



Personal, Social, Health & Economic Education

Summary of changes

Improvements to flow within document and change of ownership to Head of PSHE, RSE & Diversity.

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Aims

We want students to develop as individuals so that they are well informed and able to make positive life choices. PSHE, delivered in tutor sessions, supports the personal and academic development of our students from Years 7 to 11 so that they are able to thrive both in school and beyond. PSHE is a key curriculum area and a driver for the realisation of our school values: Aspiration, Opportunity and Integrity.

Our aim is to empower our students so that they may understand themselves in order to combat stress, pressure and influences that may cause them harm, and know how to lead healthy, happy and fulfilling lives, making positive life choices with absolute integrity.

The spiralled curriculum enables all pupils to receive age-appropriate content whilst working on the same themes as all other year groups.

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Key Principles

Our PSHE programme recognises that young people will bring prior learning and real life experiences to the learning. Our scheme of learning respects and builds on these, providing a programme that reflects the universal and unique needs of our students. We liaise with local professional agencies to enable us to prioritise learning within our programme and to ensure its relevance. We provide PSHE through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach.

The PSHE programme is taught within a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

The PSHE programme is just one part of what the school does to help young people develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHE education programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the school's commitment to providing a healthy climate and culture; and the pastoral system.

The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of young people is the responsibility of all staff supported in partnership with families and the wider community. Where appropriate the school encourages their involvement in the programme. The purpose of each lesson is made clear and learning experiences meet the needs of all the young people in the class. The programme offers a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.

Learning takes a positive approach which focuses on what children and young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing. Young people are encouraged to take responsibility for their own learning and to record their own progress through the use of our PSHE booklets.

PSHE encourages young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

Knowledge

Our PSHE lessons build upon prior learning in Primary School and develop year on year so that age-appropriate content is delivered. The Jigsaw 11-16 programme includes six units of study, each with six lessons. The programme is 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

The content is in line with national guidance from the DfE; as such the programme is compliant with the statutory Relationships, Sex and Health Education (RSHE) requirements. The aim of RSHE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, including but not limited to intimate relationships.

Skills

PSHE follows the Jigsaw 11-16 programme, a comprehensive and original scheme of work for 11-16 year olds. The Jigsaw approach is underpinned by mindfulness philosophy and practice and supports the PSHE (Personal, Social, Health and Economic Education) of our students while also developing resilience, mental health, emotional literacy,

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social and employability skills. This is further supported by our Assembly programme and other supporting Fitz Focus sessions relating to British Values and the SMSC (spiritual, moral, social and cultural) development of students.

Students are given opportunities to consider their own values, feelings and opinions and to develop empathy for other viewpoints. Students also explore fundamental British Values – core life skills focused on responsibility, commonality, tolerance and diversity, mutual respect, individual liberty, democracy and the rule of law.

Understanding

Students demonstrate their understanding through the completion of the lesson tasks and activities as well as the submission of feedback surveys. At the end of each unit staff are able to check understanding and respond to offer further support through a end of unit quiz and guidance with any common needs being addressed through assemblies or wider learning day sessions.

The understanding of the curriculum becomes a lived reality through the behaviour of students in school and in the community via the realisation of our Three R's and students being in the RIGHT Place and the RIGHT time and most importantly always doing the RIGHT thing.

Further details of the curriculum content can be found in our curriculum map for PSHE.

Within the classroom

Students are supported to develop their knowledge and understanding across each of the Jigsaw pieces. The programme has been developed for implementation at Fitzharrys with a supporting work book created for each term. These, over time, will offer a good reference source students to reflect on. The sessions are also delivered by form tutors in support of our tutors being the first point of contact for parents and students. This means tutors are well placed to support and respond to any concerns which arise in response to the topic areas / subject content.

Beyond the classroom

In addition to the main PSHE Jigsaw lessons a range of enrichment opportunities and activities support this work via our wider learning days. The drop down off timetable sessions are focused on a range of themes which support personal development and wellbeing. Many of these events make use of external agencies and professionals.

The curriculum delivered is further supported by our assembly programme and other curriculum areas and tasks delivered within FitzFocus.

The PSHE programme is embedded within other efforts to ensure children and young people have positive relationships with adults and feel valued, those who are most vulnerable are identified and supported by their tutor and the wider team. The school provides opportunities for children and young people to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

External visitors enrich the PSHE programme by providing expert knowledge or accounts of personal experiences. These inputs are always part of a planned developmental programme, and teachers are always present to manage the learning. Visitors are resources to enable learning and not a substitute for a planned developmental programme. Within the programme there is both learning prior to the visit and as follow-up to the visit.

Equal Opportunities

We promote the needs and interest of all pupils. Teaching strategies will take into account the age, academic and social readiness and cultural backgrounds of students to ensure that all can access the full PSHE provision.

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We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues, and ensuring equal opportunities for all.

Pupils with additional educational needs

As far as is appropriate, pupils with special educational needs follow the same PSHE programme as all other pupils. Careful consideration is given concerning the level of scaffolding needed and in some cases the content or delivery will be adapted. It is the school's policy not to withdraw pupils with special educational needs from PSHE to catch up on other National Curriculum subjects, as we believe that these aspects of personal and social development are of equal importance to and underpin academic achievement.

Monitoring

The Head of PSHE, RSE and Diversity monitors the planning, teaching and learning of PSHE. Quality Assurance is carried out through school systems such as Joint Practice Development (JPD). Feedback will be given to teachers in accordance with school policy. The scheme of work and policy will also be reviewed according to the review cycle. This will be informed by survey data as well as government policy.

Assessment, recording and reporting

Assessment is delivered through AfL in the classroom. All pupils are set a summative quiz assessment at the end of each unit of learning. This provides information which indicates pupils' progress and achievement and informs the development of the programme. Pupils are not graded in PSHE however have opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The impact of the PSHE programme will also be assessed through survey data.

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