



PERSONAL SOCIAL HEALTH AND ECONOMIC EDUCATION (PSHE)

Policy applies from EYFS to Sixth Form and to all Staff	
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Owner:	Deputy Head: Pastoral

Version	Date	Section	Material change	Approval
11.25 v1	14.11.2025	All 7 10 and 11	Updated for the 2025/2026 academic year. Section updated to show how PSHE is taught across the curriculum. Sections updated to set out in more detail how the School assesses PSHE and evaluates and gathers feedback on the curriculum.	Mr Luke Goodman
10.26 v1	01.10.2026	3,2, 5, 10 and Appendices	Updated for the 2026/2027 academic year.	Mr Luke Goodman

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors, and volunteers to share this commitment.

Related Policies

- British Values
- Relationships and Sex Education
- Spiritual, Moral, Social and Cultural (SMSC)
- Visitors and Visiting Speakers

1. Introduction

Personal, Social, Health and Economic Education (PSHE) enables pupils to become healthy, independent, and responsible members of society. At Clifton High School, pupils are encouraged to play a positive role in contributing to the life of the School and the wider community. The School's ethos of 'realising individual brilliance' is echoed throughout the teaching of PSHE. Pupils learn about a wide range of topics and issues that help them develop into successful and resilient individuals.



PSHE is “a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities.” (PSHE Education Strategic Partners Group).

PSHE is “learning to live well.” (PSHE Association).

A comprehensive programme of PSHE education is in place at Clifton High School which provides a broad and balanced curriculum, meets pupils’ needs and prepares them for the challenges of adult life. PSHE education supports the School’s safeguarding responsibilities by equipping pupils with the knowledge, skills and confidence to recognise risk, seek help when needed, and navigate safely both offline and online.

2. School Values and School Ethos

The School’s values of Curiosity, Empathy, Love, and Direction are reflected in the teaching of PSHE. These four values have shaped the Infant and Junior School curriculum and also the Senior School’s Health and Wellbeing curriculum, which has been designed to promote diversity, economic wellbeing, self-worth and a healthy lifestyle amongst pupils. Pupils are also taught how society is organised and governed, and the School ensures that all pupils experience the process of democracy in school.

It is important that the School curriculum is underpinned by our School values and a set of common goals. Our common goals, which we reflect in our PSHE curriculum, are set out in the School’s ethos:

“At Clifton High School, we believe in the worth of a holistic education, encouraging all pupils to enjoy learning in an environment that supports them as individuals and nurtures their ‘brilliance’. As pupils become passionate in their interests, learning to deal with both success and defeat, the full potential of their academic, emotional, and personal growth is realised. They are afforded the opportunity to reach milestones as well as set personal standards with confidence, as they work towards and embark upon successful and self-fulfilled futures.

As a School, we place emphasis on creating a safe and nurturing culture strengthened by a united community that openly recognises and applauds our differences whether it be in gender, age, race, colour, nationality, ethnicity, disability, religion, or culture.”

3. Aims and Objectives

3.1 Aims

The aim of the PSHE curriculum is for pupils to ‘realise their individual brilliance’. It is designed so pupils can:

- expand their spiritual, moral, social, cultural, and personal development through opportunities provided, and to prepare them for the responsibilities and experiences of life;
- know and understand what constitutes a healthy lifestyle;
- be aware of issues that may affect their safety;



- understand what makes for good relationships with others;
- have respect for everyone regardless of their protected characteristic(s);
- be independent and responsible members of the School community;
- be positive and active members of a democratic society;
- prepare for active and responsible citizenship;
- develop self-confidence and self-esteem and make informed choices regarding personal and social issues;
- develop good relationships with other members of the School and the wider community;
- discuss the main political and social institutions that affect their lives and their responsibilities, rights and duties as individuals and members of the community;
- develop their awareness and understanding of political issues in an impartial manner and in accordance with the laws of this country;
- develop an understanding of economic wellbeing;
- understand how to set career goals and explore a range of career options; and
- establish a safe environment for all people, regardless of their protected characteristic(s).

3.2 Objectives

The purpose of PSHE education at Clifton High School is to promote knowledge, understanding and appreciation of:

- the importance of a healthy lifestyle and keeping themselves and others safe;
- the principles of distinguishing between right and wrong and how to deal effectively with the moral, social, and cultural issues that are part of growing up;
- the differences between their own and other cultures and how to value differences;
- the importance of being a valuable citizen;
- the importance of equality, equal opportunities, challenging discrimination and the dangers of stereotyping;
- the establishment of a safe environment for all pupils regardless of their protected characteristic(s);
- the importance of self-esteem and emotional well-being;
the importance of assessing and managing risk including online risks, misinformation, harmful online content, artificial intelligence, extremism, emerging technologies and substance misuse;
- the importance of forming worthwhile and satisfying relationships based on respect for themselves and others;
- sex and relationship education;
- the importance of responding positively to opportunities and responsibilities;
- how to deal with change and adversity and to develop resilience;
- British Values;
- Career and Education paths; and
- economic education.

4. Roles and responsibilities of staff



The PSHE programme has been designed by the Head of Health and Wellbeing, and the curriculum has been overseen and agreed by the Deputy Head: Pastoral, and by the governors nominated to oversee the PSHE curriculum.

PSHE in the Infant and Junior School is taught on a weekly basis in 50 minute lessons by the class teacher. PSHE in the Senior School and Sixth Form is taught by form tutors on a weekly basis. All teaching staff have access to appropriate learning resources and have received the necessary training to support their teaching of PSHE and RSE at Clifton High School.

5. Statutory regulations and guidance

The School's PSHE curriculum is informed by the Department for Education's statutory guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) and other relevant safeguarding and educational guidance. The School's Relationships and Sex Education Policy sets out in detail how the statutory requirements are delivered.

6. Teaching and learning strategies

To teach PSHE effectively, it is important that a variety of teaching and learning strategies are employed. PSHE is taught through cross curricular links, assemblies and other activities or school events (e.g., themed weeks, anti-bullying day, residential visits, enrichment and special activities planned to allow the children to work together under different circumstances). Specialist visitor speakers are invited to speak with pupils and parents about specific aspects of the PSHE curriculum.

PSHE is taught sensitively and inclusively, with respect to the backgrounds and beliefs, needs and vulnerabilities of pupils, with the aim of providing pupils with the knowledge they need and is delivered in an age-appropriate, evidence-based and developmentally appropriate way, taking account of pupils' age, maturity, needs and vulnerabilities.

7. PSHE across the curriculum

Although PSHE has allocated times in the class timetables, the teaching of PSHE is not confined to those specific times. The PSHE and Citizenship curriculum is delivered within a whole school approach which includes:

- dedicated curriculum time;
- teaching PSHE and Citizenship through and in other subjects/curriculum areas, by incorporating relevant themes into other subjects, for example:
 - In the Senior School, teaching:
 - moral and ethics in Religious Studies;
 - staying safe online in Computing;
 - bodies in Biology;
 - chemical substances (drugs) in Chemistry;
 - current issues and relationships in MFL;
 - Families in Psychology;
 - In the Infant and Junior School teaching:



- English-PSHE cross-curricular lessons to explore themes such as disability and diversity;
 - comparing the rights of the child in Victorian England with the rights of the child in England today;
 - developing an understanding about how people from different socio-economic background have been treated differently through history in Theme lessons;
 - exploring stories from across the world e.g. 'The Great Kapok Tree' in Year 4.
- specialised assemblies;
 - PSHE and Citizenship activities and school events; and
 - pastoral care and guidance.

8. The Infant School and Junior School

8.1 Curriculum Framework

At Clifton High School, PSHE is an important and integral part of the whole curriculum. In the Infant and Junior School, PSHE is delivered through the IDecision programme, which is aligned with the PSHE Association Programme of Study.

The curriculum is organised around three core themes:

- Health and Wellbeing;
- Relationships; and
- Living in the Wider World.

The curriculum is designed to support pupils' personal development and wellbeing, promote positive relationships, develop resilience and independence, and encourage pupils to become responsible and active members of society.

Further information about the learning objectives for each theme and the topics taught in each year group is set out in Appendix 1.

8.2 EYFS – Year 2

In EYFS to Year 2, children learn about themselves as developing individuals and as members of their communities, building on their own experiences and the early learning goals for personal, social and emotional development. The School's values of love and empathy are promoted throughout the curriculum, encouraging children to contribute positively to the School community.

Pupils learn the basic rules and skills for keeping themselves healthy and safe, behaving responsibly, and taking increasing responsibility for themselves and their environment. They develop an understanding of their own feelings and those of others, and become aware of the views, needs and rights of both children and adults.



As members of their class and the wider School community, pupils develop key social skills, including sharing, taking turns, helping others, resolving simple disagreements and resisting bullying. They are encouraged to play an active role in School life and their wider community.

8.3 Year 3 – Year 6

In Years 3 to 6, children learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. As they become more mature, independent and self-confident, they develop an understanding of the wider world and the interdependence of communities within it. They also develop their sense of social justice and moral responsibility, and begin to understand how their choices and behaviour can influence local, national and global issues.

Pupils are encouraged to participate more fully in School and community life and to take increasing responsibility for their learning and actions. As they progress through these years, they learn about the changes associated with puberty, develop the skills to make informed choices about their health and wellbeing, and learn strategies to resist bullying.

The IDecision programme is delivered through a series of modules linked to the three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. Each module builds on learning from previous years and begins with a baseline assessment to identify pupils' existing knowledge and address any gaps in learning.

9. The Senior School

9.1 Years 7 - 11

PSHE is taught in Health and Wellbeing lessons. These take place each week on a Wednesday. PSHE education is best developed when pupils learn, practise, and demonstrate personal skills and are actively involved in and take responsibility for their learning.

A wide variety of approaches and activities, appropriate to the pupils' age, encourages pupils to participate and remain engaged in lessons. These approaches and activities include:

- whole class and small group discussion;
- simulation and role-play;
- study of case studies;
- creative writing;
- open and closed questioning;
- collaboration with other pupils;
- designing sheets and posters; and
- listening to and interacting with visiting speakers.

This list is not exhaustive. In accordance with the PSHE Association's recommendations, the curriculum is purposefully distanced. Lessons have been planned so pupils study case studies, rather than share their personal experiences. This encourages pupils to think objectively about particularly challenging situations and share their ideas in a safe learning environment.



Throughout pupils' Health and Wellbeing lessons, they will cover a range of PSHE and RSE topics. An overview of the curriculum is set out in Appendix 2.

9.2 The Sixth Form

In the Sixth Form, PSHE is delivered through the Health and Wellbeing and Futures and Skills programmes. These lessons take place weekly on Wednesdays. Together, the programmes support students' financial, social, political, cultural and spiritual development. Students learn about relationships, health and wellbeing, and develop the knowledge, skills and understanding needed to make informed decisions and prepare for adult life. The Futures and Skills programme also supports students in exploring higher education and career pathways. An overview of the curriculum is set out in Appendix 2.

In addition, the School provides a range of opportunities to support students' personal development, leadership skills, understanding of Fundamental British Values, and preparation for higher education and future careers. Further details are set out in Appendix 3.

10. Assessment and feedback

We set high expectations for pupil attainment in PSHE, and our approach to assessment helps us meet those standards. Through regular, varied assessment activities, teachers gain an understanding of each pupil's progress, which allows them to identify any gaps in knowledge and/or understanding, and to provide support if necessary.

In the Senior School, teachers assess pupils' progress through:

- classroom work, written assignments and end-of-lesson reflections (following a visit from a guest speaker);
- verbal contributions and discussions in lessons, which are evaluated using an assessment grid;
- self-evaluation forms and knowledge checks, using Microsoft Forms.
- for pupils in Years 10 and 11, Wellio assessments are completed at the end of each topic.

In the Infant and Junior School, teachers assess pupils' progress through pupils' classroom work and discussions on a continuous basis.

Verbal and written feedback is given to pupils in lessons, for example in class discussions and through marking and assessment results, and feedback is also given to parents in school reports, where pupils in the Senior School are graded on effort and contribution and pupils in the Infant and Junior School are graded on application. Information on pupils' effort and contribution is also reported to parents through the school reports.

11. Monitoring and evaluating PSHE

The PSHE curriculum is continuously improved through a monitoring, evaluation and feedback process. The Deputy Head: Academic oversees the monitoring of the standards of pupil's work and the quality of teaching and learning.



The School engages with and gathers feedback from staff, pupils, parents, and governors in the following ways:

Staff	A session during the September CPD day is used to collect staff feedback. In addition, Senior School teachers have the opportunity to attend informal lunchtime sessions with the Head of Health and Wellbeing to discuss any concerns or ideas, and Infant and Junior School teachers are able to give feedback during staff meetings.
Pupils	Pupils provide feedback on the PSHE curriculum and topics taught via "pupil voice" surveys. Pupil voice is used with Infant and Junior School pupils to gather opinions and to identify ways to develop and improve the curriculum and the PSHE offering. Senior School pupils are proactively engaged in the curriculum development process through: ○ participating in PSHE focus groups led by the Head of Health and Wellbeing; ○ evaluating completed topics and suggesting future lesson ideas via structured feedback forms; and ○ providing specific feedback on visiting speakers.
Parents	Copies of the PSHE and RSE Policies are available on the School website, and we consult with parents before we make material changes to our RSE policy. Parents receive a list of PSHE topics (including RSE) that will be covered by pupils in the Parent Bulletin. We offer PSHE and RSE workshops for parents and provide lists of useful resources to support parents with pupils' learning at home. Feedback from parents is welcomed. The School is interested to hear from parents about their views on the PSHE programme, and all views will be considered and listened to. However, although parents can withdraw the child from certain aspects of RSE, they do not have a right to veto any aspect of the PSHE curriculum (including the RSE curriculum). Please see the Relationships and Sex Education Policy.
Governors	As part of their oversight responsibilities, governors monitor and evaluate the PSHE/Health and Wellbeing curriculum to ensure high standards. Feedback is reported to the Head of Health and Wellbeing to ensure appropriate actions are taken and that the curriculum is continuously improved.



Appendix 1 – Infant and Junior School PSHE Curriculum

1. Core themes and learning objectives

The PSHE curriculum in the Infant and Junior School is organised around three core themes of Health and Wellbeing, Relationships and Living in the Wider World. The learning objectives for the core themes are as follows:

Health & Wellbeing

- Know and understand what constitutes a healthy and balanced lifestyle.
- Make informed decisions about health.
- Be able to recognise how choices can impact health and wellbeing.
- Know how to maintain physical, mental, and emotional health and wellbeing, including understanding the role of sleep, exercise and everyday hygiene routines.
- Understand what good physical health means and recognise signs of physical illness and how to seek support for ill health.
- Learn about strategies to respond to feelings and emotions and recognise warning signs about mental health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency and how to keep safe in different situations.
- Be able to name the main parts of the body including external genitalia.
- Learn about the physical and emotional changes that happen with puberty.
- Learn about the processes of reproduction and birth as part of the human life cycle.
- Know how to manage change, including puberty, transition, and loss.
- Be able to recognise and label different emotions and feelings and how others might be feeling.
- Develop problem solving skills for dealing with , challenges and change.
- Recognise their individuality and personal qualities, strengths and achievements.
- Know key rules for staying safe online.
- Learn about first aid and basic techniques for dealing with common injuries.
- Learn about the risks and effects of legal drugs common to everyday life.

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Recognise and respect different types of families and common features of family life.
- Recognise different types of relationships.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Learn strategies to resist pressure to do something they do not want to do and may be unsafe.
- Learn about respecting boundaries in different situations.



- Recognise kind and unkind behaviour and how to treat themselves and others with respect.
- Demonstrate the School's value of love and know how to respect equality and diversity in relationships.
- Understand that there are situations when they should ask for permission and situations where their permission should be sought.
- Develop strategies for building positive friendships and strategies to resolve disputes and understand what constitutes a healthy positive friendship.
- Recognise ways in which they are the same and different to others and how to be cooperative with others.
- Learn about discrimination: what it means and how to challenge it.

Living in the Wider World

- Know the importance of responsible behaviours and actions and recognise the reasons for rules and laws and how different rules are needed for different situations.
- Recognise that there are human rights that are there to protect everyone and the shared responsibilities that we all have.
- Demonstrate the School's value of love by being a responsible and independent member of the School community.
- Be positive and active members of a democratic society.
- Demonstrate the School's value of love by knowing the importance of respecting and protecting the environment.
- Learn about things they can do to help look after their environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Demonstrate the School's value of empathy and develop compassion and good relationships with other members of the School and the wider community.
- Learn about prejudice and stereotypes and how to recognise actions that discriminate against others.
- Understand about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.
- Learn about different roles and responsibilities people have in their community and that there are a broad range of different jobs and careers that people can have.
- Identify the kind of job they might like to do when they are older and the skills that will help them in their future career.
- Learn about diversity and the benefits of living within a diverse community.
- Understanding the role of the internet and that not all information seen online is true or reliable.

2. Areas of focus in the Infant and Junior School

Key areas of focus for **Reception, Year 1 and Year 2** are set out below:

- Reception: Respecting boundaries, friendship, conflict resolution, road safety, online safety, being healthy, sun and beach safety, racism, NSPCC Pants rules, mental health.



- Year 1: Road safety, washing hands, friendship, water spillage, online bullying, growing in our world, hoax calling, racism, NSPCC Pants rules, mental health.
- Year 2: Tying shoelaces, staying safe, healthy eating, brushing teeth, bullying, body language, helping someone in need, worry, anger, image sharing, computer safety, human body parts, living in our world, working in our world, petty arson and texting while driving, racism, NSPCC Pants rules, mental health.

Key areas of focus for **Years 3 – 6** are the following:

- Year 3: Leaning out of windows, medicine, touch, stealing, grief, making friends online, human body parts, friendships, looking after our world, the role of fire fighters, racism, NSPCC Pants rules, mental health.
- Year 4: Cycle safety, healthy living, relationships, coming home on time, jealousy, online bullying, chores at home, puberty: stages for boys and girls, coping with puberty, understanding appropriate and inappropriate touch, breaking down barriers, first aid, racism, NSPCC Pants rules, mental health.
- Year 5: peer pressure, smoking, looking out for others, anger, image sharing, computer safety, enterprise, inclusion and acceptance, puberty: stages for boys and girls, personal hygiene, understanding appropriate and inappropriate touch, emotions and feelings, first aid, racism, NSPCC Pants rules, mental health.
- Year 6: water safety, alcohol, stealing, worry, making friends online, in-app purchases, British Values, puberty: stages for boys and girls, conception, boundaries, first aid, racism, NSPCC Pants rules, mental health.

3. Modules and topics

Our 5-8 modules/topics

For more information on our resources, please visit: www.1decision.co.uk

Keeping/Staying Safe • Road Safety • Leaning Out of Windows • Staying Safe • Tying Shoelaces	Keeping/Staying Healthy • Healthy Eating • Brushing Teeth • Washing Hands • Medicine	Relationships • Bullying • Body Language • Friendship • Touch	Being Responsible • Practice Makes Perfect • Helping Someone in Need • Stealing • Water Spillage
Feelings and Emotions • Jealousy • Worry • Anger • Grief	Computer Safety • Online Bullying • Image Sharing • Making Friends Online • Computer Safety Documentary	Our World • Growing in Our World • Living in Our World • Working in Our World • Looking After Our World	Hazard Watch • Is it safe to eat or drink? • Is it safe to play with?
Special Edition Module - Fire Safety • Hoax Calling • Petty Arson • Enya and Deedee Visit the Fire Station • Texting Whilst Driving			



Our 8-11 modules/topics

For more information on our resources, please visit: www.1decision.co.uk

Keeping/Staying Safe • Cycle Safety • Peer Pressure • Water Safety • Adults & Children's Views on Keeping/Staying Safe	Keeping/Staying Healthy • Healthy Living • Smoking • Alcohol • Adults & Children's Views on Keeping/Staying Healthy	Growing and Changing • Relationships • Puberty • Conception • Adults & Children's Views on Growing and Changing	Being Responsible • Coming Home on Time • Looking Out for Others • Stealing • Adults & Children's Views on Being Responsible
Feelings and Emotions • Jealousy • Anger • Worry • Adults & Children's Views on Feelings and Emotions	Computer Safety • Online Bullying • Image Sharing • Making Friends Online • Adults & Children's Views on Computer Safety	The Working World • Chores at Home • Enterprise • In-App Purchases • Adults & Children's Views on The Working World	A World Without Judgement • Breaking Down Barriers • Inclusion and Acceptance • British Values • Adults & Children's Views on A World Without Judgement
Special Edition Module - First Aid • First Aid - Year 4 • First Aid - Year 5 • First Aid - Year 6 (Part 1) • First Aid - Year 6 (Part 2)			

Age 5 - 8

Topic Name	Links with School Values	Links with Spiritual, Moral, Social, Cultural Values and British Values
Keeping / Staying Safe	Curiosity Empathy	• Taking turns to contribute ideas and thoughts about keeping safe • To respect and tolerate everyone's views and ideas about keeping safe • The freedom to accept and challenge our own and others' views • Curiosity about what it means to stay safe and how I can make good choices around this
Keeping / Staying Healthy	Empathy Love	• To respect and tolerate everyone's views and ideas • The freedom to accept and challenge our own and others' views • Taking turns to contribute ideas and thoughts about health • Listening to, and understanding, a range of views on health • Understanding the social and cultural values of health in all its forms • Curiosity about what it means to be healthy and how I can make good choices around this • Showing love for good health • Direction of my life according to the healthy choices I can make • Empathy for everyone's health and the challenges that people may face
Relationships	Empathy Love	• Curiosity about what it means to relate to others and be in a family, personal or group relationship • Showing love for - and from - healthy, positive relationships • Direction of my life according to existing and future relationships • Empathy for everyone's unique relationships • Gaining a spiritual understanding of a variety of relationships • Considering the moral choices and behaviour around relationships • Understanding the social and cultural values of a range of relationships • Taking turns to contribute ideas and thoughts about relationships • Listening to, and understanding, a range of different views

Being Responsible	Direction Empathy	• Understanding how to be responsible from a legal perspective • Curiosity for what it means to be responsible • Understanding how to act responsibly at home, at school and in the community • Taking turns to contribute ideas and thoughts about being responsible • Listening to, and understanding a range of different views • Showing empathy for the different responsible roles that people may hold • Considering moral choices around acting responsibly
Feelings and Emotions	Empathy Love	• Taking turns to contribute ideas and thoughts on feelings and emotions • Understanding and identifying a range of different feelings and emotions • Acknowledging the right to feel different emotions and how to express these emotions in appropriate ways • Showing empathy towards people who are experiencing strong emotions – how can I support and help them? • Listening to, and understanding a range of different views
Computer Safety	Curiosity	• Considering the moral choices and behaviour around using the computer safely • Understanding how our actions affect others when using the internet • Treating others with kindness when using the internet and understanding how to act if others act in unkind ways • Curiosity about using technology
Our World	Curiosity Direction Empathy	• Curiosity about what it means to live in our world • Showing love for self and others • Direction of my life and the lives of others • Empathy for the views and challenges of others and my responsibility to them • Empathy for the environment and the living things that we share our world with • To respect and tolerate everyone's views and ideas • The freedom to accept and challenge our own and others' views

Hazard Watch	Curiosity	• Respect for our world around us and how to act in safe ways • Curiosity about the wider world • To respect and tolerate everyone's views and ideas • The freedom to accept and challenge our own and others' views • Listening to, and understanding, a range of different views
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Age 8 – 11

Topic Name	Links with School Values	Links with Spiritual, Moral, Social, Cultural Values and British Values
Keeping / Staying Safe	Curiosity Empathy	• Taking turns to contribute ideas and thoughts about keeping safe • To respect and tolerate everyone's views and ideas about keeping safe • The freedom to accept and challenge our own and others' views • Curiosity about what it means to stay safe and how I can make good choices around this
Keeping / Staying Healthy	Empathy Love	• To respect and tolerate everyone's views and ideas • The freedom to accept and challenge our own and others' views • Taking turns to contribute ideas and thoughts about health • Listening to, and understanding, a range of views on health • Understanding the social and cultural values of health in all its forms • Curiosity about what it means to be healthy and how I can make good choices around this • Showing love for good health • Direction of my life according to the healthy choices I can make • Empathy for everyone's health and the challenges that people may face
Growing and Changing	Curiosity Love Empathy	• Curiosity about what my changing body may look and feel like • Showing love for, and acceptance of, the body changes that will happen to me

		• Empathy for everyone's unique bodies and feelings • Gaining a spiritual understanding of the changes the body will go through and the related implications • Considering the moral choices and behaviour around the changing body • Understanding the social and cultural values of the changing body • Taking turns to contribute ideas and thoughts about my changing body • Listening to, and understanding, a range of different views on changing bodies and related effects
Being Responsible	Direction Empathy	• Understanding how to be responsible from a legal perspective • Curiosity for what it means to be responsible • Understanding how to act responsibly at home, at school and in the community • Taking turns to contribute ideas and thoughts about being responsible • Listening to, and understanding a range of different views • Showing empathy for the different responsible roles that people may hold • Considering moral choices around acting responsibly
Feelings and Emotions	Empathy Love	• Taking turns to contribute ideas and thoughts on feelings and emotions • Understanding and identifying a range of different feelings and emotions • Acknowledging the right to feel different emotions and how to express these emotions in appropriate ways • Showing empathy towards people who are experiencing strong emotions - how can I support and help them? • Listening to, and understanding a range of different views
Computer Safety	Curiosity	• Considering the moral choices and behaviour around using the computer safely • Understanding how our actions affect others when using the internet

		• Treating others with kindness when using the internet and understanding how to act if others act in unkind ways • Curiosity about using technology
The Working World	Direction Love Curiosity	• Curiosity about the working world • Curiosity about what the future may hold and careers that I may have • Showing love for the future and what it may hold • Direction of my life and how to achieve my ideal career • Empathy for others and their dreams and goals - how can I support and help them? • To respect and tolerate everyone's dreams and goals • The freedom to accept and challenge dreams and goals, giving reasoned arguments
A World Without Judgement	Empathy Love	• Including others without judgement • Embodying British Values in our lives in School and outside of School • Accepting others for who they are and accepting differences • Demonstrating empathy for others • Taking turns to contribute ideas and thoughts on celebrating differences • Listening to, and understanding, a range of different views • Understanding what it means to celebrate difference from a legal perspective • Gaining a spiritual understanding of celebrating difference • Considering the moral choices and behaviour around everyone's differences • Understanding the social and cultural values of everyone's differences • Showing love for others' differences • Direction of various lives depending on everyone's differences.

Appendix 2 – Senior School PSHE Curriculum Overview

The Health and Wellbeing curriculum is delivered through a programme of learning that reflects the needs and developmental stage of pupils in each year group. Topics are organised around key themes, including relationships, staying safe, community and rights, digital literacy, careers education and personal wellbeing. The overview below sets out the principal areas of focus for Years 7 to 13.

Year 7 - Relationships	Year 8 - Managing Risk and personal safety	Year 9 - Personal safety and managing risk
Bonding trip	Re-Introduction to H&W (School Values)- BELONGING	Re-Introduction to H&W Values and Belonging
Introduction to H&W (Who can help?)	Effects of caffeine	Why people join a gang
Transition to Secondary School add in strategies to manage balance between school, leisure etc	Effects of tobacco and nicotine UNIFROG	Consequences of joining a gang
What makes a good friend? Good communication- conflict resolution after disagreements	Vaping talk IT Happens-Rose	Drugs attitudes
Relationships ZOR - effort grades 10/10	Effects of alcohol	Drugs, the law and risk Effort grades
Consent	First aid- head injury	Alcohol and Cannabis
Year 7 - Diversity in the Wider World	Year 8 - Community and discrimination	Year 9 - Careers and GCSE options
Bullying- UNIFROG	Diversity in Bristol	Careers Launch Assembly and Unifrog
What is diversity UNIFROG	Recognising discrimination	Careers Introduction
Identity, rights and responsibilities	Everyone Counts British Values (+Protected Characteristics)	GCSE Options linked to Careers
Break the silence- Upstander not a Bystander	Social media- inclusive or divisive- Upstander not a Bystander	Self reflection- My GCSE options at GCSE- tutor time -Holly Bourne talk
Neurodiversity lesson - social awareness	Voicebox- healthy masculinities	Voicebox- healthy masculinities
Neurodiversity lesson - design activity	Gender- breaking the man box, who says girls can't	Reflection
Year 7 - Introduction to the World of Work	Year 8 - Media Literacy and digital resilience	Year 9 - Intimate Relationships
Unifrog Launch Assembly	Life on social media	Relationships and communications
What is a career	Business of influence and feeding the algorithm	Freedom and Capacity to Consent
Careers in the creative industry	Mis or disinformation	Risks of Sex and Sexual Hygiene ADD IN UNINTENDED PREGNANCY
Exploring possibilities- Dream Jobs	Conspiracy theories	Sexual orientation and stereotypes - Brook - Main
First aid- allergies	POSITIVE INFLUENCERS ONLINE- POSTERS	Sexual orientation and stereotypes - Brook - Main
Reflection	Communicating safely online and Online relationships	PARENTHOOD UNIFROG

Year 7 - Physical Health	Year 8 - Careers- Employability and Entrepreneurial Skills- add in money	Year 9 - MONEY
Food for thought UNIFROG	Launch Assembly- Unifrog Launch	Mobile phone products and cyptocurrency
Diet and exercise UNIFROG	What are employability skills	Digital relationships - IT Happens main
Puberty effort grades UNIFROG	Leaderships Skills- What makes a good leader	Add money management- Financial exploitation and gaming effort grades
Sleep and physcual health- dental sun vaccinations	Team work skills	
Keeping safe FGM	Reflection	Sextortion/ online safety and pocket money debate
Year 7 - Mental and Emotional Health	Year 8 - Relationships	Year 9 - Mental and Physical Health
How to approach revision LBR	Effective revision LBR	Revision and Assessment Skills LBR
Understanding Emotions - UNIFROG Mental Health	Positive behaviours in healthy relationships UNIFROG	Coping Strategies- update- add time management
Self Worth	Communication and Consent in Relationships UNIFROG	Physical Wellbeing- update UNIFROG
<i>Social media, phone and tech - Natasha Devon - Virtual- students Rose Theatre</i>	UNHEALTHY RELATIONSHIP UNIFROG	Knife Crime
Recognise and mangage internal and external influences on decisions affecting H&W- social influences UNIFROG	Peer Pressure- UNIFROG	Loss separate divorce UNIFROG
Biological sex, gender identity and sexual orientation- UNIFROG Gender stereotypes	Gender roles- UNIFROG	Relationship breakdown plus digital legacy
Assessment week	Assessment week	Assessment week
Year 7 - Money	Year 8 - Mental health and emotional wellbeing	Year 9 - Digital resilience
Staying safe online	Safety in public- UNIFROG	EDI diaspora
Money and wellbeing	Bank accounts and Saving money, credit and debit UNIFROG	Upstander not a Bystander
Being a critical consumer	Attitudes to Mental Health	Neurodiversity Lesson
Chanees and achievements	Manaeine Emotions	Chanees and achievements

Year 10 Mental Health- WELLIO	Year 11- Careers
Inclusivity and belonging	Introduction to H&W and Careers Launch Assembly- (Rose Theatre)
Caring for Mental Health	Alumane breakfast
Online content and mental health	Post 16 Options
Understanding stress	Apprenticeships
Managing stress and overthinking	Self reflection
Help seeking and peer support	CV and labour market search?
Year 10- Healthy Relationships	Year 11- Mental Health
Relationship values and healthy relationships legal status of LT, importance of stable, rights within marriage	Perservice and resilience
Consent	Sleep
Risks of sending nudes	Exam stress
IT Happens - Intimate relationships Rose Theatre	Revision seminar LBR
Risks of online relationships- ending relationships	Physical health related choices- blood, organ, stem cell donation, cosmetic procedures tattoo sunbeds piercings
Reflection	Finance
Year 10- Financial decision making	Year 11 Communication in relationships
Gambling- get marshmallows	Mock exams
Financial survival	Mock exams
Cyber Crime	Sex pressures, risk taking & readiness for Sex - Brook
Alumnae breakfast	Relationships and communications
Fraud	Abusive relationships CEOP-add in honor based violence forced marriage domestic abuse
Budgetting and savings	Sexual harassment - Brook ROSE

Year 10 - Social Influence	Year 11- Contraception and parenthood
Substance use and assessing risk	Fertility and routes to parenthood
Body image, weight and Height - Natasha Devon - Virtual-	Pregnancy outcomes- parenthood skills and services
POSITIVE INFLUENCERS ONLINE	Pregnancy options
Substance use and managing influence- tutor comment	No speakers
Help seeking and source of support	Freedoms and Festivals - IT Happens- Rose
	This term shorten lessons for self defence
Year 10-Careers- World of Work	Year 11
REVISION STRATEGIES LBR	Tutorials and revision
What type of career is best for me	Tutorials and revision
CAREERS MORNING (Main Hall) CHECK	Tutorials/ revision
Exploring different employer profiles	<i>Independent revision/ tutorials</i>
CV writing and Work Experience	Study leave
Valuing diversity- add equality and inclusion- equality act	Study leave
Assessment week	Study leave
Year 10 discrimination	Year 11
First aid/ Self defence?	Study leave
First aid/ Self defence?	Study leave
Understanding and preventing extremism/ POLICE?	Study leave
Tackling radicalisation- effort grades	Study leave

Year 12	Year 13
WEEK 1	Introduction to H and W- UCAS
Alumnae Breakfast Main Hall	Alumnae Breakfast Main Hall
WEEK 2	UCAS Applications
WEEK 3	Respectful relationships: trust and intimacy- new UNIFROG
WEEK4	Pornography- Brook - 1 group Rose
Brook- sexual health	Respectful relationships: ending relationships- new UNIFROG
Year 12	Year 13
Identity and Mental Health - Natasha Devon - Virtual	Interview Skills CV Writing
Leadership what is it?	Gap Year Talk Kilroy Travel company
What makes a great leader	Fertility, pregnancy and post pregnancy-
Your Leadership Skills	Revision seminar
WEEK 5	Money- mortgages-
WEEK 6	SAM PEACEY
Year 12	Year 13
Unifrog Launch / AAB courses and MOOCS block these	Mock exams
Unifrog Psychometric testing TUTOR- Reflecting on your Psychometric Testing	Mock exams
WEEK 7	Money- pensions, ISAs-
Alumni breakfast- Main Hall	Alumni breakfast - Main Hall
WEEK 8	Student Finance Talk (In person talk - Royal Holloway (Cameron Gill-sixth form centre)
WEEK 9	Financial decisions-

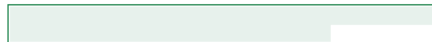
Year 12	Year 13
WEEK 10	Knife crime/ SELF DEFENCE-
WEEK 11	Knife crime/ SELF DEFENCE
WEEK 12	IT happens Next Chapter- Main -holidays with friends
Post 18 Options- Apprenticeships	Health screenings and health in new location- meningitis freshers flu
Post 18 Options- University (rose theatre 8:45-9am)	RPA- finance session before easter
Year 12	Year 13
Alumnae Breakfast Rose	Alumnae Breakfast- Rose
Bob Tait	Health screenings 2 with pop in from Elin-menopause added (Year 13 9:10am Rose Theatre)
WEEK 13	Results Day and Clearing (assembly 6th Form 9:10am)
WEEK 14	Study leave
Personal Statement and wider reading (assembly 6th Form)	Study leave
Future relationships - IT Happens - 6th form centre	Study leave
Assessment	Study leave
Year 12	Year 13
Drafting your Personal statement	Study leave
UCAS HUB SIGN UP (Assembly RPA ROSE THEATRE)	Study leave
WEEK 15	Study leave
WEEK 16	Study leave



Year 12																		
Tutor Group	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
12-1 PAY	HC1 - Substance	HC2 - Recreational	HC3 - Safety	EDI1 - Society	EDI2 - Prejudice	EDI3 - Intersect	M1 - Socials	M2 - Body Image	M3 - Misogyny	R1 - Positive	R2 - Consent	R3 - Support	E1 - Income	E2 - Banking	E3 - Renting	MH1 - MH and EW	MH2 - Change, loss	MH3 - Eating disorders
12-2 SFR	R1 - Positive	R2 - Consent	R3 - Support	E1 - Income	E2 - Banking	E3 - Renting	MH1 - MH and EW	MH2 - Change, loss	MH3 - Eating disorders	HC1 - Substance	HC2 - Recreation	HC3 - Safety	EDI1 - Society	EDI2 - Prejudice	EDI3 - Intersect	M1 - Socials	M2 - Body Image	M3 - Misogyny
12-3 AHI	E1 - Income	E2 - Banking	E3 - Renting	MH1 - MH and EW	MH2 - Change, loss	MH3 - Eating disorders	HC1 - Substance	HC2 - Recreation	HC3 - Safety	EDI1 - Society	EDI2 - Prejudice	EDI3 - Intersect	M1 - Socials	M2 - Body Image	M3 - Misogyny	R1 - Positive	R2 - Consent	R3 - Support
12-4 CQU	EDI1 - Society	EDI2 - Prejudice	EDI3 - Intersect	M1 - Socials	M2 - Body Image	M3 - Misogyny	R1 - Positive	R2 - Consent	R3 - Support	E1 - Income	E2 - Banking	E3 - Renting	MH1 - MH and EW	MH2 - Change, loss	MH3 - Eating disorders	HC1 - Substance	HC2 - Recreation	HC3 - Safety
12-5 HHA	M1 - Socials	M2 - Body Image	M3 - Misogyny	R1 - Positive	R2 - Consent	R3 - Support	E1 - Income	E2 - Banking	E3 - Renting	MH1 - MH and EW	MH2 - Change, loss	MH3 - Eating disorders	HC1 - Substance	HC2 - Recreation	HC3 - Safety	EDI1 - Society	EDI2 - Prejudice	EDI3 - Intersect
12-6 NBR	MH1 - MH and EW	MH2 - Change, loss	MH3 - Eating disorders	HC1 - Substance	HC2 - Recreation	HC3 - Safety	EDI1 - Society	EDI2 - Prejudice	EDI3 - Intersect	M1 - Socials	M2 - Body Image	M3 - Misogyny	R1 - Positive	R2 - Consent	R3 - Support	E1 - Income	E2 - Banking	E3 - Renting

Sessions					
Staff	room	Healthy Choices (HC) - PAY	Relationships (R) - SFR	Society and Diversity (EDI) CQU	The below can be interspersed accordingly
SFR	KG2	1 - Substance Use and Risk	1 - Positive Relationships; Abuse	1 - Living in Diverse Society	Talk - Brook: Sexual Health RAP Careers - 8 sessions
PAY	KG1	2 - Recreational drugs/alcohol	2 - Pleasure and Consent	2 - Prejudice and Discrimination	Talk - IT Happens: Relationships Alumnae Breakfast - 3
AHI	S22	3 - Personal Safety	3 - Confidently seeking support	3 - Intersectionality	Talk - N Devon: Identity Sam Peacey Talk - 1
NBR	H21	Mental Health (MH) - NBR	Finances (E) AHI	Modern World (M) HHA	
HHA	H11	1 - Mental Health and emotional wellbeing	1 - Income and Tax	1 - Social Media	
CQU	S27	2 - Change, loss, grief	2 - Banking, overdrafts etc.	2 - Body Image and Enhancement	
		3 - Eating disorders	3 - Renting and Buying	3 - Misogyny (Louis Theroux)	

Benefits	Limitations
> Staff specialism	> Students don't have continuity of PSHE delivery
> Variety for students	> Less variety for staff
> Continuity re: tutor delivers careers lessons to their tutor group	





Appendix 3 - Sixth Form PHSE Curriculum

1. Sixth Form PSHE Curriculum Themes and Topics

The Sixth Form curriculum is designed to support students' personal development and prepare them for higher education, employment and adult life. The overview in Appendix 2 sets out the key themes and topics covered through the Health and Wellbeing and Futures and Skills programmes in Years 12 and 13.

2. Personal development

In addition to the Health and Wellbeing and Futures and Skills programmes, the School provides a range of opportunities to support students' personal development, leadership skills, understanding of Fundamental British Values, and preparation for higher education and future careers. The opportunities include the following:

Fundamental British Values

- Invitation of speakers to talk about British Law.
- Support for Sixth Form students to understand that they are leaders of the School's pupil body through Sixth Form briefings.
- Democratic elections for the candidates in the Head's Team.
- Democratic elections for the House Captains and their deputies.
- School Pupil Council – run by the Head's Team with representatives from Years 7-13.
- Support and guidance in undertaking leading positions within the School.
- Tolerance and respect of other cultures and other cultures' faith through whole school assemblies organised and led by Sixth Form students.

Development of Students' Awareness of Positive Relationships and a Healthy Lifestyle

- Content to support pupil development taught through weekly Health and Wellbeing lessons.
- Guest speakers invited to speak to pupils about core topics such as sexual health, relationships and maintaining a general healthy lifestyle.
- Regular student feedback from Student Council and pupil questionnaires used to inform and update the learning needs of pupils.

Development of Students' Personal Qualities

- Support with Work Shadowing Scheme which is run by the Head of Higher Education and Careers.
- Encouraging students to volunteer through the Duke of Edinburgh Award, World Challenge and House activities led by student House Captains.
- Entrepreneurial opportunities through Futures and Skills apprentice-type activities.
- Running clubs for younger pupils which are of personal interest to Sixth Form students.



- Support for pupils in Years 7 and 8.
- Scholars' Forum led by the Director of Scholars and assigned Sixth Form Scholars for all Clifton High scholars and other interested pupils.
- Oxbridge Forum led by Heads of Department with the participation of Sixth Form students allowing students to develop their thought processes.
- Public speaking through allocated school assemblies presented by students and Head's Team speeches.
- Individualised fortnightly tutorials.

Impartial Careers Guidance

- Individualised meetings with Year 11 pupils and their parents offering guidance and support in making informed decisions on their A level choices organised by the Head of Sixth Form.
- Year 11 Taster Day and Taster Lessons for an impartial understanding of requirements of Sixth Form, tailored for pupils only.
- Sixth Form Open Evening guidance and information for both Year 11 pupils and their parents on Sixth Form options - meeting with Heads of Department and Clifton High School alumni representatives on suitability of courses.
- Careers Convention Day organised by the Head of Higher Education and Careers and run at the School by representatives of a variety of professions.
- Tutor assigned for individual students with expertise on the Sixth Form process.
- Advice offered by Admission Tutors from Russell Group and other tertiary institutions as part of the Examinations Evening and the Sixth Form Open Evening (at least twice yearly).
- University Taster Days promoted to students through the Sixth Form Information boards, the Head of Higher Education and Careers and Sixth Form briefings. Students are urged to visit Universities of their choice twice every term from the start of their Sixth Form studies.
- Impartial individualised meetings with Head of Higher Education and Careers for guidance and support on career choices.
- Oxbridge awareness sessions.
- UCAS process: Seven Steps for support with student university choices and applications.
- UCAS Convention Day - allowing students to talk with representatives of the Universities they would like to apply and attend.

Version history

Version	Date	Section	Material change	Approval
05.22.01	24.05.2022	10	Insertion of a new section 10. Role of the Parent.	Miss Rachael Coleman
09.22 v1	01.09.2022	4.1 4.3 4.2 (old) 5 Appendix 1 - 3	Updated to reflect the change in themes covered in the new 1decision programme. Section updated to reflect the introduction of the 1decision programme. Deleted as RE is now taught as a separate subject. Updated and a new section dealing with Positive Relationships and Healthy Lifestyles inserted. Sixth Form now have separate Health and Wellbeing lessons, which alternate with Future and Skills. Updated to include 2022 - 2023 curriculum summaries.	Miss Rachel Coleman
07.23 v1	04.07.2023	4.2 and 4.3	Additional information added regarding areas of focus.	Mrs Amy Schmid
09.23 v1	26.09.2023	Appendix 2 and 3	Updated for the 2023/2024 academic year.	Mrs Amy Schmid
09.24 v1	30.09.2024	Appendix 2	Updated for the 2023/2024 academic year.	Mrs Amy Schmid
11.25 v1	14.11.2025	All 7	Updated for the 2025/2026 academic year. Section updated to show how PSHE is taught across the curriculum.	Mr Luke Goodman



		10 and 11	Sections updated to set out in more detail how the School assesses PSHE and evaluates the curriculum.	
10.26 v1	01.10.2026	3.2, 5, 10 and Appendices	Updated for the 2026/2027 academic year.	Mr Luke Goodman