

TKS PSHE Policy

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| Written by | LW | Date | Sep 23 |
| Most recently updated by | GB/SLT | Date | Oct 24 |
| Approved by | Governors | Date | Oct 24 |
| Review frequency | Annual | Date of next review | Nov 25 |

Aims

At The King's School Witney, all members of the school community are valued as individuals created in the image of God. The school's vision, (nurturing children in godly character), mission (to serve and influence others through godly attitudes and actions) and virtues (Biblical Wisdom, Sacrificial Love and Spirit-led Faith) form the framework within which the PSHE programme has been developed.

The DfE Guidance on equality states 'schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are among the protected characteristics. ... At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.' We have endeavoured to meet this requirement through this policy and the RSE policy. At The King's School we promote respect for all. We also respect the right of our children, their families and our staff to hold beliefs that may be in tension with some aspects of our PSHE and RSE programmes of study.

The PSHE policy links to and must be read in conjunction with the following policies:

Equality and Diversity Policy

Anti-Bullying Policy

Behaviour Policy

Curriculum Policy

Safeguarding Policy

Relationships and Sex Education Policy

SEND policy

Online Safety Policy

How PSHE is taught?

'Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.' - Department for Education (2019, P8)

The PSHE Association Programme of Study sets out learning opportunities for all pupils based on three core themes.

Core Theme 1: Health and Wellbeing

Core Theme 2: Relationships

Core Theme 3: Living in the Wider World.

These core themes are taught throughout each year from Early Years to the end of KS4. These themes are taught using a spiral approach in which pupils will see the same topics throughout their school career, with each encounter increasing in complexity (as is appropriate to pupils' ages) and reinforcing previous learning. The curriculum covers knowledge, skills, attitudes and biblical principles and the content covered is designed to be appropriate for the age and development of pupils. The full programme is included in the policy as Appendix One.

PSHE will be taught in bespoke lessons, as well as in related curriculum areas (e.g., science, PE and computing) to ensure a holistic approach. PSHE will also be covered through school assemblies and via external agencies where appropriate. Where external agencies are used to enhance the delivery of our PSHE curriculum, their credentials will always be fully checked by the school. We will ensure that any teaching by visitors fits in with our planned programme, our published policy, and the beliefs and ethos of our school. We will also ensure that any materials they plan to use are age-appropriate and accessible to all pupils, including those pupils with SEND. We will ensure that all visitors understand how confidentiality works and how safeguarding reports should be dealt with in line with school policy.

How PSHE is monitored and evaluated?

Schools should have the same high expectations of the quality of pupils' work in these subjects as in other curriculum areas – Department for Education (2019, P43)

This policy will be monitored by Heads of School, the Principal, the Board of Governors who will monitor and evaluate the implementation of the programme, and pupils' knowledge and understanding through:

- PSHE workbooks which will include assessment and evaluation tasks
- Pupil voice (interviews, school council, focus groups, pupil surveys)
- Lesson observations, learning walks and monitoring
- Teacher evaluation
- Displays
- Analysis of behaviour record on My Concern
- Use of My Voice

Pupil Voice

Listening and responding to the views of young people will strengthen the policy, ensuring that it meets the needs of all pupils – Department for Education (2019, P12)

All pupils will be given the opportunity to give feedback.

In EYFS, this will often be via their Key Person whose role is to make sure the child feels safe, secure and well-cared for, and to build good relationships with their parents. Staff will listen to and take note of any issues raised by parents or children themselves, and will also be alert to any behavioural issues that may require certain action to be taken, or a matter to be discussed in class. If the Key Person has concerns about anything the child has raised, the appropriate safeguarding measures will be followed.

In Primary, pupils will be given the opportunity to give verbal feedback or to use the suggestion box, prayer box, or My Voice. Pupils will also be given the opportunity to ask any questions. Where a question is relevant to the whole class, we will answer it to the whole group. If staff feel that a question is not suitable for the whole group, they may defer answering to a more appropriate time. If staff have concerns about pupils' questions or responses in class, the appropriate safeguarding measures will be followed.

In Secondary, pupils will be given opportunities to give verbal and written feedback to their teacher or to a trusted trained adult. Pupils can use the internal reporting system which uses a QR code to report a concern and request to speak to a teacher of their choice. If there are safeguarding concerns, the appropriate safeguarding processes will be followed. Pupils will also have access to My Voice. My Voice provides secure anonymous access for reporting concerns. It aims to provide an open culture of safeguarding within TKS Witney and will help provide better support for anyone who needs it. All pupils will be given the opportunity to ask any questions they may have or to present their views in balanced debate. Questions will always be acknowledged and responded to, and different points of view respected. If staff have concerns about the

nature of pupils' questions or their responses in class, the appropriate safeguarding measures will be followed. Furthermore, school council meetings will provide regular opportunities for elected representatives to ask questions or raise issues with the SLT on behalf of pupils. Feedback and any actions will be provided in a timely manner.

Roles and Responsibilities

The Board of Governors will approve the PSHE policy and hold the principal to account for its implementation.

The principal is responsible (with the Heads of School) for ensuring that PSHE is taught consistently across all phases of the school.

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Pupils are expected to:

- Engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity

This policy has been written with reference to the following documentation and this is reflected in the PSHE Programme of Study:

Equality Act 2010

Independent Schools Standards

EHRC Technical Guidance for Schools in England (2023)

Appendix 1
TKS EY PSED
Curriculum Map

TKS EY Personal, Social and Emotional Development

PSED is one of the prime areas of learning in the EYFS. It is a key area to focus on to help children be secure in who they are, to undergird their learning across the curriculum and to lead healthy and happy lives. We recognise the importance of warm, nurturing relationships with adults which support children in beginning to understand their own feelings and the feelings of others. We support children in making friends and building positive relationships with those around them, helping them to cooperate with one another and learn how to resolve any relational difficulties. We seek to help children develop the necessary understanding and skills to look after themselves and live healthy lives. We want children to be eager, confident learners who can direct their attention appropriately, persevere and show resilience when challenges occur. (See EYFS Statutory Framework 1.6 *Educational Programmes – Personal, Social and Emotional Development*).

With regard to the protected characteristics of gender, sex and sexual orientation, we will be guided by questions and comments which come from the children and will liaise as needed with parents so conversations can be happening at home as well as at school.

Whilst circle times on a given topic can be helpful, for example to explore a problem that has arisen, teaching and learning in the EY are very much cross-curricular by nature. PSED is therefore not always taught as a discrete subject but is very much embedded in the everyday across the year (see below).

There can also be a particular emphasis given to various aspects of this learning area at different times of the year as part of topics, as follows:

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | <p>Topic: <i>I'm so wonderfully made!</i></p> <ul style="list-style-type: none"> Settling in at the start of the year and learning to separate happily from our main carers <i>EYFS DM PSED</i> Starting to build positive relationships with adults and peers <i>EYFS DM PSED/ EYFS Stat Fr PSED BR ELG</i> Agreeing rules together (the three Ls) <i>EYFS DM PSED/EYFS Stat Fr PSED MS ELG</i> | <p>Topic: <i>People who help us</i></p> <ul style="list-style-type: none"> Respecting and appreciating the roles of various people in the wider community <i>EYFS DM KUW</i> Learning about various religious communities in UK <i>EYFS DM KUW/ EYFS Stat Fr KUW PCC ELG</i> Growing in confidence in a performance setting <i>EYFS DM PSED</i> Valuing the elderly and serving the local community (Merryfield | <p>Topic: <i>Winter</i></p> <ul style="list-style-type: none"> Celebrating each other's uniqueness <i>EYFS DM PSED</i> What makes a good friend? <i>EYFS DM PSED/EYFS Stat Fr PSED BR ELG</i> What does it mean to love one another? <i>EYFS DM PSED</i> Talking about feelings in connection with loneliness and friendship <i>EYFS DM PSED / EYFS Stat Fr PSED SR ELG</i> Looking after ourselves - online safety <i>EYFS DM PSED</i> | <p>Topic: <i>He's got the whole world in his hands</i></p> <ul style="list-style-type: none"> Appreciating one another's cultural differences and embracing diversity <i>EYFS DM KUW/ EYFS Stat Fr KUW PCC ELG</i> Respecting and caring for people and places in God's world <i>EYFS DM KUW</i> Welcoming, being polite and listening to visiting speakers <i>EYFS DM C&L</i> | <p>Topic: <i>Growing and changing</i></p> <ul style="list-style-type: none"> Understanding how we grow and change <i>EYFS DM KUW</i> Appreciating the natural world as a context which nourishes our own wellbeing and in which we can enjoy friendship with others <i>EYFS DM KUW</i> | <p>Topic: <i>Under the Sea</i></p> <ul style="list-style-type: none"> Fathers' day - celebrating the role of fathers in the family <i>EYFS DM KUW</i> Talking about our feelings and any worries in the context of transition to Year 1 and handling change <i>EYFS DM PSED/EYFS Stat Fr PSED MS ELG</i> Learning about how to care for our oceans <i>EYFS DM KUW</i> Learning about the importance of exercise |

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| | <ul style="list-style-type: none"> • Creation story – being made in God’s image as the basis of our respect for others <i>EYFS DM PSED</i> • Recognising, respecting and celebrating differences in one another <i>EYFS DM PSED/ KUW</i> • Talking about and appreciating the families God has placed us in <i>EYFS DM KUW</i> • Identifying and talking about our feelings <i>EYFS DM PSED/EYFS Stat Fr PSED SR ELG</i> • Looking after ourselves – oral health, healthy eating, healthy lifestyles and inappropriate touch/ telling a grown up you trust <i>EYFS DM PSED/ EYFS Stat Fr PSED MS ELG</i> | House visit) <i>EYFS DM PSED/ KUW</i> | | <ul style="list-style-type: none"> • Mothers’ day - celebrating the role of mothers in the family <i>EYFS DM KUW</i> • Valuing the elderly and serving the local community (Merryfield House visit) <i>EYFS DM PSED/ KUW</i> | | <p>as we prepare for sports day <i>EYFS DM PSED/ EYFS Stat Fr PSED MS ELG</i></p> <ul style="list-style-type: none"> • Valuing the elderly and serving the local community (Merryfield House visit) <i>EYFS DM PSE / KUW</i> |
| | <p>Ongoing coverage of PSED in day-to-day interactions:</p> <p>Self-regulation</p> <ul style="list-style-type: none"> • Staff help children to identify, articulate and regulate their feelings and begin to empathize with others • Staff model how to talk about feelings and help explore feelings where needed, for example, using <i>I wonder if you are feeling ...</i> • Children learn to work independently in the setting, working towards their own simple goals, and being able to wait for what they want. • Children are supported to give focused attention to what is said by others • Children learn to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> • Staff foster children’s self-esteem, self-worth and self-love • Staff foster an atmosphere of verbal appreciation, encouragement and specific positive praise in the setting encouraging children to do the same for each other • Staff cultivate positive character traits and relational qualities through specific positive praise and ‘marbles in the jar’ (eg kindness, politeness, generosity, honesty, resilience, perseverance, faithfulness, courage etc) and through use of stories • Children learn increasingly to operate independently in the environment, and to make decisions about how to engage with the activities and resources available | | | | | |

- Children develop increasing independence in their self-care and personal hygiene (eg using the toilet, washing hands, looking after their belongings, dressing and undressing, making healthy food choices etc)
- Staff support children to say 'no' to others where appropriate, and to voice their feelings and opinions appropriately
- Staff support children to speak up and inform an adult if there is something they are worried about or when someone has been unkind or hurt them.
- Staff step in, if necessary, where dominant children may try to exercise undue influence over others, talking things through with all involved
- Children know right from wrong, and do their best to behave accordingly
- Staff teach children to respect each other's personal privacy
- Staff help children to understand choices and consequences
- Children are increasingly able to engage with new activities and experiences
- Staff support children to show resilience in the face of challenges
- Children develop a sense of responsibility and learn to serve others (eg as the class helper)

Building Relationships

- Staff build supportive relationships and communicate well with parents and carers
- Staff support children in connecting and building relationships with their peers, and in showing sensitivity to their needs and feelings
- Staff build relationship with children by getting alongside them during their play and holding back and forth conversations
- Children become increasingly confident in relating to unfamiliar adults
- Children learn to respect one another – eg each other's choices, efforts, work, creations, differences
- Children learn to respect the adults who care for them (parents and practitioners)
- Children learn to respect others and to express appreciation by being polite
- Staff unpack with children what it means to love one another and seek to demonstrate the way of love as adults
- Children learn to take turns and share resources
- Staff support children in listening to and responding appropriately to the feelings and wishes of their peers
- Children learn the importance of saying sorry and putting things right where we can
- Children learn the importance of forgiveness in order to sustain healthy relationships
- Staff teach children that physical aggression, name calling and bullying behavior are unacceptable
- Staff teach children the importance of asking permission and giving permission as part of respecting one another
- Staff challenge inappropriate, disrespectful or unkind comments relating to sex, sexuality or other protected characteristics
- Staff encourage children to work together as a team and to value teamwork (eg at tidy up time)
- Staff support children to deal with disagreements where needed and to problem solve together when there are differences

Abbreviations used:

EYFS – Early Years Foundation Stage Statutory Framework

DM – Development Matters

Rec - Reception

ELG – Early Learning Goal

PSED – Personal, Social and Emotional Development

SR – Self-regulation

MS – Managing self

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| | BR – Building relationships KUW – Knowledge and Understanding of the World PCC – People, Culture and Communities TNW – The Natural World C&L – Communication and Language |
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TKS Primary Curriculum Map
PSHE, Citizenship and Relationships CYCLE A

| Years | Autumn 1 & 2 Living in the Wider World | | Spring 1 & 2 Relationships | | Summer 1 & 2 Health and Wellbeing | |
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| | Aiming High | One World | TEAM | VIPs | Safety First | It's my Body |
| Year 1 & 2 | <ul style="list-style-type: none"> Star qualities Positive learners Bright futures Jobs for all Going for goals Looking forward <p>Spiritual development opportunities: An appreciation of one another's skills and talents.</p> <p>R23,25 H20,21,23,24 L14,15,16,17</p> | <ul style="list-style-type: none"> Families Homes Schools Environments Resources Planet protectors <p>Spiritual development opportunities: Appreciating what we have- families, home, school, environment and our planet.</p> <p>R2,3,4 L1,2,3,6</p> | <ul style="list-style-type: none"> Together everyone chooses more Listening Being kind Bullying and teasing Brilliant brains Making good choices <p>Spiritual development opportunities: Considering others. Bible stories that talk about working well with others and the benefits of this.</p> <p>R1,2,7,9,10,11,12,21,22,23,24 H23 L4,14</p> | <ul style="list-style-type: none"> Who are your VIPs? Families Friends Falling out Working together Showing you care <p>Spiritual development opportunities: Looking at Bible stories which show Jesus loving, respecting and caring for others- how we can learn from his example.</p> <p>R1,2,3,4,5,6,7,8,9,10,11,12,16,21,24,25, H8,14,16,23,32,33</p> | <ul style="list-style-type: none"> Keeping safe Safe at home Safe outside Safe around strangers Safe secrets and surprises People who can help <p>Spiritual development opportunities: Thanking God for our safe grown-ups who help us.</p> <p>R13,14,16,18,19,20 H8,28,29,30,31,33,35,36</p> | <ul style="list-style-type: none"> My body, my business Active and asleep Happy healthy food Clean as a whistle Can I eat it? I can choose <p>Spiritual development opportunities: Psalm 139, we are created by God. Appreciating our bodies and what they can do.</p> <p>Transitions between classes</p> <p>R13,16,17,18,20, H1,2,3,4,5,6,7,8,9,10,27,29,31,36,37</p> |

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| <p>Year 3 & 4</p> | <ul style="list-style-type: none"> Achievements Goals Always learning Jobs and skills No limit When I grow up <p>Spiritual development opportunities: An appreciation of one another's skills and talents. Building an awareness beyond themselves. The power of prayer.</p> <p>H27,28,29 L9, 25, 26,28, 29, 30, 32</p> | <ul style="list-style-type: none"> Chiwa and Kwende Chiwa's dilemma 1 Chiwa's dilemma 2 Chiwa's Sugar Chiwa's world Charity for Chiwa <p>Spiritual development opportunities: Developing an awareness of the wider world and reflecting upon other countries and ways people live.</p> <p>R32, 34 L2, 3, 4, 5, 7, 8, 9, 19</p> | <ul style="list-style-type: none"> A new start Together everyone achieves more Working together Being considerate When things go wrong Responsibilities <p>Spiritual development opportunities: Considering others. Bible stories that talk about working well with others and the benefits of this.</p> <p>, 17, 30 , 24, 36 0</p> | <ul style="list-style-type: none"> Family and friends Fabulous friends Is this a good relationship? Falling out What is bullying? Stand up to bullying <p>Spiritual development opportunities: Valuing one another, how we treat others- what the Bible says about this.</p> <p>R1, 6, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 25, 26, 27, 30 L10</p> | <ul style="list-style-type: none"> New responsibilities Risks, hazards and danger Under pressure Safety when out and about Dangerous substances Injuries and emergencies <p>Spiritual development opportunities: Understanding that healthy bodies and minds help us to function well and be positive. Looking at various ways to help our whole body stay healthy.</p> <p>R9, 18, 24, 28, 29 H35,37,38,39,40,41,43, 44, 46,47,48,49,50</p> | <ul style="list-style-type: none"> My body, my choice Fit as a fiddle Good night, good day Cough, splutter, sneeze Drugs: healing or harmful? Choices everywhere <p>Spiritual development opportunities: Understanding that healthy bodies and minds help us to function well and be positive. Looking at various ways to help our whole body stay healthy.</p> <p>Transitions between classes</p> <p>R18,25,26,27 H1,2,3,4,6,7,8,9,10,11,12,14,36,38, 45,46,48</p> |
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| <p>Year 5 & 6</p> | <ul style="list-style-type: none"> You can achieve anything Breaking down barriers Future focus Equal opportunities The world of work Onwards and upwards <p>Spiritual development opportunities: An appreciation of one another's skills and talents. An awareness and appreciation of opportunities now and in the future.</p> <p>H28 L25,26,27,28,29,30,31,32</p> | <ul style="list-style-type: none"> Global citizens Global warming Energy Water Biodiversity In our hands <p>Spiritual development opportunities: Appreciating the world around us. How can we help our world.</p> <p>L2,3,4,5,19</p> | <ul style="list-style-type: none"> Together everyone achieves more Communicate Compromise and collaborate Care Unkind behaviour Shared responsibilities <p>Spiritual development opportunities: Considering others. How working well with others and communicating effectively can help our mental wellbeing.</p> <p>R10,11,13,14,17,19,20,21,30,31,32,33,34 L1,4,5,30 H23</p> <p>Science:</p> <ul style="list-style-type: none"> Y6 Inheritance: Human relationship, we are all connected & offspring <p>R8,31,32,33 H17,18,23 L6,7,8</p> | <ul style="list-style-type: none"> People we love Think before we act It's ok to disagree You decide Secrets False friends <p>Spiritual development opportunities: Valuing one another, how we treat others- what the Bible says about this.</p> <p>R5,6,7,8,9,11,15,17,18,22,26,27,28,29,30,33</p> | <ul style="list-style-type: none"> You are responsible What are the risks? Making up your mind In an emergency Home – safe and sound Outside – playing it safe <p>Spiritual development opportunities: Understanding how to help our whole body stay healthy. Appreciation of our body and how we can help others.</p> <p>R28 H13,35,37,38,39,40,41,43,44</p> | <ul style="list-style-type: none"> Your body is your own Exercise right, sleep tight Taking care of our bodies Changing bodies (Lovewise resource) Changing emotions (Lovewise resource) Marriage in the UK Transition in school <p>Spiritual development opportunities: Understanding that God has created us, we are designed to be in relationship with others. Appreciation for the various stages of life.</p> <p>R1,3,4,5,6,7,8,9,15,16,31, H30,31,32,34,35,36</p> <p>Science:</p> <ul style="list-style-type: none"> Y5 Animals including humans: Human timeline, puberty, life expectancy, changes in age. Y6 Harmful substances <p>R9, 18, 24, 28, 29 H35,37,38,39,40,41,43, 44, 46,47,48,49,50</p> |
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TKS Primary PSHE, Citizenship and Relationships CYCLE B

| Years | Autumn 1 & 2 Living in the Wider World | | Spring 1 & 2 Relationships | | Summer 1 & 2 Health and Wellbeing | |
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| | Diverse Britain | Money Matters | Be Yourself | Digital Wellbeing | Think Positive | Treating ourselves and others well |
| Year 1 & 2 | <ul style="list-style-type: none"> My school My community My neighbourhood My country British people What makes me proud of Britain <p>Spiritual development opportunities: Appreciating what God has given us. Appreciating that God has made us all unique. R21,23,25 L1,2,3,4,5,6</p> | <ul style="list-style-type: none"> Money Where money comes from Look after it Save or spend? Want or need? Going shopping <p>Spiritual development opportunities: What does the Bible say about making wise choices with money- Bible stories that help children to understand these concepts. L10,11,12,13,15,16</p> | <ul style="list-style-type: none"> Marvellous me Feelings Things I like Uncomfortable Feelings Changes Speak up <p>Spiritual development opportunities: Understanding that our voice matters. R25 H12,13,14,15,16,18,19,21,22,23</p> | <ul style="list-style-type: none"> The internet and me Online and offline Staying safe online Personal information Communicating online True or false? <p>Spiritual development opportunities: Valuing truth and trustworthiness. R10,11,12,14,15 L7,8,9 H28,34</p> | <ul style="list-style-type: none"> Think happy, feel happy It's your choice Go-Getters Let it out Be thankful Be mindful <p>Spiritual development opportunities: Thankfulness, encouraging others. R7,21,25 H1,11,12,13,17,18,19,23,24</p> | <p>Y1-4:</p> <p>In our speech:</p> <ul style="list-style-type: none"> Please & thank you Honouring older people/caring for younger Respectful speech <p>In our actions:</p> <ul style="list-style-type: none"> Table manners Sportsmanship Stewardship <p>Transition between year groups/classes. (KS1 H27, KS2 H36)</p> |

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| <p>Year 3 & 4</p> | <ul style="list-style-type: none"> • Living in the British Isles • Diversity • Rules, Laws, Responsibilities • Liberty • Tolerance and respect • What does it mean to be British? <p>Spiritual development opportunities: Psalm 139- God has made us all unique. Praying for our leaders and Jesus' example of caring for others.</p> <p>H25 R21,31,32,33,34 L1,2,3,4,6,7,8,9,10</p> | <ul style="list-style-type: none"> • Where does money come from? • Ways to pay • Reasons to borrow • Spending decisions • Advertising • Keeping Track <p>Spiritual development opportunities: What the Bible teaches about money. Wise choices.</p> <p>L17,19,20,21,22,26,29,31,32</p> | <ul style="list-style-type: none"> • Pride • Feelings • Express yourself • Know your mind • Media-wise • Making it right <p>Spiritual development opportunities: knowing what the Bible says about us vs. media messages. How to build relationships and treat each other well. Being assertive- examples of this Jesus set in the Bible.</p> <p>H17,18,19,20,23,24,25,27,28,29 R13,15,28,29,30,31 L4,11,16</p> | <ul style="list-style-type: none"> • The digital world • Digital kindness • Do I know you? • Online information • Keep it private • My digital wellness <p>Spiritual development opportunities: Awareness of helpfulness vs hindrance. Trustworthiness and reliability- God is trustworthy.</p> <p>R12,15,19,20,21,22,23,24,28 H13,37,42 L11,1,13,14,15,16</p> <p>Topic: Made in His image H8,9,10,11,12</p> | <ul style="list-style-type: none"> • Happy minds, happy people • Thoughts and feelings • Changes • Keep calm and relax • You're the boss • Always learning <p>Spiritual development opportunities: Helpful tools to think positively- walk in nature, looking for good. What does the Bible say to help us protect our minds?</p> <p>H3,4,15,16,17,18,19,20,22,23,24,28,29 R13</p> | <p>Spiritual development opportunities: Respecting others and nature. Learning what the Bible says about respect and stewardship.</p> <p>KS1: R5,25 H11,12,14,18 L14</p> <p>KS2: R10,14,24,29,31 H3,7,12,18,19,36 L4,5,25</p> |
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| <p>Year 5 & 6</p> | <ul style="list-style-type: none"> Identities Communities Respecting the law Local government National government Making a difference <p>Spiritual development opportunities: Psalm 139- God has made us all unique. The Bible teaches us that we are stewards- what does this mean?</p> <p>H25 R21,33 L1,2,3,4,5,6,7,8,9,10</p> | <ul style="list-style-type: none"> Look after it Critical consumers Value for money and ethical spending Budgeting Borrowing and saving Money in the wider world <p>Spiritual development opportunities: What the Bible teaches about money through various verses and Bible stories. The importance of making wise choices.</p> <p>L17,18,19,20,21,22,23,24</p> | <ul style="list-style-type: none"> You are unique Let it out Uncomfortable feelings The confidence trick Do the right thing Making amends <p>Spiritual development opportunities: knowing what the Bible says about us, how to build relationships and treat each other well, considering the fruits of the Spirit. How to handle conflicts in a Biblical way and be peace makers.</p> <p>R6,11,15,17,28,29,31 H18,19,20,23,28</p> <p>Science:</p> <ul style="list-style-type: none"> Y6 Inheritance: Human relationship, we are all connected & offspring <p>R8,31,32,33 H17,18,23 L6,7,8</p> | <ul style="list-style-type: none"> My digital life Staying safe, happy and healthy online Online relationships Social media Saying no to bullying Fake news <p>Spiritual development opportunities: Appreciation for the benefits of the digital world, with wisdom on how to use it. Trustworthiness and reliability- God is trustworthy.</p> <p>R19,20,21,22,23,24,28 H13,37,42 L11,12,13,14,15,16</p> | <ul style="list-style-type: none"> The cognitive triangle Thoughts are not facts Face your feelings Choices and consequences Being present Yes, I can <p>Spiritual development opportunities: What does the Bible say to help us protect our minds? Considering and comparing verses- what do they mean to us?</p> <p>R13,30 H2,3,15,16,18,19,20,21,22,24,29</p> | <ul style="list-style-type: none"> How we think and feel about our bodies Healthy choices Changing bodies (Lovewise resource) Changing emotions (Lovewise resource) Marriage in the UK Transition in school <p>Spiritual development opportunities: Understanding that God has created us, we are designed to be in relationship with others. Appreciation for the various stages of life.</p> <p>R1,3,4,5,6,7,8,9,15,16,31, H30,31,32,34,35,36</p> <p>Science:</p> <ul style="list-style-type: none"> Y5 Animals including humans: Human lifecycles, babies, puberty Y6 Harmful substances <p>R9, 18, 24, 28, 29 H35,37,38,39,40,41,43, 44, 46,47,48,49,50</p> |
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TKS Secondary PSHE & Citizenship (with RSE) Curriculum Map

Year 7

| Year and Term | PSHE Topic | Overarching Aim | Personal Development Qualities | Connection to School Virtues (P3) | PSHE Association Core Theme Reference |
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| Y7 Term 1a Health and Wellbeing | Transition and safety <ul style="list-style-type: none"> how to identify, express and manage their emotions in a constructive way, knowing that God has a plan for their lives. how to manage the challenges of moving to a new school, to establish and manage friendships – learning to care for others in need. What is PSHE? Ground rules Goal setting how to improve study skills, identify personal strengths and areas for development, personal safety strategies and travel safety. | Transition and safety Transition to secondary school, including dealing with change. How to use laptops safely and cat tests and personal safety in and outside school. | Respect and tolerance of others' beliefs. Problem solving. | Biblical Wisdom Knowing that God has a plan for your life Sacrificial love Respecting those in the school community Caring for others in need | PoS refs: H1, H2, H30, H33, R13, R16, R15, L1, L2, L3 |
| Y7 Term 1b Relationships | Friendship and respectful relationships <ul style="list-style-type: none"> Different types of relationships including family Healthy and unhealthy relationships What makes a good friend? Why are friends important? Communication skills Saying sorry | Friendship and respectful relationships different types and family. What makes a good friend? Healthy relationships vs Unhealthy Communication skills and saying sorry. | Respect and tolerance of others' beliefs. Problem solving and resilience in relationships. | Sacrificial love Putting others first in relationships Understanding others Biblical wisdom Treating others, the way you want to be treated | PoS refs: R1, R2, R9, R10, R14, R16, R18, R19, R35, L22. |
| Y7 Term 2a Health and Wellbeing | Health and puberty <ul style="list-style-type: none"> Puberty – what is it? Changes that occur. Periods Emotional changes and how to manage them Emotional wellbeing Resilience | Health and puberty Healthy routines, influences on health, and puberty. Pupils will be equipped to care for themselves. | Respect for self and for others. Independence. Self-understanding. Self-confidence. Resilience. | Spirit-led faith Looking to Jesus for guidance. Biblical wisdom God is the same yesterday, today and forever. | Pos refs: H2, H4, H5, H7, H8, H9, H12, H13, H14, H15, H16, H17, H18, H19, H20, H22, H34 |

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| | <ul style="list-style-type: none"> Dealing with anger Personal hygiene – skin, teeth, ears and eyes Caring for feet and back Healthy lifestyle -exercise, sleep Healthy eating-additives, weight management Immunisations | Pupils will be increasingly aware of how to maintain a healthy lifestyle. | | Treating the believer's body as a temple of the Holy Spirit. | |
| Y7 Term 2b Relationships | Staying safe online <ul style="list-style-type: none"> How do we spend our time? Personal safety online Gaming Protecting identity online Cyberbullying NSPCC healthy online | Staying Safe online Online safety, digital literacy, media reliability, and gambling hooks | Responsibility. Discernment. Time management. Respect for self and for others. | Biblical wisdom Discerning what is good and true. Sacrificial love Treating others with respect and care. | PoS refs: R1, R2, R18, H2, H6, H30, H31, H32, L15, L19, L20, L21, L24, L27. |
| Y7 Term 3a Living in the wider world | Financial decision making <ul style="list-style-type: none"> Pocket money Influences on spending Budgeting How to use a bank Saving and borrowing Gambling To assess and manage risk in relation to financial decisions (discerning what choices are right, honouring to God and to each other. To recognize financial exploitation e.g. scams | Financial decision making Saving, borrowing, budgeting and making financial choices | Responsibility. | Biblical wisdom Stewardship of what God has provided. Spirit-led faith Discerning what choices are right, honouring to God and to each other. | PoS refs: H32, L3, L15, L16, L17, L18, L19 |
| Y7 Term 3b Living in the wider world | Diversity <ul style="list-style-type: none"> Diverse Britain – community Difference Valuing each other Successful community Problems in community Being a good neighbour | Diversity Diverse Britain, understanding our communities and difference. Successful communities and problems. | Respect and tolerance. | Biblical wisdom Called to value those who are different or on the margins of society. Sacrificial love Understanding others. | PoS refs: R2, R3, R5, R14, R15, R38, R39, R40, R41, H1, H10, L11 |

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| | | Contributing to the community | | | |
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Year 8

| Year and Term | PSHE Topic | Overarching Aim | Personal Development Qualities | Connection to School Virtues (P3) | PSHE Association Core Theme Reference |
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| Y8 Term 1a Living in the wider world | Equality and discrimination <ul style="list-style-type: none"> How we are all unique, that we are made in God's image. Speaking your mind and giving feedback Faith and values Right and wrong Stereotypes Prejudice Challenging Prejudice and discrimination Our rights and responsibilities Human rights | Equality and discrimination – using the Equality act to investigate all the forms of discrimination / prejudice against people. Looking at stereotypes, responsibilities, rights and values. | Respect and tolerance. Sensitivity to others. | Sacrificial love Jesus' call to love our neighbour as ourselves and being made in God's image. Biblical wisdom Called to value those who are different or on the margins of society. | PoS refs: R2, R3, R9, R14, R38, R39, R40, R41, L2, L10, L23, L26, H1, H10. |
| Y8 Term 1b Living in the wider world | Different forms of Prejudice and discrimination <ul style="list-style-type: none"> Equality act 2010 and protected characteristics Racism in society Ageism Disabilities and learning differences Women's rights and violence against women LGBTQ+ rights Hate crime and radicalisation | Different forms of prejudice and discrimination , focusing on the protected characteristics from the Equality act 2010: Race, age, disability, marriage and civil partnership, religion or belief, sex, sexual orientation, pregnancy and maternity, gender reassignment. Understanding hate crimes and radicalisation and dealing with discrimination. | Respect and tolerance. Sensitivity to others. | Sacrificial love Understanding others. Biblical wisdom Treating others as you want to be treated. Discerning what is good and true. | PoS refs: H10, H11, R2, R3, R14, R15, R39, R40, R41, L2, L26. |
| Y8 Term 2a Relationships | Identity, responsibilities and relationships <ul style="list-style-type: none"> How we are all unique. | Identity and personality, becoming an adult and responsibilities. | | Biblical wisdom Discernment of what is good and true. | PoS refs: R1, R3, R4, R7, R8, R9, R11, R12, R13, R14, R16, |

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| | <ul style="list-style-type: none"> • Identity and personality • Who am I • Gender and identity • Becoming an adult and being responsible. • Bullying – all types including cyber bullying • Feelings and how to manage them including rejection • Rivalries • Dealing with bullies and reporting • Healthy and unhealthy relationships • Risk and safety • Managing risky behaviour | Romantic relationships, Bullying on and offline. healthy relationships, unhealthy relationships conflict resolution, and relationship changes, managing risky behaviour | | Sacrificial love Serving others. Spirit-led faith Looking to Jesus for guidance. | R18, R24, R25, R26, R27, R28, R29, R30, R37, R38, R41, R42, R43, H1, H3, L20, L21, L24, L25, L27, H30, H31 |
| Y8 Term 2b Relationships | Relationships <ul style="list-style-type: none"> • Sexuality and close relationships • Consent and laws • Sexting • Pornography and it's dangers • Being assertive and dealing with pressure • Are you addicted to your phone? • Online reputation • Social media and body image | Gender identity, sexuality, consent, Sex laws, 'sexting', pornography, Body image, social media and phones. Being assertive and dealing pressure. | | Biblical wisdom Stewardship of time. How the eye is a lamp of the body. Sacrificial love Treating ourselves and others with respect and care. | PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32 |
| Y8 Term 3a Health and wellbeing | <ul style="list-style-type: none"> • Substance abuse an introduction • Drugs and the law • Psychoactive drugs • Heroin and cocaine • Alcohol • Smoking including vaping • Impacts of taking drugs and the risks associated with drugs | Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use Pupils will be Informed and empowered to make safe and healthy choices. | Discernment. Respect for self. | Biblical wisdom Treating the believer's body as a temple of the Holy Spirit. Living life to the full. Spirit-led faith Discerning what choices are right, honouring to God and to each other. | PoS refs: H5, H23, H24, H25, H26, H27, H28, H29, H31, H33, R20, R42, R44. |
| Y8 Term 3b Health and wellbeing | Health, immunisation and first aid <ul style="list-style-type: none"> • When health goes wrong • Immunisation and health checks • Allergies • First Aid | Health, immunisations and first aid Pupils will be increasingly confident in handling an emergency. | Self-confidence. Resilience. Reacting to situations. | Sacrificial love Caring for others even at a cost to oneself. | PoS refs: H19, H20, H21, H23, H24, H30, H33. |

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| | <ul style="list-style-type: none">• First Aid CPR | | | | |
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Year 9

| Year and Term | PSHE Topic | Overarching Aim | Personal Development Qualities | Connection to School Virtues (P3) | PSHE Association Core Theme Reference |
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| Y9 Term 1a & b Health and wellbeing | Mental health and emotional wellbeing <ul style="list-style-type: none"> Feelings and how to manage them Signs of stress and how to cope with it Managing anxiety and fear What impacts on emotional health How to look after your mental health Loss and bereavement Mental illness Depression and how to manage it Eating disorders Support services and where to get help Building confidence and self esteem Coping with challenges and change Problem solving | <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change.</p> <p>Mental health and emotional wellbeing, including body image, eating disorders, self-harm and coping strategies and support.</p> | <p>Resilience. Communication. Self-confidence.</p> <p>Self-confidence. Teamwork. Servanthood. Resilience. Healthy mind and body.</p> | <p>Biblical wisdom Discerning and vocalising one's needs and responding to them. Sacrificial love Caring for others in need.</p> | <p>PoS refs: R2, R3, R9, R14, R38, R39, R40, R41, L2, L3, L10, L23, L26, H1, H2, H4, H6, H7, H9, H10.</p> <p>PoS refs: H2, H3, H5, H6, H10, H11, H12, R2, R3, R14, R15, R22, R39, R40, R41, L2, L26.</p> |
| Y9 Term 2a Living in the wider world | Choosing Options, career paths and goal setting <ul style="list-style-type: none"> Introduction to the Duke of Edinburgh Award Scheme Volunteering in the community Planning for the future / aspirations How do I work best with others Goal setting – using our strengths and abilities Improving prospects and taking opportunities | <p>Introduction to Duke of Edinburgh Award Scheme</p> <p>Learning strengths, career options and goal setting as part of the GCSE options.</p> <p>Employability and online presence</p> | <p>Self-understanding Thinking ahead.</p> | <p>Biblical wisdom Making careful and considered choices. Spirit-led faith Considering God's plans for one's life and looking to Jesus for guidance. Sacrificial love Serving others.</p> | <p>PoS refs: R1, R3, R4, R7, R8, R9, R11, R12, R13, R14, R15, R16, R18, R24, R25, R26, R27, R28, R29, R30, R37, R38, R41, R42, R43, H1, H3, L1, L2, L3, L4, L6, L7, L8, L9, L20, L11, L12, L21, L24, L25, L27, H30, H31</p> |
| Y9 Term 2b | Financial choices and democracy <ul style="list-style-type: none"> How enterprising am I? | <p>Saving, borrowing, budgeting and making financial choices.</p> | <p>Respect for authority Self-respect.</p> | <p>Spirit-led-faith</p> | <p>PoS refs: H4, H32, H35, H36, R4, R5,</p> |

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| Living in the wider world | <ul style="list-style-type: none"> • Consumer rights • Financial choices • Gambling • Democracy • Pressure groups • Laws and rights of children • You and the police • Laws about work | Gambling. Enterprise. How democracy works, laws and rights, crime. Courts and justice. | Self-confidence. Communication. Teamwork. | Contributing to society in a godly way, which reflects God's kingdom. Biblical wisdom Operating within and showing respect for God-given authority | R10, R15, R16, R18, R24, R25, R26, R27, R29, R30, R32, L1, L5, L9, L13, L15, L16, L17, L19 |
| Y9 Term 3a Relationships | Relationships <ul style="list-style-type: none"> • Commitment in relationships – how do we show this? • Marriage and different types of partnerships • What makes a relationship work? • Forced Marriage • Developing sexuality • Gender identity and respect • Contraception, pregnancy and birth • Consent and laws • STI's and health clinics • Pornography and it's dangers • Abuse in relationships | Marriage and commitment. Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography. | Commitment. Thinking ahead. Putting others first. | Sacrificial love Marriage as a picture of Christ and His Church. Biblical wisdom Discerning what is good and true. How men and women should respect each other. | PoS refs:H3, H5, H21, H23, H24, H25, H26, H27, H28, H29, H31, H33, H35, H36, R1, R3, R6, R7, R8, R14, R20, R29, R30, R33, R34, R35, R36, R42, R44. L20, L21 |
| Y9 Term 3b Relationships Living in the wider world | Online Safety, and Global issues <ul style="list-style-type: none"> • Protecting your online identity • Online reputation • Sexting • Grooming • Child abuse • FGM – What it is and the law • Safety at parties • Fake news • Online literacy and responsibility • Radicalisation • Global issues – genetic engineering • Poverty • Blood organ and stem cell donation | Online safety, digital literacy, media reliability, fake news, radicalisation, grooming and child abuse. FGM Global issues Climate change, poverty, blood, organ and stem cell donation. | Communicating. Safety. Self-respect. | Biblical wisdom Discernment of what is good and true. Sacrificial love Serving others. | PoS refs: H19, H20, H21, H22, H23, H30, H33.R2, R3, R14, R37, R38, R39, R40, R41, L25, L26 |

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| | <ul style="list-style-type: none">• Climate change and how to deal with it | | | | |
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Year 10

| Year and Term | PSHE Topic | Overarching Aim | Personal Development Qualities | Connection to School Virtues (P3) | PSHE Association Core Theme Reference |
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| Y10 Term 1a | Image <ul style="list-style-type: none"> Assessing what is important about who we are, e.g. character over appearance Peer-pressure Media representation of image, stereotypes Social media | Pupils will evaluate the aspects of image and learn coping mechanisms under peer-pressure. | Self-worth. Resilience. Confidence. | Spirit-led faith – seeing ourselves as God sees us; being made in God’s image. | PoS refs: H1, H2, H3, H4 |
| Y10 Term 1b | Citizenship: Government and Democracy <ul style="list-style-type: none"> What is democracy? The cabinet Parliament – House of Commons and House of Lords Elections – national and local Debating and being involved in democratic processes What are one’s individual rights and liberties? Exercising one’s rights and liberties | Pupils will increase in their understanding of the national democratic structures and know how to be involved in them. | Communication. Respect. Individual rights. Listening to others. | Biblical wisdom – being involved wisely, prayerfully and biblically in the democratic processes of the country. | |
| Y10 Term 2a | Careers and work experience <ul style="list-style-type: none"> Things to consider when choosing a career Post-16 and post-18 options, including A-levels, university, apprenticeships. Career survey and exploring various careers of interest. Arranging a work experience placement. | Pupils will explore various career choices and arrange a work experience placement. | Self-awareness. Communication. Thinking ahead. | Biblical wisdom – choosing a career path wisely and prayerfully. Spirit-led faith – considering God’s future plans for one’s life. | PoS refs: L1, L2, L3, L4, L6, L7, L9, L10, |
| Y10 Term 2b | Relationships and Sex [RSE] <ul style="list-style-type: none"> Types of stable and committed relationships, including co-habiting and same sex relationships. Protected characteristics and legal status of these relationships. Christian teaching on sex Abusive relationships, including harassment, coercion, domestic abuse, forced marriage, rape, grooming and FGM. | Pupils will increase in their understanding of various types of relationships and the choices around sexual activity. | Respect and tolerance. Self-respect. | Biblical wisdom – making wise and biblical choices in relationships. Spirit-led faith – living God’s way under pressure. | PoS refs: R1, R3, R4, R5, R6, R11, R29, R30, R31, R32 |

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| | <ul style="list-style-type: none"> Contraception | | | | |
| Y10 Term 3a | Mental health <ul style="list-style-type: none"> Managing emotional extremes (e.g., anger, dark thoughts, anxiety) Stress management Maintaining a healthy lifestyle (e.g., sleep, diet, exercise) | Pupils will be equipped to manage fluctuating emotions and maintain a healthy lifestyle. | Self-awareness. Resilience. Communication. Care for self and others. | Spirit-led faith – trusting God while walking a difficult path. | PoS refs: H5, H6, H7, H8, H9, H10, H11, |
| Y10 Term 3b | Managing risk and staying safe <ul style="list-style-type: none"> Alcohol, smoking and drugs Adventure | Pupils will increase in their understanding of risk and how to be safe. | Self-awareness. Resilience. Personal safety. | Biblical wisdom – making wise and safe decisions. | PoS Refs: H19, H20, H21, H23 |

Year 11

| Year and Term | PSHE Topic | Overarching Aim | Personal Development Qualities | Connection to School Virtues (P3) | PSHE Association Core Theme Reference |
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| Y11 Term 1a | Truth <ul style="list-style-type: none"> What is truth? Discerning fake news (using Aristotle's rhetorical triangle) Discerning trustworthy online content and relationships (including phishing, internet scams) How to report incidences/websites | Pupils will be able to apply philosophical and biblical teaching on truth to everyday life. | Discernment. Decision-making. Personal safety. | Biblical wisdom – discerning what is true. | PoS refs: L24, L26, L27, |
| Y11 Term 1b | Next steps <ul style="list-style-type: none"> What is the difference between sixth form and college education and what are the local providers like? (Guest speakers from Wood Green Sixth Form and Abingdon and Witney College) What are apprenticeships and are they for me? Vocation or Career? Introduction to national and international mission (Guest speaker from Oscar.org.uk) | Pupils will be equipped to take the next step in their lives. | Thinking ahead Self-Knowledge. Organisation. | Spirit-led faith – taking the next steps in life's path and seeking and trusting God. | PoS refs: L4, L6, L9 |
| Y11 Term 2 (a and b) | Relationships and sex [RSE] <ul style="list-style-type: none"> Consent – choices and consequences Identifying and responding to sexual pressure Pregnancy and Miscarriage (for abortion see RS Theme B) Fertility and Menopause STIs – what are they and how prevalent are they? STIs – testing, treatments and impacts Sexual and reproductive health – where to get advice and help | Pupils will be equipped to make wise choices in their relationships. | Resilience. Risk and safety. | Biblical wisdom – making wise and biblical choices in relationships. Spirit-led faith – living in a godly way in a sexually-pressured environment. | PoS refs: H27, H28, H29, H31, H32, H33, |
| Y11 Term 3a | Mental health <ul style="list-style-type: none"> Coping with the stress of exams Maintaining good mental wellbeing under pressure Work/life balance | Pupils will be equipped to maintain good mental health under pressure of the exam season. | Resilience. Balancing demands. | Biblical wisdom – maintaining a balance between study and care of oneself. | PoS refs: H5, H6, H7, H8, H10, H11, H12, |

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| Y11 Term 3b | Exam preparation <ul style="list-style-type: none"> • Planning revision time • Effective revision • General exam technique | Pupils will be equipped to face the exam season as effectively as possible. | Time management. Planning. Resilience. Study skills. | Spirit-led faith – trusting God under pressure. | |
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