



# 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.

Statutory Relationships and sex education teaching guidance is taken from The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017.

### 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 JIGSAW materials or the character education theme for the month. The values based ethos of the school also underpins the approach to the development of self-respect and confidence, respect for others and conflict resolution.

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 Appendices 3 to 5.

## **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. Children are also invited to showcase their musical abilities in assemblies. 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 Main Hall**

PSHEE themes are celebrated during a weekly celebration assembly where each child is presented with a certificate over the course of a term. Their work and certificate is then displayed in the main hall for the following week.

Friendship awards are given to children who display exceptionally kind behaviour to others and are celebrated with a certificate for 'bee-ing kind'. Their certificate is displayed on the 'Friendship' display 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**

Every week children are chosen for a star of the week award and a friendship award which is celebrated in celebration assembly time.

Adults can give house points either in books or verbally for effort, excellence, acts of kindness or citizenship. A gold star (worth five house points) can be given for exceptional examples of the former. In class, specific rewards can be given for positive learning behaviours and other accomplishments.

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

#### **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.

Children in Year 2 can be elected as house captains by their peers.

Pupils can volunteer as librarians.

### **3. Extra-curricular provision**

#### **i. School council**

The four elected house captains act as members of the school council which meets fortnightly. The children conduct tours of the school for parents, support the head teacher in assemblies, collect and keep score of the house points, organise, market and run house events at Thursday playtimes and lead their house at school events.

The Pre Prep School council is supported specifically by the head and pastoral head of the Prep and Pre Prep and in class by all teachers. This helps to underline the fundamental British values of democracy.

#### **ii. House system**

All Pupils in the Pre 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.

#### **iii. Co-curricular activities - clubs**

Each child has the opportunity to take part in many co-curricular activities 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.

#### **iv. Day trips**

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

**v. 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. Pupils take part in house tournaments once every term.

**Sex and Relationships education – see PSHEE scheme of work (appendices 3 to 5) and relationships and sex education policy**

## **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 a double or two single lessons to each class per week, usually by their class teacher. 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 addition, each week there is an opportunity to reflect upon a key thoughts of the week introduced through assemblies.

Character education work is kept in a class book and is used as evidence for reporting and earns points towards the children's portfolio through monthly certificates awarded to identified children.

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 Appendices 3-5.

## **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.

#### **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.

### **ii. 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. Y6 visit the Sutton Life Centre, which is an opportunity to explore and discuss in detail, some common problems that young people face.

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

### **iii. 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.

**iv. 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.

Four school captains are selected at the beginning of the year from Year 6 pupils who have applied for the role.

Pupils can volunteer to be librarians and buddies to younger children.

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 a representative 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 assistant head, pastoral 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. 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.

### **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 see separate Relationships and Sex Education Policy.**

## **Senior School**

### **1. Discrete Provision**

PSHEE is delivered by the head of PSHEE, heads of Years 7-13, the assistant head of Year 7 and subject staff in discrete timetabled lessons. Each year group is divided into teaching groups containing up to twenty pupils. For timetable reasons these teaching groups are not always aligned with the tutor groups in each year. The head of PSHEE (working together with the head of year) plans the schemes of work and develops the teaching resources to ensure that Senior School pupils receive a coherent and comprehensive PSHEE programme incorporating sex and relationship education (SRE).

The PSHEE schemes of work (see Appendix 5) are informed by the statutory guidance from the DfE and 'best practice' published by the PSHE Association. The PSHEE programme is planned for the whole year but the staff 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. The head of PSHEE and heads of year meet regularly to discuss matters of concern and also to share new ideas or topical resources.

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. A work experience week is organised in the summer term to allow Year 12 students to gain an insight into a career they have an interest in. Placements are organised by pastoral staff in the sixth form or by the families themselves.

## **2. Cross Curricular Provision**

### **i. Academic curriculum**

The planned schemes of work 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. There is a regular programme of whole school, year and house assemblies. 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 organised 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 behaviour 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 and heads of 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.

Many sixth form students are asked to mentor a younger pupil in the Senior School, becoming a trusted friend and source of advice and encouragement for pupils who might be finding life in the Senior School or at home difficult.

**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 head boy and 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 five Houses (Radnor, Longcross, Esher, Norwood and Stanmore) 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 7-10 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.

**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 organised throughout the year. Recent trips have included sports tours to France and Spain and a religion and philosophy trip to Poland.

Year 12 students participate in a community project. The aims of this project are to enable our A level students to:

- Make a positive difference to other people's lives
- Become more involved in the world outside school
- Gain greater awareness of issues facing other communities
- Reinforce their subject knowledge
- Build upon communication and team-working skills
- Learn new skills and gain work experience
- Become well-rounded and empathetic individuals

This project will also allow students to participate in the 'Inspired volunteering award' scheme, a nationally recognised, UCAS endorsed award for 10, 50 or 100 hours of flexible volunteering.

#### **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 Safeguarding policy.

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

### **Links to other policies and procedures:**

- Behaviour
- Educating for character
- Relationships and sex education

## Appendix 1

### Character Qualities on a two-year cycle

<b>Self-Respect</b> Mental poise Self-confidence Striving for excellence Self-worth Self-control Health	06/9/21 13/9/21 20/9/21 27/9/21	<b>Respect for Others</b> Discretion Diplomacy Acceptance and tolerance Courtesy and politeness Listening to others Respectful language Appreciation	03/9/20 07/9/20 14/9/20 21/9/20 28/9/20
<b>Responsibility</b> Obedience Accountability Reliability	4/10/21 11/10/21	<b>Honesty</b> Trustworthiness Ethical standards Integrity Truth	05/10/20 12/10/20
<b>Endeavour</b> Focus and concentration Punctuality Grit Efficiency Initiative Motivation Aspire Accuracy	01/11/21 08/11/21 15/11/21 22/11/21 29/11/21	<b>Compassion</b> Generosity Community service Gentleness Kindness and consideration	02/11/20 09/11/20 16/11/20 23/11/20
<b>Peace</b> Harmony Reconciliation Forgiveness Serenity	06/12/21 13/12/21	<b>Joy</b> Gladness Humour Innocence Spontaneity	30/11/20 07/12/20 14/12/20
<b>Love</b> Sincerity Caring Kindness Appreciation Friendship	03/1/22 10/1/22 17/1/22 24/1/22	<b>Creativity</b> Innovation Imagination Originality Curiosity Resourcefulness	05/1/21 11/1/21 18/1/21 25/1/21
<b>Wisdom</b> Understanding Common sense Reason Intelligence Prudence Maturity Knowledge Judgement	31/1/22 7/2/22 21/2/22	<b>Courage</b> Bravery Facing fears Moral courage Tenacity	01/2/21 08/2/21 22/2/21
<b>Co-operation</b> Leadership Participation Readiness to compromise Collaboration Relationships Team building Selflessness Team work	28/2/22 07/3/22 14/3/22 21/3/22	<b>Faith</b> Conviction Optimism Confidence Trust Hope Expectation	01/3/21 08/3/21 15/3/21 22/3/21
<b>Patience</b> Fortitude Empathy Resilience Calmness Perseverance Endurance	18/4/22 25/4/22	<b>Commitment</b> Dedication Thorough Loyalty Effort	19/4/21 26/4/21
<b>Freedom</b> Fairness Social justice Vision Independence Lack of restrictions Choice Equality	02/5/22 09/5/22 16/5/22 23/5/22	<b>Environmental Awareness</b> Conservation Preservation of wildlife Recycle, reuse, reduce Beauty	03/5/21 10/5/21 17/5/21 24/5/21
<b>Enthusiasm</b> Wholeheartedness Optimism Ambition Professionalism Energy Keeness	06/6/22 13/6/22 20/6/22 27/6/22 04/7/22	<b>Gratitude</b> Humility Grace Inner strength Service Contentment	07/6/21 14/6/21 21/6/21 28/6/21 05/7/21

## Appendix 2: Character quality teaching points

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

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

	<ul style="list-style-type: none"> <li>● I am flexible and accommodating with others</li> </ul>
<b>Freedom</b>	
Vision Independence Lack of restrictions Choice Equality Fairness Social Justice	<ul style="list-style-type: none"> <li>● I treat all people fairly, regardless of their differences</li> <li>● I stand up for my rights and the rights of others</li> <li>● I understand and honour the laws of my community and country</li> <li>● I take responsibility for my mistakes and make amends</li> <li>● I do not take part in any form of gossip or spreading rumours</li> <li>● I do not prejudge others according to their looks or abilities</li> <li>● I investigate the truth instead of relying on what others say</li> <li>● I am accepting of others' beliefs and their right to follow them</li> <li>● I do what I can so that tomorrow can be better than today</li> <li>● I value each person and support equal opportunities</li> </ul>
<b>Enthusiasm</b>	
Ambition Professionalism Energy Keeness Wholeheartedness Optimism	<ul style="list-style-type: none"> <li>● I strive to achieve my God-given potential</li> <li>● I uphold the standards expected of me in every group I belong to</li> <li>● I pursue my goals with energy and vigour</li> <li>● I am always positive, enthusiastic and conscientious</li> <li>● I give my all to everything I do</li> <li>● I try to see the best in every person and situation</li> <li>● My 'glass is always half-full'</li> </ul>
<b>Respect for Others</b>	
Acceptance and tolerance Courtesy and politeness Listening to others Respectful language Appreciation Discretion Diplomacy	<ul style="list-style-type: none"> <li>● I accept others for who they are and try to see what is good</li> <li>● I appreciate the ideas and differences of others</li> <li>● I return the things that I borrow in good condition</li> <li>● I am respectful of the property of others</li> <li>● I am courteous and polite in my actions with others</li> <li>● I treat others the way that I would like to be treated</li> <li>● I listen actively to others</li> <li>● I show others that I value and respect them</li> <li>● My conversation is kind and constructive</li> <li>● I don't use inappropriate language</li> </ul>
<b>Honesty</b>	
Integrity Truth Trustworthiness Ethical standards	<ul style="list-style-type: none"> <li>● I am genuine by being truthful about who I am</li> <li>● I am honest in my speech and actions</li> <li>● I tell the truth kindly, with consideration for other's feelings</li> <li>● I own up to mistakes or the truth, even in difficult situations</li> <li>● I avoid exaggeration and lies of all sizes</li> <li>● I don't take anything that isn't mine without asking first</li> <li>● I do the right thing with others and when no one is watching</li> <li>● I do not spread rumours or gossip</li> <li>● I keep my word and promises by doing what I say I will do</li> </ul>

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

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



### Appendix 3: Pre-Prep School PSHEE Scheme of Work

#### CLAREMONT FAN COURT PRE-PREP SCHOOL PSHEE SCHEME OF WORK

**Assemblies:**

A whole school Pre Prep assembly is held weekly and covers spiritual, topical and relevant character qualities.

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.

The school council meets fortnightly and members are elected from the Year 2 classes by their peers. Children in class are encouraged to submit ideas in a school council box in classrooms and raise new issues for the school council members to discuss and implement. In this way all children's views are heard and this supports the school's commitment to Prevent and the promotion of British values within the following statements:

- **Provide a safe environment for debating controversial issues.**
- **Help them understand how they can influence and participate in decision-making.**
- **Ensure 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 pupils.**

*The Prevent Duty, DfE, June 2015 and Promoting fundamental British values as part of SMSC in schools, DfE, November 2014*

The Pre Prep uses the JIGSAW scheme of work alongside the character qualities. This scheme comprehensively covers the national curriculum and has a particular focus on mindfulness techniques being used on a weekly basis.

## 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 exploration of the character qualities.

MONTH	Term	Character Qualities and JIGSAW	Pre-Nursery and Nursery Learning Outcomes	Reception Learning Outcomes	Year 1 Learning Outcomes	Year 2 Learning Outcomes.
Sept Oct	Autumn	<b>Respect for self – Respect for others</b>  <b>Responsibility/ Honesty</b>  <b>Jigsaw Topic: Being me in my world</b>	<b>Week 1</b> – Who...Me? <b>Week 2</b> – How am I feeling today? <b>Week 3</b> – Being at Nursery/Pre-Nursery. <b>Week 4</b> – Gentle Hands. <b>Week 5</b> – Our rights (class charter) <b>Week 6</b> – Our responsibilities.	<b>Week 1</b> – Who...Me? <b>Week 2</b> – How am I feeling today? <b>Week 3</b> – Being at school.  <b>Week 4</b> – Gentle hands. <b>Week 5</b> – Our Rights. <b>Week 6</b> – Our Responsibilities.	<b>Week 1</b> – Special and safe. <b>Week 2</b> – My class. <b>Week 3</b> – Rights and Responsibilities. <b>Week 4</b> – Rewards and feeling proud. <b>Week 5</b> – Consequences. <b>Week 6</b> – Owing our Learning Charter.	<b>Week 1</b> – Hopes and fears for the year. <b>Week 2</b> – Rights and responsibilities. <b>Week 3</b> – Rewards and consequences. <b>Week 4</b> – Rewards and consequences. <b>Week 5</b> – Our Learning charter. <b>Week 6</b> – Owing our Learning Charter
Nov Dec		<b>Industry/ Compassion</b>  <b>Peace/ Joy</b>  <b>Jigsaw topic: Celebrating difference</b>	<b>Week 1</b> – What am I good at? <b>Week 2</b> – I'm special, I'm Me! <b>Week 3</b> – Families. <b>Week 4</b> – Houses and Homes. <b>Week 5</b> – Making friends. <b>Week 6</b> – Standing up for yourself.	<b>Week 1</b> – What am I good at? <b>Week 2</b> – I'm special, I'm Me! <b>Week 3</b> – Families. <b>Week 4</b> – Houses and Homes. <b>Week 5</b> – Making friends. <b>Week 6</b> – Standing up for yourself.	<b>Week 1</b> – The same as... <b>Week 2</b> – Different from... <b>Week 3</b> – What is bullying? <b>Week 4</b> – What do I do about bullying? <b>Week 5</b> – Making new friends. <b>Week 6</b> – Celebrating difference; celebrating me.	<b>Week 1</b> – Boys and girls. <b>Week 2</b> – Boys and girls. <b>Week 3</b> – Why does bullying happen? <b>Week 4</b> – Standing up for myself and others. <b>Week 5</b> – Making a new friend. <b>Week 6</b> – Celebrating difference and still being friends.

## 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	Term	Character Qualities and JIGSAW	Pre-Nursery and Nursery Learning Outcomes	Reception Learning Outcomes	Year 1 Learning Outcomes	Year 2 Learning Outcomes.
January	Spring	<b>Love/ Creativity</b>  <b>Wisdom/ Courage</b>  <b>Jigsaw topic: Dreams and Goals – 1 week:</b>  <b>Healthy Me</b>	<b>Dreams and Goals week – Week 1</b> New year's resolutions. Looking back and looking ahead.			
February			<b>Week 2-</b> We like to move it, move it!. <b>Week 3 –</b> Food, glorious food. <b>Week 4 –</b> Sweet dreams <b>Week 5 –</b> Keeping clean <b>Week 6 –</b> Stranger danger.	<b>Week 2-</b> We like to move it, move it!. <b>Week 3 –</b> Food, glorious food. <b>Week 4 –</b> Sweet dreams <b>Week 5 –</b> Keeping clean <b>Week 6 –</b> Stranger danger.	<b>Week 2-</b> Healthy Choices. <b>Week 3 –</b> Clean and Healthy <b>Week 4 –</b> Medicine Safety <b>Week 5 –</b> Road Safety <b>Week 6 –</b> Happy, healthy Me.	<b>Week 2-</b> Being relaxed. <b>Week 3 –</b> Medicine safety. <b>Week 4 –</b> Healthy eating. <b>Week 5 –</b> Healthy eating. <b>Week 6 –</b> The Healthy Me Cafe
March			<b>Week 1-</b> My family and Me! <b>Week 2 –</b> Make friends, make friends, never ever break friends! <b>Week 3</b> Make friends, make friends, never ever break friends! <b>Week 4 –</b> Falling out and bullying <b>Week 5–</b> Falling out and bullying/Being the best friends we can be.	<b>Week 1-</b> My family and Me! <b>Week 2 –</b> Make friends, make friends, never ever break friends! <b>Week 3</b> Make friends, make friends, never ever break friends! <b>Week 4 –</b> Falling out and bullying <b>Week 5–</b> Falling out and bullying/Being the best friends we can be.	<b>Week 1-</b> Families. <b>Week 2 –</b> Making Friends. <b>Week 3 –</b> Greetings. <b>Week 4 –</b> People who help us. <b>Week 5–</b> Being my own best friend/Celebrating my special relationships.	<b>Week 1 -</b> Families <b>Week 2 –</b> Keeping safe – exploring physical contact. <b>Week 3 –</b> Friends and conflict. <b>Week 4 –</b> Secrets. <b>Week 5–</b> Trust and Appreciation/Celebrating my special relationships.

## 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	Term	Character Qualities and JIGSAW	Pre-Nursery and Nursery Learning Outcomes	Reception Learning Outcomes	Year 1 Learning Outcomes	Year 2 Learning Outcomes.
April/May	Summer	<b>Patience/ Faith</b>  <b>Jigsaw topic: Changing Me</b>	<b>Week 1-</b> My body. <b>Week 2 –</b> Respecting my body. <b>Week 3 –</b> Growth and change. <b>Week 4 –</b> Fun and Fears. <b>Week 5 -</b> Celebration	<b>Week 1-</b> My body. <b>Week 2 –</b> Respecting my body. <b>Week 3 –</b> Growing up. <b>Week 4 –</b> Fun and Fears <b>Week 5–</b> Fun and Fears/Celebration.	<b>Week 1-</b> Life cycles. <b>Week 2 –</b> Changing me. <b>Week 3 –</b> My changing body. <b>Week 4 –</b> Boys' and Girls' bodies. <b>Week 5–</b> Learning and Growing/Coping with changes.	<b>Week 1-</b> Life cycles in nature. <b>Week 2 –</b> Growing from young to Old. <b>Week 3 –</b> The Changing Me. <b>Week 4 –</b> Boys' and Girls' bodies. <b>Week 5–</b> Assertiveness/Looking ahead.
			<b>Week 6 – Q and A – chance to recap misconceptions or challenges from this topic</b>			
June/July		<b>Freedom/ Environmental Awareness</b>  <b>PSHEE: Transition and coping with change</b>	Week 1: Dreams and goals – what have I achieved this year? What do I still want to improve?  Week 2: Moving on – what will I miss about my teacher and class this year? What am I looking forward to?  Week3: Coping with change; How do I cope with change? Move up day.  Week 4: saying goodbye			

## 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**. Meetings and discussion take place with all children in form times and are fed back to the pastoral leader. Questions are posed and the children's views are collected through a system of filtered agreement made in group discussions and collated by school council representatives. This is also collected in a similar way within form time discussions. 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 basis.

As this scheme is new, we have made some alterations in the Summer term 2019 with the unit 'changing me'. The rationale is that this unit is the most significant change to our coverage and includes greater depth of sex and relationship education. As the children being taught this year have not been taught the previous year's lessons, in places we have decided to teach the lesson of the previous year to ensure that children have enough knowledge to be safe and informed and not overwhelmed with knowledge that they are not appropriately prepared for.

The Jigsaw scheme of work is the structure around which we plan but there are numerous other influences in the teaching of PSHEE including weekly assemblies and themed challenges or events through the year such as 'friendship week' in September.

### Prep PSHEE: Schemes of work overview

Character – Whole school		Year 3	Year 4	Year 5	Year 6
Each month PSHEE lessons will include consideration of the focus character quality. Awards are presented each month to children that exemplify the character quality.		<i>Key British Value: People who help us</i>	<i>Key British Value: Community and multi-culturalism</i>	<i>Key British Value: The justice system</i>	<i>Key British value: Government and democracy</i>
Autumn 1	<b>CQ: Respect for Others</b>	Wk 1 Getting to know each other.	Wk 1: Becoming a class team.	Wk 1: My Year ahead.	Wk 1: My year ahead.
	<b>Honesty</b>	Wk 2 Our Dream school.	Wk 2: Building a school citizen.	Wk 2; Being me in Britain.	Wk 2: Being a global citizen.
Autumn 2	<b>Extra: Friendship Week</b>	Wk 3 and 4 Rewards and Consequences.	Wk 3 Rights Responsibilities and Democracy.	Wk3: Year 5 responsibilities.	Wk3: Residential trip
	<b>Jigsaw topic: Being Me in My World</b>	Wk 5 Our Learning Charter.	Wk 4: Rewards and Consequences. Wk 5: Our Learning Charter.	Wk 4 Rewards and consequences. Wk 5: Our learning charter.	Wk 4: The learning charter. Wk 5: Our learning charter.
	<b>CQ: Compassion</b>	Wk 1: Families	Judging by appearance.	Different cultures.	Am I normal?
	<b>And Joy</b>	Wk 2: Family conflict.	Understanding influences.	Racism.	Understanding disability.

	<b>Jigsaw topic: Celebrating Difference</b>  <b>Wk 3 – National Anti-Bullying week</b>	Wk3: Witness and feelings. Wk 4: Witness and solutions. Wk 5: Words that harm. Wk 6: Celebrating difference.	Understanding Bullying.  Problem solving. Special me.  Celebrating differences, how we look.  Christmas production	Rumours and name-calling Types of bullying. Does money matter  Celebrating difference across the world.( 2 weeks)	Power struggles.  Why bully?  Celebrating difference. ( 2 weeks)
<b>Spring 1</b>	<b>Creativity Courage:</b>  <b>Jigsaw topic: Dreams and Goals week – start of the year:</b>  <b>Relationships:</b>	Wk 1 – Dreams and goals for the year ahead:  One off week	Wk 1 – Dreams and goals for the year ahead:  One off week	Wk 1 – Dreams and goals for the year ahead:  One off week	Wk 1 – Dreams and goals for the year ahead:  One off week
	<b>Healthy me</b>	Wk 2: Being fit and healthy.  Wk 3: What do I know about drugs? Wk 4: Being safe.  Wk 5: My amazing body	My friends and me.  Group dynamics.  Smoking.  Alcohol.  Healthy friendships.  Celebrating my inner strength.	Smoking.  Alcohol.  Emergency aid.  Body image.  My relationship with food.  Healthy Me	Food.  Drugs and Alcohol.  Emergency aid.  Emotional and mental health.  Managing stress.
<b>Spring 2</b>	<b>Faith Commitment</b>  <b>Jigsaw topic:</b>	Wk 1: Family roles and responsibilities  Wk 2: Friendships  Wk 3: keeping myself safe  Wk 4/ 5: Being a global citizen / understanding rights  Wk 6 – My web of relationships	Wk 1: Relationships web  Wk 2: Love and Loss  Wk 3: Memories – bereavement  Wk 4/5 Are animals special / pets  6: Celebrating my relationships	Wk 1: Recognising me  Wk 2: Getting on and falling out  Wk 3 / 4: Girlfriends and boyfriends  Wk 5 / 6: Relationships and technology  ONLINE SAFETY	Wk 1: My relationship web  Wk 2 / 3: Love and loss – bereavement  Wk 4: Power and control <b>SAFEGUARDING</b>  Wk 5 / 6 Being safe with technology  <b>ONLINE SAFETY</b>
<b>Summer 1</b>	<b>Patience Freedom</b>  <b>Changing Me</b>	Wk 1: How babies grow.  Wk 2: Babies.  Wk 3: Outside body changes.  Wk 4: Inside body changes.	Unique me.  Having a baby  How bodies change  Girls and puberty.	Self and body image.  Having a baby (year 4 planning used)  On Residential Trip - Away  Girls and Puberty – (Use of Year 4 resources)	My self-image.  Away on Residential  Puberty.  Girls talk / boys talk –Q and A.

<b>Summer 2</b>	<b>Enthusiasm</b>  <b>Jigsaw topic:</b> <b>Jigsaw topic:</b> <b>Changing Me + transition to the next year or new school</b>	Family stereotypes.  Looking ahead  Transition to Year 4	Accepting Change  Looking ahead  Transition to Year 5	Puberty for boys  Conception  Looking ahead  Transition to Year 6.	Babies – conception to birth.  Attraction.  Transition to senior school.
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## Appendix 5: Senior School PSHEE Scheme of Work 2021-22 (Years 7-13)

This is the proposed programme and it is very likely that some lesson content will change to reflect pertinent issues to a particular year group or to the school community.

\*\* = partial week

Date	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Important Dates
6 <sup>th</sup> Sept	Introduction to PSHE	Introduction / looking back / thinking forward / dealing with change	Introduction / What is going on in the news?	Introduction / legal and illegal drugs	Introduction / setting good habits	Introduction / study skills	Planning for the future	08 Sept – International Literacy Day 13 Sept – Jeans for Genes Day 15 Sept – International Day of Democracy 21 Sept – International Day of Peace 24 – MacMillan's World's Biggest Coffee Morning 26 – European Day of Languages 8 <sup>th</sup> October - Hello Yellow (Mental Health)
13 <sup>th</sup> Sept	Getting to Know People	Health and Wellbeing	Conspiracies and extremist narratives	Different types of addiction	Screen time and safe mobile phone use	Study Skills	Personal branding	
20 <sup>th</sup> Sept	What is a community? Why do we need to look after our community / environment?	What is mental health?	Extremism in all its forms	Cannabis products	Instagram life v real life	Managing stress in daily situations and school	Writing a personal statement	
27 <sup>th</sup> Sept	Respect and relationships	Positive body image	What is terrorism?	Drug classifications	Common Mental Health Issues	The student brain / mental health	CV writing	
4 <sup>th</sup> Oct	Mental Health	What is bullying	Proud to be British	'Party' drugs and dangers	Dealing with exam stress and anxiety	Alcohol Safety	Life at University	
11 <sup>th</sup> Oct	What makes a good friend? Friendships and managing them	Child abuse	The radicalisation process	Exploring illegal drugs and effects	Study skills, revision techniques, revision timetables	Substance Misuse	Employability Skills	
HALF TERM								
1 <sup>st</sup> Nov	Being positive & self-esteem	Healthy Eating and Cholesterol	Counter Terrorism	Volatile substance abuse	Mocks 1	Drugs and their effects	Budgeting and managing money	01 October – Black History Month
8 <sup>th</sup> Nov	Pressure & influence	Mindfulness 1	Anti-Semitism	Critical thinking and fake news	Mocks 2	Synthetic Cannabinoids	Choosing a bank account & banking terminology	24 October – Divali & Bandi Chhor Divas 01 November – November 11 November – Remembrance Day COP26 conference - 31 <sup>st</sup> October to 12 <sup>th</sup> November
15 <sup>th</sup> Nov	Consent and boundaries	Mindfulness 2 / Stress Management	From Failure to Success	What is a cult?	Mocks 3	NPS drugs / GHB / Heroin	Mortgages	
22 <sup>nd</sup> Nov	What does it mean to be a man?	Building a community project 1	Importance of Happiness	LGBT Rights and British values	Virtual reality & live streaming	Safe Drive, Stay Alive	Renting & being a responsible tenant	
29 <sup>th</sup> Nov	Staying safe online	Building a community - P2	What is anger?	What are human rights 1?	New Psychoactive drugs (NPS)	Knife Crime and Society	Managing loans / cost of motoring	
6 <sup>th</sup> Dec	Online gaming - fortnite & grooming	Building a community - P3	Social Media and online Stress	What are human rights 2?	Festivals and drugs	Toxic Masculinity and men		
13 <sup>th</sup> Dec	Review / Avoiding gangs	Review /	Review /	Review / Britishness	Review / online reputation and digital footprints	Medical Ethics and blood donation	Pensions, tax and National Insurance	
CHRISTMAS BREAK								



Date	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Important Dates
5 <sup>th</sup> Jan **	Introduction to puberty	Employability Skills	Sexual consent & the law	Instagram Generation	Mock reflections / target setting	Dealing with Anxiety	Emotional issues of leaving home	16th Jan - World Religion Day
10 <sup>th</sup> Jan	Puberty (girls focus)	Proud to be me & Career Choices	FGM & the law	Targeted advertising	Respect and relationships	Fears, phobias and anxiety	Fitting in and making new friends	24th Jan - International Day of Education
17 <sup>th</sup> Jan	Puberty (boys focus)	Career Interests and Jobs	Delaying Sexual Activity	Marriage - what is it?	Love and abuse are not the same	Dealing with depression	Personal safety on the street and online	27th Jan - Holocaust Memorial Day
24 <sup>th</sup> Jan	Personal and oral hygiene	Self-esteem & the media	Why have sex?	Consumer Rights	Importance of sexual health	Stress and exam performance	Recognising illnesses (freshers flu, meningitis, dehydration)	1st Feb - Children's Mental Health Week
31 <sup>st</sup> Jan	Growing up and FGM	Labour market information	Relationships and partners	Employment Rights	Testicular & prostate cancer	Promoting emotional wellbeing	Recognising illnesses (cancer)	1st Feb - LGBT+
7 <sup>th</sup> Feb	Assertiveness, consent & hormones	Exploring careers	Pleasure and masturbation	Exploring a pay check	Cervical, breast and ovarian cancer	Resilience and growing up	Mental Health, sleep / stress/ anxiety	8th Feb - Safer Internet Day
HALF TERM								
21 <sup>st</sup> Feb	Self-Esteem & empowerment	Relationships and Sex Education	What are STIs?	Campaigning against FGM	Fertility and what impacts it	Exploring Health and Wellbeing	Global and local politics	21st Feb - Fairtrade Fortnight
28 <sup>th</sup> Feb	What is alcohol?	Healthy Relationships	Contraception	Sexing Nudes and Dick Pics	Teenage pregnancy	Cholesterol Levels and Healthy Consumption	Rights and responsibilities	2nd March - Ash Wednesday & Lent
7 <sup>th</sup> March	What is smoking?	Dealing with conflict	Using a condom	Porn Life vs Real Life	World of Work - writing a personal statement	Vaccinations and Immunity	Human rights	8th March - International Women's Day
14 <sup>th</sup> March	E-cigs and vaping	Sexual Orientation	Exploring the realities of contraception	Porn materials and attitudes	World of Work - Writing a CV	Healthy Eating Habits	Local and global issues	18th March - Holi
21 <sup>st</sup> March	Energy drinks	Gender Identity	Sexual harassment and stalking	Domestic abuse and violence	World of Work 3	Exploring different eating disorders	Debating a topical issue	26th March - Earth Hour
EASTER BREAK								
20 <sup>th</sup> April **	Multicultural Britain	LGBT what is it?	HIV & AIDs	Sexual violence (assault and rape)	Modern Day Slavery	Porn and its impact on society	Revision & Exam preparation	23rd April St George's Day
25 <sup>th</sup> April	Nature 'v' nurture	Homophobia in schools	AIDs - Prejudice and discrimination	Sexualisation of the media	Critical Thinking & Fake News	Respect and relationships	Revision & Exam preparation	25th April - National Gardening Week
2 <sup>nd</sup> May	Equality Act 2020	Supporting others	First Aid 1	Honor based violence	Human Rights	Importance of Sexual Health	Revision & Exam preparation	2nd May - Eid al-Fitr
9 <sup>th</sup> May	Breaking down stereotypes	Challenging Homophobia	First Aid 2	Forced marriages	#Metoo Movement & Time's up	Contraception	Revision & Exam preparation	8th May - VE Day
16 <sup>th</sup> May	Prejudice and discrimination	Transphobia	First Aid 3	Online Gambling	Exams Prep	STIs	Revision & Exam preparation	13th May - Mental Health Awareness Week
23 <sup>rd</sup> May	Challenging Islamophobia	Coming out	Review	Social Media Validation	EXAMS	Healthy and Unhealthy relationships	Revision & Exam preparation	
HALF TERM								
Date	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Important Dates

6 <sup>th</sup> June	Exam Revision	Introduction to contraception	Self-esteem changes	Keeping Data Safe	EXAMS	Revision	EXAMS	1st June - Pride Month
13 <sup>th</sup> June	Careers and your future	What is love (periods and menstrual cycle)	Bullying in all its forms	Modern Day Slavery		Careers / Money Sense		5th June - World Environment Day
20 <sup>th</sup> June	Financial Education	Making future plans 1	Dealing with grief and loss	Preventing knife crime		Types of employment & debt		
27 <sup>th</sup> June	First Aid - CPR & AED	Making future plans 2	Media and Airbrushing	Making Future Plans 1		Employment Rights		
6 <sup>th</sup> July **	First Aid - Bleeding	Making future plans 3	Cancer prevention and healthy lifestyles	Making Future Plans 2		Review & Future Plans		
SUMMER BREAK								