	Health Education and RSHE <ul style="list-style-type: none"> • Barrier and hormonal methods of contraception • Exploring blood, organ and stem cell donation • What is breast cancer? • How to check breasts for signs of breast cancer 	Healthy Relationships and RSHE <ul style="list-style-type: none"> • Respectful relationships: Ending a relationship • How can we get over a break up? • RSHE by ItHappens Education • International Women's Day • Staying safe: recognising harassment and abuse 	Finance and careers <ul style="list-style-type: none"> • Budgeting, saving and debt • Managing money in the world of work • Financial choices in the world of work 	
Key Skills	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> • Reflectiveness • Resilience/ staying positive • Confidence • Balance • Communication 	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> • Critical thinking • Inquisitiveness • Principles/ ethical judgement • Reflectiveness • Confidence • Communication 	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> • Critical thinking • Inquisitiveness • Principles/ ethical judgement • Reflectiveness • Confidence Communication	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> • Critical thinking/ innovation • Principles/ ethical judgment • Resilience/ staying positive • Confidence • Communication • Reflectiveness 	These series of lessons link to the following key skills at JAGS: <ul style="list-style-type: none"> • Critical thinking • Teamwork • Resilience/staying positive • Balance • Reflectiveness • Inquisitiveness 	

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 Sixth 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, studyskills, 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)
- 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)
- Cancel culture (Yr12)

PSHCE and Wellbeing Presentations to Students
2024-2025

Date and Time	Speaker	Topic	Year Group
Monday 22nd September Years 8&9- Period 1 Year 7- Period 2	S.A.M.E Academy	Road Safety	KS3
Thursday 25th September Year 7- Period 1	OpenView Education	Anti-Bullying	Year 7
Monday 29th September Year 9- Period 1	InnerDrive	Study Skills	Year 9
Monday 6th October Period 1	Karl Hopwood	Online Safety	Year 9
Thursday 9th October Period 1	Karl Hopwood	Online Safety	Year 10
Friday 10th October Period 1	Karl Hopwood	Online Safety	Year 11
Tuesday 14th October 8.30-9.30am	Daniel Spargo-Mabbs Foundation	Drugs Education	Year 12
Thursday 6th November 8.50-9.50am	Innner Drive	Concentrati on Training	Year 10
Thursday 13th November Period 1	ItHappens Education	Drugs Awareness Education	Year 10
Friday 14th November Period 1	ItHappens Education	Drugs Awareness Education	Year 11
Wednesday 21st January 9.30-10.45am- Play Period 4- Talk from Fiona Spargo-Mabbs	DSMF	Drugs Awareness Education	Year 9
Monday 26th January Period 1	Dick Moore	Positive Mental Health	Year 9
Date and Time	Speaker	Topic	Year Group

Wednesday 28th January <ul style="list-style-type: none"> • Period 1-7C • Period 2-7D • Period 3-7K • Period 4-7R • Period 5-7L • Period 6-7S 	Inner Drive	Growth Mindset Workshops	Year 7
Tuesday 3rd March 8.30-9.30am	ItHappens Education	RSHE	Year 12
Thursday 5th March 8.50-9.50am 10C,10D,10K- during their normal PSHCE lesson	The Schools' Consent Project	The laws surrounding consent	Year 10 10C, 10D and 10K
Monday 9th March Year 7- 12.05-1.05pm Year 8-1.50pm-2.50pm	ItHappens Education	RSHE	Year 7 and Year 8
Thursday 12th March Year 10- 8.50-9.50am Year 9- 12.05pm-1.05pm	ItHappens Education	RSHE	Year 10 and Year 9
Friday 13th March Year 11- 8.50am-9.50am Year 13-12.05-1.05pm	ItHappens Education	RSHE	Year 11 and Year 13
Thursday 19th March Period 1	Sarasins Finance	Careers	Year 10
Thursday 26th March 8.50-9.50am 10L, 10R & 10S- during their PSHCE lesson.	The Schools' Consent Project	The laws surrounding consent	Year 10 10L, 10R and 10S

Statutory Additional Talks

Year 7 Puberty Lesson by the Nursing Team- in normal PSHCE lessons:

- Monday 29th September-7C- Period 4
- Tuesday 30th September- 7S-Period 3
- Wednesday 1st October-7L-Period 4
- Thursday 2nd October- 7R-Period 4
- Thursday 2nd October- 7K-Period 6
- Friday 3rd October- 7D- Period 6

Year 7- FGM Lesson by the Nursing- in normal PSHCE lessons:

- Monday 27th April- 7C-Period 4
- Tuesday 28th April-7S-Period 3
- Wednesday 29th April-7L-Period 4

- Thursday 30th April-7R- Period 4
- Thursday 30th April-7K- Period 6
- Friday 1st May-7D- Period 6

Year 11 Stem cell, blood and organ donation lesson by the Nursing Team in normal PSHCE lessons

- Friday 17th October- 11C- Period 1
- Friday 7th November-11D- Period 1
- Friday 21st November-11K- Period 1
- Friday 28th November-11L-Period 1
- Friday 5th December-11R-Period 1
- Friday 12th December-11S- Period 1

Year 11 Contraception Lesson by Nursing Team- in normal PSHCE lessons:

- Friday 30th January-11C-Period 1
- Friday 6th February- 11D-Period 1
- Friday 13th February- 11K-Period 1
- Friday 27th February-11L-Period 1
- Friday 6th March-Period 1
- Friday 20th March-Period 1

Year 9 First Aid Sessions- in normal PSHCE lessons (Period 1):

Year 9 First Aid- Theory session

- Monday 3rd November- Theory of First Aid in VWA

Year 9 Practical sessions

- Monday 10th November –9C and 9D in VWA
- Monday 17th November- 9K and 9L- in VWA
- Monday 24th November-9R and 9S in VWA

Year 10 Practical First Aid Training sessions in normal PSHCE lessons (Period 1)

- Thursday 25th September-10C and 10D
- Thursday 2nd October- 10K and 10L
- Thursday 16th October- 10R and 10S