



POLICY AND PROCEDURE:

PSHEE (Personal, Social, Health and Economic Education)

Rationale and Ethos

The purpose of the P.S.H.E.E (Personal, Social, Health and Economic Education) curriculum at Claremont Fan Court School is to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and to prepare them for some of the opportunities, responsibilities and experiences of later life. This preparation for life involves self-knowledge; an understanding of the needs and motives of human beings; knowledge about their own health and bodies, and the importance of choice. P.S.H.E.E education is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. The values promoted in our P.S.H.E.E curriculum are inherently incorporated into the fabric of our school through assemblies, community events, support for outreach and charities and in our day-to-day living. They significantly contribute to the school's safeguarding and equality duties, the government's British Values agenda and the SMSC development opportunities provided for the children. Our Relationships and Sex Education policy is incorporated within our PSHE policy and is an essential part of the PSHE course if young people are to make responsible, confident and well-informed decisions about their lives. RSE is "Lifelong learning about physical, social moral, spiritual and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health" (Sex and Relationship Education Guidance, DfE)

"PSHE Education forms a bridge between education and public health" (Chief Medical Officer's Annual Report, 2013)

"A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success." (PSHE Association, 2015)

The Independent school standards (2019) requires PSHE education to be provided for all pupils.

2. 2(d) personal, social health and economic education which –

- (i) reflects the school's aims and ethos; and
- (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 [Equality] Act

Department for Education statutory guidance states that from September 2020, 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, make receiving relationships and sex education compulsory for all pupils in secondary education. The statutory guidance is issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

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.

iii. 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 are 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.

iv. 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.

v. 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.

vi. 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 PSHEE 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.

Every class teacher is expected to Display the Character Quality poster and refer to this throughout the month.

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. Where relevant, reference is made to the relevant monthly character quality throughout the delivery of the other subjects.

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 , Elmbridge Civic 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 ()

House points given for effort, excellence, acts of kindness and citizenship. Two children in each class are nominated for a character award each month for displaying the character quality.

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, Sports captains and well-being leaders are selected by the staff each term from Year 6 pupils that apply for positions.

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.

iii. 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.

iv. 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 planned and delivered by the head of PSHEE and teaching staff with a pastoral focus in discrete timetabled lessons. This is also supported by the school's nursing team for specialist health input. Each year group is divided into teaching groups containing up to twenty pupils. The head of PSHEE 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). Supplementing the 'core' provision, some topics may be delivered using external providers and may incorporate a larger group of pupils.

The programme aims to help our students develop an increased understanding and knowledge of:

- Health issues: drugs, relationships and sex education, mental health, healthy lifestyle, and work/play balance;
- Personal issues: goal setting, self-awareness, self-esteem, relationships, emotional wellbeing and mental health interventions, duty of care, child protection, safety and safeguarding, including specific coverage of online issues, including cyber-bullying and peer-on-peer;
- Social issues: relationships including family, friends, workplace, teams, disabled people, protected characteristics, and an understanding of the Equality Act of 2010, workplace law and legislation, and specific learning and engagement around Fundamental British Values [FBV];
- Emotional literacy: supporting personal and social development by encouraging resilience, positive self-esteem and confidence. The moral and ethical aspects of issues are discussed to enable pupils to explore their own feelings and thoughts, as well as developing emotional empathy;
- Economic Wellbeing: managing personal finances, banking, credit lending, interest, careers etc.

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 planned programme is both proactive and reactive, and adapts with feedback from pupil voice, pastoral leaders in the school and wider events in the life of the school and beyond. This allows us to adapt our programme to the diverse needs of our pupil body week-by-week. 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. The PSHEE programme is taught through a range of teaching methods and interactive activities including discussion, videos, written work, online resources and student led presentations. High quality resources support our PSHEE provision and this is regularly reviewed and updated. Selected resources, such as textbooks and film clips, are used to support and promote understanding within a factual context. Most resources hold the PSHE Association's Quality Mark, which are rigorously assessed by PSHE Subject Leads to meet the Association's ten principles of effective PSHE education. The head of PSHEE and pastoral team meet regularly to discuss matters of concern and also to share new ideas or topical resources.

Sixth form students receive one lesson of PSHEE a week, a comprehensive tutor programme covering some of the PSHEE issues and access to higher education and careers guidance.

Guidance on the higher education application process and careers is provided by the head of 6th form and the head of careers through assemblies, 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.

In all lessons, a safe and effective learning environment is established based on trusting relationships between students and teachers. To enable this, teachers and students agree 'ground rules' at the beginning of the academic year, which are reinforced as appropriate. Teachers also ensure that students are offered a reasonable and balanced presentation of opposing views. A variety of reasonable views, beliefs and opinions enables pupils to form their own, informed opinions and to understand and respect that others have right to a different opinion. Questions asked by pupils will be answered in a way that is appropriate to their age, maturity, understanding and need. Correct vocabulary for terms will generally be used during PSHE lessons in line with all other curriculum subjects. Often, students will be encouraged to give examples of emotions, situations and circumstances; pupils will never be required to give personal examples in these discussions but, if they do, tutors should ensure that it is a safe environment in which to do so.

Our PSHE policy, including RSE, is sensitive to the range of religious and cultural views about sexual behaviour, ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. It includes clear, impartial scientific information on matters such as the changes of puberty, abortion and assisted conception, as well as covering the law in relation to, for example, forced marriage and female genital mutilation (FGM). It pays due regard to the concept of equality and legislation relating to it. The school has specific responsibilities in relation to equality and protected characteristics. Our PSHE and RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be 'emerging'.

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 planned by the school's Careers Lead and presented in an impartial manner. This 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

Students in PSHEE are rewarded in line with the behaviour policy. Students can be awarded house points and commendations are awarded for participation 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 positions of responsibility 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 and there is a team of Senior Peer Mentors in Year 11 which support the younger ages. . 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. All students who fulfil these positions have appropriate training (including safeguarding) and are supervised.

3. Extra-curricular provision

i. School council

The Senior School school council is made up of representatives for both Houses and Year groups. They are elected by the student body and 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 students. 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 six Houses (Banstead, 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. Students are also supported by our Equality Alliance club.

A varied programme of day and residential trips and visits is organised throughout the year.

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.

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.

In line with the DfE, all aspects of RSE and Health education is compulsory for secondary pupils. This is so that young people are equipped for adult life, make a positive contribution to society and understand how to be happy, healthy and safe. However, parents do have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which can be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school will make arrangements for this to happen in one of the three terms before the child turns 16- the legal age of sexual consent. There is no right to withdraw from Relationships Education. The lessons on the PSHE scheme of work (appendix 5), show clearly which lessons that this applies to.

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 policy - Prep and Pre-Prep Schools
- Behaviour rewards and sanctions policy – Senior School
- Educating for character
- Relationships and sex education

Appendix 1:

Character Qualities on a two-year cycle 2022 – 2024

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

Updated: Autumn 2023. Next Review: Autumn 2024. Approval: SLT. Applies to: Whole School (inc EYFS)

Appendix 2: Character quality teaching points

| Respect for self | |
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| 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 |
| Endeavour | |
| 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 • 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 |

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| | <ul style="list-style-type: none"> • 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 empathise with others' feelings and circumstances • I am flexible and accommodating with others |
| Freedom | |
| Vision Independence Lack of restrictions Choice Equality Fairness Social Justice | <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 |

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| Enthusiasm | |
| Ambition Professionalism Energy Keeness Wholeheartedness Optimism | <ul style="list-style-type: none"> • I strive to achieve my God-given potential • I uphold the standards expected of me in every group I belong to • I pursue my goals with energy and vigour • I am always positive, enthusiastic and conscientious • I give my all to everything I do • I try to see the best in every person and situation • My 'glass is always half-full' |
| Respect for Others | |
| Acceptance and tolerance Courtesy and politeness Listening to others Respectful language Appreciation Discretion Diplomacy | <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 | |
| Integrity Truth Trustworthiness Ethical standards | <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 | |
| Generosity Community service Gentleness Kindness and consideration | <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 others • 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 | |
| Humour Enthusiasm Spontaneity | <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 | |
| Resourcefulness Innovation Imagination Originality | <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 |

| | |
|--|--|
| | <ul style="list-style-type: none"> ● I am willing to develop my special gifts and talents ● I appreciate many forms of creative expression |
| Courage | |
| Tenacity Conviction Facing fears Moral courage | <ul style="list-style-type: none"> ● I don't give up when things get difficult ● I recognise 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 | |
| Trust Hope Expectation Conviction | <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 | |
| Loyalty Effort Dedication | <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 ● 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 organised 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 |
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| <p>Assemblies: A whole school Pre-Prep assembly is held weekly and covers spiritual, topical and relevant character qualities.</p> <p>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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none">• 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. <p><i>The Prevent Duty, DfE, June 2015 and Promoting fundamental British values as part of SMSC in schools, DfE, November 2014</i></p> <p>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.</p> |

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 | Respect for self – Respect for others Responsibility/Honesty Jigsaw Topic: Being me in my world | Week 1 – Who...Me? Week 2 – How am I feeling today? Week 3 – Being at Nursery/Pre-Nursery. Week 4 – Gentle Hands. Week 5 – Our rights (class charter) Week 6 – Our responsibilities. | Week 1 – Who...Me? Week 2 – How am I feeling today? Week 3 – Being at school. Week 4 – Gentle hands. Week 5 – Our Rights. Week 6 – Our Responsibilities. | Week 1 – Special and safe. Week 2 – My class. Week 3 – Rights and Responsibilities. Week 4 – Rewards and feeling proud. Week 5 – Consequences. Week 6 – Owning our Learning Charter. | Week 1 – Hopes and fears for the year. Week 2 – Rights and responsibilities. Week 3 – Rewards and consequences. Week 4 – Rewards and consequences. Week 5 – Our Learning charter. Week 6 – Owning our Learning Charter |
| Nov Dec | | Industry/Compassion Peace/Joy Jigsaw topic: Celebrating difference | Week 1 – What am I good at? Week 2 – I'm special, I'm Me! Week 3 – Families. Week 4 – Houses and Homes. Week 5 – Making friends. Week 6 – Standing up for yourself. | Week 1 – What am I good at? Week 2 – I'm special, I'm Me! Week 3 – Families. Week 4 – Houses and Homes. Week 5 – Making friends. Week 6 – Standing up for yourself. | Week 1 – The same as... Week 2 – Different from... Week 3 – What is bullying? Week 4 – What do I do about bullying? Week 5 – Making new friends. Week 6 – Celebrating difference; celebrating me. | Week 1 – Boys and girls. Week 2 – Boys and girls. Week 3 – Why does bullying happen? Week 4 – Standing up for myself and others. Week 5 – Making a new friend. Week 6 – 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 | Love/ Creativity | Dreams and Goals week – Week 1 New year's resolutions. Looking back and looking ahead. | | | |
| February | | Wisdom/ Courage Jigsaw topic: Dreams and Goals – 1 week: Healthy Me | Week 2- We like to move it, move it!. Week 3 – Food, glorious food. Week 4 – Sweet dreams Week 5 – Keeping clean Week 6 – Stranger danger. | Week 2- We like to move it, move it!. Week 3 – Food, glorious food. Week 4 – Sweet dreams Week 5 – Keeping clean Week 6 – Stranger danger. | Week 2- Healthy Choices. Week 3 – Clean and Healthy Week 4 – Medicine Safety Week 5 – Road Safety Week 6 – Happy, healthy Me. | Week 2- Being relaxed. Week 3 – Medicine safety. Week 4 – Healthy eating. Week 5 – Healthy eating. Week 6 – The Healthy Me Cafe |
| March | | Cooperation/ Faith Jigsaw topic: Relationships | Week 1- My family and Me! Week 2 – Make friends, make friends, never ever break friends! Week 3 Make friends, make friends, never ever break friends! Week 4 – Falling out and bullying Week 5- Falling out and bullying/Being the best friends we can be. | Week 1- My family and Me! Week 2 – Make friends, make friends, never ever break friends! Week 3 Make friends, make friends, never ever break friends! Week 4 – Falling out and bullying Week 5- Falling out and bullying/Being the best friends we can be. | Week 1- Families. Week 2 – Making Friends. Week 3 – Greetings. Week 4 – People who help us. Week 5- Being my own best friend/Celebrating my special relationships. | Week 1 - Families Week 2 – Keeping safe – exploring physical contact. Week 3 – Friends and conflict. Week 4 – Secrets. Week 5- 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 | Patience/ Faith Jigsaw topic: Changing Me | Week 1- My body. Week 2 – Respecting my body. Week 3 – Growth and change. Week 4 – Fun and Fears. Week 5 – Celebration | Week 1- My body. Week 2 – Respecting my body. Week 3 – Growing up. Week 4 – Fun and Fears Week 5- Fun and Fears/Celebration. | Week 1- Life cycles. Week 2 – Changing me. Week 3 –My changing body. Week 4 – Boys’ and Girls’ bodies. Week 5- Learning and Growing/Coping with changes. | Week 1- Life cycles in nature. Week 2 – Growing from young to Old. Week 3 – The Changing Me. Week 4 – Boys’ and Girls’ bodies. Week 5- Assertiveness/Looking ahead. |
| | | | Week 6 – Q and A – chance to recap misconceptions or challenges from this topic | | | |
| June/ July | | Freedom/ Environmental Awareness PSHEE: Transition and coping with change | 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 | | | |

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 <i>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> | | Year 3 <i>Key British Value: People who help us</i> | Year 4 <i>Key British Value: Community and multi-culturalism</i> | Year 5 <i>Key British Value: The justice system</i> | Year 6 <i>Key British value: Government and democracy</i> |
|--|------------------------------------|--|---|---|--|
| Autumn 1 | CQ: Respect for Others | Wk 1 Getting to know each other. | Wk 1: Becoming a class team. | Wk 1: My Year ahead. | Wk 1: My year ahead. |
| | Honesty | Wk 2 Our Dream school. | Wk 2: Building a school citizen. | Wk 2: Being me in Britain. | Wk 2: Being a global citizen. |
| | Extra: Friendship Week | Wk 3 and 4 Rewards and Consequences. | Wk 3 Rights Responsibilities and Democracy. | Wk 3: Year 5 responsibilities. | Wk 3: Residential trip |
| | Jigsaw topic: Being Me in My World | 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. |
| Autumn 2 | CQ: Compassion | Wk 1: Families | Judging by appearance. | Different cultures. | Am I normal? |
| | And | Wk 2: Family conflict. | Understanding influences. | Racism. | Understanding disability. |
| | Joy | Wk 3: Witness and feelings. | | | |

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|----------|--|---|--|---|--|
| | Jigsaw topic: Celebrating Difference Wk 3 – National Anti-Bullying week | 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) |
| Spring 1 | Creativity Courage: Jigsaw topic: Dreams and Goals week – start of the year: Relationships: | 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 |
| | Healthy me | 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. |
| Spring 2 | Faith Commitment Jigsaw topic: | 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 SAFEGUARDING Wk 5 / 6 Being safe with technology ONLINE SAFETY |
| Summer 1 | Patience Freedom Changing Me | 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 | My self-image. Away on Residential Puberty. Girls talk / boys talk –Q and A. |

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|-------------|--|--|---|--|--|
| | | | | Girls and Puberty – (Use of Year 4 resources) | |
| Summer 2 | Enthusiasm Jigsaw topic: Jigsaw topic: Changing Me + transition to the next year or new school | 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. |

Appendix 5: Senior School PSHEE Scheme of Work 2023-24 (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.

| Date | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
|--|---|---------------------------------------|--|---|---|---|---|
| Staffing | RHE / GHA / ECH / TR | RHE / AA / AWN / HW / CK | RHE / JST / EWA | RHE / WO / GHA | RHE / WO / JST | AA / SJO / RHE | EW |
| 6 th Sept** / 11 th Sept | Introduction to PSHE / Getting to Know People | Attitudes to mental health | Conspiracies & extremist narratives | Transition Study Skills | Unifrog Work Environment & skills quiz | Careers 1 | Planning for the future |
| 18 th Sept | Thriving in Secondary School | Promoting emotional wellbeing | British values and extremism | Understanding and managing debt (incl credit & debit) | Psychometric testing 1 incl prep | Careers 2 | Personal branding |
| 25 th Sept | What is a community? The Claremont Community values | Digital resilience | What is extremism? | Money & work (reading a payslip) | 6th form options | Careers 3 (Government Money / expenditure) | Writing a personal statement |
| 2 nd Oct | Asking for support incl IN / Teen Tips / Young Carers | Unhealthy coping strategies | Preventing extremism | Financial risk and security | Enhancing my profile - CV / interpreting psychometric tests | Careers 4 (Why should we pay tax?) | CV writing |
| 9 th Oct | Goal Setting | Healthy coping strategies | : Run, Hide, Tell | Tax / Fraud | Revision Skills: Dealing with exam stress and anxiety | Mental Health Hub 1 | Life at University |
| 16 th Oct | Positive Friendships | Change, loss, grief | Can you believe everything you see /read online? | Gambling & spending habits | Study skills, revision techniques, revision timetables | Mental Health Hub 2 | Employability Skills |
| HALF TERM | | | | | | | |
| 6 th Nov | Boundaries, privacy and consent | Positive body image / body confidence | Sexualised Media | New Challenges | Mocks 1 | Staying safe - alcohol | Budgeting and managing money |
| 13 th Nov | Hurtful behaviour / Conflict reconciliation / ending friendships) | Child abuse | Safer Online Relationships incl grooming | Reframing negative thinking | Mock Exams | Reducing risk - drugs | Choosing a bank account & banking terminology |
| 20 th Nov | Cyberbullying | Cyberbullying | Sharing of Nudes | Recognising mental ill-health | Mock Exams | The teenage brain recap / Public Harmful Behaviours with practical bystander training | Mortgages |
| 27 th Nov | De-escalating digital drama | Sexting | Cyber security | Change, loss, grief | Staying safe at parties (alcohol) | Risk reduction - Driving Safety | Renting & being a responsible tenant |

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|----------------------------------|--|---|--|---|---|---|---|
| 4th Dec | How to be an upstander 1 | Peer Pressure | Managing devices and accounts | Promoting emotional wellbeing | Staying safe at parties (drugs) incl managing influence | drugs, alcohol and the law / seeking support | Managing loans / cost of motoring |
| 11th Dec | How to be an upstander 2 | Self-esteem | Identifying scams and sources of support | FGM What is it? | Managing choices and seeking support | drug and alcohol first aid practical | Pensions, tax and National Insurance |
| CHRISTMAS | | | | | | | |
| 4 th Jan ** / 8th Jan | Health Education: Healthy Eating & exercise | Employability Skills Activity 1 | Unifrog Interest Profile | Long term Commitments | Family conflict & recognising behaviours | Careers 1 - incl interview practicalities / prep for unis | Mocks 1 |
| 15th Jan | Making choices about diet and exercise | Employability Skills Activity 2 | Unifrog Careers Library | Forced and Arranged Marriages | Managing conflict | Careers 2 | Mocks 2 |
| 22nd Jan | Maintaining physical health incl the immune system, vaccinations & immunisations | Employability Skills Activity 3 | Unifrog Treasure Hunt | The legal status of marriage | Abusive relationships 1 | Careers 3 | UCAS next steps and accommodation |
| 29th Jan | Personal and oral hygiene | Employability Skills Activity 4 | Employment and Finance | : Parenting | Abusive relationships 2 | Careers 4 | Personal safety on the street and online |
| 5th Feb | Safer Internet Day | Employability Skills Evaluation & Skills Quiz | Budgeting | Loss and Separation / Bereavement | Addressing Relationship abuse | Consent Responsibilities, communication & behaviours | Recognising illnesses (freshers flu, meningitis, dehydration, cancer Mental Health, sleep / stress/ anxiety |
| HALF TERM | | | | | | | |
| 19th Feb | Puberty & emotional changes | What are British Values? What is the Equality Act 2010? | Respectful relationship behaviours | The role of intimacy & pleasure | Lifestyles and wellbeing | Consent Case Study 1 | Global and local politics |
| 26 th Feb | Mental Health and Wellbeing | What is stereotyping and how can this exacerbate prejudice? | Sexual Harassment and HSB | Identifying 'Normalised Sexual Harassment' Tackling Harmful Sexual Behaviours | Managing influences of lifestyle decisions | Consent Case Study 2 | Rights and responsibilities |
| 4 th March | Menstrual Wellbeing | What does inclusion mean? Equality v equity | Freedom and Capacity to consent | The impact of pornography | / Blood & Bone Marrow Donation | Consent Case Study 3 & support | Human rights |

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|---------------------------|-------------------------------------|---|--|--|--|---|-----------------------------|
| 11 th March | Healthy and Unhealthy relationships | Sexual Orientation and Gender Identity | What is sex? | Relationships - Pressure, persuasion and coercion | Fertility / parenthood | Exam preparation / revision skills / dealing with stress and anxiety | Local and global issues |
| 18 th March | Managing conflict | Challenging Homophobia in society / How to be an Ally | Sexual Health | Exam preparation / revision skills | Pregnancy outcomes and choices | Contraception & STIs Coercive control | Debating a topical issue |
| 25 th March ** | Introduction to consent | Relationship Values | Contraception | Addressing relationship abuse | Medical Self health checks incl Vulva Health & testicular health | Coercive control | |
| Easter Holiday | | | | | | | |
| 16 th April | What is a career? | Influences on relationships | Managing the ending of relationships | What are your Further Ed options 1 Interview Skills | April Assessments Valuing diversity | Exam Revision | Revision & Exam preparation |
| 22 nd April | Future Jobs | Consent avoiding assumptions | Serious and Organised Crime (county lines) | What are your Further Ed options 2 Work Environment profile | Understanding and preventing extremism | Exam Revision | Revision & Exam preparation |
| 29 th April | First Aid Online | Mental Health Awareness Week | Mental Health Awareness Week | EXAMS | How are people drawn into extremist groups? | EXAMS | Revision & Exam preparation |
| 6 th May | Revision Skills | Revision Skills | Revision Skills | EXAMS | Exam Preparation / PSHE review | EXAMS | Revision & Exam preparation |
| 13 th May | First Aid Online | Menstrual Wellbeing | Effects and risks of drugs 1 | Peer Mentoring skills 1 (incl applications for Peer mentors) | EXAMS | Nurse - Self-examination (breast / testes) Social Issues Group Research Project: Prejudice & Privilege | EXAMS |
| 20 th May | First Aid Practical | Alcohol and Young People | Effects and risks of drugs 2 | Peer Mentoring skills 2 | EXAMS | Social Issues Group Research Project: Prejudice & Privilege | EXAMS |
| HALF TERM | | | | | | | |
| 3 rd June | Exams | Exams | Exams | Peer Mentoring practical | EXAMS | Social Issues: One Punch Kills | EXAMS |
| 10 th June | Drug choice, risk and resilience | Vaping and Young People | Drugs and the law | Showcasing personal strengths | | Social Issues: Water safety | |

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|-----------------------|--------------------|---------------------------|--|--|--|
| 17 th June | Smoking and vaping | Cannabis and Young People | Drugs and their effects: Managing Risks and influences | Managing Online Reputation | Social Issues Group Research Project: EDI |
| 24 th June | Enrichment Week | Enrichment Week | Enrichment Week | Enrichment Week | Enrichment Week |
| 1st July | End of Year Review | End of Year Review | End of Year Review | Making Future Plans / End of Year Review | Social Issues Group Research Project: EDI End of Year Review |
| SUMMER | | | | | |

* Indicates purely sex education content (not relationships), which parents may withdraw their child from

** indicates a partial week