

Queen's College, London
Queen's College Preparatory School
(including Early Years Foundation Stage)



PSHE Policy
(last updated Feb 25)

Due for review Lent 2026

Introduction

Queen's College, London comprises of Queen's College ("the College"), operating at 43-49 Harley Street, [for pupils aged 11 to 18 years] and Queen's College Preparatory School ("QCPS") operating at 59-61 Portland Place [for pupils aged 3-11], collectively referred to in this policy as the School unless otherwise stated.

This PSHE policy is supported by appropriate written plans and schemes of work (SOW) which take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. Our PSHE curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It is demonstrated by the effective implementation of appropriate plans and SOW.

Personal, social and health education (PSHE) and citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and outside. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The aims of the PSHE curriculum are to promote a broad and balanced curriculum with a programme of support, guidance and activities for all pupils, during which we will:

- promote pupil spiritual, moral, social, cultural and economic development;
- foster individual self-awareness and make each child feel valued for herself, within the context of a caring community where respect and concern for the individual prevail;
- provide pupils with age-appropriate information in order that they can stay safe, be healthy, make a positive contribution and understand and achieve economic wellbeing;
- adapt the curriculum to introduce current or topical issues;

- encourage positive relationships through the whole school community which allow all pupils to feel valued and respected;
- educate pupils on crucial topics such as the protected characteristics, financial and economic responsibility, staying safe, relationships and sex education, and personal health and welfare;
- promote and explore fundamental British values;
- encourage and promote and upskill pupils to create a culture of tolerance, diversity and respect for others, with particular regard to the protected characteristics under the Equality Act 2010;
- allow pupils to become successful, resilient learners, confident individuals and responsible citizens;
- prepare pupils for opportunities, responsibilities and experiences of adult life.

Our PSHE curriculum will also cover areas such as e-safety, mental health and wellbeing, and draw upon our Relationships and Sex Education Policy.

Safeguarding

Teachers are aware that sometimes disclosures may be made during PSHE lessons; in which case safeguarding procedures must be followed immediately. Sometimes it is clear that certain pupils may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur the School's Safeguarding and Child Protection Policy must be followed.

Teaching PSHE - The Prep School

At QCPS, we choose to deliver Personal, Social, Health Education using the scheme of work Jigsaw, which is a mindful approach to PSHE. Jigsaw brings together PSHE Education, emotional literacy, spiritual, moral, social and cultural development (SMSC) in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

Objectives/Pupil Learning Intentions

Through the use of Jigsaw, the teaching of PSHE will support the development of the skills, attitudes, values and behaviour, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

How is PSHE organised in school?

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. There are six Puzzles in Jigsaw that are designed to progress in sequence from Michaelmas to the Summer term and each Puzzle has six Pieces (lessons) which work towards an 'end product'.

Each Piece (lesson) has two Learning Intentions for children's development and is balanced across each year group:

- one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and
- one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that PSHE at QCPS, which teaches a mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

How QCPS Delivers PSHE

- The Form Teacher is responsible for delivering the PSHE curriculum.
- The Head is responsible for monitoring and evaluating PSHE across QCPS.

Knowledge, Skills and Understanding in Reception and Pre-Prep

Developing confidence and responsibility and making the most of their abilities pupils should be taught how to:

- recognise what they like and dislike, what is fair and unfair, what is right and wrong; to share opinions on things that matter to them and explain their views.
- recognise, name and deal with their feelings in a positive way.
- think about themselves, learn from their experiences and recognise what they are good at.
- set simple goals.
- talk and write about their opinions, and explain their views, on issues that affect themselves and society.
- recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
- face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.
- recognise how people's emotions change as they develop and grow up; how

- to deal with feelings towards themselves, family and others in a positive way.
- how they can develop skills to make their own contribution in the future; about the range of jobs carried out by people they know.
 - look after money; realise that future wants and needs may be met through saving.

Preparing to play an active role as citizens

Pupils should be taught:

- to take part in discussions with one other person and the whole class.
- to take part in a simple debate about topical issues.
- to recognise choices they can make; the difference between right and wrong.
- to agree and follow rules for their group and classroom, and understand how rules help them.
- people and other living things have needs and that they have responsibilities to meet them.
- they belong to various groups and communities, such as family and school.
- what improves and harms their local, natural and built environments and about some of the ways people look after them.
- how to contribute to the life of the class and school.
- money comes from different sources and can be used for different purposes.

Developing a healthy, safer lifestyle

Pupils should be taught:

- how to make simple choices that improve their health and wellbeing.
- how to maintain personal hygiene.
- how diseases spread and control of spread.
- the process of growing old and how people's needs change;
- the names of the main parts of the body.
- household products, including medicines, can be harmful if not used properly.
- rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Developing good relationships and respecting the differences between people

Pupils should be taught:

- to recognise how their behaviour affects other people.
- to listen to other people and play and work cooperatively.
- to identify and respect the differences and similarities between people.
- that family and friends should care for each other.
- that there are different types of teasing and bullying, that bullying is wrong, how to get help to deal with bullying.

Breadth of study

During Reception and Pre-Prep pupils are taught the knowledge, skills and

understanding through opportunities to:

- Take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well, etc.].
- Feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves].
- Take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'].
- Make real choices [for example, between healthy options in meals, what to watch on television, what games to play, how to manage money sensibly].
- Meet and talk with people [for example, outside visitors, emergency services, assembly speakers].
- Develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task].
- Consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues].
- Ask for help [for example, from family and friends, lunchtime supervisors, older pupils, the police].

Preparing to play an active role as citizens

Pupils should be taught:

- to research, discuss and debate topical issues, problems and events.
- why and how rules and laws are made and enforced; why different rules are needed in different situations; how to take part in making and changing rules.
- to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.
- there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.
- to reflect on spiritual, moral and cultural issues, using imagination to understand other people's experiences.
- to resolve differences by looking at alternatives, making decisions and explaining choices.
- what democracy is and the basic institutions that support it locally and nationally.
- to recognise the role of voluntary, community and pressure groups;
- to appreciate the UK range of national, regional, religious and ethnic identities.
- resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.
- to explore how the media present information.

Developing a healthy, safer lifestyle

Pupils should be taught:

- what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;
- that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread;
- about how the body changes as they approach puberty;
- which commonly available substances and drugs are legal and illegal, their effects and risks;
- to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;
- school rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people

Pupils should be taught:

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- to think about the lives of people living in other places and times, and people with different values and customs;
- about different types of relationship, including marriage and those between friends and families; how to develop the skills to be effective in relationships;
- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;
- to recognise and challenge stereotypes;
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;
- where individuals, families and groups can get help and support.

Breadth of Study

Throughout Prep, the girls should be taught the knowledge, skills and understanding through opportunities to:

- Take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school].
- Feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take].
- Participate [for example, in the school's decision-making process, relating it to

democratic structures and processes such as councils, parliaments, government and voting].

- Make real choices and decisions [for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities].
- Meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers].
- Develop relationships through work and play [for example, communicating with children in other countries by satellite, e-mail or letters].
- Consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment].
- Find information and advice [for example, through helplines; by understanding about welfare systems in society].
- Prepare for change [for example, transferring to secondary school].

Assessment and Recording

Assessment will be continuous and informal by the Form Teacher.

Teaching PSHE - The College

In June 2019 the Department for Education launched the final statutory guidance to accompany the introduction of compulsory Relationships Education, Relationships and Sex Education (RSE) and Health Education in September 2020. This guidance was used as a basis for a PSHE review led by the Deputy Head Pastoral. In addition, during the Summer Term 2019 all students at Queen's College completed a PSHE questionnaire. The review and responses from the questionnaire have been used, alongside the statutory guidance, the PSHE Association framework and feedback from parental consultation, to launch a new PSHE programme from September 2020. As per the statutory guidance this continues to be reviewed and updated annually by the Director of Pupil Welfare using feedback from pupils, parents and staff.

Aims and Teaching

Each pupil has a weekly 30-40 minute PSHE lesson the aims of which are set around those laid out in the DfE PSHE guidance. Our programmes cover a wide range of subjects, including:

1. drugs, nicotine and alcohol education
2. emotional and mental health and wellbeing
3. relationship and sex education (RSE)

4. nutrition and physical activity
5. personal finance
6. safety and related laws
7. careers education
8. study skills

Spiritual, Moral, Social and Cultural development (SMSC) is also very much embedded in the PSHE programme. PSHE topics are delivered through form time and/or PSHE lessons and the College's Prayers programme. 'Thrive' lessons in Class 3 on the topics of 'Kindness', 'Resilience', and 'The History of the College' and in Class 2 on the topics of 'Careers', 'Life Skills' and 'Politics and Campaigning' enrich PSHE learning aims. Every pupil in every year has one period a week timetabled for PSHE and these programmes are developed by the Director of Pupil Welfare with support from:

- The Director of the Senior College – Senior College
- The Director of the Junior College – Junior College
- The Director of the School – School

Form/Year tutors play an integral role in the delivery of the PSHE programme, as well as visiting speakers, especially in the Senior College. Those in charge of this programme are in regular communication with the Principal and Pastoral Deputy Head to ensure the successful delivery of a rolling programme of relevant material.

PSHE topics often touch upon pupils' real-life experiences. A safe, inclusive, supportive and sensitive learning environment will be created by those leading sessions in each context by establishing ground rules for engagement in the lesson. Staff or those delivering PSHE material will ensure that pupils who either indicate they may be at risk or appear to be affected by subject content, get appropriate support by liaising with the relevant pastoral team and adhering to the College's Safeguarding and Child Protection Policy. Pupils are encouraged to check ahead on lesson content to see if anything will be challenging for them, and then speak to a member of the pastoral team to get appropriate support.

Parents play an essential role in ensuring effective learning in PSHE and holistic child development in line with the ethos and values of the College. Resources for parents to support their child's learning are made available on Firefly and communicated by Form Tutors in their start of term letter. Parents also have access to Tooled-Up, a research-based website, which provides guidance on a number of topics, complementary to our in-school provision.

Objectives

The PSHE programme needs to be:

Appropriate to the current needs of each year group and the problems they face, both in school and in the world outside;

Team Based, involving consultation and exchange of information between form tutors, year tutors, the pastoral team and those with special responsibility for and Partnerships are particularly important;

Flexible and not a straitjacket for staff. Responsive to immediate and unexpected problems plus adapted to the talents and specialist knowledge of the current staff;

Coherent. A structured programme, which can be seen as a single, progressive curriculum through the seven years a child is in College, without unplanned repetition, but with reinforcement through various stages;

Pupil Centred, not teacher directed. Aiming at increasing self-reliance through role-play, debate and discussion and building on the experience of each age group, using active teaching methods;

Informative. Specialists and those with direct knowledge in their field should provide accurate information. Constant updating and training of staff in key areas is vital, as is careful assessment of all outside material like videos;

Safe and Supportive. Staff should create an environment where pupils feel safe to investigate sensitive topics without harm.

Content Guidelines

Social, Moral and Ethical Responsibility

Pupils should learn about socially, morally and ethically responsible behaviour through classroom activities and discussion and through experiences beyond the classroom. This responsible behaviour should be shown to each other and to all members of their various communities. They should also be given opportunities to engage with the 'British Values' of democracy and understand the rule of law, as well as appreciate British institutions.

Community Involvement

Pupils should learn about the communities of which they are a part, and the benefits of becoming helpfully involved in them, beginning with their families through to consideration of service that they can offer to (and receive from) the College, neighbourhood, local, national and global community.

Spiritual

Pupils are given opportunities to explore beliefs so that they can respect faiths, feelings and the values of others as well as learn about the importance of tolerance.

Drugs, Alcohol, Tobacco and Nicotine

We have to prepare the pupils to lead confident, healthy, safe and independent

lives. Education about drugs, alcohol, tobacco and nicotine is crucial. It can increase a young person's knowledge and understanding and the effects they produce, and help them make safe and informed decisions. We aim to help pupils to explore their own and other people's attitudes and to develop skills such as assertiveness, communication, risk assessment and problem-solving. Education on this topic is an integral part of PSHE, and we also respond to new trends such as vaping.

Emotional and Mental Health and Wellbeing

All pupils should be made aware of these issues, which we all face, and should be encouraged to support their peers. We want to encourage pupils to identify, understand and communicate their feelings. The wider school environment should enable this and help build their confidence by openly addressing issues of mental and emotional health and wellbeing. During PSHE dealing with the pressures pupils often face is an important theme so promoting good mental health is paramount.

Protected Characteristics

We will make pupils aware of the nine legal protected characteristics:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Nutrition and Physical Activity

A healthy balance of foods and relationship with eating provides the energy, nourishment and mental wellbeing everyone needs to survive and to enjoy life. It is our responsibility to ensure that the pupils are given the best guidance possible in nutrition and develop a healthy relationship with eating and food. Participation in Physical Education (PE) and sport are key to encouraging pupils to maintain healthy lifestyles and every pupil is given the opportunity to participate in a wide range of sporting activities, including in the sixth form. PSHE education supports pupils to develop a healthy, sustainable relationship with movement.

Personal Finance & Economic Education

PSHE at Queen's recognises that education is about helping pupils to develop the knowledge, skills and understanding they need, including developing financial capability, to live confident, independent lives.

Keeping Safe

We have a responsibility to enable pupils to keep themselves safe in the home, at school, while travelling, at work, in play, online, in sport and in leisure. Safety education and an understanding of the relevant laws help them to recognise potential risks. The main risk areas covered are:

- Road safety
- Personal safety
- Street safety and basic self-protection training
- Health talks including breast cancer awareness and mental health
- Alcohol and drug awareness talks
- Online safety and safe and appropriate use of technology
- Safety in relationships

Relationships and Sex Education

Effective RSE is crucial to developing and maintaining emotional and physical health. Tutors, our Nurse, staff responsible for the PSHE programme or an outside agency deliver the RSE sessions and address the wider issues of relationships appropriate to each age group in line with statutory guidance. The College has a separate RSE policy.

Choices and Careers

Queen's has a dedicated Director of Enterprise and Partnerships who plays an important part in giving careers advice to all pupils in the College. In the Senior College, they play an important role in giving advice, notably through UCAS.

Study Skills

Such education is embedded throughout the PSHE programme at appropriate moments in the academic cycle.

Copies of the PSHE schedules are displayed in the relevant form rooms, in the staff room and are available on the Shared Pastoral Drive.

Appendix 1. Content of the PSHE Scheme of Work in the Prep School

Jigsaw covers all areas of PSHE, from Reception to Form VI:

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
4-5 (Rec)	Self-identity Understanding feelings Being in a classroom Being gentle	Identifying talents Being special Families Where we live	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help	Exercising bodies Physical activity Healthy food	Family life Friendships Breaking friendships Falling out	Bodies Respecting my body Growing up Growth and change

	Rights and responsibilities	Making friends Standing up for yourself	Jobs Achieving goals	Sleep Keeping clean Safety	Dealing with bullying Being a good friend	Fun and fears Celebrations
5-6 (FI)	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes & achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
6-7 (FI)	Hopes and fears for the year Rights and responsibilities Rewards & consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for oneself & others Making new friends Gender diversity Celebrating difference & remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to & sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks & sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
7-8 (FIII)	Setting personal goals Self-identity & worth Positivity in challenges Rules, rights & responsibility	Families & their differences Family conflict & how to manage it (child-centred)	Difficult challenges & achieving success Dreams & ambitions New challenges	Exercise Fitness challenges Food labelling & healthy swaps Attitudes towards	Family roles & responsibilities Friendship & negotiation Keeping safe online & who to go to for help Being a global citizen	How babies grow Understanding a baby's needs Outside body changes Family stereotypes Challenging my

Rewards & consequences Responsible choices Seeing things from others' perspectives	Witnessing bullying & how to solve it Recognising how words can be hurtful Giving & receiving compliments	Motivation & enthusiasm Recognising & trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	drugs Keeping safe & why it's important online & off line Respecting oneself & others Healthy & safe choices	Awareness of how ones choices affect others Awareness of how other children have different lives Expressing appreciation for family & friends	ideas Preparing for transition
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Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
8-9 (FIV)	Being part of a class team Being a school citizen Rights, responsibilities & democracy (school council) Rewards & consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self & others Understanding influences Understanding bullying Problem-solving Identifying how special & unique everyone is First impressions	Hopes & dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love & loss Memories of loved ones Getting on & falling out Girlfriends & boyfriends Showing appreciation to people & animals	Being unique Girls & puberty Confidence in change Accepting change Preparing for transition Environmental change
9-10 (FV)	Planning the forthcoming year Being a citizen Rights & responsibilities Rewards & consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences & how they can cause conflict Racism Rumours & name-calling Types of bullying Material wealth & happiness Enjoying & respecting	Future dreams The importance of money Jobs & careers Dream job & how to get there Goals in different cultures Supporting others (charity)	Smoking, including vaping Alcohol & anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation & behaviour	Self-recognition & self-worth Building self-esteem Safer online communities Rights & responsibilities online Online gaming & gambling Reducing screen time	Self- & body image Influence of online & media on body image Puberty for girls Growing responsibility Coping with change Preparing for transition

		other cultures	Motivation		Dangers of online grooming SMARTT internet safety rules	
10-11 (FVI)	Identifying year goals Global citizenship Children's universal rights Feeling welcome & valued Choices, consequences & rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals in & out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' & gang culture Emotional & mental health Managing stress	Mental health Identifying mental health worries & sources of support Love & loss Managing feelings Power & control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty & feelings Puberty for boys Conception to birth (including IVF) Reflections about change Physical attraction Respect & consent Boyfriends/girlfriends Sexting Transition

The whole school approach allows all children to be working on the same theme at the same time, delivered in an age-appropriate way.

Appendix 2. Content of the PSHE Scheme of Work in the College

The curriculum is divided into three core themes of study: **Health and Wellbeing;** **Relationships;** and **Living in the Wider World.**

As PSHE topics are not siloed, there are invariably crossovers between topics in different core themes. The content is set around those laid out in the DfE PSHE guidance and statutory requirements for Relationships and Sex Education. Content covered plus suggested resources to support learning at home are detailed on Firefly and communicated to parents/carers by Year Tutors or Form Tutors.

Queen's College, London

PSHE Curriculum 2024-25

Please refer to the PSHE and RSE policies for further details

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Class 3	Transition and safety Transition to secondary school including study skills, well-being, <u>managing friendships</u> , and <u>personal safety</u> in and outside school and <u>online</u>	Diversity <u>Diversity</u> , <u>prejudice</u> , and <u>bullying</u>	Building relationships Self-worth, different <u>relationships</u> and <u>friendships</u> (including <u>online</u>), <u>assertive communication skills</u> , and <u>relationship boundaries</u>	Health and puberty Healthy routines and lifestyle, <u>puberty</u> and changing feelings.	Developing skills and aspirations Independent learning, study skills and careers	Risks and finances Saving, borrowing, budgeting, making financial choices, and <u>managing risk</u> in a range of contexts
Class 2	Digital literacy <u>Online safety</u> , <u>digital literacy</u> and digital resilience	Discrimination <u>Discrimination in all its forms</u> , including <u>racism</u> , <u>religious discrimination</u> , <u>disability</u> , <u>sexism</u> , <u>homophobia</u> , <u>biphobia</u> and <u>transphobia</u> , managing influence and <u>challenging discrimination</u>	Emotional well-being Mental health and emotional well-being including resilience, managing and understanding feelings, body image, recognising mental ill health, and healthy coping mechanisms	Identity and relationships <u>Gender reassignment</u> , <u>sexual orientation</u> , <u>consent</u> , and 'nudes'	Community and careers Study skills, revision, careers, values and transferable skills	Drugs, alcohol and tobacco <u>Alcohol</u> and <u>drug misuse</u> and associated pressures, including vaping
Class 1	Respectful relationships Working together as a form, <u>stable relationships</u> , <u>families</u> , <u>conflict</u> and <u>relationship changes</u>	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Peer influence, substance use and risk <u>Healthy and unhealthy friendships</u> , <u>respect</u> and values, <u>assertiveness</u> , <u>managing risk</u> , <u>substance misuse</u> , and <u>gang exploitation</u> including <u>extremism</u> and <u>radicalisation</u>	Intimate relationships Relationships and sex education including <u>choices around sex</u> , <u>consent</u> , <u>contraception</u> , the risks of <u>STIs</u> , <u>attitudes to pornography</u> , 'nudes' and <u>FGM</u> .	Healthy lifestyle Diet, <u>exercise</u> , <u>lifestyle</u> balance (including in relation to revision and study), body image, and managing pressure.	Employability and finances Rights and responsibilities in employment and economic well-being
1 Junior	Mental health Growth mindset, positive self-talk, resilience, mental ill-health and healthy coping strategies for promoting emotional and mental well-being	Addressing extremism and radicalisation <u>Communities</u> , <u>equality</u> , <u>diversity</u> , <u>discrimination</u> and <u>challenging extremism</u>	Healthy relationships <u>Healthy relationships</u> , including <u>consent</u> , <u>sexual expectations</u> and <u>diversity</u> , <u>exploitation</u> and <u>grooming</u> , and the <u>impact of the media</u> and <u>pornography</u>	Exploring influence The influence and impact of <u>drugs</u> , role models and the media	Career development Key employability skills, decision making, work experience and study skills	Risk-taking Understanding the teenage brain and risk
11 Junior	Building for the future Lifestyle strategies for health and well-being including study skills, stress, exercise, mindfulness, work/life balance and revision	Next steps Further education options including A-levels, university and alternatives	Commitment and healthy relationships Different <u>families</u> , <u>marriage</u> and <u>forced marriage</u> , <u>long-term relationships</u> , <u>abuse</u> and <u>harassment</u> , and <u>assertive communication</u>	Sexual health and family planning <u>Reproductive health</u> , <u>contraception</u> , <u>pregnancy</u> , <u>STIs</u> , <u>parental responsibilities</u> , <u>changing relationships</u> , <u>challenges</u> and <u>skills</u>	Independence and study Managing well-being during public exams	Study Leave
1 Senior	Transition to A-level study Adapting to A-level study including study skills, greater independence, and skills development.	Mental and physical health, well-being and safety (two-year programme) Understanding and taking responsibility for mental and physical health and well-being including healthy eating and exercise, emotions, lifestyle balance, screening, mental ill health, and risks and consequences of gambling, drugs and alcohol.	Life Skills and Money Self Defence, Learning to Drive, Road and Pedestrian Safety, Financial Literacy.	Relationships and sex education (two-year programme) Gender and sexuality, abusive relationships and harassment, assertive communication and consent, equality, sexual health, reproductive rights, sexual well-being, menopause, and the influence of pornography	Health and Well being Developing self-care and coping with exams and stress, food and mood, developing skills and goal setting for the future.	Planning ahead UCAS workshops, Personal reflection and understanding personal strengths and weaknesses
11 Senior	Life beyond school UCAS, interview skills and employability				Developing independence Revision planning, study leave, exam wellbeing and end of school transitions	Study Leave
Key	Health and well-being	Relationships	Living in the wider world	<u>Underlined</u> are statutory RSE topics		

Please note that this schedule may be adapted at short notice in order to respond to emerging issues within a particular form or year group

Underlined are statutory RSE topics