



Gouvernement
d'JÈRRI

PSHE: CURRICULUM, TEACHING AND LEARNING

**KEY STAGE 3 AND 4
NON-STATUTORY GUIDANCE
FOR PLANNING AND TEACHING
PSHE**



Contents

Personal, Social, Health and Economic (including Citizenship) Education and Curriculum Guidance	3
Big Ideas and Concepts of PSHE	4
Ten Principles of PSHE Education (from the PSHE Association)	5
Using Pupil Voice to Construct the PSHE Curriculum	6
RESOURCE 1: Prioritisation of planning topics	7
Teaching PSHE.....	10
Creating a Safe Environment	10
Being Inclusive	11
Setting Ground Rules	11
Consider Vulnerabilities.....	11
Communicating Openly	11
Distancing	11
Exit Strategies	11
Signposting	11
Know your Policies.....	11

Personal, Social, Health and Economic (including Citizenship) Education and Curriculum Guidance

Whilst PSHE is not an exam subject, PSHE is a statutory subject in the Jersey Curriculum and holds equal status with other subjects. The main aim is to give young people the knowledge and skills they need to navigate their current and future life. PSHE should not only be taught as lessons, but it is expected that it will also influence the culture and ethos of the school. In this way it can contribute to supporting the school's values and whole school priorities.

The curriculum is made up of four areas:

- Health and Wellbeing
- Relationships
- Living in the Wider World
- Citizenship

The curriculum is organised into primary and secondary school blocks of content. Within Key Stage 1 and 2, or Key Stages 3 and 4, the content can be organised across the year groups as appropriate to the cohorts of pupils within each school. Content should be delivered in an age / developmentally appropriate way.

Parents should be fully aware of what will be taught in each year group. It is important that they are supported and advised, so that they know how to respond should their children ask questions about content taught in lessons. This is essential when Relationships and Sex Education (RSE) is taught.

Parents also have the right to discuss what their child will learn with teachers. Should they have concerns relating to any content, especially that relating to RSE, then they should discuss this with the Head of Department or a senior leader within the school.

The Education (Jersey) Law, 1999 **does not support parents in removing pupils from aspects of PSHE lessons** as the Law does in England. Pupils therefore have the entitlement to access all content as laid out in the Jersey Curriculum, it should therefore be timetabled as in the case of other subjects. **There is flexibility for content to be delayed in individual or cohort circumstances if parents have concerns, however schools should make it clear that pupils have a right to the content before they reach the end of Key Stage 2 or Key Stage 4** and the school must prepare parents for this, keeping careful records of what has and has not been covered in individual year groups. All year groups should access PSHE learning, however it is for the school to decide whether this happens in subject or form groups.

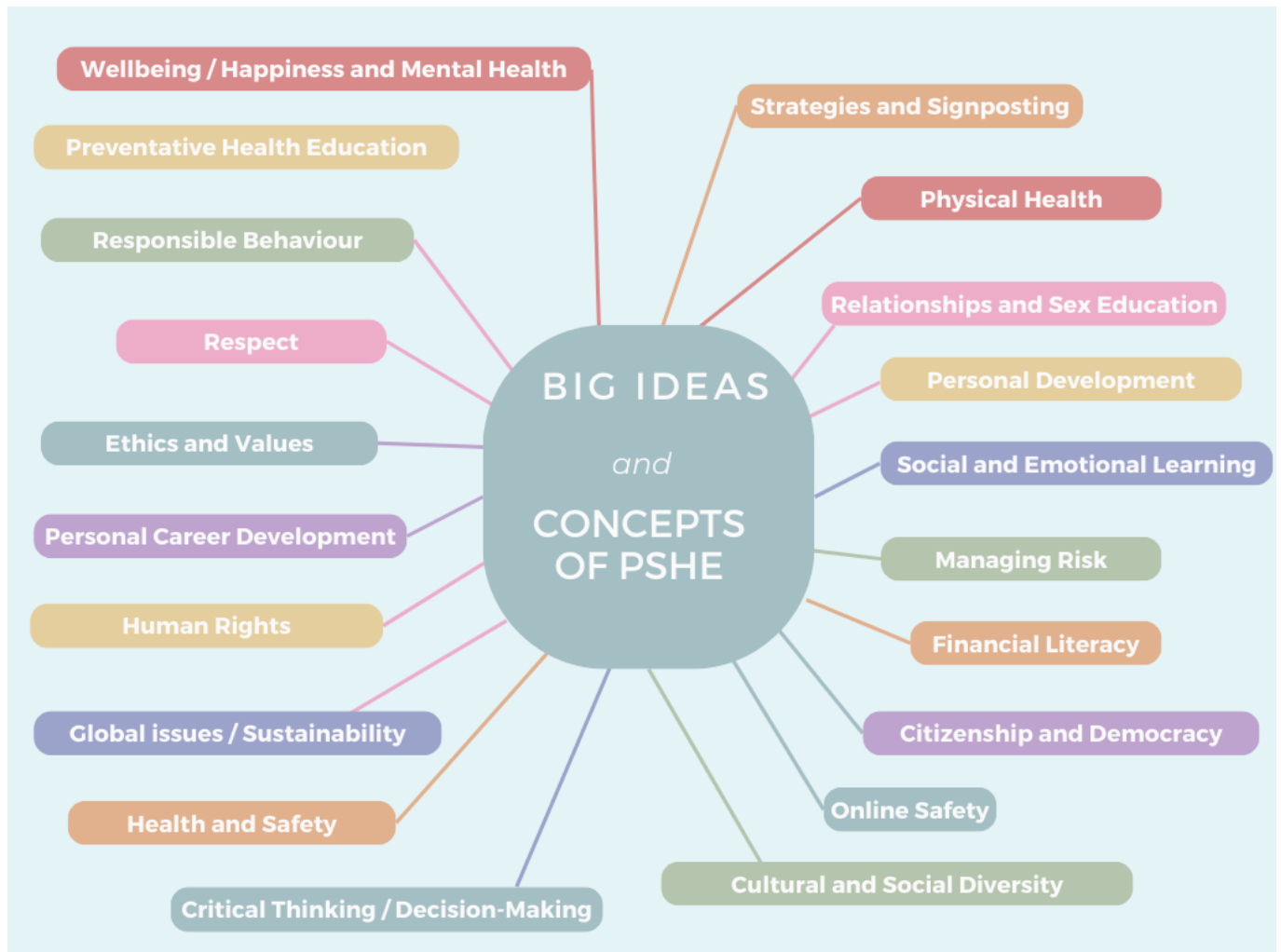
Schools should aim to use the Jersey Curriculum and curriculum guidance document to ensure they have planned a progression of the content and skills over time. Where appropriate, links should also be noted with other relevant subjects such as Physical Education, Religious Education, Computing and Science. Plans should be accessible and take account of pupils' needs.

Where a school chooses to use a commercial scheme to support delivery, leaders should ensure that the content is tailored to the Jersey Curriculum rather than the English curriculum to reflect the local context and Laws. Visitors are encouraged to enhance the delivery of the curriculum, particularly where specialised knowledge and support are required, however these should not be the sole method of providing learning experiences for pupils.

The PSHE curriculum, including Citizenship, plays a vital role in Personal Development, safeguarding, and inclusion. It is a key factor in the Jersey Schools' Review Framework, evaluating how the school's leadership and curriculum management affect pupils, as well as the overall school culture, giving opportunities to celebrate the strengths and successes within the subject.

Big Ideas and Concepts of PSHE

The big ideas or concepts in the PSHE curriculum provide the pillars for a cyclical approach to a curriculum that will support a progression over time.



[Ten Principles of PSHE Education](#) (from the PSHE Association)

The PSHE Association has developed the following evidence-based principles of good practice in PSHE education that apply across Key Stages 1 to 4:

- 1. Start where children and young people are:** find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.
- 2. Plan a 'spiral programme'** which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
- 3. Take a positive approach which does not attempt to induce shock or guilt** but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
- 4. Offer a wide variety of teaching and learning styles within PSHE education,** with an emphasis on interactive learning and the teacher as facilitator.
- 5. Provide information which is realistic and relevant and which reinforces positive social norms.**
- 6. Encourage 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.
- 7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential.** Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
- 8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.**
- 9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.**
- 10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.**

Using Pupil Voice to Construct the PSHE Curriculum

The purpose of the PSHE (and Citizenship) Curriculum is to provide a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

Teachers can benefit from identifying the priority needs of each year group at the beginning of the academic year. Since individuals have different perspectives, addressing these needs within the framework of Personal, Social, Health and Economic Education (PSHE), including Citizenship can support young people in several ways, including:

1. Acquiring accurate and relevant knowledge enabling them to recognise, accept and shape their identities
2. Accessing opportunities to explore, clarify and if necessary, challenge their own and others values, attitudes, beliefs, rights and responsibilities
3. Acquire the skills, language and strategies they will need in order to live healthy, safe, fulfilling, responsible and balanced lives within the community of Jersey.

The following activity is designed to help teachers to determine what matters most to the young people they will be working with in PSHE and to balance their needs with the wider aspects of the curriculum.

If you decide to complete this task, then explain that in Jersey, all aspects of the PSHE (and Citizenship) curriculum are compulsory until the end of Key Stage 4. The breadth, depth and emphasis in each area can be changed according to the needs and priorities of pupils.

The valuable work of the Jersey Youth Parliament has shaped the topic areas within the guidance given to teachers to ensure the content of the PSHE Association is relevant and contemporary.

Please find below a list of the topics in the guidance, which support the delivery of the Jersey Curriculum and a sheet to help young people prioritise their learning needs. Each topic has a short explanation attached to explain the content.

As teachers you may wish to use the table (or parts of the table below), to debate and create a priority list. Teachers may wish to take one different area of learning at a time.

RESOURCE 1: Prioritisation of planning topics

Themes / Topics	Content	Priority / RAG-Rating
Health and Wellbeing Transition and safety	<ul style="list-style-type: none"> • Settling into secondary school • Managing change • Personal safety • First aid • Responding in an emergency 	
Health and Wellbeing Physical health and wellbeing	<ul style="list-style-type: none"> • Healthy routines including diet and exercise • Lifestyle balance and healthy choices • How to access healthcare support • Influences on health and making informed choices • Puberty and change • Body image • Child sexual exploitation and abuse 	
Health and Wellbeing Emotional wellbeing	<ul style="list-style-type: none"> • Mental health • Stigma • Wellbeing • Ill health • Coping strategies 	
Health and Wellbeing Substance Use	<ul style="list-style-type: none"> • Impact of drug and alcohol use 	
Relationships Diversity	<ul style="list-style-type: none"> • Diversity • Prejudice • Bullying 	
Relationships Discrimination	<ul style="list-style-type: none"> • Protected characteristics • Discrimination in all its forms • Discrimination (Jersey) Law (2013) • Gender identity • Sexual orientation 	
Relationships Respectful relationships	<ul style="list-style-type: none"> • Respectful relationships including friendships • Peer pressure • Role models and their influence • Assertiveness 	
Relationships Addressing Extremism and Radicalisation	<ul style="list-style-type: none"> • Community Cohesion – Inclusion, Respect and Belonging • Challenging extremism 	

<p>Relationships</p> <p>Self-worth</p>	<ul style="list-style-type: none"> • Self-worth 	
<p>Relationships</p> <p>Types of Friendships and Relationships</p>	<ul style="list-style-type: none"> • Different types of friendships and relationships (including online) • Relationship boundaries and consent • ‘Sexting’ • Contraception • Families and parenting • Pregnancy • Parental responsibilities • Healthy relationships • Conflict resolution • Relationship changes 	
<p>Relationships</p> <p>Relationships and Sex education</p>	<ul style="list-style-type: none"> • Sexual Offences (Jersey) Law, 2018 • Unwanted contact, consent, and respect • Sexually transmitted infections 	
<p>Relationships</p> <p>Healthy Relationships</p>	<ul style="list-style-type: none"> • Relationships, respect, and expectations • Attitudes to pornography • Managing the impact of media on attitudes, expectations, and behaviours 	
<p>Relationships</p> <p>Addressing Extremism and Radicalisation</p>	<ul style="list-style-type: none"> • Community Cohesion – Inclusion, Respect and Belonging • Challenging extremism 	
<p>Living in the Wider World</p> <p>Developing skills and aspirations</p>	<ul style="list-style-type: none"> • Careers – personal strengths, career options and goal setting • Teamwork • Enterprise skills • Raising aspirations 	
<p>Living in the Wider World</p> <p>Financial Awareness</p>	<ul style="list-style-type: none"> • Saving, borrowing and budgeting • The influence of inflation, tax and social security on earnings • Pensions and insurance 	
<p>Living in the Wider World</p> <p>Community and Careers</p>	<ul style="list-style-type: none"> • Equality of opportunity in careers and life choices • Different types and patterns of work 	

<p>Living in the Wider World</p> <p>Digital Literacy</p>	<ul style="list-style-type: none"> • Online safety • Digital literacy • Media reliability • Gambling risks 	
<p>Living in the Wider World</p> <p>Employability skills and work experience</p>	<ul style="list-style-type: none"> • Employability • Online presence • Preparation and readiness for work 	
<p>Living in the Wider World</p> <p>Next steps</p>	<ul style="list-style-type: none"> • Application processes • Skills for further education, employment and career progression 	
<p>Citizenship</p> <p>Political awareness</p>	<ul style="list-style-type: none"> • Political Systems • Electoral Systems in Jersey 	
<p>Citizenship</p> <p>Law and Justice</p>	<ul style="list-style-type: none"> • Governance • Law and justice 	
<p>Citizenship</p> <p>Community and Jersey identity</p>	<ul style="list-style-type: none"> • Active participation • Citizenship 	
<p>Citizenship</p> <p>Economic wellbeing</p>	<ul style="list-style-type: none"> • Managing money • How the economy works • Financial stability 	
<p>Citizenship</p> <p>Global Citizenship</p>	<ul style="list-style-type: none"> • Rights and freedoms • Global connections • Global sustainability 	

Teaching PSHE

After you have carefully designed your PSHE education program, taking pupil priorities into account, the next step is to ensure its safe and efficient delivery.

It is essential to ensure that any potential harm is avoided by creating a safe and secure learning environment, especially given the sensitive topics addressed in PSHE. The structure of lessons and selecting suitable guest speakers are also points for consideration.

Creating a Safe Environment



PSHE:

CREATING A SAFER ENVIRONMENT FOR LEARNING





BE INCLUSIVE

Create a welcoming and inclusive atmosphere.





SET GROUND RULES

Have some strategies to create some ground rules that apply to everyone.



CONSIDER VULNERABILITIES

Be aware of the content that you will teach and whether anyone may be vulnerable to this during the lesson.



COMMUNICATE OPENLY

Develop strategies to foster open communication.



DISTANCING

Develop a culture where you distance conversations from personal experiences and avoid naming names.





EXIT STRATEGIES

Provide an environment of emotional safety, where exit strategies can be used if required.



SIGNPOST

Provide relevant signposts to quality support within and beyond the school.

KNOW YOUR POLICIES

Make sure you are aware of your school policies and any relevant codes of conduct.



Department for Children, Young People, Education and Skills

Being Inclusive

Teachers should strive to incorporate cohort needs and backgrounds when crafting lessons. By integrating individuals' lived experiences, along with diverse language, images, and examples representing the Island's society, a better cultural understanding can be fostered. Promote inclusion and challenge stereotypes whenever possible.

Setting Ground Rules

Ensuring confidentiality within safeguarding protocols while maintaining the right to ask questions is crucial. Encouraging students to use appropriate terminology and avoid offensive slang is important. Teachers should also promote a non-judgmental, "no assumptions" approach.

Consider Vulnerabilities

Certain topics in the PSHE curriculum are highly sensitive. It's probable that a student might have personal experience with such topics, making discussions challenging. Utilising distancing techniques in lessons can be helpful. If a student's vulnerability is known, it's recommended to communicate with parents or the student beforehand. Providing the option for an exit pass or option not to attend might also be considered.

Communicating Openly

When establishing classroom rules, teachers should outline expected communication behaviours for students. Encourage turn-taking, respectful listening, and debating, along with appropriate questioning. To address challenging questions, consider using an anonymous posting box. Teachers should value questions, taking time to align answers with school policies or seeking guidance if needed. Certain questions might warrant a whole-class response, while others are better suited for individual discussions.

Distancing

Distancing involves using fictitious stories, videos, accounts or case studies to explore an issue. Questioning then supports pupils to consider the scenario without using their own experiences or referring to others within their community.

Exit Strategies

At times, a student's vulnerability to certain topics might not be predicted. They could feel distressed or agitated during a lesson due to the content. Including the option to exit when setting the initial ground rules is crucial. Students must understand that exits will be followed up for wellbeing or safeguarding reasons, and if needed, referrals will be made after the lesson.

Signposting

The topics to be covered in PSHE are extensive. By signposting students to school, local, national or online services that are relevant to each topic, they can find help and support should they need this.

Know your Policies

All school policies are individually tailored to your context. It is wise to have a good awareness of safeguarding and child protection policies alongside PSHE and Sex and Relationships policies and to promote to students where they can make a disclosure should they feel the need to.

(Adapted for Jersey schools from the PSHE Association poster 'A Safe Classroom').

Effective teaching

Best practice principles for teaching PSHE education

Reveal more by clicking the circles

Take a positive approach

Balance knowledge, skills and attributes

Provide accurate, unbiased information

Start from where the pupils are

Don't inspire, glamourise, or instruct in harmful behaviours

Don't set out to shock, shame, or scare

Make learning accessible to all

Assess learning and progress

Give time for personal reflection

Handle myths with care