



POLICY AND PROCEDURE:

PSHEE (Personal, Social, Health and Economic Education)

Rationale and ethos

The purpose of the PSHEE (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.

PSHEE 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 PSHEE 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 and the government's British Values agenda.

Our Relationships and Sex Education policy is incorporated within our PSHEE policy and is an essential part of the PSHEE 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). For further information on the delivery of RSE at Claremont, please refer to the RSE Policy.

The Independent school standards (2019) requires PSHE education to be provided for all pupils. The PSHEE curriculum, including Relationships Education, RSE and Health Education, is reviewed and updated in line with the revised DfE statutory guidance which came into effect from 1 September 2026.

Delivery

Junior school – Fan Court

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 approved materials from the PSHE association and some of the JIGSAW materials, the character education theme for the month or an arising pastoral issue e.g. inclusion. 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 included into the daily planning. The children take part in circle time sessions often incorporating the Jigsaw themes, 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 reception classes attend celebration assembly with the rest of Fan Court to receive recognition for good behaviour and work. They are also encouraged to appreciate the efforts of their peers.

In Fan Court we have a school mascot; House Teddy. House Teddy is often included in assemblies. He sometimes makes mistakes and the children help him choose the right path and find solutions to his problems.

We use The Colour Monster story and resources to help children recognise emotions and learn what strategies to use when processing different feelings. Each class has a colour monster chart where children can add their name (or face) to represent how they are feeling (sad, happy, loved, calm, scared, angry, confused). This is particularly helpful for children who find it hard to verbalise and gives staff an opportunity to do a discrete 'check in' with pupils. It also helps us track vulnerable pupils over time.

In Fan Court we have 2 trained ELSA teaches who provide 1:1 support for children who are struggling processing a situation e.g. parents separating or who need help with managing feelings, becoming resilient, making friends or other wellbeing needs.

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 at our spring or summer music concert as well as Gala Day when musicians can showcase their current skills.

iii. Educational trips

From reception onwards, 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 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. The classes are named after a woodland animal or bird; each class has a cuddly toy (class name) and work towards gaining a class treat by gaining class pet tokens. Class treats are voted for by class members.

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 which rotate, enabling all children to experience a leadership opportunity.

At the start of each term Year 2 children are invited to stand for house captain. 2 children listen to speeches by their peers and vote for the 4 house captain positions. The process is handled sensitively, and the voting is carried out through a ballot system. The 4 house captains take turns to lead the Friday celebration assembly and are also given extra responsibilities such as counting house points each half term.

In addition, all other children in Year 2 are encouraged to take on a role of responsibility. These include; music monitor, librarian, playground monitors, eco monitors and digital leaders.

3. Extra-curricular provision

i. School council

There is 1 school representative on the school council from each year group (Reception, Year 1 and Year 2). Themes are explored as part of our assemblies and the school council children help support class discussions and attend a school council meeting once a week where they discuss thoughts and feedback ideas from their classes.

The Fan Court school council is supported specifically by the head, a Year 2 teacher and the pastoral head of the junior school and in class by all teachers. This helps to underline the fundamental British values of democracy.

ii. House system

All pupils in Fan Court 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 before and after school. These activities allow the children to broaden their experiences and work alongside children in different year groups. Each term, the children can choose new clubs to join depending on their interests and availability.

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 KS1 pupils are given the opportunity to represent the school in a variety of ways such as being on a sports team playing at fixtures (or singing in the choir).

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

Junior school – Stable Court

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 junior school (Stable Court) PSHEE scheme of work and are based on Jigsaw PSHEE scheme materials and approved resources from the PSHE Association [mainly in upper KS2]. The values-based ethos of the school also underpins the approach to development of self-respect and confidence, respect for others and conflict resolution.

For PSHEE schemes of work see Appendices 3-6.

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. Years 3 and 4 have an additional lesson each week named, 'learning for life, which teaches additional key interpersonal skills.

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 showcase 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. Year 6 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 are 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.

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 junior school (Stable Court) (Years 3-6) hold a secret ballot to elect a representative for the Stable Court student council. Form discussions are held so the representatives can bring their form's concerns/ideas to the junior school (Stable Court) council. Following discussion in the council ideas/solutions are taken back to the form. The junior school (Stable Court) council is supported specifically by the assistant head, pastoral of the junior school (Stable Court) and in class by all form teachers. This helps to underline the fundamental British values of democracy.

ii. House system

All pupils in the junior school (Stable Court) 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 weekly 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 24 students. 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 relationship, sex and health education (RSHE). Supplementing the 'core' provision, some topics may be delivered using external providers and may incorporate a larger group of pupils in either a workshop, practical or informative presentation.

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

- **Mental health and emotional wellbeing:** recognising signs of poor mental health, building resilience, managing stress and anxiety, and knowing how and where to access support
- **Healthy relationships and consent:** understanding respectful relationships, consent, boundaries, healthy communication, coercive behaviour, and recognising abusive relationships
- **Online safety and digital literacy:** managing online relationships, identifying misinformation, understanding digital footprints, online exploitation risks, and safe use of technology
- **Artificial intelligence (AI) and deepfakes:** understanding how AI-generated content is created, recognising deepfakes and manipulated media, exploring ethical issues, and knowing the risks associated with AI-generated sexual imagery
- **Sexual health and wellbeing:** age-appropriate learning about sexual health, contraception, sexually transmitted infections (STIs), and making informed choices
- **Personal safety and safeguarding:** recognising exploitation, grooming, harassment, violence against women and girls, and understanding how to seek help and report concerns
- **Physical health and healthy lifestyles:** nutrition, physical activity, sleep, substance misuse, and the impact of lifestyle choices on long-term health
- **Economic wellbeing and careers:** financial decision making, budgeting, debt awareness, employability skills, careers education, and preparing for future pathways
- **Identity, diversity and inclusion:** respecting difference, challenging discrimination and prejudice, promoting equality, and developing a sense of belonging in diverse communities
- **Citizenship and preparing for adult life:** developing independence, understanding rights and responsibilities, civic participation, and making informed decisions as active citizens.

The updated curriculum places a stronger focus on safeguarding in the digital age, including AI, deepfakes, online harms, consent, and healthy relationships, reflecting emerging risks faced by young people.

The PSHEE schemes of work (see Appendix) 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 a year group or humanitarian disasters around the world.

The PSHEE programme is taught through a range of teaching methods and interactive activities including discussion, media clips, 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 PSHEE department and pastoral team meet regularly to discuss matters of concern and 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, the PSHEE 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 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, usually through scenario-based learning. 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, the staff will ensure that it is a safe environment in which to do so and also report any safeguarding issues using the school's procedures.

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 co-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). The school also uses tutorial resources such as 'Votes for Schools' which encourages pupils to engage in topical issues and come to a personal decision which is then voted on, and these cumulative votes are fed into the national 'picture' of views from young people.

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'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 who 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. 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 variety of co-curricular enhancement opportunities are also offered in the JGP enhancement project.

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 is committed to ensuring 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 or Health Education. The lessons on the PSHEE scheme of work (appendix 5), show clearly which lessons that this applies to. Further detail is outlined in the RSE policy.

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 rewards and sanctions policy – junior school
- Behaviour rewards and sanctions policy – senior school
- Educating for character
- Relationships and sex education (RSE).

Appendix 1: Character quality teaching points

Respect for self	
Self-worth Self-control Health Self confidence Mental poise Striving for excellence	• 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	• 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	• 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	• 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 • 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	• 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	• 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	
Teamwork Team building Leadership Relationships Participation Readiness to compromise Collaboration Selflessness	• 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	• 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	• 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

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	• 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
Enthusiasm	
Ambition Professionalism Energy Keenness Wholeheartedness Optimism	• 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	• 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	• 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	• 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	• 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	• I am willing and happy to try new things

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Innovation Imagination Originality	• I try to think of original ideas and solutions • I am open to inspiration and new ideas • I explore and pursue my talents and creative spirit • I find ways and time to express and develop my imagination • I am willing to develop my special gifts and talents • I appreciate many forms of creative expression
Courage	
Tenacity Conviction Facing fears Moral courage	• 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	• 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	• I keep the promises I make to the best of my ability • I 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	• 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	• 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 2: Junior school (Fan Court) PSHEE Scheme of Work

JUNIOR SCHOOL (FAN COURT) PSHEE SCHEME OF WORK
Assemblies: A whole school Fan Court assembly is held weekly and covers spiritual, topical and relevant character qualities.
As outlined in the Claremont PSHEE Policy, a fully integrated approach to many aspects of character education and values education exists within Claremont 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 weekly and members are elected from the R, Y1 and Y2 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. <i>The Prevent Duty</i>, DfE, June 2015 and <i>Promoting fundamental British values as part of SMSC in schools</i>, DfE, November 2014 The junior school (Fan Court) 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.

		Year 1	Year 2
Autumn 1	7-Sep	making friends: playing and learning together	Mental Health and Wellbeing
	14-Sep	1 Ground rules, rule!	1 Noticing and naming feelings
	21-Sep	2 Learning and playing together	2 Different distractions
	28-Sep	3 Let's be friends	3 Changing thoughts and feelings
	5-Oct	4 Let's make u	4 Managing unhelpful thoughts
	12-Oct	5 Let's be kind	5 Reactions and responses
Autumn 2		6 Consent	6 What happens when things change?
		Mental Health and Wellbeing	Keeping safe online
	2-Nov	1 Firework safety?	1 Watching videos
	9-Nov	2 Noticing feelings	2 Sharing pictures
	16-Nov	3 Distraction	3 Playing games
	23-Nov	4 Paying attention to pleasant feelings	4 Helping to make good viewing choices
Spring 1	30-Nov	5 Helpful and unhelpful thoughts	5 Keeping viewing choices safe
	7-Dec	6 Reacting	6
		Safety at home	Keeping safe outside the home
	4-Jan	1 Keeping safe at home	1 Crossing the road
	11-Jan	2 Keeping safe	2 Keeping safe around railways
	18-Jan	3 Keeping healthy	3 Emergencies
Spring 2	25-Jan	4 Medicines and household products	4 Water safety
	1-Feb	5 Wellbeing Way	5 Everyone is responsible - environment
	8-Feb	6	6
		Celebrating me, you and our families	Money and work
	22-Feb	1 All different, all special	1 Strengths and interests
	1-Mar	2 Sameness and difference	2 Different jobs
Summer 1	8-Mar	3 What makes a family	3 What is money
	15-Mar	4 Different families	4 Money choices
		Being healthy	Me, my body and staying safe
	12-Apr	1 Keeping safe in the sun	1 My special people
	19-Apr	2 Ready for sleep	2 Growing up - human life cycle
	26-Apr	3 Food and drink	3 Everybody's body
Summer 2	3-May	4 Looking after our teeth	4 PANTS power
	10-May	5 Importance of handwashing	5 PANTS power
	17-May	6	6
	24-May	7	7 Residential
		Showing kindness to ourselves and others	Looking back and moving on
	7-Jun	1 Emotions	1 Moving on
	14-Jun	2 Kindness	2 Foundations for wellbeing
	21-Jun	3 Self care	3 Foundations for wellbeing
	28-Jun	4 Transition - moving on	4 Foundations for wellbeing

Appendix 4: Junior School (Stable Court) PSHEE Scheme of Work

Junior School (Stable Court) PSHEE Overview	
Assemblies:	
A Whole Stable Court assembly is held weekly and covers spiritual, topical and relevant character values.	
There are 2 School Councils, Academic, Charity and Service and Well-being and Environment. One council meets each week on a 2 to 3 week rotation and the representative from each class feeds back to their class and ensures that they represent the views of their class at the next meeting.	
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.	
<i>The Prevent Duty</i> , 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"	
<i>Promoting fundamental British values as part of SMSC in schools</i> , DfE, November 2014	
The junior school (Stable Court) 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.	
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 'kindness week' in September.	

Junior School (Stable Court) PSHEE: Schemes of work overview

Updated: Autumn 2026. **Next Review:** Autumn 2027. **Approval:** SLT. **Applies to:** Whole School (inc EYFS)

		Year 3	Year 4
Autumn 1	7-Sep	Me, My Friends and Belonging	Forming Respectful Friendships
	14-Sep	1 Getting to know your clas & my worth	1 My new class - class charter - rewards & consequence
	21-Sep	2 Rewards and consequences - (Jigsaw Aut 1 piece 4)	2 Personal Identity
	28-Sep	3 Friendships change	3 (friendship week) - Valuing friendships
	5-Oct	4 Secrets & what makes a good friend	4 Friendship challenges
	12-Oct	5 Making new friendships	5 What is bullying
Autumn 2	2-Nov	6 Recognising healthy and unhealthy friendships	6 Kindness
	9-Nov	Mental health and well-being	Mental Health and Wellbeing
	16-Nov	1 Exploring emotions	1 Describing emotions
	23-Nov	2 Understand distraction	2 Understanding internal and external distractions
	30-Nov	3 Managing thoughts and emotions	3 Exploring different thinking habits
	7-Dec	4 Managing worries	4 Different ways to manage worries
Spring 1	4-Jan	5 Managing responses	5 Strategies for calm
	11-Jan	6 Firework Safety	6 How do people manage change and loss?
	18-Jan	Building healthy habits	Exploring ways to manage risk
	25-Jan	1 Healthier eating and drinking habits	1 Keeping safe at home
	1-Feb	2 Healthier eating – choices and influences	2 Independently crossing the road
	8-Feb	3 Ready, set, cook!	3 Rail safety
Spring 2	22-Feb	4 Exploring dental health	4 Exploring risk - gambling - 2 weeks?
	1-Mar	5 Exploring dental health -	5 Medicines and household products
	8-Mar	6	6 Smoking, vaping and alcohol
	15-Mar	Making choices online	Families and growing together
Summer 1	12-Apr	1 Creating & managing passwords	1 Family relationships
	19-Apr	2 Protecting your devices	2 Diverse families
	26-Apr	3 What can we watch?	3 Family changes
	3-May	4 Can we choose what we watch?	4 Marriage and partnership
	10-May	Keeping safe out and about & Looking out for each other	Me and my body and growing up
	17-May	1 Managing risk in the sun	1 Time to change
Summer 2	24-May	2 Risks and keeping safe - road	2 How babies are made - jigsaw planning 2025/26
	7-Jun	3 Risks and keeping safe - rail	3 Menstruation - jigsaw planning 2025/26
	14-Jun	4 Canals and rivers	4 Personal hygiene
	21-Jun	5 Flood alert!	5 Emotions and feelings
	28-Jun	6 Allergies	6 Building confidence
		7 Bites & Stings	7 Residential
		Change & Transition	Money matter and news literacy
		1 Calling for help	1 How money is used
		2 Change	2 Making decisions about money
		3 Change	3 How news affects feelings
		4 Change	4 Fake or real news & questioning images in the new

Appendix 5: Stable Court PSHEE Scheme of Work 2026-27 (Years 5 & 6)

		Year 5	Year 6
Autumn 1	07-Sep	Friendships, Stereotypes and Bullying	Developing our AI Literacy and Managing Money
	14-Sep	1 Including Others	1 What is AI? How does it affect our rights?
	21-Sep	2 Positive and Respectful Friendships	2 What is an AI chatbot?
	28-Sep	3 Bullying & Managing Conflict	3 The Impact of Generative AI and Ethics of AI Images
	05-Oct	4 Bullying & Managing Conflict	4 Money and Emotional Wellbeing
	12-Oct	5 Diversity and Celebrating Difference	5 Bring a Critical Consumer
Autumn 2	02-Nov	6 Challenging Stereotypes, Prejudice and Discrimination	6 Chancing It!
	09-Nov	Mental Health and Positively Engaging with our World	Mental Health and Wellbeing
	16-Nov	1 Noticing and Naming Emotions	1 Regulating Emotions
	23-Nov	2 Directing Attention and Managing Distractions	2 Managing Distractions and Worries
	30-Nov	3 Changing Thinking Habits	3 Developing Positive Thinking Habits
	07-Dec	4 Managing Feelings about the News	4 Managing Stress & Getting a Good Night's Sleep
Spring 1	04-Jan	5 Spotting Fake News	5 How do people manage loss and support each other?
	11-Jan	6 Connecting with Nature	6 Speak Out and Stay Safe [abuse]
	18-Jan	Building Healthy Habits	Keeping Safe Out and About
	25-Jan	1 Healthier Eating and Drinking Habits	1 Road and Rail Safety
	01-Feb	2 Healthier Eating - Choices and Influence	2 Water Safety
	08-Feb	3 Ready, Set, Cook!	3 Emergency Services & First Aid
Spring 2	22-Feb	4 Personal Hygiene and Dental Health	4 First Aid
	01-Mar	5 Sun Safety	5 Medicines [refer to nasal flu vaccine]
	08-Mar	6 Smoking, Vaping & Alcohol	6 Drugs, Influences and Pressure
	15-Mar	Safer Connections	Looking to the Future
Summer 1	12-Apr	1 Block him right good, Alfie!	1 Job Skills
	19-Apr	2 Who's Magnus?	2 Choosing a Career
	26-Apr	3 Residential	3 Career Routes
	03-May	4 They have fans, we have friends!	4 Residential
	10-May	Respecting Boundaries and Changes in Puberty	Relationships and Puberty
	17-May	1 Respectful Relationships and Socialising Online	1 Positive and Healthy Relationships
	24-May	2 Giving and Seeking Permission	2 Attraction
Summer 2	07-Jun	3 Personal Boundaries, Appropriate and Inappropriate Touch	3 Image Sharing
	14-Jun	4 How can the PANTS rule help us?	4 Body Image
	21-Jun	5 Developing Bodies	5 Puberty [recap]
	28-Jun	6 The Menstrual Cycle and Wet Dreams	6 TBC
		7 Emotional Changes in Puberty	7 TBC
		Sex Education	Independence and Change
		1 Operation Ouch	1 Change and Independence
		2 Having a Baby [1]	2 Moving to Secondary School
		3 Having a Baby [2]	3 Preparing for Next Steps [extension tasks]
		4 Goal Setter	4 TBC

Appendix 6: Senior school PSHEE Scheme of Work 2026-27 (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. The scheme of work is currently under review and in the process of incorporating the new statutory requirements that must be in place by 2026. Some lessons may be altered to reflect this.



CLAREMONT SENIOR SCHOOL PSHEE CURRICULUM PLAN

