

PSE Policy - *Senior School*

Personal and Social Education



St John's College, Cardiff

PSE POLICY - *SENIOR SCHOOL*

This policy applies to the following section/s of the School:
Senior School.

Version: September 2025

Rationale

As stated in the School's Mission Statement, St John's College seeks to encourage the entire community, as children of God, to realise their spiritual, intellectual, emotional, social and physical potential, to be the best they can be. We rejoice in preparing our children for life beyond St John's, nurturing the desire and ability to have a positive impact as global citizens.

At St John's College the PSE programme supports the School's Mission Statement in the following ways:

- PSE raises the self-esteem of students, valuing and building upon the ideas of the young people themselves. It accepts that we are all different, yet all are equally valued: it encourages young people to consider the consequences of their own actions.
- PSE ensures that the students will develop the skills, knowledge and attitudes, which enable them to take control of their own lives and remember their responsibility to others.
- PSE is reflected not only through the taught curriculum but also through our expectations; code of behaviour; relationships between students, between staff and between staff and students; the physical environment (classrooms, form rooms, and corridors are aesthetically pleasing and well cared for); and a wide range of extra-curricular experiences.

Whole School PSE Aims

1. To help foster the inclusive Catholic ethos of the School;
2. To assist students in developing awareness of their responsibility to themselves, others and the School;
3. To foster a greater sense of security, co-operation and achievement at School;
4. To help students explore their own performance, feelings, attitudes and values; thereby fostering the development of a positive self-image amongst students;
5. To work towards the improvement of each student's academic performance throughout all areas of the curriculum;
6. To help students develop a greater sense of understanding and empathy towards other members of our school community;
7. To encourage students to examine and evaluate their attitude towards important social issues;
8. To prepare students for life after school in a time of increasingly accelerating social, moral and economic change;
9. To increase awareness of issues on the world-wide stage and promote a caring and sympathetic approach to the plight of others less fortunate than themselves.

Implementation - Teaching and Learning

A range of teaching and learning styles are used. Emphasis is placed on active learning, including the students in discussions, investigations, debates, role-play and problem solving activities. Visiting speakers are a regular feature of the PSE programme and each year group has the opportunity to hear a visiting speaker as often as possible. All areas of the school follow the Jigsaw PSHE SOW.

Planning and Organisation

The common topics are:

- 1) Being me in my world;
- 2) Celebrating difference;
- 3) Dreams and Goals;
- 4) Healthy me;
- 5) Relationships;
- 6) Changing Me.

These will be taught in blocks to ensure continuity of learning and the number of lessons in each block may vary according to the topic content to be delivered. Staff are invited to choose their topic of choice to deliver. This allows staff to pick areas that they feel comfortable to teach, and also any areas of personal expertise.

A varying degree of emphasis is placed upon each of these themes in relation to the particular age, development and need of the student. Specific overviews for each year group are contained in the appendix.

The programmes of study delivered in the PSE lessons are also enhanced and enriched by the following important experiences, which are a feature of any student's life at St John's College:

- Opportunities for prayer and worship, both collective and personal;
- Through assemblies - School, House and Year group;
- Involvement of students in assemblies / Year meetings;
- Awareness of the needs of others through works of Christian charity (at home & abroad);
- Positions of responsibility - e.g. Monitors, Prefects, Head Boy and Head Girl, Deputies, House Captains and Sports Captains;
- Representatives at School Council, and Year group committees;
- School residential experiences, activities days/weeks, retreats, Duke of Edinburgh Award Scheme, The SJC Award, community links and the Young Enterprise Scheme;
- Extra-curricular activities programme;
- Involvement in school productions and events;
- Maintenance of the student planner;
- Recognition of achievement through the merit system and Class charts;
- Involvement in the School's House System;
- Interaction with guests and visitors to the School;

- Participation in School Open Afternoons, acting as guides and working within departments;
- Opportunities for Work Experience;
- Through promoting positive relationships with each other and with members of staff;
- Through the School's expectations and code of behaviour;
- Ensuring that the physical environment (classrooms, form rooms and corridors) is aesthetically pleasing and well cared for.

Role of the PSE Teacher

The person responsible for the delivery of PSE must:

- liaise with the Head of Year and the PSE Co-ordinator with regard to content of the PSE programme;
- make time to visit the Jigsaw SOW and to prepare in advance of lessons;
- every lesson in the Jigsaw SOW has a PowerPoint presentation. Staff are advised to familiarise themselves with the content before they deliver it to pupils;
- ensure he/she has the resources available for tutees;
- ensure tutor time is used constructively and efficiently in furthering the PSE development of his/her pupils.

Role of Head of Year

The HoY should:

- liaise with the PSE Co-ordinator with regard to the content of the PSE programme;
- liaise with the PSE Co-ordinator about the arrangements for visiting speakers;
- ensure that the teachers of PSE are aware of pupils who may find some topics upsetting/challenging.

Role of PSE Co-ordinator

The PSE programme is co-ordinated by Mrs Emma Jones - *Assistant Head, Pastoral & DSL*.

To do this, she will:

- liaise with students, PSE teachers, Heads of Year and Senior Management Team;
- be responsible for the progression and co-ordination of the subject;
- support PSE teachers and Heads of Year in planning PSE activities;
- maintain and purchase appropriate PSE resources;
- attend PSE courses;
- monitor the PSE programme;
- liaise with the Junior School, Nursery School and Sixth Form;
- arrange PSE visiting speakers;
- arrange venues and resources for PSE visiting speakers.

Monitoring

Programmes of study and tutor time will be monitored by Mrs Jones and the HoY through:

- Regular visits to tutor groups in tutor time;
- Observation of PSE lessons;
- Looking at students' recorded work;
- Observation of visiting speakers.

Review

Programmes of study will be reviewed by:

- Mrs Jones, together with Heads of Year;
- Heads of Year together with Form Tutors, and PSE teachers;
- Mrs Jones will also speak to pupils in the College Council regarding their PSE lessons.

Appropriate amendments can then be made. The policy will be reviewed and changed as the requirements of the National Curriculum change and as we develop new ideas from courses attended.

Prevent Duty

In line with Prevent Duty, 2015, we build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. We already promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.

Personal, Social, Education (PSE) is an effective way of providing our students with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help.

Citizenship helps us to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It should equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

Staff must take action when they observe behaviour of concern and follow our existing safeguarding procedures contacting the Local Authority or the Police.

Links to Other Policies

- Curriculum Policy
- Pastoral Care Policy
- Rewards and Sanctions Policy
- Anti-Bullying Policy
- Equal Opportunities Policy

Appendix 1



Snapshot Jigsaw PSHE 11-16

(updated Mar 2020)

Shows the summary of subject content in each Puzzle (unit)

Year/age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting	Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support
Year 8 (12-13)	Self-identity, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, race and religion, prejudice, LGBT+ bullying	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation Blood donation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression.	Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes



Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk	Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control	Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals	Improving health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells	Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumour-mongering, abuse in teenage relationships. Legislation, support and advice	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.
Year 11 (15-16)	Equality in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of unfair treatment on mental health, misuse of power, campaigning for equality		Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong.	Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths, identifying a range of health risks and strategies for staying safe	Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support	