

Gad's Hill School: SMSC and RSHE Policy

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REVIEW SCHEDULE: **Annually**

STAFF RESPONSIBLE: **Headmaster**

GOVERNOR OVERSIGHT: **Education Committee**

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1. Introduction

This policy has been updated with reference to the Department for Education's statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (for introduction from 1 September 2026), and reflects current expectations under the Education (Independent School Standards) (England) Regulations 2014. Social, Moral, Spiritual and Cultural (SMSC) Education underpins every aspect of school life at Gad's Hill, for pupils of all ages. Central to our ethos is the belief that a child's academic progress is only as important as their wellbeing and personal growth into young adults ready for the challenges of the wider world.

SMSC at Gad's Hill School is delivered in many ways, including but not limited to:

- Personal, Social, Health and Economic (PSHE) lessons
- Religion and Worldview (RaW) lessons
- Relationships and Sex Education (RSE) delivered through the PSHE and Science curriculum
- The broader academic curriculum
- Assemblies, other collective worship and form times
- Combined Cadet Force, including Teamwork and Personal Development and Institute of Leadership and Management qualifications
- Extra-curricular activities and visits
- The School House system
- The careers programme

This policy covers the delivery of SMSC throughout the school, including Relationships and Sex Education (RSE).

2. Aims

The aim of our SMSC education is to provide students with the opportunity to develop their understanding of the social, moral, spiritual and cultural aspects of life and to prepare them for successful and fulfilling lives beyond Gad's Hill.

We aim to enable pupils to develop self-knowledge, self-esteem and self-confidence. Pupils are encouraged to take part in a wide range of extra-curricular activities that contribute to the development of confident and self-reliant young people. They are encouraged to serve the needs of others, by being helpful and respectful, and to cooperate and collaborate with other members of the community. Pupils are encouraged to aspire to progress to further education and careers which allow them to fulfil as adults their potential as children.

Pupils are taught to explore the beliefs and experiences of those of different religions, and to appreciate the diversity of beliefs and traditions that exist. Importance is placed on values, recognising right from wrong, understanding consequences and exploring morality. Pupils are taught to understand, accept, respect and celebrate diversity.

Pupils are encouraged to develop social skills that enable them to work well with others in a variety of contexts and to be able to resolve conflict. We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and the mutual respect and tolerance of those with different faiths and beliefs through Personal, Social, Health and Economic (PSHE) and Religion and Worldview (RaW) lessons and assemblies, as well as being integrated into our practices, such as mock elections, visits to or visiting speakers from holy places of different faiths, and display work around the school.

Relationships, Sex and Health Education forms a central part of the School's safeguarding provision and plays a key role in equipping pupils with the knowledge, skills and confidence to recognise risk, seek help and keep themselves and others safe.

Teaching within SMSC and RSHE is delivered in a politically impartial and balanced manner. Staff do not promote personal or partisan views, nor present contested beliefs as settled fact, and encourage pupils to develop informed, respectful and independent viewpoints.

3. The Greatest of Expectations – Monitoring Pupil Wellbeing

At Gad's Hill School, we actively promote the Greatest of Expectations. These are:

- Growth and Support
- Ambition and Success
- Community and Compassion
- Adventure and Opportunity
- Confidence and Responsibility
- Creativity and Expression

Each of these strands plays a role in promoting the Social, Moral, Spiritual and Cultural development of our pupils.

The School's Self-Evaluation Form is based around five of these six Expectations, with Growth and Support underpinning the whole. In the SEF, these five Expectations are divided into categories and sub-categories to record the diverse ways in which we support pupils' wellbeing.

1 Ambition & Success	A One Curriculum	Curriculum	Home Learning
		Quality First Teaching	Assessment for learning
	B Curriculum Enhancement	Curriculum Clubs & Activities	Targeted Provision
		Speakers/ Workshops	Stretch and Challenge
	C Beyond the Curriculum	Clubs and Activities	Projects/ Competitions
		Speakers/ Workshops	Awards/ Qualifications
	D Futures	Employability Skills	Education Information
		Careers Visits/ Experience	Careers Information

2 Community & Compassion	A Personal Behaviours	Values	Attendance
		Behaviour	Engagement
	B School Community	Pastoral Care	Phases
		Houses	Pupil Voice
	C Local Community	Welcome in the community	Volunteer/ serve
		Go out into the community	Disadvantaged/ Vulnerable
	D Citizenship	Current Affairs	National Projects/Charities
		Voice	International Projects/Charities

3	A	Excellent Facilities	Information Technology
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Adventure & Opportunity	Opportunity	Quality Resources	Educational Visits
	B	Recreation	Extra-Curricular Sport
	Sport and Recreation	Curricular Sport	Sporting Achievement
	D	Enquiry Based Learning	Experience Nature
	Exploration	STEM	Travel and Exploration
	D	Adventurous activities	Duke of Edinburgh
	Adventure	Combined Cadet Force	Residential

4 Confidence & Responsibility	A Self	Safeguarding	PSHE
		Health	Emotional Literacy
	B Equality and Diversity	Inclusion	Identity and Acceptance
		British Values	Religion and World Views
	C Responsibility	Rights & responsibilities	Leadership
		Teamwork & Collaboration	Ambassadors for the school
	D Sustainability	Environmental Learning	School Sustainability
		Personal Sustainability	Global Citizens

5 Creativity & Expression	A Creativity	Age-appropriate Play	Curiosity
		Imagination	Creativity
	B Critical Thinking	Practical Problem Solving	Reasoning & Explanation
		Analysis & Logic	Discernment
	C Communication	Speech and Language	Writing
		Reading	Social Communication
	D Expressive Arts	LAMDA/ Music Grades	Productions & Performances
		Showcases and Exhibitions	Cultural Opportunities

We value ourselves, our community and our environment by demonstrating the Great Values:

Gratitude

We appreciate our and each other's worth and the opportunities we have.

Respect

We value ourselves and each other; showing courtesy, listening, and following rules.

Equality

We value our diversity and treat ourselves and each other fairly and with kindness.

Aspiration

We make choices which support ourselves and each other in being the best we can.

Tenacity

We show curiosity, resilience, and determination in all that we do.

4. Fundamental British Values

The School actively promotes Fundamental British Values through both curriculum content and wider school life. Teaching is factual, balanced and politically impartial, and

supports pupils to understand democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Pupils are encouraged to explore these values through discussion, reflection and participation, developing respect for others while forming their own informed views.

Appendix 2 maps our PSHE curriculum against the Fundamental British Values.

5. Roles and Responsibilities

Whilst specific PSHE and RaW lessons are delivered by allocated teachers, all staff have a responsibility to ensure that they actively promote Fundamental British Values and other aims of our SMSC curriculum. Observation of these aspects also forms part of Learning Focus reviews.

The Governing Body is responsible for ensuring that colleagues listed above have the skills, training and necessary resources to deliver SMSC appropriately, and to provide strategic direction in light of their monitoring of this delivery.

The Headmaster oversees the whole-school delivery of SMSC education. As the Designated Safeguarding Lead, the Headmaster oversees safeguarding links within RSE and ensures that concerns arising from RSE teaching are managed in line with the School's safeguarding procedures.

The Head of SMSC oversees the PSHE and Religion and Worldviews curriculum.

The Heads of Upper and Lower School devise assembly rotas for their phases of the school and ensure a broad and appropriate range of activities and visits for their pupils.

The Assistant Head: Key Stage 4 organises careers fayres, independent careers advice and visits, work experience and other opportunities for younger pupils.

The Assistant Head: Pupil Personal Development has whole-school responsibility for the House system and for promoting pupil wellbeing.

The Assistant Head: Pupil Achievement organises, amongst other responsibilities, entry into local and national competitions (eg. oratory and ISA competitions) and visits (eg. More Able and Talented university trips).

6. Delivery of SMSC and RSE

6.1. PSHE lessons

The 'Jigsaw' approach to PSHE is used throughout the school to deliver PSHE lessons to Kindergarten, Junior and Upper School pupils.

Jigsaw is a comprehensive scheme of learning, integrating PSHE, resilience, mental health, emotional literacy, social and employability skills, British values, SMSC (spiritual, moral, social, cultural development) and Relationships and Sex Education.

The Jigsaw Programme is designed as a whole-school approach, with year groups working on the same theme (Puzzle) at the same time. Jigsaw 11-16 (Upper School), builds on the Jigsaw 3-

11 Programme (Kindergarten and Juniors), offering an holistic PSHE learning journey spanning the pupil's school career, with a progressive, spiral curriculum that addresses real needs in a rapidly-changing world.

There are six puzzles in Jigsaw that are designed to progress in sequence from September to July:

- Autumn 1: Being Me in My World
- Autumn 2: Celebrating difference (including anti-bullying)
- Spring 1: Dreams and goals
- Spring 2: Healthy me
- Summer 1: Relationships (including Relationships and Sex Education)
- Summer 2: Changing Me (including Relationships and Sex Education)

The school subscribes to the annual update package ensuring delivery is compliant with any regulatory changes. The Jigsaw 11-16 Programme has been mapped fully to the PSHE Association Programme of Study and amply covers all the expectations and outcomes, comfortably meeting the statutory requirements set out in the DfE guidance. Jigsaw fulfils the requirements for statutory Relationships and Sex Education 2020.

See Appendix 1 for PSHE SoW

6.2. Religion and Worldviews lessons

Gad's Hill School seeks to encourage knowledge, understanding and respect for all religious faiths and to explore and question social and moral issues in our society.

Religion and Worldviews is taught as a distinct subject in the curriculum to pupils from K1 to Lower Shell, and from Upper Fourth to Upper Fifth. The Scheme of Work covers the beliefs and values of the six major world religions (Christianity, Hinduism, Sikhism, Judaism, Islam and Buddhism) and seeks to explore 'big ideas' and the ethics of contemporary life – including non-religious philosophies and theories/

From Autumn Term 2024, pupils are also working towards a GCSE in Religious Studies (AQA short course). This includes a study of Judaism and Christianity, as well as Theme A: relationships and families and Theme B: religion, peace and conflict. Pupils will study various religious teachings, philosophies and ethical arguments, relating to the theme issues, and their impact and influence in the modern world.

6.3. The broader academic curriculum

All subject areas have a responsibility to promote the strands and themes of SMSC. Topic Overviews are created for every unit of work across the School in each subject, and these identify the ways in which the topic supports pupils' personal development against the following criteria:

<i>Self-esteem and resilience</i>
<i>Making decisions</i>
<i>Spiritual understanding</i>
<i>Knowing right from wrong</i>
<i>Working with others</i>
<i>Contributing to society</i>
<i>Valuing diversity</i>

The Combined Cadet Force is a compulsory, timetabled activity for all pupils from Lower Fourth and above. Through the CCF, pupils learn about public service, the values and standards of the British Army, and serve the community, including through representation at local and national memorial events (eg. Remembrance Day Parade through Higham; General Gordon's Parade in Gravesend; Remembrance March in Arnhem).

6.4. School Assemblies and Collective Worship

Assemblies take place on every morning of the week:

Monday: Kindergarten

Tuesday: Upper School

Wednesday: Kindergarten and Juniors

Thursday: Juniors

Friday: Upper School

The Heads of Lower and Upper School devise an assembly programme for each term, with topics which cover all strands of SMSC education, including safeguarding. Where possible, these are tied in with significant dates or national and international awareness events. Teachers, tutor groups and visiting speakers are asked to deliver assemblies. The calendar of topics is available on the SIS and records are kept of topics covered.

Hymns are often sung at assemblies.

School assembly is an important part of a child's education and while we insist that all children attend to listen and to learn, children are not compelled to pray, to sing or to do anything which may contradict or offend their own religious beliefs. Indeed, the school actively encourages visits from representatives from a wide variety of religious groups to assemblies to enable all pupils to better understand the diversity of religions in our community.

On Thursdays and Fridays, following the main content of the assembly, the Headmaster may distribute distinctions, merit badges and awards to those pupils who have been nominated by their form or subject teachers.

The school organises a variety of special services of a religious nature. In recognition of the school's Christian heritage these include the annual Carol Service at Rochester Cathedral, a Choral Evensong service, along with the Harvest Festival Service and the Nursery and Kindergarten Nativity plays. From time-to-time pupils may learn about and celebrate other religious festivals from a variety of religions. Examples include Chinese New Year, Diwali, Ramadan etc. These are first and foremost school events to educate children about aspects of our historical culture and to celebrate important calendar events during the year. They also allow parents and pupils who practice religion to worship if they wish to do so.

Pupils are expected to take part in these events though there is no expectation or compulsion for anyone to take part in the religious aspects of the service such as prayers, songs, or rituals if they feel uncomfortable in doing so or if it is contrary to their own beliefs.

Other assembly topics include special assemblies for Black History Month, Pride Month and assemblies focussing explicitly on Fundamental British Values.

6.5. House system and activities

Activities carried out by Houses, including activities that contribute to the House Shield, contribute to the strands and themes of SMSC. Houses work with different charities and organise events to raise money, as well as awareness of the charity's cause. Pupils are encouraged in this way to think of others and to gain a deeper understanding of wider societal issues. The Junior School joins forces with the Upper School to work together towards fund raising for a charity and enjoy the social benefits of vertical grouping for House assemblies.

6.6. Tutor Time

Tutors reinforce the content of assemblies through reflection and discussion and focus on elements of SMSC topics, mindfulness and Growth Mindset.

There are a number of SMSC-related activities which form part of tutor time in both the Juniors and Upper School. Every week, our Inclusion Team share a mindfulness strategy for pupils to practise, once a week, the School Council share a question for group discussion in each form, and our Pupil Achievement Lead shares challenge activities. In the Kindergarten, pupils will often use tutor time as an opportunity for circle time talk.

6.7. Wellbeing Days and Enrichment Days

Each Wellbeing Day takes children off their usual timetable to take part in a number of activities designed to contribute to a healthy mind and a healthy body. This has included anything from meditation, yoga and mindfulness to dance, creative writing and dog walking, Growth Mindset and finance.

In the Upper School, there are two Wellbeing Days held each year. Kindergarten and Juniors also run Wellbeing days/Enrichment weeks as planned. Additionally, an annual Culture Day, usually held in the summer, provides children with the opportunity to celebrate their own cultural backgrounds and learn about each other's. Parents are invited to attend to run stalls, teaching pupils about the food, language, history and beliefs of their culture.

6.8. Non-subject specific extra-curricular activities

There is a wide range of clubs and activities offered to all pupils across the school, many of which are not subject specific but which make some contribution to elements of SMSC. Duke of Edinburgh's Award, sports fixtures and non-compulsory CCF activities also provide opportunities for pupils. A full range of clubs available can be found in the Today at Gad's section of the SIS.

6.9. Safeguarding considerations with SMSC and RSE teaching

SMSC and RSHE teaching reflects contemporary safeguarding concerns, including online harm, pornography, sexual harassment and violence, coercive and controlling behaviour, and the impact of digital technologies. Content is age-appropriate, carefully sequenced and revisited through a spiral curriculum.

7. Relationships and Sex Education (RSE) and Health Education

Relationships, Sex and Health Education is a statutory safeguarding curriculum designed to support pupils' wellbeing, safety and preparation for adult life.

At Gad's Hill School we believe that RSE is an integral part of learning and an entitlement for every child and forms part of the DfE's statutory requirements (further detail available here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>). We believe that RSE is an important part of our SMSC curriculum in teaching children the values of respect, love and care. We encourage respect of different views and recognise the variety that exists in relationships and families, encouraging an understanding of equality and diversity. Children learn about the importance of moral choices, individual conscience, the value of family life and loving relationships. Children are encouraged to explore moral dilemmas and develop critical-thinking as part of decision making. Balanced, age-appropriate information about human reproduction is taught, together with consideration of the broader emotional, social, ethical, religious and moral dimensions of relationships. We aim to prepare students for an adult life in which they can make good decisions, have the confidence and self-esteem to value themselves and others, and form healthy relationships. We prepare students to understand the consequences of their actions, to know how to behave responsibly within relationships and to be able to keep themselves safe from exploitation.

Teaching reflects biological facts, legal rights and equality protections under the Equality Act 2010. Pupils are taught to treat all individuals with dignity and respect while learning factual and legal distinctions in a balanced manner.

Teaching includes consideration of the impact of pornography, online sexual content, misogyny, harmful online subcultures and digital manipulation (including the use of AI), and supports pupils to recognise unrealistic portrayals, coercion, exploitation and abuse.

Relationships Education, and Relationships and Sex Education, are delivered at age-appropriate levels using the Jigsaw programme in PSHE lessons. We comply with all statutory requirements for teaching relationships education to primary aged pupils, and relationships and sex education to secondary aged pupils. Relationships education teaches the fundamental building blocks and characteristics of positive relationships.

We are open about the Relationships, Sex and Health Education content taught in each year group.

For the purposes of this policy, sex education is defined as RSHE or PSHE lessons which include explicit teaching about human reproduction and sexual activity, and which fall outside the National Curriculum for Science.

Parents are legally entitled to request that their child is withdrawn from such sex education up until three terms before the child's 16th birthday, at which point the decision rests with the young person themselves.

Parents are not able to withdraw their child from:

- the National Curriculum for Science;
- Relationships Education (primary phase);
- Health Education (all phases); or

- any other aspects of SMSC education that do not fall within the statutory definition of sex education.

Parents are entitled to review a representative sample of RSHE teaching materials on request. The School ensures that any external resources or providers used do not restrict parental access to such materials.

If a parent wishes to discuss a request to withdraw their child from sex education, they should contact the Headmaster.

Parents of pupils in the Lower School are informed in advance of the teaching of RSHE topics and the content that will be covered.

Our belief is that all young people should receive Relationships and Sex Education and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary. The teaching of relationships education at the primary phase and relationships and sex education at the secondary phase is statutory as outlined by the DfE. We aim to deal sensitively and honestly with issues of sexual orientation and other matters, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that relationship and sex education is relevant to them.

In June 2021, Ofsted published a review into sexual abuse in schools and colleges (<https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>). The report outlined recommendations for school and college leaders:

School and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.

In order to do this, they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them. This should include:

- *a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'*
- *high-quality training for teachers delivering RSHE*
- *routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse*
- *a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated*
- *working closely with LSPs in the area where the school or college is located so they are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour*
- *support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with LSPs*
- *training to ensure that all staff (and governors, where relevant) are able to:*
 - *better understand the definitions of sexual harassment and sexual violence, including online sexual abuse*
 - *identify early signs of peer-on-peer sexual abuse*
 - *consistently uphold standards in their responses to sexual harassment and online sexual abuse*

Our PSHE curriculum and general promotion of SMSC across the School, ensures compliance with the points above.

7.1. Confidentiality

Teachers cannot offer unconditional confidentiality.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be advised, wherever possible, to talk to parent/carer and if necessary to seek medical advice;
- child protection issues will be considered, and if necessary referred to the DSL;
- the young person will be advised about contraception by the School Nurse, including information about where young people can access contraception and advice services.
- All staff are trained through Educare which is updated in line with current version of KCSIE and other statutory guidance.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that the matter must be referred to the DSL. All disclosures arising from RSE are handled in accordance with the School's Safeguarding Policy and Keeping Children Safe in Education.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality guidance.

7.2. Monitoring and Evaluation of Relationship and Sex Education

It is the responsibility of the Heads of each phase and the Headmaster to oversee the monitoring and evaluation of SMSC, in the context of the overall school plans for monitoring the quality of teaching and learning.

Monitoring includes consideration of safeguarding effectiveness, emerging risks and statutory compliance, with reports provided to Governors as appropriate.

7.3. Content in Key Stage 1

We cover the following relationships education and health related topics in Key Stage 1. None of our Key Stage 1 curriculum falls under our definition of sex education.

7.3.1. KR

Basic common body parts are taught.

7.3.2. K1

- The national curriculum specifies that children are taught basic parts of the human body: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth.
- The Jigsaw programme Puzzle 6 piece 4: 'Boys and girls bodies' is not taught.

- Children are taught to identify different members of family and understand that there are lots of different types of family (Jigsaw Puzzle 5 piece 1).

7.3.3. K2

The national curriculum specifies that children are taught to notice that animals, including humans, have offspring which grow into adults. National curriculum guidance states: Pupils should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include reference to baby, toddler, child, teenager, adult.

The Jigsaw programme Puzzle 6 piece 4: 'Boys and girls bodies' is not taught.
The Jigsaw programme Puzzle 6 piece 5: 'Assertiveness' is edited to remove different types of touch but includes what to do if you have a worry.

The NSPCC programme 'Pants' is taught on the advice of KCC.

7.4. Sex education content in Key Stages 2-4

As part of our full SMSC curriculum, the following aspects of sex education are covered in Key Stages 2-4:

Year group	Topic & Content	Taught in Science	Taught in PSHE	Compulsory lesson	DfE recommended but not compulsory	Link to useful resource
3	Boys and Girls bodies					
	Parts of the body that make us different and correct names for them. Some parts of the body are private.		✓	✓		
	Outside and Inside Body Changes					
	How our bodies will change so they can make babies when we grow up.		✓	✓		
4	Having a Baby					
	The choice to have a baby; the parts of men and women that make babies.		✓	✓		

	Girls' Puberty					
	How a girl's body changes so that she can have a baby when she is an adult – including menstruation and the female reproductive system.		✓	✓		
5	Puberty					
	Understanding physical changes, including reproductive system, for both sexes; discussing feelings about changes. Importance of looking after yourself.		✓	✓		
	Having a Baby (from Year 4 Jigsaw)					
	Scientific explanation of how human reproduction happens, linked to the female reproductive system.	✓		✓		
6	Conception and conception to Birth					
	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life. The story of pregnancy and birth.		✓		✓	
	Puberty					
	Consolidating understanding of physical and emotional changes and how they affect us. A time to ask questions and reflect in single sex groups.		✓	✓		
7	Puberty					
	Changes that happen during puberty	✓	✓	✓		

	The difference between adolescence and puberty	✓		✓		
	Reproductive systems					
	The main structures of the male and female reproductive systems, including gametes	✓		✓		
	The function of the main structures in the male and female reproductive systems	✓		✓		
	The structure and function of gametes	✓		✓		
	Fertilisation and implantation					
	The meaning of fertilisation	✓		✓		
	The process of fertilisation	✓		✓		
	The causes of low fertility in male and female reproductive systems	✓		✓		
	Development of a foetus					
	Meaning of gestation	✓		✓		
	What happens during gestation and birth	✓		✓		
	Substances passed between the mother and the foetus	✓		✓		
	The menstrual cycle					
	What the menstrual cycle is	✓		✓		Talking Periods - BBC Teach
	The length of the menstrual cycle	✓		✓		

	The main stages in the menstrual cycle	✓		✓		
	Contraception	✓		✓		
	Staying safe and relationships					
	Practices such as Female Genital Mutilation and breast ironing are forms of abuse		✓	✓		
	Natural and alternative methods of conception e.g. IVF, how a baby develops inside the uterus and is born		✓		✓	
	Different types of committed stable relationships, effective parenting, roles and responsibilities of parenting		✓	✓		
8	Pornography					
	That pornographic images do not reflect reality		✓		✓	KS4 RSE: Teaching Porn Awareness - BBC Teach
	That pornography can affect expectations and self-image		✓		✓	
	The role of pornography in society		✓		✓	
	The negative influence pornography can have on relationships		✓		✓	Pornography - BBC Teach
	Staying safe					
	Risks associated with alcohol, including unprotected sex and non-consensual sex		✓		✓	
	What the law says in relation to alcohol and sex		✓		✓	
	The steps someone could take if they had engaged in risky sexual behaviour		✓		✓	

9	Pornography				
	False impressions of sex and sexual relationships		✓		✓ KS4 RSE: Teaching Porn Awareness - BBC Teach
	Challenging stereotypes of 'ideal' males and females		✓		✓ Pornography - BBC Teach
	Pornography and the law		✓		✓
	Contraception				
	Contraception methods	✓	✓	✓	✓ KS4 RSE: Teaching Relationships and Sex Education Positively - BBC Teach
	Sexual health and preventing pregnancy	✓	✓	✓	✓
	Sex and the law		✓		✓
	Sexual health				
	Consequences of unprotected sex	✓	✓	✓	✓
	STIs	✓	✓	✓	✓
	Sexual health clinics		✓		✓
10	Sexual health				
	STIs and staying safe	✓	✓	✓	✓

11	Consent				
	Consent within sexual relationships		✓	✓	
	Sexual relationships				
	Influences that inform decision making with regard to sexual relationships		✓	✓	KS3 / KS4 PSHE: Dealing with pressures to have sex - BBC Teach
	Strategies to manage sexual pressure		✓	✓	
	Consent in relation to sexual relationships		✓	✓	KS4 RSE: Teaching Sexting Awareness - BBC Teach
	Healthy and unhealthy sexual relationships and forms of abuse				
	The range of risks to physical and mental health associated with sexual relationship		✓	✓	
	Strategies to avoid high risk situations in relation to sex		✓	✓	
	Female genital mutilation		✓	✓	
	Sexual violence		✓	✓	
	Sex and substance misuse		✓	✓	
	Risky sexual experimentation		✓	✓	
	Grooming		✓	✓	

	Safe and appropriate ways to end a sexual relationship		✓		✓	
	Coercive behaviour		✓		✓	Is this coercive control? - BBC Teach
	Online dating		✓		✓	
	Abuse		✓		✓	
	Rape		✓		✓	
	Concepts and laws related to abuse and hate crimes					
	Honour-based violence and forced marriage		✓	✓		
	FGM and breast ironing		✓	✓		
	Hate crimes		✓	✓		
	Sexual health					
	STIs, prevention and treatment	✓	✓	✓	✓	
	Contraception and pregnancy					
	Pregnancy, choices, IVF, contraception, fertility	✓	✓	✓	✓	
U4 -L5 GCSE Biology	Gonorrhoea as a bacterial disease and prevention of spread using a barrier method of contraception	✓		✓		
	HIV and AIDS, spread through sexual contact or exchange of bodily fluids	✓		✓		KS2 / KS3 PSHE: Living with HIV - BBC Teach

	Sperm cells	✓		✓		
	Ovaries and testes	✓		✓		
	The role of hormones in human reproduction, including the menstrual cycle	✓		✓		
	Puberty	✓		✓		
	Contraception	✓		✓		
	Fertility	✓		✓		
	The use of hormones to treat infertility	✓		✓		
	Sexual reproduction	✓		✓		

Appendix 1: Gad's Hill School curriculum: PSHE lessons

7.5. Aims

This document outlines our scheme of work for PSHE lessons in key stages 1-4.

7.6. Our whole-school approach

We have a whole-school approach to the delivery of PSHE lessons, using the Jigsaw programme. We subscribe to the annual updates of the Jigsaw programme, ensuring that our lesson resources remain compliant with any statutory changes. Whilst using the Jigsaw programme as a basis for our PSHE lessons, teachers will adapt lessons as appropriate without removing any statutory content.

Jigsaw, the mindful approach to PSHE, brings together Personal, Social, Health Education, emotional literacy, social skills, spiritual development and mental health and resilience development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. The Jigsaw Programme is designed as a whole-school approach, with year groups working on the same theme (Puzzle) at the same time.

The Jigsaw Programme focuses on mental health throughout, incorporating mindfulness practices that can be used in each lesson. Mental health is a pre-requisite for successful learning, for health, happiness and positive life choices. It is also crucial for understanding that young people need to be empowered to understand themselves and their minds in order to combat stress, pressure and influences that may cause them harm.

7.7. Puzzles (units)

The Jigsaw Programme includes six units of study (Puzzles), each with six lessons (Pieces), designed to be taught sequentially throughout the school year, one per term, as follows:

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

7.8. Ages 15-16 reduced programme

Note that Ages 15-16 have a reduced PSHE programme, owing to exam schedules, so Celebrating Difference and Changing Me are not taught in this age group. However, the remaining Puzzles (units):

- Being Me in My World

- Dreams and Goals
- Healthy Me
- Relationships

contribute significantly to the statutory requirements for Relationships, Sex and Health Education (DfE guidance 2018) all of which are met within the 14-16-year-old Jigsaw programme.

7.9. PSHE lessons content overview

These tables show the Jigsaw content, followed by specific parts of the relationships and sex education content which is covered, or not, at Gad's Hill in section 3.

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	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 and 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

NB: Age 5-6 “Differences between female and male bodies (correct terminology)” is not taught

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	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
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys <i>Conception (including IVF)</i> Growing responsibility Coping with change Preparing for transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and 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 and 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' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings <i>Conception to birth</i> Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Age 11+	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Who am I?, fitting in, unique me, differences and conflict	Prejudice and discrimination, Equality Act 2010, bystanders	Defining success, setting dreams and goals	Nutrition and exercise, managing physical activity and mental health	Changing relationships, consent	Puberty and hormonal changes, reproduction, personal hygiene, menstrual cycle
2	Influences, gateway emotions	Attitudes and values, recognising differences, evaluating influences	Pace of change, skills for the future, developing skills and setting targets,	What is sleep? How sleep cycles work, sleep and mood, health, and memory, supporting good sleep	Managing change, emotional support and friendships	Pregnancy, fertilisation, IVF, giving birth and after-birth
3	Peer pressure, belonging, child-on-child abuse	Assumptions and stereotypes	What is failure and what we can learn from it, when coping strategies for when things go wrong, fixed v growth mindset	Stress, effects of stress on the body, recovering from a state of stress, combatting stress with mindfulness and movement	Falling out and conflict childhood friendships	Deciding to have a child, responsibilities of parenthood, types of committed relationships and families, UN Convention on the Rights of a Child
4	Online identity, risks and tips to keep safe, online gaming risks	Human Rights, protected characteristics,	Building skills for the future and teamwork	Physical illness and medicine, personal hygiene, health choices	Authenticity and seeking validation, social media and how to spot AI and fake accounts	Body image, media, AI and filters, self-esteem, body confidence
5	Online safety, sexting, consequences, online legislation, online identity	Bullying, fear and motivations	Gang culture and knife crime	Substances and the effects of substances (nicotine and caffeine), vaping	Setting boundaries, sextortion, staying safe online	FGM-myths, facts and the law and getting support
6	Online gaming- safety and financial risks	Respect, inclusion and exclusion	Health and wellbeing: the benefits of sleep, exercise and being outdoors	Working together to improve well-being, contributing to your community	Healthy and unhealthy relationships, finding balance and respect	Emotions, hormones and moods

Age 12+	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Who am I?, self-identity, influences, online influence	Prejudice and persecution, propaganda	Goal setting, grit and resilience	Types of health, nutrition, exercise, cardiovascular health and diabetes	Is everything we see on social media real, AI profiles, what does having a positive relationship with yourself look like	Intimate relationships, attraction, behaviours in healthy and unhealthy romantic relationships, harassment
2	Family and identity, community living	LGBT community, Equality Act 2010, protected characteristics, mental health	Can money buy happiness	Risks, illegal and legal substances	When relationships change, end or people grow apart, feelings and emotions, positive aspects of relationships	What makes a healthier relationship (friendship and romantic relationships)?
3	Family, managing expectations, active listening skills	Social justice, inequality, hate crimes, hate incidents	Positives and negatives of being online, digital footprints, keeping safe online	Healthy/unhealthy lifestyle habits, dental health, skin protection, steps to protecting physical health	Assertiveness, sexting and sextortion	Me and my relationships, attraction, love or crush? sexuality
4	First impressions, managing influences on our identity, self-image, positive self-talk	Multicultural society, mutual respect and Tolerance, ethnic groups, religious and spiritual groups, The Golden Rule	Income and the economy, salary growth factors, salary gap and equal pay	Vaccinations, immunity, Covid-19	Power dynamics, control and manipulation, risky behaviours and knife crime	Pornography and the law, dealing with unwanted message
5	Marriage and civil partnerships, the law, beliefs and religions, protected characteristics, respect	What matters to you and standing up for what you believe in	Spending and budgeting, receipts and payslips	Vaping, peer pressure, the law	Social media, personal data and online safety	Alcohol, the law, effects of alcohol on the brain, alcohol and risky situations
6	Online and offline identity	Celebrating differences, positive, sustainable and ethical contributions to society	Sextortion, online scams, phishing, bank accounts and credit cards	Interactive play and self-assessment review of the puzzle	SEND and Inclusion-ADHD and Autism	Recognising healthy and unhealthy relationships-pitching a TV show about relationships for teens

Age 13+	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Groups, being me in a group, peer approval, fitting in and friendship, conflict or celebration	Power of positive language, being understood, Changing your thinking	SMART planning, objectives, roadmap for success	Teenage brain development, changing social and physical environment during teenage years, the brain, learning and memory	Equality and equity, Healthy v Unhealthy behaviours, assertiveness and self-worth	Reflection on changes and managing emotions
2	Relationships, perceptions and expectations about intimate relationships, consent, coercive control	Prejudice, sexism, racism, ableism, ageism, LGBT phobia, banter and bullying, taking back your power	Changing appearances, cosmetic surgery and weight loss products	Protecting the brain, risks of drugs and alcohol-physical and psychological effects, the law, safety, drug classification, supply and possession legislation	Saying “no” and consent, Sex and the law, getting help	Self- expression, influences, body image
3	Peer approval, personal safety, sexual exploitation, grooming, radicalisation, county lines	Reducing fear and promoting equality, action plan for change	Mental health illness and stigma	Belonging, loneliness and inclusion	What is pornography, fake v real life, The Online Safety Act 2023, The effects of watching pornography,	Masculinity (positive), online influence and influencer tactics
4	Self-identity, influences, social groups, social media abuse, risks and experimentation	Cyber bullying and harassment, the law on bullying,	Social, misinformation, disinformation, discerning the real from the fake and self-esteem	Emergency situations, first aid, CPR, cardiac arrest	Contraception, how relationships change when they become intimate, Pregnancy and how to prevent it	Misogyny, incel culture and healthy vs unhealthy online communities
5	Consent, rape and sexual assault, signs of refusing, perceptions and misperceptions	Bias, stereotypes, discrimination, harassment, victimisation, non-consensual behaviours and what influences it	Deepfakes and AI, staying responsible and protecting our online identities, impacts on mental health	Mental health first aid, self-care, being a good listener, where to find mental health support	Consequences of unprotected sex, STI's; types, symptoms and treatment, deciding to have sex and being ‘ready’	Mental health and addiction, dopamine and memory
6	Positive and negative self - esteem and self-identity, influences	Changemakers, campaigning and challenging inequality	Illegal and harmful online content, misogyny	Health choices (nutrition, stress, sleep)	Consent and age, The Gillick Competence Test	The importance of sleep in for the body and brain, the impact of sleep on mental health, sleep routines

Age 14+	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Human rights, societal freedom, violations, understanding safety in UK and beyond	Human Rights, responsibilities, The European Convention on Human Rights, The European Court of Human Rights, The Human Rights Act 1998	Resilience, nurturing important relationships, when things don't go to plan	My health MOT, top tips for health, adopting healthy habits	Long-term relationships and legal status, the science of attraction: lust, attraction and attachment	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully
2	Grief cycle, loss and bereavement, responses to loss, support	Multicultural societies, successful societies, agree to disagree, changing and ending relationships	Achieving your goals and the impact of physical and mental health, taking care of your mind and body	Cancer, breast cancer, testicular cancer, risk factors, skin cancer and SPF and tanning	How to have a good relationship with yourself, why do relationships end, unsafe, toxic and unhealthy relationships and how to stay safe and get help	Personal safety, cycling, railway, water safety, transport
3	The law and social media risks, algorithms and use of online data, GDPR, the dark web, managing online content, dealing with harmful online content -suicide, self-harm, violence	Equality Act 2010, hidden disabilities, discrimination in the workplace, reasonable adjustments and the Law	Real v online behaviours, social media usage-the pros and cons, responsible posting, the impact of social media on future employment	Common mental health disorders and treatment, substance use and mental health, mental health stigma	The law on marriage and cohabitation, parenting and the impact on children	Gaining independence, alcohol, drink spiking, methanol poisoning and prevention
4	Online identity, sharing/ enhancing images and the law, netiquette	Equality and inequality, campaigning for change	The body and vital organs, blood, organ and stem cell donation, right to choose and opting out	Sexual health, autonomy and consent, STIs (transmission, treatment, symptoms) HIV/Aids	Real life vs relationships that we see in the media, the difference between sexual relationships in pornography and real-life	Gender stereotypes, stereotypes in relationships, marriage and civil partnerships, values in relationships
5	Personal data and risk, GDPR, social media and data collection, where to find help with online activity	Equality in relationships, empowered and disempowered, the impacts on physical and mental health, changing and ending relationships	Balanced lifestyles	Safer sex contraception, hormonal contraception vs barrier methods of contraception, menstrual cycle, where to get contraceptives	Stalking and harassment, coercion and abuse	Virginity testing and hymenoplasty, medical facts, rights and the laws
6	AI chatbots and online scams	UK v USA healthcare Service, accessing a GP	Resilience toolkit	Threats to health (cancer, diabetes, cardiovascular disease)	Free choice and pressure in relationships, the law on: coercion, abuse, sex trafficking and modern slavery.	Physical and emotional changes, family change, strategies to help with managing change, sources of support

Age 15+	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Becoming an adult, age limits and the law		Sleep, anxiety, fight or flight, solutions-focused thinking	Self-worth, identity, consent and power imbalance, being ready for sex, coercion	Stages of a relationship, relationships in the media, features of a romantic relationship, our perceptions about sex and relationships	
2	Relationships and the law, marriage and alternatives, consent, advice on sexual health, coercive control, domestic abuse, 'honour-based violence', arranged/forced marriage		Money and employment, budgeting pitfalls, tax, national insurance, credit cards, gambling	Contraceptives, sexual health, STI's, emergency contraception	LGBT terminology, gender identity, gender expression, sexuality, The Equality Act 2010	
3	Equality Act, coercive control, county lines, possession of drugs, identify ways to keep safe		Future jobs and employment opportunities and skillsets	Male and female reproductive health/fertility (PCOS, endometriosis, PMS, heavy periods)	Perceptions and stereotyping of the LGBT+ community, LGBT+ rights, coming out	
4	Gambling and associated risks, AI and algorithms		Long-term family goals, marriage, civil partnership, parenting	Pregnancy health, source of support, loss and miscarriage, becoming a parent	Unbalanced relationships; signs and impacts, domestic abuse and getting help	
5	Being an adult, keeping safe, emergency situations, advice and support, first aid, scenarios		How to cope when things go wrong, developing resilience	Pregnancy choices including adoption, abortion, parenting and bringing up a baby.	My body, my choice, FGM, challenging social norms and cultural practices, breast ironing/flattening	
6	Self-review, the law on internet use, legal age limits and pornography, social media concerns, sexting		Types of technology, how can technology help us to reach our future goals	Self-identity and self-worth, socialising	Power in relationships, Staying true to yourself	

Appendix 2: PSHE lessons mapped against Fundamental British Values

Being Me in My World								
Opportunities to promote the British Values in the puzzle: Being Me in My World		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)	5, 6	2, 3, 6	2	3	3, 6	2, 3	2
	Making a choice or decision					6		3
	Learning about rewards, choices and consequences		5	3, 4	4	4	5	4
	Expressing my viewpoints						6	6
	Listening to, valuing and respecting the views of others	3, 4			6		6	6
Rule of Law	Creating a safe, happy environment to learn	5, 6		3		1, 4	3	5, 6
	Understanding rules and why they are important				3		4	2, 3
	Making positive behavioural choices		5, 6	6	4, 5	1, 4	4	2. 3
	Learning about our responsibilities	6	2, 3	2	5		2	
	Safeguarding and keeping safe	5						
Individual Liberty	Making informed choices			5			4	
	Expressing individual views respectfully		4, 5					
	Welcoming others and creating a positive learning environment			1, 5	1	1, 2		1
	Children’s rights (UNCRC)		2, 3, 6	2	3, 5		2, 3	2, 3, 4
	Personal development (SMSC)			1	1		1	1

Mutual Respect	Developing positive relationships with others (peers and adults)		1, 2	2	1, 2	1		1
	Making and maintaining friendships		2			1		
	Welcoming others and treating others fairly	1	1, 4	1, 2		1, 4	3	2
	Treating others with kindness and respect		4		5	4		1
	Socialising and including others		5		5	2	5	5
	Teamwork and collaborating		5					
Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice							
	Belonging and feeling valued		2, 3	1, 2	1, 3	1	1	1
	Learning about different faiths, cultures and people who are different to me							2
	Listening to and showing respect towards other viewpoints		4		6		1	
	Learning about diversity							2, 3
	Being respectful towards others		3	3, 4	5	1	4, 5	4, 5

Celebrating Difference								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)			4				
	Making a choice or decision							
	Learning about rewards, choices and consequences	3						3
	Expressing my viewpoints			4			1, 6	
	Listening to, valuing and respecting the views of others						1, 2, 4	3, 6
Rule of Law	Creating a safe, happy environment to learn	6		4	3, 5	3, 4	4	3
	Understanding rules and why they are important				5			
	Making positive behavioural choices				3, 5		3, 4	3
	Learning about our responsibilities					3		
	Safeguarding and keeping safe			4			4	3, 4
Individual Liberty	Making informed choices	6						2
	Expressing individual views respectfully			1		2	5	2
	Welcoming others and creating a positive learning environment		3, 4, 5	1, 2	3, 4, 5		2, 3	2, 3, 5
	Children's rights (UNCRC)			4			2, 3	2
	Personal development (SMSC)	1				5		

Mutual Respect	Developing positive relationships with others (peers and adults)	5	4	5	1		1	2
	Making and maintaining friendships	5	4	5				
	Welcoming others and treating others fairly	5	1, 2, 3, 4	2, 3, 5	3, 4, 5	2, 3, 4	6	2, 5
	Treating others with kindness and respect	3	2	1, 3, 6		2	1, 6	1, 5, 6
	Socialising and including others							
	Teamwork and collaborating							

Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice		1, 3, 4	3	2, 3, 4	1, 2, 3, 4	2, 3, 4	3, 4
	Belonging and feeling valued	2, 5	5		6		1	1, 2, 5
	Learning about different faiths, cultures and people who are different to me		2	6	1	1	1, 6	1
	Listening to and showing respect towards other viewpoints						5	
	Learning about diversity	3, 4	1, 6	1, 2	1	1	2	1, 2, 5
	Being respectful towards others					1, 2		1, 2, 5, 6

Dreams and Goals								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)							
	Making a choice or decision	5						4, 5
	Learning about rewards, choices and consequences		3	6			2	4, 5
	Expressing my viewpoints			5		6	1	
	Listening to, valuing and respecting the views of others		3	3, 4			5	4, 5, 6
Rule of Law	Creating a safe, happy environment to learn			4		3		
	Understanding rules and why they are important							
	Making positive behavioural choices			5		4		
	Learning about our responsibilities						1	
	Safeguarding and keeping safe							
Individual Liberty	Making informed choices		4	1, 2	3		1	1, 2
	Expressing individual views respectfully				5	4		
	Welcoming others and creating a positive learning environment					1, 3		
	Children's rights (UNCRC)						6	
	Personal development (SMSC)	3	6	1, 2	1, 4		1, 3	1, 2

Mutual Respect	Developing positive relationships with others (peers and adults)	4	3	3				3, 4
	Making and maintaining friendships							
	Welcoming others and treating others fairly	4			1	2, 4		4, 6
	Treating others with kindness and respect	4		6		2	4	
	Socialising and including others		3	3		6	5, 6	
	Teamwork and collaborating	1, 2	3	4, 5	5		6	3, 4, 5

Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice							
	Belonging and feeling valued	2	3		2			3, 4, 6
	Learning about different faiths, cultures and people who are different to me						4, 5	3
	Listening to and showing respect towards other viewpoints						6	
	Learning about diversity				1			4
	Being respectful towards others	2	3	3, 4, 6	1			3

Healthy Me								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)					1		
	Making a choice or decision					1, 5		
	Learning about rewards, choices and consequences					5		
	Expressing my viewpoints					6		
	Listening to, valuing and respecting the views of others							
Rule of Law	Creating a safe, happy environment to learn							
	Understanding rules and why they are important		3, 4, 5			5, 6		
	Making positive behavioural choices				5	5, 6		
	Learning about our responsibilities				4			2
	Safeguarding and keeping safe	6	3, 4, 5	6			2	2, 3, 4
Individual Liberty	Making informed choices	2	1, 2	4	4	1, 5	4, 6	1, 4
	Expressing individual views respectfully			2		3		
	Welcoming others and creating a positive learning environment				1	6		
	Children's rights (UNCRC)					2		1, 2
	Personal development (SMSC)	4	6	3, 6	2, 3, 5	3, 4	1, 2, 3	2, 3

Mutual Respect	Developing positive relationships with others (peers and adults)	3, 4		5		1		3, 5
	Making and maintaining friendships			5		1		
	Welcoming others and treating others fairly				1	5		
	Treating others with kindness and respect				1	5	4, 5	
	Socialising and including others	3				2, 5	4, 5	
	Teamwork and collaborating				3	2		3

Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice					5		
	Belonging and feeling valued	6				2		5
	Learning about different faiths, cultures and people who are different to me							
	Listening to and showing respect towards other viewpoints	4			3, 6	6		6
	Learning about diversity					2		
	Being respectful towards others			4	3, 6		4, 5	5, 6

Relationships								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)				1, 5, 4		6	5
	Making a choice or decision			3				
	Learning about rewards, choices and consequences						5, 6	4, 5
	Expressing my viewpoints			1	2		1	
	Listening to, valuing and respecting the views of others	1	1	1	2, 4			
Rule of Law	Creating a safe, happy environment to learn	1	2, 4		2, 4			
	Understanding rules and why they are important				2		5, 6	5, 6
	Making positive behavioural choices	4	2		2, 4	4		
	Learning about our responsibilities						5, 6	
	Safeguarding and keeping safe	4	4	2, 4	3		5, 6	5, 6
Individual Liberty	Making informed choices	5	3				1	4, 5
	Expressing individual views respectfully	1	3	1	1, 5			
	Welcoming others and creating a positive learning environment	2, 4	2	3	2	4		4
	Children's rights (UNCRC)			2	4, 5		3, 4	4, 6
	Personal development (SMSC)						5, 6	

Mutual Respect	Developing positive relationships with others (peers and adults)	2, 3	2	3, 4	2	1, 2	1, 2	2
	Making and maintaining friendships	2, 3, 6	2			1, 4	6	4
	Welcoming others and treating others fairly	1	2, 5		5, 6		3	1, 4
	Treating others with kindness and respect	4, 5	3, 6		1, 2, 5, 6	5, 6		1
	Socialising and including others	6		3	2		1	6
	Teamwork and collaborating	6			1, 2			

Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice	4, 5					4, 6	4, 6
	Belonging and feeling valued	3	2	6	1, 6	1, 4		2
	Learning about different faiths, cultures and people who are different to me	3		1	4, 5			
	Listening to and showing respect towards other viewpoints							
	Learning about diversity		1	1	4, 5		1	
	Being respectful towards others	6	1	1, 3	5	6		4, 6

Changing Me								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)					5		
	Making a choice or decision							
	Learning about rewards, choices and consequences					5		
	Expressing my viewpoints			4, 5				
	Listening to, valuing and respecting the views of others			4, 5				
Rule of Law	Creating a safe, happy environment to learn							
	Understanding rules and why they are important							
	Making positive behavioural choices							
	Learning about our responsibilities				4			
	Safeguarding and keeping safe		4	5				
Individual Liberty	Making informed choices			2		4	1, 6	1
	Expressing individual views respectfully			5	3, 6	4		1, 5
	Welcoming others and creating a positive learning environment		4					
	Children's rights (UNCRC)			5			1, 5	
	Personal development (SMSC)	2, 4	2, 3, 5	1, 4	2, 3, 6	1, 2, 3	5	6

Mutual Respect	Developing positive relationships with others (peers and adults)	1, 3	5	6	5			4, 6
	Making and maintaining friendships					6	6	4
	Welcoming others and treating others fairly							
	Treating others with kindness and respect	4	1, 4		5		2, 3	3
	Socialising and including others		2				5, 6	
	Teamwork and collaborating							

Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice							
	Belonging and feeling valued		1			1, 3	6	2, 6
	Learning about different faiths, cultures and people who are different to me							
	Listening to and showing respect towards other viewpoints				5			5, 6
	Learning about diversity		1					
	Being respectful towards others	4	4		5	2	1, 6	2, 4

Upper School

Key

- **BMW – Being Me in My World**
- **CD – Celebrating Difference**
- **DG – Dreams and Goals**
- **HM – Healthy Me**
- **R – Relationships**
- **CM – Changing Me**

Upper Shell

British Value	Where It Is Taught	How It Is Developed
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Democracy	BMW (core), R	Pupils learn how their voice is heard in structured discussion, explore shared expectations through the Learning Charter, and practise listening to others' viewpoints respectfully.
Rule of Law	BMW, HM	Pupils explore why rules exist, how rights are balanced with responsibility, and how behaviour links to consequences within school and wider society.
Individual Liberty	DG, CM	Pupils develop self-awareness, begin reflecting on choice and responsibility, and explore personal identity in a supported environment.
Mutual Respect	CD, R	Explicit teaching of respectful discussion, empathy and boundaries, particularly when exploring difference and relationships.
Tolerance (faiths & beliefs)	CD	Pupils explore difference, prejudice and equality, learning to respect beliefs, identities and experiences different from their own.

Lower Fourth

British Value	Where It Is Taught	How It Is Developed
Democracy	BMW, DG	Increased emphasis on participation, decision-making and shared responsibility through discussion and reflection.
Rule of Law	BMW, HM, R	Pupils deepen understanding of legal boundaries, rights and responsibilities, including behaviour in online and offline contexts.
Individual Liberty	DG, CM	Pupils examine motivation, personal goals and managing change, linking autonomy with accountability.
Mutual Respect	CD, R	Pupils practise respectful challenge and debate, especially around sensitive topics such as identity, relationships and social difference.
Tolerance (faiths & beliefs)	CD	More nuanced exploration of diversity, protected characteristics and respecting differing beliefs within society.

Upper Fourth

British Value	Where It Is Taught	How It Is Developed
Democracy	BMW, R	Pupils engage in more complex discussion, balancing individual views with group norms and understanding how democratic norms operate.
Rule of Law	HM, R	Strong focus on legal frameworks around behaviour, health, relationships and safeguarding (e.g. consent, coercive behaviour).
Individual Liberty	DG, CM	Pupils reflect critically on influence, peer pressure and personal choice, developing independence of thought.
Mutual Respect	CD, R	Pupils evaluate differing viewpoints, learn to disagree respectfully, and explore empathy in more complex social situations.

Tolerance (faiths & beliefs)	CD	Explicit links to Equality Act principles; pupils examine prejudice, discrimination and social responsibility.
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Lower Fifth

British Value	Where It Is Taught	How It Is Developed
Democracy	BMW, DG	Pupils consider participation in wider society, responsibility, and civic engagement, including ethical decision-making.
Rule of Law	HM, R	Pupils explore the law in relation to health, relationships, online behaviour and exploitation, understanding consequences and protection.
Individual Liberty	DG, CM	Pupils strengthen autonomy through goal-setting, resilience and planning for the future.
Mutual Respect	CD, R	Expectations of respectful debate are higher; pupils manage sensitive discussions with maturity and self-control.
Tolerance (faiths & beliefs)	CD	Pupils engage critically with diversity, cultural identity and belief, recognising shared values alongside difference.

Upper Fifth

British Value	Where It Is Taught	How It Is Developed
Democracy	BMW, R	Pupils reflect on citizenship, participation and responsibility as young adults preparing for life beyond school.
Rule of Law	HM, R	Explicit focus on legal rights and responsibilities relating to relationships, health, consent and safeguarding.
Individual Liberty	DG, CM	Pupils consolidate understanding of autonomy, informed choice and accountability as they approach adulthood.
Mutual Respect	CD, R	High-level discussion and reflection on respectful disagreement, ethics and social responsibility.
Tolerance (faiths & beliefs)	CD	Pupils demonstrate mature understanding of diversity, equality and respect within modern British society.