



Claremont Fan Court School

Policy and Procedure: PSHEE

The teaching of PSHEE (Personal, Social, Health and Economic Education) at Claremont Fan Court School takes into account the Department for Education advice for independent schools November 2013 and the supplementary information November 2014 with specific regard to actively promoting fundamental British Values.

Delivery

Pre-Prep and Nursery

1. Discrete Provision

In Key Stage 1, PSHEE is delivered within the curriculum in single lessons per week including circle time. These sessions are taken by the class teacher. The content of the lesson is based on the SEAL materials or the character education theme for the month. The values based ethos of the school also underpins the approach to development of self-respect and confidence, respect for others and conflict resolution.

Character Education work is kept in a folder and is passed on to each year group as the individual progresses through the school.

Every Class Teacher is expected to maintain a display within the classroom celebrating the current Character Quality.

In EYFS this is encompassed in the areas of learning called Personal, Social and Emotional Development (PSED) and Physical Development (PD).

For each level of PSED and PD the following areas of PSHEE are covered:

- Making Relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour
- Health and self-care

In the Early Years classes at Claremont these aspects of development are incorporated into the daily planning. The children take part in circle time sessions, drama lessons and role play situations. They also listen to stories and have relevant discussions. The classes have a Values Education focus each week with a display board to celebrate

individual achievement. The Early Years classes attend Celebration assembly with the rest of the Pre-Prep to receive recognition for good behaviour and work. They are also encouraged to appreciate the efforts of their peers.

Educating for Character themes are shown in Appendices 1 and 2.

For PSHEE schemes of work see Appendix 3

2. Cross Curricular Provision

i. Academic curriculum

Where possible, links are made to PSHEE themes in other curriculum areas. See PSHEE and curriculum schemes of work. In all planned subjects, reference is made to the relevant monthly Character Quality throughout the delivery of the subject.

ii. Assemblies

The character quality for each month forms the basis of most assemblies each week. These ideas are developed to support the individual's perception of themselves, of their peers and immediate and wider community and to understand their role within the framework. The weekly assembly program includes presentation by members of staff, group singing, class led assemblies and celebration assemblies. Class assemblies are performed to parents every term. These give all the children opportunities to develop their performance skills and to enhance their self-esteem. Pupils are often involved in acting or reading and at our summer music concert, musicians can showcase their current skills.

Display

Entrance Hall – PSHEE themes are celebrated during a weekly celebration assembly where each child is presented with a certificate. Their work and certificate is then displayed in the entrance hall for the following week.

iii. Educational trips

Day trips are planned for each year group to relate to areas of study within the curriculum.

The children are given explanations and requirements for appropriate levels of behaviour to each other and to the wider community when on a trip.

One major aim of school trips is to develop self-confidence and independence away from home; to consider the needs of a group.

iv. Awards and commendations

Each teacher gives rewards in their class for effort, excellence, acts of kindness and citizenship. Every week children are chosen for a star of the week award which is celebrated in assembly time.

v. Positions of responsibility (for pupils)

At the beginning of each year the children decide on the rules for their class which are published. The children have many different roles and responsibilities within their classes.

3. Extra-Curricular Provision

i. School Council

N/A

ii. House System

The Pre-Prep and Nursery has now become part of the School's House system and has undertaken joint House events with the Prep School.

iii. Enrichment Week / Off Curriculum Days

Provide an environment for children to work with different age groups. There is an expectation for children to work effectively outside the normal daily structure and routine. Usually there are three whole Pre Prep and Nursery School enrichment weeks a year, one in each term. These may be subject specific relating to the curriculum area of focus.

iv. Co-curricular Activities

Each child has the opportunity to take part in many co-curricular activities, before school, during the school day and after school. These activities allow the children to broaden their experiences and work alongside children in different year groups. Each term, the children can choose new clubs to join depending on their interests.

v. Day Trips and Residential Visits

Day trips to local places of interest are organised to support the pupils' social and educational development.

vi. Sports

Expectations for fair play, courtesy and respect for others are fostered. In Year 2 pupils are given the opportunity to represent the school in a football team.

Preparatory School

1. Discrete Provision

Specific time is identified in the timetable for PSHEE. Additional Circle Time is used as appropriate by class teachers to deal with issues or concerns which arise.

PSHEE is delivered within the curriculum, in two single lessons to each class per week in Years 3 and 4, by their class teacher and one lesson per week to Years 5 and 6. The content of the lessons is recorded in the Prep School PSHEE scheme of work and are based on Jigsaw PSHE scheme materials and the Character Education theme for the month (see Appendix 1). The values based ethos of the school also underpins the approach to development of self-respect and confidence, respect for others and conflict resolution.

Additional topics have been added to augment these two main areas of study to ensure breadth of coverage, for example in citizenship and sex education. See Sex Education

Policy and Procedure. In Year 6 pupils complete a Bikeability course. See specific schemes of work for each year group. In addition, within the Prep School, each year group has a specific focus promoting British Values.

Character Education work is kept in a booklet and is used as evidence for reporting and earns points towards the children's portfolio.

The response of individuals to Character Education is reported to parents as a grade on Half Termly grade sheets.

Every Class Teacher is expected to maintain a display within the classroom celebrating the current Character Quality.

Educating for Character themes are shown in Appendices 1 and 2.

For PSHEE schemes of work see Appendix 3.

2. Cross Curricular Provision

i. Academic curriculum

Where possible, links are made to PSHEE themes in other curriculum areas. See PSHEE and curriculum schemes of work. In all planned subjects reference is made to the relevant monthly Character Quality throughout the delivery of the subject.

Where possible, links with other aspects of the class curriculum are made.

ii. Assemblies

The character quality for each month forms the basis of most assemblies each week. These ideas are developed to support the individual's perception of themselves, of their peers and the immediate and wider community and to understand their role within this framework. The weekly assembly program includes presentations by members of staff, visiting speakers and class lead assemblies. Class assemblies give pupils the opportunity to both gain knowledge in relation to PSHEE themes but also enact those themes learning to contribute to the community and develop self-confidence. Opportunities are given in assembly for individuals to develop their performance skills and to enhance self-esteem. Musicians can show case their current skills; pupils are involved in acting or reading.

Display

School Hall – PSHEE themes are celebrated and introduced by displays in the Prep School Hall. The Torch Bearer board celebrates children who most embody the current character quality.

iii. Educational trips

Day trips and residential visits

Day trips are planned for each year group to relate to areas of study within the curriculum. Residential trips are part of the curriculum for Years 3-6.

The children are given explanations and requirements for appropriate levels of behaviour to each other and to the wider community when on a trip

One major aim of school trips is to develop self-confidence and independence away from home; to consider the needs of a group.

iv. Awards and commendations (reporting, star of the month)

House points given for effort, excellence, acts of kindness and citizenship.

Academic Awards are given after three commendations for sustained effort, excellence and improvement.

Colours and Certificates of Merit are given for sporting achievement and commitment.

Annual Awards are given at Summer Meeting for Academic excellence, Improvement, Creativity and Citizenship.

v. Positions of responsibility (for pupils)

At the beginning of each year the children decide on the rules for their class which are published.

Children act as form monitors with different responsibilities.

House Captains and Games Captains are selected by the staff each term from Year 6 pupils.

A Head Boy and Head Girls are selected at the beginning of the year from Year 6 pupils.

Pupils can volunteer to be librarians.

School Guides – selected from Year 5/6 pupils to support at Open Day.

Peer Group Buddies – selected as appropriate to mentor new and visiting pupils.

School Council representatives are selected from each class.

3. Extra-Curricular Provision

i. School Council

Each form in the Prep School (Years 3-6) hold a secret ballot to elect 2 representatives for the Prep School Student Council. Form discussions are held so the representatives can bring their form's concerns/ideas to the Prep

School Council. Following discussion in the Council ideas/solutions are taken back to the form. The Prep School Council is supported specifically by the Pastoral Head of the Prep School and in class by all form teachers. This helps to underline the fundamental British values of democracy.

ii. House System

All Pupils in the Prep School are allocated to one of four houses. Where there are siblings every effort is made to ensure they are in the same house. Regular house meetings are held throughout the term. House Captains help to distribute awards in House Assemblies. The aim of House involvement is to engender a feeling of community. This is further engendered through the use of families within houses. These are smaller groups from each year and they take part in termly 'family afternoons.' House events include competitions and group activities throughout the year. Links with the Senior School houses are made as appropriate to encourage whole school relationships. Each House is valued and their awards celebrated on the Hall display boards.

iii. Enrichment Week/Off Curriculum Days

Provide an environment for children to work with different age groups
There is an expectation for children to work effectively outside the normal daily structure and routine. Usually there are three whole Prep School enrichment weeks a year, one in each term. These may be subject specific relating to the curriculum area of focus.

iv. Co-curricular activities – Clubs

Pupils are encouraged to join a range of clubs to ensure that they are experiencing a broad range of experiences. These offer the opportunity to develop deeper links to their school community by making friends across year groups. Once a club has been joined, pupils are encouraged to commit to the club for the half-term. These experiences are recorded in their portfolios and are reported in the pastoral section of each child's report.

v. Sports

Expectations of fair play, courtesy and respect for others are fostered. Where possible all pupils will be given the opportunity to represent the school and play in sports matches. All pupils take part in House tournaments; cross country, football, netball, and athletics.

Sex and Relationships education- See PSHEE scheme of work and Sex and Relationship Education Policy.

Senior School

1. Discrete Provision

PSHEE is delivered exclusively by the Heads of Years 7-11 and the Head of Sixth Form and Head of Year within Sixth Form to their relevant year groups in discrete 45-minute timetabled lessons. Each year group is divided into four teaching groups containing approximately twenty pupils. For timetable reasons these teaching groups are not aligned with the four tutor groups in each year. Each Head of Year is responsible for planning the schemes of work and teaching resources for their own year group, overseen by the Deputy Head, pastoral. This ensures that Senior School pupils receive a coherent and comprehensive PSHEE programme incorporating Sex and Relationship Education (SRE).

The new PSHEE schemes of work (see Appendix 3) are informed by the Secondary Schools SEAL (social and emotional aspects of learning) programme and guidelines published by the PSHE Association. The PSHEE programme is planned for the whole year but the Heads of Year delivering the lessons can respond to issues within the School or international community and adapt their lesson plans accordingly; for example, in response to bullying or relationship issues within their year group or humanitarian disasters around the world.

All Years work with the Social Justice topics as they arise on the schedule and it is very effective to have a whole school focus on these world issues.

Resources for the PSHEE courses include worksheets, workbooks, online resources and video resources. Programmes are delivered through discussion, role play, student presentations and quizzes. Heads of Year meet regularly to discuss matters of concern and also to share new ideas or resources for topics which they have found through researching on the internet e.g. Teachers TV, TES resources, YouTube, etc.

Sixth form students receive higher education and careers guidance. Personal finance and money management is dealt with in compulsory careers lessons for upper and lower sixth students and a careers evening session with students and parents. Guidance on the higher education application process and careers is provided by the Head of Careers through timetabled lessons and tutorials. University visits are encouraged and supported by the school. Interview training with external experts is also provided. Students are expected and encouraged to organize work experience and a week is set aside for this purpose in the summer term for Year 12 students. The Head of Sixth Form, Head of Year within the Sixth Form and the Head of Careers assist students in finding placements.

2. Cross Curricular Provision

i. Academic curriculum

When planning their schemes of work the Heads of Year recognise that other departments contribute to the delivery of PSHEE. Examples include elements of SRE in science teaching and social justice in geography and history lessons. Included in the PSHEE programme is careers education and guidance which is presented in an impartial manner and enables pupils to make informed choices

about a broad range of career options and helps to encourage them to fulfil their potential (in accordance with our School aims).

ii. Assemblies

Assemblies play a big part in the life of the Senior School. The whole Senior School assembles every Monday and often on a Friday morning too. Regular year assemblies also take place. Claremont Fan Court School's Educating for Character policy provides a programme of themes for these assemblies and contributes in a consistent, School-wide way to the delivery of PSHEE (Educating for Character themes are shown in Appendix 1).

iii. Day trips and residential visits

Educational trips and visits provide excellent opportunities for pupils to 'develop self-reliance and confidence outside of the home environment and to extend their awareness and understanding of the interdependence of individuals and society and the appropriateness of behaviour in different social settings' (Educational Visits Policy).

A rich variety of visits is organized each year, including trips to theatres, galleries, museums, workplaces, laboratories and field study centres.

iv. Awards and commendations

Green, silver and gold slips are used to reward pupils for good work and behaviour. Commendations are awarded for attainment and endeavour at the end of each term during special assemblies (see separate policy).

v. Positions of responsibility (for pupils)

Responsible sixth form students are appointed as prefects in the last term of their first year in the sixth form and work in close consultation with the Headmaster, Head of Sixth Form and Head of Year within Sixth Form in running the sixth form and charity work across the whole school.

All sixth form students do supervision duty at break or lunch time to assist staff in smooth running of the dining room.

Heads of House appoint House Captains (Junior: Year 7-8, Intermediate: Year 9-10 and Senior: Sixth Form). House Captains are responsible for organising teams for house events, helping to deliver House Assemblies and assisting the Heads of House with House activities.

3. Extra-Curricular Provision

i. School Council

The Senior School School Council is made up of two pupil representatives for each year group, one nominated by the Head of Year and one elected by the student body. They meet regularly to discuss issues raised by pupils and to plan projects designed to enhance the School community. The School Council is chaired by the Deputy Head Boy and Deputy Head Girl. Participating in the School Council allows pupils to understand the democratic process and develop important social and workplace skills.

ii. House system

All Senior School pupils belong to one of the four Houses (Radnor, Longcross, Esher and Norwood) named after places associated with the history of Claremont Fan Court School. House displays, assemblies and competitions give pupils the opportunity to develop a sense of identity and collaborate with pupils across the year groups.

iii. Enrichment Week

Years 7-9 and the Lower Sixth benefit from an annual Enrichment Week. This comprises a variety of day and residential trips designed to encourage learning outside of the classroom and personal and social development. Pupils progress from one night residential trips in Year 7 to week-long overseas residential trips in Years 8 and 9.

iv. Co-curricular activities

The Senior School co-curricular programme offers pupils a wide variety of opportunities to learn new skills, collaborate with others and have fun. Many of the activities on offer make a significant contribution to the delivery of PSHEE, particularly the Young Enterprise competition, Duke of Edinburgh Award scheme and School production.

A varied programme of day and residential trips and visits is organized throughout the year. Recent trips have included sports tours to France and Spain and a geography trip to Iceland. Sixth form students have the opportunity to participate in a cross-s curricular visit to a major world city (e.g. Amsterdam, Berlin, Rome, New York, etc.).

v. Sports

Senior School pupils have the opportunity to participate and compete in a full range of sports. Participating in competitive sports, such as rugby, football, netball and lacrosse, helps young people to learn about health, fitness, teamwork and fair play. Some sixth form students assist the Prep School with sports training and coaching.

Equal Opportunities Statement

Claremont Fan Court is committed to ensure relevant PSHEE and Citizenship provision to all our children and young people, having regard to their ability, social and cultural background, religion, sexual orientation, physical and emotional needs.

Confidentiality and Child Protection

Please refer to our Confidentiality policy and our Child Protection policy.

If a child asks for personal help following a lesson the tutor/class teacher will keep the appropriate pastoral line manager/Child Protection Officer fully briefed as appropriate.

Links to other Procedures:

- Behaviour
- Incentives and Rewards
- Educating for Character

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Appendix 1

Character Qualities on a two-year cycle

Self-Respect Self-control Health Mental poise Self-confidence Striving for excellence Self-worth	04/9/17 11/9/17 18/9/17 25/9/17	Respect for Others Listening to others Respectful language Appreciation Discretion Diplomacy Acceptance and tolerance Courtesy and politeness	03/9/18 10/9/18 17/9/18 24/9/18
Responsibility Accountability Reliability Obedience	02/10/17 09/10/17	Honesty Ethical standards Integrity Truth Trustworthiness	01/10/18 08/10/18 29/10/18
Endeavour Accuracy Focus and concentration Punctuality Grit Efficiency Initiative Motivation Aspire	30/10/17 06/11/17 13/11/17 20/11/17 27/11/17	Compassion Generosity Community service Gentleness Kindness and consideration	05/11/18 12/11/18 19/11/18 26/11/18
Peace Harmony Reconciliation Forgiveness Serenity	04/12/17 11/12/17	Joy Innocence Spontaneity Gladness Humour	03/12/18 10/12/18
Love Kindness Appreciation Friendship Sincerity Caring	02/1/18 08/1/18 15/1/18 22/1/18	Creativity Imagination Originality Curiosity Resourcefulness Innovation	03/1/19 07/1/19 14/1/19 21/1/19
Wisdom Common sense Reason Intelligence Prudence Maturity Knowledge Judgement Understanding	29/1/18 05/2/18 19/2/18 26/2/18	Courage Bravery Facing fears Moral courage Tenacity	28/1/19 04/2/19 11/2/19 25/2/19
Co-operation Participation Readiness to compromise Collaboration Relationships Team building Selflessness Team work Leadership	05/3/18 12/3/18 19/3/18	Faith Optimism Confidence Trust Hope Expectation Conviction	04/3/19 11/3/19 18/3/19 25/3/19 01/4/19
Patience Resilience Calmness Perseverance Endurance Fortitude Empathy	16/4/18 23/4/18	Commitment Loyalty Effort Dedication Thorough	24/4/19 29/4/19
Freedom Fairness Social justice Vision Independence Lack of restrictions Choice Equality	30/4/18 07/5/18 14/5/18 21/5/18	Environmental Awareness Preservation of wildlife Recycle, reuse, reduce Beauty Conservation	06/5/19 13/5/19 20/5/19
Enthusiasm Ambition Professionalism Energy Keenness Wholeheartedness Optimism	04/6/18 11/6/18 18/6/18 25/6/18 02/7/18	Gratitude Humility Grace Inner strength Service Contentment	03/6/19 10/6/19 17/6/19 24/6/19 01/7/19

Appendix 2: Character Quality Teaching Points

Respect for self	
Self-worth Self-control Health Self confidence Mental poise Striving for excellence	<ul style="list-style-type: none"> ● I value myself and my ideas – I don't put myself down ● I don't give up when challenges come ● I am pleasant and polite ● I don't complain over disappointments ● I think before I speak and act ● I use my time wisely ● I eat healthy food ● I respect my body and treat it well ● Personal hygiene is important to me ● I find ways to keep calm in difficult situations ● I don't react when I am hurt and angry ● I am not influenced negatively by my peers ● I demand high standards from myself ● I don't accept harassment from others
Responsibility	
Reliability Obedience Accountability	<ul style="list-style-type: none"> ● I follow through if someone asks me to help or do a job ● I come prepared for my lessons and activities ● I keep to deadlines ● I look after my possessions ● I keep my commitments to clubs and activities ● I always keep my word ● I follow rules at home, school and in the community ● I can be trusted ● I take responsibility for my actions ● I admit my mistakes without making excuses ● I try to learn from my mistakes ● I think about the impact of my words and actions ● I fulfil the responsibilities which I have been given
Industry	
Efficiency Thoroughness Accuracy Focus and concentration Initiative Motivation Punctuality	<ul style="list-style-type: none"> ● I work in an efficient manner and am well organised ● I use my time wisely ● I set goals and stay focused in order to meet them ● I get things done ● I am thorough in what I do ● I avoid distraction in order to accomplish the task ● I ask for help when I need it ● I do what is needed without being reminded ● I try to think of original solutions to problems ● I check that my work is accurate ● I meet deadlines ● I seek to develop the talents I have been given
Peace	
Harmony Forgiveness Peace-making Serenity	<ul style="list-style-type: none"> ● I use peaceful language and look for peaceful solutions to problems ● I try to include everyone ● I try not to be bossy ● I speak gently and respectfully ● I understand and appreciate that we are all different ● I am forgiving of others and of myself

	<ul style="list-style-type: none"> ● I am willing to be forgiven by others ● I don't insist on my own way but am willing to listen to others' points of view ● I don't make fun of others ● I am nice to others even if they are not nice to me ● I look for ways to be a peacemaker
Love	
Caring Kindness Sincerity Friendship	<ul style="list-style-type: none"> ● I am sincere in my dealings with others ● I am inclusive rather than exclusive ● I try to be a good listener ● I share my time, ideas and feelings ● I appreciate the good in others and share compliments ● I am happy for others when good things happen to them ● I think and care about the feelings of others ● I give my friends their personal space when they need it ● I am considerate and gentle in my thoughts, words and actions ● I show concern for others and try to be supportive ● I look for ways to express kindness to others ● I am forgiving instead of holding a grudge
Wisdom	
Maturity Knowledge Judgement Understanding Reason Intelligence Prudence	<ul style="list-style-type: none"> ● I base my judgements on fact not rumour or gossip ● I value learning because of what it enables me to do ● I am aware of my feelings but do not let them control me ● I am learning to respond rather than to react ● I try to see the whole picture before making a judgement ● I try to see other people's points of view ● I concentrate and pay attention so that I can think clearly ● I use logical reasoning to guide my decisions
Cooperation	
Team work Team building Leadership Relationships Participation Readiness to compromise Collaboration Selflessness	<ul style="list-style-type: none"> ● I willingly follow directions given by a group leader ● I do my fair share when working with others ● I take turns in a group ● I share my ideas when working in a group ● I am able to work effectively as a team leader ● I am happy to let others lead ● I co-operate willingly and peacefully in a group or on a team ● I listen to and appreciate the ideas of others ● I am agreeable and able to make appropriate compromises
Patience	
Empathy Resilience Calmness Perseverance Endurance Fortitude	<ul style="list-style-type: none"> ● I don't give up, but keep trying even when it is difficult ● I work hard in order to see progress or meet a goal ● I do things carefully, one step at a time, instead of rushing ● I am able to handle delays without complaining ● I wait calmly for my turn to speak, instead of interrupting ● I try to keep my composure instead of becoming frustrated ● I speak kindly and calmly with others ● I try to empathize with others' feelings and circumstances

	<ul style="list-style-type: none"> ● I am flexible and accommodating with others
Freedom	
<p>Vision Independence Lack of restrictions Choice Equality Fairness Social Justice</p>	<ul style="list-style-type: none"> ● I treat all people fairly, regardless of their differences ● I stand up for my rights and the rights of others ● I understand and honour the laws of my community and country ● I take responsibility for my mistakes and make amends ● I do not take part in any form of gossip or spreading rumours ● I do not prejudge others according to their looks or abilities ● I investigate the truth instead of relying on what others say ● I am accepting of others' beliefs and their right to follow them ● I do what I can so that tomorrow can be better than today ● I value each person and support equal opportunities
Respect for Others	
<p>Acceptance and tolerance Courtesy and politeness Listening to others Respectful language Appreciation Discretion Diplomacy</p>	<ul style="list-style-type: none"> ● I accept others for who they are and try to see what is good ● I appreciate the ideas and differences of others ● I return the things that I borrow in good condition ● I am respectful of the property of others ● I am courteous and polite in my actions with others ● I treat others the way that I would like to be treated ● I listen actively to others ● I show others that I value and respect them ● My conversation is kind and constructive ● I don't use inappropriate language
Honesty	
<p>Integrity Truth Trustworthiness Ethical standards</p>	<ul style="list-style-type: none"> ● I am genuine by being truthful about who I am ● I am honest in my speech and actions ● I tell the truth kindly, with consideration for other's feelings ● I own up to mistakes or the truth, even in difficult situations ● I avoid exaggeration and lies of all sizes ● I don't take anything that isn't mine without asking first ● I do the right thing with others and when no one is watching ● I do not spread rumours or gossip ● I keep my word and promises by doing what I say I will do ● I care about the rights of others and treat them fairly ● I stand up for and live by high moral standards
Compassion	
<p>Generosity Community service Gentleness Kindness and consideration</p>	<ul style="list-style-type: none"> ● I try to be aware of the needs of others so I can support them ● I try to imagine and understand the feelings of others ● I concentrate on the good in others instead of judging harshly ● I am generous and unselfish in my giving of service to

	<p>others</p> <ul style="list-style-type: none"> ● I forgive others when they make mistakes ● I look for ways to be helpful instead of waiting to be asked ● I find ways to volunteer in my community and world ● I am gentle with my words and actions ● I notice if someone looks left out and then try to include them
Joy	
<p>Humour Enthusiasm Spontaneity</p>	<ul style="list-style-type: none"> ● I feel a joyful sense of wonder about the world ● I am usually cheerful in my interactions and activities ● I do things eagerly and wholeheartedly ● I am able to laugh at myself, instead of being overly sensitive ● I find ways to include a sense of humour in each day ● I enjoy joking and having good fun, but do not tease others ● I use humour that is appropriate, not sarcasm or put-downs ● I can appreciate the twists and turns that come about in life
Creativity	
<p>Resourcefulness Innovation Imagination Originality</p>	<ul style="list-style-type: none"> ● I am willing and happy to try new things ● I try to think of original ideas and solutions ● I am open to inspiration and new ideas ● I explore and pursue my talents and creative spirit ● I find ways and time to express and develop my imagination ● I am willing to develop my special gifts and talents ● I appreciate many forms of creative expression
Courage	
<p>Tenacity Conviction Facing fears Moral courage</p>	<ul style="list-style-type: none"> ● I don't give up when things get difficult ● I recognize my own uniqueness and use courage to be me ● I speak up about things that are dangerous or not just ● I try to think clearly, instead of letting fear control me ● I face my fears and try to find ways to conquer them ● I stand up for my sense of right, even if it is not popular ● I find ways to fill my heart with courage
Faith	
<p>Trust Hope Expectation Conviction</p>	<ul style="list-style-type: none"> ● I am learning to trust in good. ● I try to keep my promises. ● I am trying not to worry or to always take control of others ● I am optimistic and always try to see the good. ● I have faith in my friendships. ● I am trying to understand that I am never alone. ● I try to be a person that others can have faith in. ● Even when I fail, I still try to learn from the experience
Commitment	
<p>Loyalty Effort Dedication</p>	<ul style="list-style-type: none"> ● I keep the promises I make to the best of my ability ● show that I care about others by keeping my commitments ● I am willing to be unselfish for the benefit of others ● I support my friendships, though there may be disagreements ● I complete the projects and activities that I begin ● I stay focused on my present tasks

	<ul style="list-style-type: none"> ● I give my best to my friendships, tasks, and thing I believe in ● I am willing to work hard in order to accomplish goals
Environmental Awareness	
Beauty Conservation Preservation of wildlife Recycle, reuse, reduce	<ul style="list-style-type: none"> ● I take time to appreciate the beauty around me. ● I keep spaces around me organized and free from litter. ● I think about how my actions will affect the future. ● I use supplies wisely instead of being wasteful. ● I recycle and reuse things instead of throwing them away. ● I am willing to give up some conveniences in order to preserve our environment. ● I honour laws that protect resources and the environment. ● I take part in projects that help to protect our ecosystems
Humility	
Gratitude Selflessness Grace Inner strength Service Contentment	<ul style="list-style-type: none"> ● I am grateful for the good all around me ● I take time to express thanks ● I am grateful for situations that help me grow ● I often put the needs of others ahead of my own ● I help others joyfully, not expecting something in return ● I am self-confident, but modest. I do not brag ● I appreciate other people's strengths and talents

Appendix 3:

Pre-Prep School PSHEE Scheme of Work

CLAREMONT FAN COURT PRE-PREP SCHOOL PSHEE SCHEME OF WORK

As outlined in the Claremont Fan Court PSHEE Policy, a fully integrated approach to many aspects of character education and values education exists within Claremont Fan Court as all students are expected to live the values at all times within their classes and whilst at play as well as having an expectation that their teachers will do likewise.

The scheme of work for PSHEE includes the flexibility to treat many topics out of order if they require specific attention at certain times (for example: aspects of conflict resolution that may need to be addressed in times other than circle time). Independent and personalised learning may be seen within planning across many areas of the curriculum.

An understanding of the wider community and world perspectives on appropriate issues are also addressed in assemblies and student council initiatives, such as fundraising for charities.

T E R M 1

Setting up classroom rules for the year, exploring circle time, exploring new friendships and establishing routines and personal organisation take up much of the focus in the initial weeks of the year.

Assemblies all year are used for explorations of virtues and character qualities.

MONTH	CHARACTER QUALITIES	SEAL	Pre-Nursery and Nursery Learning Outcomes	Reception Learning Outcomes	Year 1 Learning Outcomes	Year 2 Learning Outcomes.
Sep-tember	Respect for self – Respect for others	New Beginnings	Week 1 – To introduce character quality. Week 2 – I know the people in my class. Week 3 – I like the ways we are all different. Week 4 – Revisit character quality.	Week 1 – To introduce character quality. Week 2 – I know the people in my class. Week 3 – I know that everyone in the world has feelings. Week 4 – Revisit character quality.	Week 1 – Introduce character quality. Week 2 – I feel safe and content within my class. Week 3 – I can tell you how I am the same and different from my friends. Week 4 – Revisit character quality	Week 1 – Introduce character quality. Week 2 – I know that I belong to a community. Week 3 – I feel good about the way we are similar in the group and the ways I am different. Week 4 – Revisit character quality.
Oct-ober	Responsibility / Honesty	New Beginnings	Week 1 - Introduce character quality. Week 2 – I can tell you something special	Week 1 - Introduce character quality. Week 2 – I know that people in my class like me.	Week 1 - Introduce character quality. Week 2 – I feel good about my strengths. Week 3 – I	Week 1 - Introduce character quality. Week 2 – I know some ways to solve a friendship

			about me. Week 3 – I can tell you when I am happy or sad. Week 4 – Revisit character quality.	Week 3 – I know it's OK to have feelings but it's not OK to behave in any way I want. Week 4 – Revisit character quality.	know some ways to calm myself if I get scared or upset. Week 4 – Revisit character quality.	problem. Week 3 – I feel good about my strengths. Week 4 – Revisit character quality.
November	Industry/ Compassion	Getting on and Falling out	Week 1 – To introduce character quality. Week 2 – I know how to be friendly. Week 3 – I can express myself when I feel angry. Week 4 – Revisit character quality.	Week 1 – To introduce character quality. Week 2 – I can say sorry what I have been unkind. Week 3 – I can make myself feel better when I feel angry. Week 4 – Revisit character quality.	Week 1 – To introduce character quality. Week 2 – I can tell you what being a good friend means. Week 3 – I can listen well to other people when they are talking. Week 4 – Revisit character quality.	Week 1 – To introduce character quality. Week 2 – I can make someone else feel good by giving them a compliment. Week 3 – I know what to say when someone gives me a compliment. Week 4 – Revisit character quality.
December	Peace/ Joy	Getting on and Falling out	Week 1 – To introduce character quality. Week 2 – I can make up when I have fallen out with a friend. Week 3 – I can ask for help when I am stuck. Week 4 – Revisit character quality.	Week 1 – To introduce character quality. Week 2 – I can work in a group with other children. Week 3 – I can think of ways to sort things out when we don't agree. Week 4 – Revisit character quality.	Week 1 – To introduce character quality. Week 2 – I know what happens on the inside and outside of my body when I start to get angry. Week 3 – I know some ways to calm myself if I get angry. Week 4 – Revisit character quality.	Week 1 – To introduce character quality. Week 2 – I can see things from someone else's point of view. Week 3 – I know that people don't always say things in the same way. Week 4 – Revisit character quality.

T E R M 2

A curriculum integration focus comes to the fore in several year levels with a growing understanding of the timeless nature of character qualities.

Assembly talks, together with presentations and discussions with student input, help to illustrate how the character qualities are demonstrated in everyday school life. Special Assemblies celebrate excellence in citizenship as well as personal best standards in academics.

MONTH	CHARACTER QUALITIES	SEAL	Pre-Nursery and Nursery Learning Outcomes	Reception Learning Outcomes	Year 1 Learning Outcomes	Year 2 Learning Outcomes.
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January	Love/ Creativity	Going for Goals	Week 1 – To introduce character quality. Week 2 - I can tell you what I like doing and learning. Week 3 – I can try new things in my learning. Week 4 – Revisit character quality.	Week 1 – To introduce character quality. Week 2 - I know I could do more things now that when I was younger. Week 3 – I know that we are all good at different things. Week 4 – Revisit character quality.	Week 1 – To introduce character quality. Week 2 - I know we learn in different ways. Week 3 – I can work towards a reward or for the satisfaction of finishing a task. Week 4 – Revisit character quality.	Week 1 – To introduce character quality. Week 2 - I can tell you some of my strengths as a learner. Week 3 – I can choose a realistic goal. Week 4 – Revisit character quality.
February	Wisdom/ Courage	Going for Goals	Week 1 – To introduce character quality. Week 2 - I can tell you what a goal is. Week 3 – I can set a goal for myself. Week 4 – Revisit character quality.	Week 1 – To introduce character quality. Week 2 - I can tell you what I want to achieve and how I am going to do so. Week 3 – I know that working hard is important to reach my goal. Week 4 – Revisit character quality.	Week 1 – To introduce character quality. Week 2 - I can say what I want to happen when there is a problem (set a goal). Week 3 – I can recognise when I bored or frustrated. Week 4 – Revisit character quality.	Week 1 – To introduce character quality. Week 2 - I can break a goal down into small steps. Week 3 – I can resist distractions. Week 4 – Revisit character quality.
March	Cooperation/ Faith	Bullying	Week 1 – To introduce character quality. Week 2 - I know I belong in my classroom. Week 3 – I can tell you some ways in which children can be unkind to each other. Week 4 – Revisit character quality.	Week 1 – To introduce character quality. Week 2 - I can tell you how it feels when someone bullies you. Week 3 – I know who I could talk to in school if I was being bullied. Week 4 – Revisit character quality.	Week 1 – To introduce character quality. Week 2 - I can tell you what bullying is? Week 3 – I can tell you how someone who is bullied feels. Week 4 – Revisit character quality.	Week 1 – To introduce character quality. Week 2 - I can be child to children that are being bullied. Week 3 – I know that when you are feeling sad, it affects the way you behave and think. Week 4 – Revisit character quality.

T E R M 3

Further explorations of the breadth of opportunities on offer occur during circle time and assemblies. Individual and group performances continue to showcase the growth of qualities such as perseverance, persistence, courage and confidence.

MONTH	CHARACTER QUALITIES	SEAL	Pre-Nursery and Nursery Learning Outcomes	Reception Learning Outcomes	Year 1 Learning Outcomes	Year 2 Learning Outcomes.
April/May	Patience/ Faith	Good to be me	<p>Week 1 – To introduce character quality.</p> <p>Week 2- I can tell you the things I like doing and the things I don't like doing.</p> <p>Week 3 – I can say and show you when I am feeling good and happy.</p> <p>Week 4 – I can say what I need.</p> <p>Week 5 – I can say how I feel when I am feeling proud.</p> <p>Week 6– Revisit character quality.</p>	<p>Week 1 – To introduce character quality.</p> <p>Week 2- I can tell when I am feeling excited.</p> <p>Week 3 – I can tell or show what feeling proud looks like.</p> <p>Week 4 – I can relax with help.</p> <p>Week 5 – I can stand up for my own needs and thoughts without hurting others.</p> <p>Week 6– Revisit character quality.</p>	<p>Week 1 – To introduce character quality.</p> <p>Week 2- I can tell you something that makes me feel proud.</p> <p>Week 3 – I can tell when I learn at my best.</p> <p>Week 4 – I know more words for feelings than I did before.</p> <p>Week 5 – I can tell you things I am good at and things that I find more difficult.</p> <p>Week 6– Revisit character quality.</p>	<p>Week 1 – To introduce character quality.</p> <p>Week 2- I can tell you about my gifts and talents.</p> <p>Week 3 – I can use more words to express my feelings.</p> <p>Week 4 – I can tell when I am being impulsive and when I am thinking things through.</p> <p>Week 5 – I can tell when a feeling is weak and when it is strong.</p> <p>Week 6– Revisit character quality.</p>
June/ July	Freedom/ Environmental Awareness	Changes	<p>Week 1 – To introduce character quality.</p> <p>Week 2- I can tell you what I can do now that I couldn't do when I started nursery.</p> <p>Week 3 – I can tell you how I have changed.</p> <p>Week 4 – When I feel bad I know it helps to do something different.</p> <p>Week 5 – I can sometimes tell you how change makes me feel.</p> <p>Week 6– Revisit character quality.</p>	<p>Week 1 – To introduce character quality.</p> <p>Week 2- I can tell you what I can do now that I couldn't do when I started reception.</p> <p>Week 3 – I can tell you how I have c hanged.</p> <p>Week 4 – I know how to help someone when they are feeling sad.</p> <p>Week 5 – I can remember how I felt with change and why I felt like that.</p> <p>Week 6– Revisit character quality.</p>	<p>Week 1 – To introduce character quality.</p> <p>Week 2- I can tell you what I can do now that I couldn't do when I started year 1.</p> <p>Week 3 – I can tell you some things that have changed about me and some things that will never change.</p> <p>Week 4 – I can tell you about changes that I can make happen.</p> <p>Week 5 – I know that some changes are natural and happen by themselves.</p> <p>Week 6– Revisit character quality.</p>	<p>Week 1 – To introduce character quality.</p> <p>Week 2- I can tell you what I can do now that I couldn't do when I started year 2.</p> <p>Week 3 – I can tell you how I might change in the future.</p> <p>Week 4 – I can tell you what a habit is and why it is hard to change.</p> <p>Week 5 – I know what it means when something is or isn't your fault.</p> <p>Week 6– Revisit character quality.</p>

Appendix 4: Prep School PSHEE Scheme of Work

Claremont Fan Court School – Prep School PSHEE Overview

Assemblies:

A Whole Prep assembly is held weekly and covers spiritual, topical and relevant character values.

Our **School Council** meets on alternate weeks and **every child in the school is a member of the School Council**. Questions are posed and the children's views are collected through a system of filtered agreement made firstly in pairs, then House family groups and finally Houses. This is also collected in a similar way within form time discussions. Following the School Council meeting, class nominated communications representatives meet to disseminate information and listen to feedback from their class peers. The running of the School Council in this way is an integral part of our commitment to Prevent and the promotion of British values in accordance with the following statements:

The Government's Prevent Duty guidance recommends building pupils' resilience to radicalisation by:

- providing a safe environment for debating controversial issues
- helping **them to understand how they can influence and participate in decision-making**.

The Prevent Duty, DfE, June 2015

"ensure that **all pupils** within the school **have a voice** that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils"

Promoting fundamental British values as part of SMSC in schools, DfE, November 2014

The Prep School has invested in the 'Jigsaw' scheme of work. This scheme comprehensively covers the national curriculum and has a particular focus on mindfulness techniques being used on a weekly.

Prep PSHEE: Schemes of work overview

Character – Whole School		Year 3	Year 4	Year 5	Year 6
<p><i>Each month PSHEE lessons will include consideration of the focus character quality in personal Character diaries. The children have the opportunity to take part in a whole school challenge, year group challenge and a personal challenge reflecting the character quality of the month. Completing these challenges are recognised in the children's Citizenship section of their Portfolio.</i></p>		<p><i>Key British Value: People who help us</i></p>	<p><i>Key British Value: Community and multi-culturalism</i></p>	<p><i>Key British Value: The justice system</i></p>	<p><i>Key British value: Government and democracy</i></p>
Autumn 1	<p>Respect for self and others Responsibility or Honesty –</p> <p>Jigsaw topic:</p>	<p>Wk 1 Getting to know each other.</p> <p>Wk 2 Our Dream School.</p>	<p>Wk 1: Becoming a class team.</p> <p>Wk 2: Building a school citizen.</p>	<p>Wk 1: My Year ahead.</p> <p>Wk 2; Being me in Britain.</p>	<p>Wk 1: My year ahead.</p> <p>Wk 2: Being a global citizen.</p>

	Being Me in My World	Wk 3 and 4 Rewards and Consequences. Wk 5 Our Learning Charter.	Wk 3 Rights Responsibilities and Democracy. Wk 4: Rewards and Consequences. Wk 5: Our Learning Charter.	Wk3: Year 5 responsibilities. Wk 4 Rewards and consequences. Wk 5: Our learning charter.	Wk3: Residential trip - Wk 4: The learning charter. Wk 5: Our learning charter.
Autumn 2	Industry or Compassion Peace or Joy: Jigsaw topic: Celebrating Difference Wk 3 – Anti Bullying week	Wk 1: Families Wk 2: Family conflict. Wk3: Witness and feelings. Wk 4: Witness and solutions. Wk 5: Words that harm. Wk 6: Celebrating difference.	Judging by appearance. Understanding influences. Understanding Bullying. Problem solving. Special me. Celebrating differences, how we look. Christmas production	Different cultures. Racism. Rumours and name-calling Types of bullying. Does money matter Celebrating difference across the world.(2 weeks)	Am I normal? Understanding disability. Power struggles. Why bully? Celebrating difference. .(2 weeks)
Spring 1	Love or Creativity Wisdom or Courage: Jigsaw topic: Dreams and Goals	Wk 1: Dreams and goals. Wk 2: My dreams and ambitions. Wk 3: New challenges. Wk 4: Overcoming obstacles. Wk 5: Overcoming obstacles	Hopes and dreams. Broken dreams. Overcoming disappointment. Creating new dreams. Achieving goals. (residential trip)	When I grow up (my dream lifestyle) Investigate jobs and careers. My dream job – how to achieve this goal. Dreams and goals of young people in other cultures. How can we support each other. Rallying support.	Personal learning goals. Steps to success. My dream for the world. Helping to make a difference. Recognising our achievements.
Spring 2	Co-operation or Faith Jigsaw topic: Healthy Me	Wk 1: Being fit and healthy. Wk 2: What do I	My friends and me. Group dynamics.	Smoking. Alcohol.	Food. Drugs and Alcohol.

		know about drugs? Wk3: Being safe. Wk 4 and 5: My amazing body	Smoking. Alcohol. Healthy friendships. Celebrating my inner strength.	Emergency aid. Body image. My relationship with food. Healthy Me	Emergency aid. Emotional and mental health. Managing stress.
Summer 1	Patience or Commitment Jigsaw topic: Relationships	Wk 1: Family roles and responsibilities. Wk 2: Friendship. Wk 3: Keeping myself safe. Wk 4: Being a global citizen Wk 5: Celebrating my web of relationships.	Making connections – my relationship web. Love and loss. Memories. Are animals special. Special pets. Celebrating my relationships.	Recognising Me. Getting on and falling out. Girlfriends and boyfriends. Relationships and technology. X2	My relationship web. Love and loss. Power and control. Being safe with technology. Screen time project.
Summer 2	Freedom Environmental Awareness or Humility Jigsaw topic: Changing Me	Wk 1: How babies grow. Wk 2: Babies. Wk 3: Outside body changes. Inside body changes. Wk 4: Family stereotypes. Looking ahead.	Unique me. Having a baby Girls and puberty. Circles of change Accepting Change Looking ahead	Self and body image. Puberty for girls and boys. Conception. Looking ahead.	My self-image. Puberty. Girls talk / boys talk –Q and A. Babies – conception to birth. Attraction. Transition to senior school.

Appendix 5a: Senior School PSHEE Scheme of Work (Years 7-11)

Autumn Term

School week	Yr 7 Topic	Yr 8 Topic	Yr 9 Topic	Yr 10 Topic	Yr 11 Topic
Wk 1	Getting to know your school booklet	Reflection on Y7 and Target setting	Target setting with Year 8 grade cards	Life Skills- Self confidence	Study Skills Preparing for Year 11

Wk 2	Getting to know your school booklet	Managing time: fostering good habits	Target setting	Life Skills- Body Language and positive impressions	Life skills Looking after yourself, internet face book, personal safety
Wk 3	You and Your Friends Being a Good Friend	Healthy Eating	Skills and talents	Life Skills- Stereotyping	Life skills Where are you and where do you want to go
Wk 4	Coping with friendship changes	Healthy Eating: Effects of sugar (link to assembly with CC)	What do I want? Different types of work and pathways	Life Skills- Discrimination Prejudice	Life skills Body image
Wk 5	Praising Me – positive mind-set	Personal hygiene	Careers - Different pathways and career aspirations	Life Skills- Our legal rights	Life skills Confidence and self-esteem
Wk 6	What is Bullying?	Relationships: Friendships	Careers and KS3 choices	Grade Card Review and target setting	Study skills Revision techniques
Half Term					
Wk 7	Grade Card & Target Setting	Grade cards and target setting	Grade cards and target setting	Body Image- Media manipulation	Grade cards and target setting reflection
Wk 8	Dealing with Bullying	Relationships: Friendships: resolving conflict	Bullying – respect for others	Body Image- Fabricating Beauty	Healthy Lifestyles & stress management
Wk 9	Family life and Pressures	Building resilience: mindfulness intro	Cyberbullying	Body Image- Self Esteem	Mocks
Wk 10	Resolving personal conflict	Building resilience: Dealing with stress/mindfulness	Bullying Body Image Sexting	Body Image- Celebrating what is positive	Mocks
Wk 11	Keeping Clean	Building resilience: Managing our responses/ Mindfulness	Bullying Exploitation	Healthy Lifestyles- Smoking and Vaping	Target setting
Wk 12	Mindfulness – finding calm	Building resilience: Reframing failure	Healthy eating Balanced Diet Food diaries	Healthy Lifestyles- Alcohol & Personal Safety	Healthy Lifestyles smoking
Wk 13	Review of first term - achievements	Building resilience: Changing our thoughts	Healthy eating Eating disorders	Healthy Lifestyles- Alcohol Long term effects	Healthy Lifestyles Alcohol

Spring Term

School week	Yr 7 Topic	Yr 8 Topic	Yr 9 Topic	Yr 10 Topic	Yr 11 Topic
Wk 1	Grade Card and Target Setting Reflection	Grade Card and Target Setting Reflection	Grade Card and Target Setting Reflection	Grade cards and target setting	Grade cards and target setting reflection
Wk 2	Healthy Living	Peer Pressure	Health education – exercise, sleep, work, life balance	Healthy Lifestyles- Drugs The law	Healthy Lifestyles Drugs
Wk 3	Careers – Part 1	Peer pressure: online/social media	Sex education Intro DVD	Healthy Lifestyles- Nitrous Oxide & Ecstasy	Personal Wellbeing Relationships
Wk 4	Careers – Part 2	Peer pressure: Sexting	Sex ed: periods and puberty	Personal Wellbeing-	Mental Wellbeing Happiness and

				Healthy Relationships	Depression
Wk 5	Personal Safety	Healthy lifestyle: Dangers of alcohol	Sex ed: Changing body + media image of sex	Personal Wellbeing- Contraception	Prejudice Homophobia
Wk 6	Being safe online	Healthy lifestyle: Dangers of vaping/ Smoking	Sex ed: Risk and Disease	Personal Wellbeing – Sex and the Law	Environmental issues
Wk 7	First aid	Healthy lifestyle: Dangers of vaping/ Smoking	Career choices process review	Personal Wellbeing – Sex and the Law	Environmental issues
Half Term					
Wk 8	Grade Card Review and Target Setting during Thursday tutor time	Grade cards and target setting Reflection	Grade cards and target setting	Grade cards and target setting Reflection	Grade cards and target setting reflection
Wk 9	Keeping Clean	Self-esteem: body image	Drugs awareness: Smoking	Mental Wellbeing- Embracing Diversity	World of work - money
Wk 10	Puberty: It Happens to Us All	Self-esteem: body image	Drugs awareness DVD	Mental Wellbeing- Identifying what makes you happy	World of work - careers
Wk 11	Sex Education Part 1	Self-esteem and social media	Family issues: Divorce, separation, step parents	Mental Wellbeing- Happiness film by Steve Cutts	World of work careers
Wk 12	Sex Education Part 2	Managing Time Revision strategies	Coping with exam stress	Mental Wellbeing- Enriching our Lives	Study skills Revision timetables
Wk 13	Revision Timetables	Managing time revision timetables	Family Issues continued	Study Skills – creating revision timetables	Study skills Revision timetables

Summer Term

Schl week	Yr 7 Topic	Yr 8 Topic	Yr 9 Topic	Yr 10 Topic	Yr 11 Topic
Wk 1	Grade Card Review and Exam Preparation	Grade cards and target setting Reflection	Grade cards and target setting Reflection	Grade cards review and target setting	Study skills Beating exam stress
Wk 2	Revision Techniques	Managing exam stress	Revision skills and tips and effective time management during exams	Study Skills – Revision techniques	Study skills Revision techniques
Wk 3	EXAM WEEK			Looking after Yourself Stand Against Violence	Study skills Revision techniques
Wk 4	Environmental Awareness	Careers	Financial literacy: national Insurance, Pensions etc.	EXAM WEEK	Study skills Preparation for exam
Wk 5	Respecting Others	Careers	Financial literacy: Bank accounts,	Personal Safety: Going out and	Study Leave

			bank cards	about	
Half Term					
Wk 6	Review of Year 7 exams	Exam Reflection	Citizenship the environment + pollution	Personal Safety: Milly's Fund	
Wk 7	Houses of Parliament	Careers	Citizenship the environment + climate change	Personal Safety: The Internet	
Wk 8	ENRICHMENT WEEK				
Wk 9	General Elections	Environment: recycling and sustainability	Citizenship local government/Natio nal Government	Exam Review	
Wk 10	End of Year 7 Review & Targets for Year 8	Looking back: End of Year 8 review My Targets for Year 9	End of year 9 review – looking forward to GCSEs	Year 10 Review of achievements and target setting for Year 11	

Appendix 5b: Senior School PSHEE Scheme of Work (Sixth Form)

	Year 12	Year 13
Autumn 1	Study Skills <ul style="list-style-type: none"> • What makes a good student • Goals for Sixth Form • Transition booklet: reading, note-taking, organisation • Creative thinking • Super-curricular and wider reading • Growth mind-set • Charity pitches 	Life after Sixth Form <ul style="list-style-type: none"> • Personal statements • Writing CVs • Interview preparation • Applying for jobs • Life at university • Personal branding (10 top things about yourself) • JC drugs talk • Charity pitches
Autumn 2	Wellbeing <ul style="list-style-type: none"> • Relationships: healthy and unhealthy • Sex education and sexual health • Drugs including talk from JC • Sleep • Student brain • Part-time work • Screen time and FOMO 	Finance <ul style="list-style-type: none"> • Budgeting • Setting up direct debits • Online banking • Mortgages • Renting and being a responsible tenant • Loans • Pensions • Cost of motoring • Tax and National Insurance
Spring 1	Positive Mental Health <ul style="list-style-type: none"> • Anxiety • Stress • Resilience • Self-harm • Eating disorders • Depression 	Personal Safety <ul style="list-style-type: none"> • Emotional issues of leaving home • Fitting in and making new friends • Personal safety on the street and online • Recognising illnesses e.g. Freshers' Flu, meningitis, dehydration, cancer • Recap mental health from Year 12: sleep, stress, anxiety
Spring 2	World Affairs <ul style="list-style-type: none"> • Global and local politics • Rights and responsibilities • Human rights • Local and global issues • Debate current news topics • Thought Box resources? 	World Affairs <ul style="list-style-type: none"> • Global and local politics • Rights and responsibilities • Human rights • Local and global issues • Debate current news topics • Thought Box resources?
Summer 1	Revision and Revision Strategies <ul style="list-style-type: none"> • Organisation • Managing time • Revision notes/mind maps/flash cards 	Revision and Revision Strategies <ul style="list-style-type: none"> • Revision notes • Time for silent revision
Summer 2	Transition to Year 13 <ul style="list-style-type: none"> • Exam review/reflection on Year 12 • Goals for Year 13 • Personal statement writing • Interview skills • Holidays abroad with friends 	Exams