



**NORTHWOOD
COLLEGE**
FOR GIRLS

G D S T

POLICY ON PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

STAFF RESPONSIBLE: **DEPUTY HEAD (PASTORAL)**
 HEADS OF YEARS 7 – 11
 DEPUTY HEAD Junior School

PSHE, Personal Social and Health education at NWC aims to raise the awareness in our pupils of prevailing and pertinent issues, to expose our pupils to information that they will draw upon to make healthy life choices and to help them to develop the ability to make informed choices. The PSHE provision at Northwood College from Nursery to Year 13 is based broadly on promoting the following outcomes:

- Make healthy lifestyle choices
- Develop a strong moral compass
- Foster joy in yourself and others
- Stay safe, both in the real world and online
- Develop self-awareness, self-esteem and self-confidence
- Make a positive contribution to your family, community and society
- Mental, economic and social well-being
- Make informed choices
- Promote British Values and celebrate diversity

The separate policies containing strands of the above provision are:

- Safeguarding Policy and Keeping Children Safe in Education
- Pastoral Policy
- Promotion of British Values and Prevention of Radicalisation Policy

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- Smoking, Drugs and Alcohol Education
- SRE Policy
- Eating Disorder Policy
- Anti Bullying Policy and Cyberbullying Annex
- Mental Health and Mental Wellbeing Policy
- Discipline and Behaviour Policy
- Online safety Policy
- Equal Opportunities policy

The whole school Safeguarding policy underpins all the work covered in PSHE teaching.

PSHE education is delivered during PSHE lessons delivered by tutors and members of the pastoral team, including Heads of Year and in year group talks delivered by specialist outside speakers. The content of PSHE lessons, is set out in the PSHE schemes of work. Devised by Junior School Leadership team and Heads of Year in the Senior school, working in collaboration with the Deputy Head Junior and Senior School, the content is appropriate for pupils at the specific educational stage.

PSHE Policy-Juniors

Introduction

At Northwood College for Girls Junior School we recognise the importance of developing children's Personal, Social, Health and Economic education, as well as their emotional literacy, social skills and spiritual development. We follow the Jigsaw scheme for PSHE education; a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives both now and in their futures. The scheme develops the qualities and attributes pupils need to thrive as individuals, family members and members of society and the global community. The Jigsaw scheme contributes to the British Values agenda significantly, both through the direct teaching of information and through the experiential learning girls will enjoy. The 5 strands of the British Values agenda have been mapped across every Puzzle and every Piece (lesson).

Jigsaw, the mindful approach to PSHE

Jigsaw is underpinned by mindfulness philosophy and practise, aiming to give children the awareness to observe their thoughts feelings and context in order to be empowered to make choices. This supports mental health and enables the management of emotional states and builds resilience and self-esteem. The aim of the Jigsaw PSHE scheme is to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the

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curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, to work well with others and to become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Objectives / Pupil learning intentions

Jigsaw PSHE will support the development of the skills, attitudes, values and behavior which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every piece – by using The Jigsaw Charter. It needs to include the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy

How is Jigsaw PSHE organised at Northwood College for Girls?

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (puzzle) at the same time. There are six puzzles in Jigsaw that are designed to progress in sequence from

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September to July. Each puzzle has six pieces (lessons) which work towards an ‘end product’, for example, ‘A School Learning Charter’ or ‘A Garden of Dreams and Goals’.

Each piece has two learning intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children’s needs today); and one is based on emotional literacy and social skills, covering the SEAL learning intentions (social and emotional aspects of learning) The enhancements mean that Jigsaw is relevant to children living in today’s world as it helps them understand and be equipped to cope with issues such as body image, cyber bullying and internet safety.

Every piece (lesson) contributes to at least one of these aspects of children’s development. This is mapped on each piece and balanced across each year group.

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary education, as the table below shows:

Term	Puzzle name	Content
Autumn 1	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters, rights and responsibilities.
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work, similarities and difference, making friends, gender diversity, families and their differences.
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events, feelings of success and evaluating learning processes.
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence, keeping safe online, respect for myself and others as well as healthy lifestyle choices.
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution, trust and appreciation, linking health with happiness and communication skills
Summer 2	Changing Me	Statutory Relationship education strands- Bodies (including correct terminology), Growth and change, life cycles-animal and human, confidence in change, puberty, family stereotypes, assertiveness, preparing for transition and challenging ideas.

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Relationships Education

Please refer to the separate RSE policy.

Differentiation

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each puzzle includes a grid with suggested activities for children working at each different level.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding policy will be closely followed.

Assessment

To ensure girls are making progress with their learning throughout their Jigsaw experience, each puzzle (except puzzle 1) has a built-in assessment task, usually in piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers pupils the chance to assess their own learning. Similar to all other subjects, ongoing teacher assessment takes place throughout each unit. At the end of each half term, the member of staff teaching PSHE will use the level descriptors for each child to decide if they are *working towards*, *working at* or *working beyond* age related expectations.

PSHE Policy Senior School

The PSHE programme is delivered by our experienced tutors and the programme co-ordinated by the Head of Year team. Our PSHE lessons provide the students with the opportunity to explore the topics in a safe learning environment where students can discuss areas, will listen to and respect the views of others and will be provided by information on each topic. Our lessons aim to provide accurate and up to date information and will teach the students how to make informed decisions. We focus highly on teaching the students the communication skills that they will require to express their opinions clearly, to assert their views with confidence while taking the views of others into account. We believe that emotional intelligence can be taught and that we can explore a range of issues with the students to enable them to understand their emotions, how what you say and do can affect others

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and to develop empathy and compassion. We deliver the Positive Programme to instil in our pupils a greater understanding of mental health and we teach the students how to develop positive mental health.

NWC SENIOR SCHOOL PSHE SPIRAL CURRICULUM 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Health and Wellbeing	Living in the Wider World	Relationships	Health and Wellbeing	Relationships	Living in the Wider World
Year 7	Transition and safety Introduction and transition to secondary school. Personal safety in and outside school. Emotional health and resilience. Positive Project (wellbeing and emotional intelligence).	Developing skills and aspirations Hopes, dreams and raising aspirations Careers, teamwork and enterprise skills	Building relationships Friendships and romance (including online) Relationship boundaries and self worth	Health and puberty Healthy routines Influences on health Puberty and menstruation	Diversity Diversity, prejudice and bullying	Financial decision making Saving, borrowing, budgeting and making financial choices Preparation for Year 8
Year 8	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies. Positive Project- understanding our own and each other's emotions. Self-regulation and diplomacy. Healthy online habits	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work. Step into the NHS Safeguarding in context County lines - different aspects of safeguarding and behaviours.	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Personal health & hygiene Diet, lifestyle, body image, well-being FGM Body awareness, cultural pressure, reporting worries.	Identity and relationships Introduction to gender identity, sexual orientation, consent, 'sexting'	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks, cyber bullying and trolling
Year 9	Peer influence, substance use and gangs Drugs and alcohol misuse and pressures relating to drug use. Readjustment from COVID	Law and justice system Gang exploitation Careers/Options Positive Project	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs. Grooming and sharing sexual images.	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices Body image and the media Eating disorders	Discrimination Discrimination in all forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.	Employability skills Employability and online presence, including public speaking. Democracy/Voting

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Health and Wellbeing	Living in the Wider World	Relationships	Health and Wellbeing	Relationships	Living in the Wider World
Year 10	Health Mental health and ill health, stigma, safeguarding health, including during periods. Dealing with long term illness. Positive Project. Careers- Leapfrog introduction	Citizenship British citizenship Crime and punishment Human rights Homelessness & the benefits system Road safety	Healthy relationships Teenage pregnancy, IVF, Adoption & surrogacy Sex trafficking STIs & contraception Healthy relationships Careers GCSEPod introduction	Exploring influence The influence and impact of gangs, role models and the media on: drugs, body image and tattoos, eating disorders. Study skills and dealing with stress and anxiety including 1 Positive project lesson: tools for positive mental health and wellbeing.	Addressing extremism and radicalisation Communities, belonging and challenging extremism and terrorism. Community cohesion Diversity and racism. Inspirational women (diversity) Careers	Life skills and planning The impact of financial decisions, debt, gambling and the impact of advertising on financial choices. Careers Enterprise day
Year 11	Building for the future Positive Project and mental wellbeing. GCSE mindset, GCSEPod Future opportunities, Unifrog	Next steps A Level subject selection and preparation for future (work experience). Application processes, and skills for further education, employment and career progression	Communication and values in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse, domestic abuse, negative relationships, pornography, sex in the media	Independence and health Responsible health choices, and safety in independent contexts: Drug use Mental health and wellbeing Body image & cosmetic procedures Teenage cancer	Diversity and inclusion Gender identity & LGBTQ+ Building for the future cont.	Examination and study period. GDST Bridging Courses link to A level. Next Steps week.

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					Future making financial decisions EPQs Work experience	
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Promoting British Values at Northwood College for Girls

The government set out their definition of British values in the 2011 Prevent Strategy, and they were since reinforced in September 2014. At Northwood College, these values are reflected in our school aims and we reinforce them through the life of our school.

Democracy

Pupil voice is extremely significant when it comes to life at Northwood College for Girls. We have a Junior School Council made up of representatives from classes from Y2 to Y6 and a Senior School Council run by the Head Student Team. These councillors are voted for by their peers following a formal election process, and they have a strong voice in suggesting and driving forward initiatives in school. Topics are reported back to classes, and matters are voted on in classrooms and in council meetings. Each year, girls from Year 6 are nominated and voted to be House and Sports Captains. All girls (Y1-6) vote for two form captains termly who represent their class. Girls also learn about government and democracy in PSHE lessons. The pupil voice is heard furthermore as pupil questionnaires and interviews are conducted throughout the year on a variety of topics. In the Senior School, the Senior School Council offer elected form reps the opportunity to discuss items for change with the Head Student Team.

Rule of Law

Children at Northwood College for Girls are taught about the importance of rules and laws through PSHE lessons, PE and assemblies. We have a clear Behaviour Policy which is consistently applied in school and pupils recognise that there are consequences when rules are not followed. They are helped to understand that these exist to keep us safe and help communities to live together in harmony. Throughout the year we welcome visits from members of the wider community including NSPCC, police, war veterans, the fire brigade and many more. We believe that clear explanations and real life stories emphasise the importance of the rule of law for our pupils.

Individual Liberty

Our children are actively encouraged to make choices within the safe and supportive environment of our school. In lessons, children are encouraged to choose the task that will challenge them, giving them more freedom to determine their own learning. We offer a range of clubs which pupils have the freedom to choose from, based on their interests. Through lessons such as PSHE and E safety, they learn how to stay safe whilst exercising their freedoms as individuals.

Mutual Respect

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Mutual respect is at the core of our school life. All members of our school community are encouraged to show respect for each other and members of staff model this in their interactions with the children and with each other. Our 'NWC aims' encourage positive behaviour and strength of character. These are displayed around the school and referred to regularly. The theme of 'Respect' is discussed in assembly and girls are encouraged to explore what this means to them and how they can show respect in their behaviour. Children are also encouraged to show respect in sports and games.

Tolerance of those of different faiths and beliefs

In Religion, Philosophy and Ethics lessons and assemblies, we develop our pupils' awareness of living in a multicultural society. We invite members of different faith groups to visit the school, and similarly we encourage children from different faith backgrounds to share their own beliefs and traditions within the classroom. Visits to places of worship are arranged to support the children's learning. Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help girls to become knowledgeable and understanding citizens who can build a better Britain for the future.