



6-6 PSHE POLICY

STATEMENT OF VISION AND AIMS

PSHE at Guildford High School is taught through the ASPIRE programme in the Senior School and through the BeeHive Programme in the Junior School. These programmes reflect a broad spectrum of topics, providing balanced and factual information for pupils to develop their character to thrive as individuals, as members of their family, their school and wider society. The programme supports the fundamental aims of the school and is a key strand of our pastoral care and wellbeing provision for all pupils. The PSHE programmes are integral to embedding a culture and community that is respectful, tolerant, inclusive and kind.

In addition, the programmes aim to develop our pupils' understanding of:

- how to keep emotionally, physically and psychologically healthy, safe and well
- how to safeguard themselves and others, preventing and protecting them from harm
- how to promote independence and agency
- the importance of critical thinking to make informed choices and assess potential consequences on themselves and others
- the role gratitude has in happiness and becoming emotionally resilient
- how to develop a positive sense of self to enhance self-esteem and be confident in their abilities and contribute positively to society
- the importance of a strong moral compass and to be able to recognise right from wrong both socially and legally in respect of the law
- changes to the teenage brain and the impact of this during adolescence, particularly in regard to risk taking
- developing skills for their future lives and careers, including agency, employment and social and economic wellbeing

The PSHE programmes are progressive, aiming to develop the values, knowledge and skills required for each stage of a pupil's development to thrive socially, academically and emotionally. The programmes form a themed curriculum, teaching the foundation skills in Pre-Prep and continuously developing these skills through to Sixth Form. It equips and empowers girls with the knowledge, understanding and skills required to manage their lives now, and in the future and encourages them to realise their potential. Lessons support the holistic education of our pupils for thinking and living well and ensuring that we can safeguard them now and in adulthood.

Junior School Beehive themes are:

- Relationships

- Respect and Diversity
- Wider World
- Physical Health and Mental Wellbeing
- Safety and Change
- Education for Social Responsibility (ESR)

ASPIRE stands for:

- Agency
- Safety
- Positivity
- Inclusivity
- Relationships
- Economy

LEAD MEMBERS OF STAFF AND DELIVERY OF THE CURRICULUM

The Heads of PSHE (ASPIRE in the Senior School and Beehive in the Junior School) plan and co-ordinate the curriculum, ensuring the school meets statutory requirements and ISI frameworks. Curriculum planning needs to allow a ‘live’ element, and schemes of work are such that we can react to events and circumstances both within our community and beyond. Lesson planning and delivery allows pupils to learn and explore topics of a sensitive nature openly.

Form Tutors play a key role in the delivery of Beehive and ASPIRE lessons. ASPIRE is taught by Form Tutors once a week, with support from outside specialist speakers when necessary. Beehive in the Junior School is taught by the Form Teachers. There is a set period once a week for Beehive, and weekly assemblies mirror the half-termly focus.

High expectations are placed on all Junior and Senior staff to deliver excellent lessons, understanding the value and place that PSHE has within the curriculum and for the pupils in their care. This allows for a more wide-spread delivery of the themes that Beehive/ASPIRE covers, as teachers can link it to their own subjects and this helps to further embed key values and, more generally, the pastoral care of all pupils. Teachers are supported in their role and the Heads of Beehive/ASPIRE ensure that all staff know their responsibilities and are confident and comfortable with the material they teach.

It is important to recognise that every teacher is a teacher of wellbeing. All staff have a role to play in their curriculum delivery and enrichment opportunities to support pupil personal development. All staff are encouraged to model good habits and foster a safe and supportive environment in which many of the values and skills taught in lessons can be practised.

The Head of Sport Performance oversees the Senior School Aspiring Athlete Programme, which is designed to support our elite performers. Their training schedules are submitted to the Head of Performance who oversees these alongside academic commitments, also providing pastoral support

when needed. A programme of speakers is enlisted throughout the year providing informative talks to athletes, parents and coaches. A key part of The Head of Performance's role is also to ensure our Sport For All programme provides provision and opportunities to encourage all girls to enjoy and engage in sport; consequently, this also links with the ASPIRE programme and delivering talks on exercise and wellbeing.

ENGAGING THE WHOLE SCHOOL COMMUNITY

The Aspiring Girls website was launched to all senior pupils and access is available to parents via the parent portal. The Aspiring Girls website complements both the ASPIRE and wellbeing programme and has been designed as a safe space for support and information. The Junior School also have a wellbeing website, which is available to pupils, teachers and parents as a resource used in lessons and form time.

WORKING WITH PUPILS

Formal assessment does not take place within PSHE. Qualitative feedback is often asked for by tutors and progress can be gauged by subjective assessment the pupils make on their confidence and knowledge surrounding a topic. The Heads of Beehive/ASPIRE meet regularly with form tutors and teachers in seeking feedback on both the evaluative and assessed value that lessons have had and allows opportunities for pupil reflection to inform, shape and develop the programme. Learning Diaries are completed termly to provide direct feedback from pupils.

WORKING WITH PARENTS

The school fosters a relationship with parents in keeping them informed of topics covered in the PSHE Curriculum via a variety of methods including The Beehive Buzz (Junior School newsletter), Heads of Year blogs (Senior School) that are sent weekly, bulletins and pastoral days and evenings. The development of My School Portal has allowed parents to have greater access to relevant policies, programmes of work and resources. An overview of the programme is included in Information Booklets and is addressed at Parent Reception and Information Evenings in September.

Parents have the opportunity to attend pastoral workshops and conferences that mirror messages being delivered to pupils and to meet with the key speakers.

EQUALITY ACT 2010 AND ASPIRE

Schools are required to comply with the relevant requirements of the Equality Act 2010. GHS makes reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning and delivering Beehive/ASPIRE sessions. Pupils are taught to respect and

know what the nine protected characteristics are: age, disability, gender reassignment, marriage, pregnancy, race, religion or belief, sex, sexual orientation.

INFORMATION ON KEY PSHE TOPICS

HEALTH

The promotion of good physical, emotional and mental health is embedded into many of the topics covered in Beehive and ASPIRE. Encouraging pupils to have healthy routines, know themselves and how to foster good all-around health and resilience whilst being able to recognise when they might need support is an important aspect of these programmes. Further information is given within the RSE and Health Policy.

SAFEGUARDING

Safeguarding is addressed in many aspects of the curriculum, integrating it into relevant discussions around pupils' digital lives, their mental health, relationships and the law. Specifically, in the Junior School pupils are provided with age appropriate skills and information to help protect themselves and others. This takes many forms including but not limited to the 'Speak Out, Stay Safe' initiative from the NSPCC, Circle Time discussions, RSE curriculum and Anti-Bullying Week. In the Senior School, all pupils have an assembly at the start of the academic year from a DSL, ensuring that pupils understand the term Safeguarding, what abuse is and how it can manifest. Importantly this allows us to stress our key role in supporting pupils and passing on information that may be of concern. Both schools have 'Who Should I Speak To?' posters displayed in classrooms and Senior pupils have access to the Speak Out App on their iPads and can report concerns. Staff are aware that Beehive/ASPIRE sessions may raise child protection issues and should always pass information on and seek advice from the DSL team.

See Child Protection and Safeguarding Policy

E-SAFETY AND DIGITAL LIVING

GHS takes a whole school approach to teaching about online safety and risk and the knowledge needed to help pupils make the best use of the internet and ensure a 'digital balance'. PSHE plays a key part in discussing how pupils can be digitally resilient, digitally informed and harness the power of the digital world positively. The Head of Computing (Junior) and Digital Learning Lead (Senior) work closely with the Heads of Beehive/ASPIRE.

See Use of Technology Policy

DRUGS AND ADDICTION

Education surrounding addiction and habit and dependence in relation to wellbeing is taught in Beehive/ASPIRE. The risks and dangers associated with smoking, vaping, alcohol, gambling and drugs are taught and it is explained why these risks are more likely to be taken during the teenage years. The programme hopes to influence pupils to make healthy, informed choices and to hold a strong moral compass when put in new and different situations to be able to reject the temptations of legal and illegal drugs.

Young people face growing pressures to use or experiment with controlled drugs, alcohol, tobacco and other substances. Our purpose at Guildford High School is to do all we can to reduce these pressures, to educate children about the risks of involvement with drugs and to maintain an environment free from illegal drugs and from the temptation to use illegal drugs and other harmful or potentially harmful substances. The responsibility for the education of our pupils is shared with parents and effective communication and co-operation is essential. The School offers advice to parents and hopes that parents will share concerns with the School should they consider their daughter is involved in illegal drug usage.

See Behaviour and Discipline Policy

EQUALITY AND DIVERSITY

The PSHE programmes provide the opportunity to:

- understand the 2010 Equalities Act and the nine protected characteristics and encourages respect for all people in a general way
- encourage pupils to show tolerance and respect and an understanding of differences with an absence of prejudice
- know and understand our Fundamental British Values and accept, respect and value diversity within our society
- educate pupils about the dangers of radicalisation in order to protect pupils from exploitation (The Prevent Strategy is specifically taught in Year 10)
- promote principles which assist students to acquire an appreciation of their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions
- appreciate racial and cultural diversity and to eliminate racism
- take steps to ensure that children do not form a negative or restrictive view of the role of the opposite sex, or of those with protected characteristics
- learn about the achievements of other cultures, including those outside Europe

CITIZENSHIP

The PSHE curriculum complements the whole school approach and discussion around citizenship, enabling pupils to become informed citizens and independent contributors to society.

It aims to:

- develop pupils' awareness of and respect for their social and political environment
- teach the functions and uses of money, the importance and practice of budgeting, credit and debt, financial services and products and how public money is raised and spent.
- understand and develop a broad knowledge of and respect for the roles played by public institutions and services in England and voluntary groups in society. The ways in which citizens work together to improve their communities to ensure pupils effective preparation for future life in British society and ensure pupils respect the importance of these institutions and services to life in a modern, civilised society
- inform on the operation of Parliament, including voting and elections, and the role of political parties
- teach basic first aid skills including CPR

CAREERS

Careers education is provided within the Beehive/ASPIRE curriculums. When delivering careers education the following points are adhered to:

- Careers guidance is presented in an impartial way and no bias or favouritism towards a particular education or work option is delivered. As part of the Wider World topic in the Junior School, pupils learn about different jobs and career paths.
- Pupils are able and encouraged to make informed choices about the broad range of options which are open to them, including GCSE choices and post-16 options.
- As with many aspects of the Beehive/ASPIRE curriculums, pupils are encouraged to fulfil their potential through their decisions and choices. Pupils are supported to know themselves and how their strengths, weaknesses and interests relate to the world of work.
- In the Senior School, individual guidance is available from the Director of Higher Education.
- Work Experience is offered to Year 11 pupils
- In the advice given we consciously work to prevent all forms of stereotyping.

SPIRITUAL, MORAL, SOCIAL, CULTURAL (SMSC)

The school aims, as laid out in the GHS '8' and the school ethos are integral to the Spiritual, Moral, Social and Cultural development of pupils throughout the school. Beehive/ASPIRE curriculums play an important role in this and consideration is given to this in the planning and writing of schemes of work. The Beehive/ASPIRE curriculums address, but are not limited to, the teaching of and active promotion of our Fundamental British Values and the Equalities Act. The curriculum complements other subject areas, assemblies, tutor times and enrichment days which play a key part in pupils' development that will help to enable them to play a responsible, confident, informed role in society have a fully developed values system, and be able to interact with other people in a positive way.

Please refer to SMSC document for more detail.

THE ALICE AWARD

The 'Alice Award', launched in Lent 2021, was an enrichment activity designed around the GHS 8; its purpose is for pupils to engage with these aims and understand how they enhance their school experience and help them to thrive. It is an optional activity that takes place within the Year 7 ASPIRE curriculum in the Lent term. The Alice Award further links the ASPIRE curriculum with the rich provision the school provides in the classroom and through extra-curricular activities, to develop a range of character attributes such as resilience and grit, which underpins success in education and employment.

VISITING SPEAKERS

The ASPIRE programme employs a wealth of specialist speakers, many of whom have an established working relationship with the school. In the event of a new speaker, references or testimonials are sought prior to booking. Speakers are given clear guidance as to what their talk is to cover and, whenever possible, material is checked beforehand. Speakers must sign in and out of reception and show identification on arrival. In addition to this, details of their talk are kept on a GHS database. Speakers are always supervised by a Guildford High school member of staff. In the event of a speaker promoting their own political views, without prior agreement, or promoting partisan views that are misleading or not factual, they would be stopped with immediate effect. Speakers are used as part of the ASPIRE programme to initiate conversations that, in almost all circumstances, are continued by tutors in subsequent lessons. If necessary, this allows for further discussions to challenge material presented, address any imbalance, and ensure a fair presentation of all views.

APPENDIX 1 – MAPPING OF JUNIOR SCHOOL SMSC & FBV 2022-2023

Fostering British Values		Spiritual, Moral, Social and Cultural Development	
	Democracy		Pupils to develop self-knowledge, self-esteem, and self confidence
	Rule of Law		Enable pupils to distinguish right and wrong, and respect civil and criminal law of England
	Individual Liberty		Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can positively contribute to the lives of those living and working in the locality and society more widely
	Mutual respect and tolerance for those with different faiths and beliefs		Pupils acquire a broad and general knowledge of the respect for public institutions and services in England
			Tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and others' cultures
			Encourage respect for other people and protected characteristics of 2010 Act

	Reception PSHE	Year 1 PSHE	Year 2 PSHE	Year 3 PSHE	Year 4 PSHE	Year 5 PSHE	Year 6 PSHE
Michaelmas Weeks	Relationships	Relationships	Relationships	Relationships	Relationships	Relationships	Relationships
1	LO: I can identify members of my family	LO: I know who cares for me	LO: I know how to be a good friend	LO: I recognise and respect different types of families	LO: I know the features of a positive, healthy friendship	LO: I know about peer influence and how it can make people feel or behave	LO: I know what it means to be attracted to someone and different kinds of loving relationships
2	LO: I know who to go to if I have a worry	LO: I know different types of family	LO: I know how to resolve arguments between friends	LO: I know the role of a family unit	LO: I know how to build positive friendships	LO: I know how to make people feel included	LO: I know the difference between gender identity and sexual and everyone's right to be loved.
3	LO: I know who to go to if someone is hurt	LO: I know who to go to if I have a worry	LO: I know the difference between safe and unsafe secrets	LO: I know what privacy and personal boundaries are inc online	LO: I know how to communicate respectfully when using digital devices	LO: I know the impact of the need for peer approval including online	LO: I know people's rights to marriage, civil partnerships and to force anyone into that is illegal
4	LO: I know what permission is and when to ask permission	LO: I know what is meant by privacy and things that should be kept private	LO: I know how to ask for help if I feel unsafe or worried (inc online)	LO: I know about bullying and its consequences for all involved	LO: I know how knowing someone online is different from knowing them face to face and the risks of an online friendship	LO: I recognise that challenges in friendships are normal, and friendships can change over time	LO: I can compare the features of a healthy vs unhealthy friendship
5	LO: I know how to be kind	LO: I know about my body parts	LO: I know how to resist pressure	LO: I know what to do and who to tell if family relationships are making me feel unsafe	LO: I know how to seek support if I feel lonely or excluded.	LO: I know how to ask for, give and not give permission for physical contact and what	LO: I can assess the risk of different challenges and dares including online

						physical touch is acceptable and not	
6	LO: I know what to do if someone is unkind	LO: I know about different types of touch and how they make people feel	LO: I know what causes arguments between friends	LO: I know about the different ways people care for each other	LO: I know when it is right to keep or break a confidence or share a secret	LO: I know that no one should be asked to keep a secret that makes them feel uncomfortable/worried	LO: I know what consent is and how to seek and give/not give permission in different situations
	<u>Respect and Diversity</u>	<u>Respect and Diversity</u>	<u>Respect and Diversity</u>	<u>Respect and Diversity</u>	<u>Respect and Diversity</u>	<u>Respect and Diversity</u>	<u>Respect and Diversity</u>
7	LO: I know what respect means	LO: I know how to show respect	LO: I can recognise different groups people can be part of	LO: I can recognise respectful behaviours and model them	LO: I can recognise differences between people such as gender, race, and faith	LO: I recognise everyone should be treated equally	LO: I know how to discuss issues respectfully and listen to others' points of view and challenge them
8	LO: I understand the class rules	LO: I understand the school rules	LO: I recognise that we are all equal	LO: I know the importance of self-respect and the right to be treated respectfully	LO: I know the importance of respecting the similarities and differences between people	LO: I know what discrimination means and the different types	LO: I know what prejudice means and the difference between that and discrimination
9	LO: I know how to be polite	LO: I know what makes me unique	LO: I know about different rights and responsibilities of the community	LO: I know what it means to treat others politely and the way we do this in different cultures and society	LO: I know the meaning and benefits of living in a community	LO: I can identify cyberbullying and discrimination of groups	LO: I know how to safely challenge discrimination
10	LO: I know what makes me special	LO: I know what diversity means	LO: I know how we can care for our community	LO: I know the reasons for rules and law in society.	LO: I know the different communities I belong to	LO: I know ways of safely challenging discrimination	LO: I know how to recognise stereotypes and the influence they have on attitudes
11	LO: I understand what makes people different	LO: I can identify parts of our diverse community	LO: I know how a community can help people from different groups feel included	LO: I know what happens if people do not abide by law	LO: I know the individuals and groups that help the local community	LO: I know the impact of discrimination on individuals and groups	LO: I know how to challenge stereotypes
12	LO: I can celebrate people's differences	LO: I can find similarities and differences between me and people in the community	LO: I know how to respond respectfully in an argument	LO: I know what human rights are and how they protect people	LO: I know how to show compassion towards others	LO: I know what it means to be inspirational	LO: I know how inequality affects someone's chance to succeed.
Lent Weeks	<u>Wider World</u>	<u>Wider World</u>	<u>Wider World</u>	<u>Wider World</u>	<u>Wider World</u>	<u>Wider World</u>	<u>Wider World</u>
1	LO: I know how we care for animals	LO: I know how we care for people	LO: I know the purpose and value of the internet	LO: I know how the internet can be used positively for leisure, school and work	LO: I know that everything shared online has a digital footprint	LO: I can identify different types of media and their different purposes	LO: I know about the benefits of safe internet use and when images and information might be altered
2	LO: I know about the different needs of people	LO: I can identify people's needs	LO: I can recognise the difference between needs and wants	LO: I know how images on the internet can be altered/adapted and why	LO: I know what online adverts look like and how organisations can use personal information to encourage people to buy things	LO: I know how media can promote stereotypes	LO: I know about social media, why it is used and the age restrictions on them
3	LO: I know what the internet is	LO: I know the benefits of the internet	LO: I know how people make choices about spending money including needs and wants	LO: I know how to evaluate whether online games or search results are suitable for me	LO: I know how to use technology for good	LO: I know how to assess which search results are reliable/safe/suspicious	LO: I can recognise what should be shared online and what should not

4	LO: I can identify some jobs within the community	LO: I know about different people's strengths	LO: I know the different ways people can pay for items (coins, cards, electronic etc)	LO: I know about jobs from different sectors and different jobs people can have in their life	LO: I know how people make different spending decisions based on their budget, values and needs	LO: I know how to use a bank account and keep my money safe	LO: I know how to report inappropriate online content
5	LO: I can identify some things I am good at (my strengths)	LO: I know the types of jobs with people who have different interests do	LO: I know where money comes from and how to keep it safe	LO: I can set goals for this year to do with my interests	LO: I know how people keep track of money and why it is important	LO: I know about the different routes to take to different jobs e.g. university, apprenticeships, college	LO: I know how having or not having money can affect a person's emotions, health and wellbeing
	Physical Health and Mental Wellbeing	Physical Health and Mental Wellbeing	Physical Health and Mental Wellbeing	Physical Health and Mental Wellbeing	Physical Health and Mental Wellbeing	Physical Health and Mental Wellbeing	Physical Health and Mental Wellbeing
6	LO: I know what it means to be healthy	LO: I understand the importance of being healthy	LO: I know why sleep and rest is important	LO: I know healthy and unhealthy choices that can affect my health.	LO: I can identify factors that maintain a balanced, healthy lifestyle physically and mentally	LO: I know some healthy sleep strategies and how to maintain them	LO: I can recognise that anyone can be affected by mental ill-health and how asking for support can help
7	LO: I know how to take care of myself	LO: I know my daily self-care routine	LO: I know ways to feel good, calm down or change my mood	LO: I know the positive and negative effects of habits	LO: I know that common illnesses can be treated easily with the right care	LO: I know how medicines can contribute to health	LO: I know how negative experiences can affect mental health
8	LO: I know basic hygiene	LO: I understand about food groups	LO: I know how to cope with loss and bereavement	LO: I know what a healthy balanced diet is and how exercise can help me stay healthy.	LO: I know how to recognise early signs of physical illness	LO: I know how to prevent the spread of viruses and bacteria	LO: I know how feelings can be helpful but also may need to be overcome
9	LO: I know ways to exercise and different types of play (screen, outdoor etc)	LO: I know why exercise is important	LO: I know how my body changes when I grow up	LO: I know some strategies to help me talk about my feelings	LO: I know how to maintain oral hygiene and dental health	LO: I know the benefits of being outdoors and in the sun for physical and mental health	LO: I know where to find support with my mental health and wellbeing
10	LO: I can identify different people who keep me healthy	LO: I know how to listen to my body to stay healthy	LO: I can identify and name the main parts of the body including external genitalia (vulva, vagina, penis, testicles)	LO: I recognise how feelings can change over time and become more or less powerful	LO: I know how to take medicines correctly and what is meant by a drug.	LO: I know how to stay safe in the sun	LO: I know the situations where someone can be feeling mixed emotions
Trinity Weeks	Safety and Change	Safety and Change	Safety and Change	Safety and Change	Safety and Change	Safety and Change	Safety and Change
1	LO: I know how to keep safe in the sun	LO: I know how to keep safe in the sun	LO: I know some online information is not true	LO: I know everyone is an individual and has unique and valuable contributions to make	LO: I can identify external genitalia and reproductive organs	LO: I know that for some people their gender identity does not correspond with their biological sex	LO: I know the changes that can occur in life and that may mean people experience loss
2	LO: I know how rules keep me safe	LO: I know how to keep safe online	LO: I know how to keep myself safe in different environments (including online)	LO: I can identify my own strengths	LO: I know about the physical and emotional changes during puberty	LO: I can identify when situations are becoming unsafe	LO: I know how to ask for support when experiencing loss and some strategies that can help me.
3	LO: I know who to tell if something makes me feel scared or unsafe	LO: I know who to tell if something makes me feel scared or unsafe	LO: I know about medicines and ointments and how they change how we feel	LO: I know how to manage any setbacks I face	LO: I know facts about the menstrual cycle (e.g. hormones)	LO: I know how to deal with common injuries using basic first aid techniques	LO: I know who to ask for help when I am feeling worried or frightened

4	LO: I know what different emotions are	LO: I know about different emotions	LO: I know how to keep myself safe in relation to electronics and in emergencies	LO: I can identify hazards at home and in school. I know how to keep myself safe	LO: I know the importance of personal hygiene during puberty e.g. washing and using deodorant	LO: I know about genital mutilation and what to do if they think someone is at risk of FGM	LO: I can recognise some of the changes I feel growing up
5	LO: I know how to recognise feelings in myself and others	LO: I know what makes me feel different emotions	LO: I can identify everyday risk e.g. roads, water, rail	LO: I know the importance of following safety rules from parents and other adults	LO: I know how to discuss the challenges of puberty with a trusted adult and how to get advice	LO: I can differentiate between taking healthy risks, and dangerous behaviour	LO: I know what sexual intercourse is, where pregnancy occurs and contraception
	Overflow	Overflow	Overflow	Overflow	Overflow	Overflow	Overflow
6	Form teachers to cover any PSHE aspects not covered and focus on transition into new year group						
7							
8							
9							
10							

APPENDIX 2: ASPIRE Ps AND SENIOR SCHOOL SMSC 2022-2023

MAPPING OF Ps: ASPIRE CURRICULUM 2022 - 2023

	P1 Self-understanding <i>(Learning diaries completed x 3 / 4 times per year by all year groups)</i>	P2 Decision-making	P3 Spiritual understanding <i>(mind / body / soul sessions ad-hoc all years)</i>	P4 Moral understanding and responsibility for own behaviour	P5 Social development and collaboration <i>(ALL lessons require pair and group work) Class Assemblies all years</i>	P6 Contribution to others, the school and community <i>Class Assemblies – all years</i>	P7 Respecting diversity and cultural understanding	P8 Staying safe and keeping healthy <i>(mind / body / soul sessions ad-hoc all years)</i>
Year 7 <i>Alice Award in Lent term designed around GHS 8</i>	Mich: growth mindset, teenage brain Lent: Values Trinity: 'learning about me'	Mich: personal safety and growth mindset. Inside out / teenage brain Trinity: Moral Compass	Wellbeing and AG website*	Lent: Values Trinity: moral compass	Mich: online behaviour – class charters Pen pals	Lent term: Values, Pen pals and Alice Award. Class assemblies	Lent: Values. Fundamental British Values and equalities.	Mich: online safety, public transport. Lent: Values (resilience, gratitude, positive coping strategies) Trinity: balance during exam time (sleep, nutrition, exercise)
Year 8	Lent: friendships and relationships, positive sense of self, teenage brain and identity.	Lent: Friendship. Communication skills. Teenage brain.	Wellbeing and AG website*	Mich: FBV, democratic system and knowledge of public institutions Lent: Friendship, communication, teenage brain Trinity: Social media, law and ethics.	Mich: political party project Lent: Friendship, communication	Class assemblies <i>Fast tomato</i>	Mich: Fundamental British Values – Political Party project. Lent: Equalities and challenging discrimination	Mich: mindfulness, scam aware. Social media ethics and the law. Trinity: Sun safety. Trinity: travel safety – important numbers, terrorist attack and fire safety
Year 9	Mich: self-esteem for decision making, self-compassion. Mind lessons – how we think, feel, behave and management of inner-critic. Mindfulness. Lent: RSE and first aid Trinity: study skills and exam wellbeing. Female health.	Mich: kindness and Mind lessons: asserting yourself and personal boundaries Lent: GCSE options	Wellbeing and AG website* Mich: Mind lessons - Personal values. Mindfulness.	Mich: Kindness and Mind lessons - asserting yourself and resolving conflict	Mich: Mind lessons - asserting yourself and resolving conflict	Class assemblies	Lent – individual assemblies	Mich: self-compassion and positive sense of self. Mental wellbeing. Mindfulness Lent: Digital citizen First aid, female health and RSE (contraception and STIs)

Year 10	Mich: study skills and 'learning to live and think well' RSE, body image, LGBTQ, Lent: 'Risk taking and reputations' party scene	Mich: SRE, LGBTQ and expression, party scene Lent: risk taking and reputations	Wellbeing and AG website* Trinity: money matters	Lent: reputations and risk taking	Trinity – understanding finance	Class assemblies Activities week	Mich: LGBTQ	Mich: 'learning to live and think well' incl. Substances and harm reduction, intimate relationships. Body Image and self-esteem Lent: consent and social influences, party scene. RSE – contraception and STIs Trinity: self-defence. Prevent (pending RE day)
Year 11	Mich: Work experience applications and CV writing. Study skills. Lent: study skills Trinity: Festivals	Mich: work experience applications	Wellbeing and AG website*	Lent: current affairs	Lent – National Citizenship Service	Class assemblies Lent – National Citizenship Service	Lent: current affairs, equalities.	Trinity: Festivals
Sixth Form	Mich: balance and perspective, time management, consent and party scene, positive online profile. Lent: Sexual health Trinity: preparing for university. Emotional intelligence	Mich: safe drive, stay alive. Lent: balance and perspective,	Wellbeing and AG website*	Mich: consent, party scene, current affairs / mock debates. Lent / Trinity: preparation for university including lesson on criminal law	Lent – National Citizenship Service Sessions with RGS	Assemblies to year group / whole school Lent – National Citizenship Service	Mich: consent, party scene, current affairs / mock debates, lectures.	Mich: consent, party scene, safe drive. Lent: sexual health, sunstance awareness, female health checks. Lent / trinity: travelling abroad, first aid.

**The Aspiring Girls website has been designed as a safe space for curiosity and has been created as a platform to support GHS students. It is ongoing in its development as we shape it to meet the needs of students and respond to pupil voice.*

MAPPING OF SMSC: ASPIRE CURRICULUM 2022 - 2023

	Enable pupils to develop their self-knowledge, self-esteem and self-confidence	Enable pupils to distinguish right from wrong and to respect the civil and criminal law	Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is	Enable pupils to acquire a broad and general knowledge of and respect for public institutions and services in England	Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures	Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 act	Encourage respect for democracy and support for participation in the democratic process*, including respect for the basis on which the law is made and applied in England
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			situated and to society more widely				
Year 7	Learning diaries x 4 Mich: growth mindset, teenage brain Lent: Values and Alice Award Trinity: 'learning about me'	Lent: Values Trinity: moral compass Current Affairs	Mich: personal safety. Lent: Values Alice Award Pen pals Current Affairs	Current Affairs	Lent: Values and protected characteristics	Lent: Values. FBV and equalities / protected characteristics. Current Affairs	Lent: Values
Year 8	Learning diaries x 3 Lent: friendships and relationships, positive sense of self, teenage brain and identity. Trinity: Mindfulness, TYD2W day and fast tomato	Mich: FBV Lent: unhealthy relationships. Trinity: Eagle radio - social media, ethics and the law.	Lent: friendship	Mich: Political party project Current Affairs	Mich: FBV Lent: Friendship, kindness, tolerance, responsible citizen. Current Affairs	Lent: friendship and equalities and responsible citizen. Current Affairs	Mich: Political party project Current Affairs <i>FBV / Democracy week – tbc Lent term</i>
Year 9	Learning diaries x 3 Mich and Lent: self-esteem for decision making, self-compassion. Lent: RSE and first aid, Female health. Trinity: study skills and exam wellbeing.	Lent: Digital citizen - cyber wisdom	Mich: self-compassion and kindness. Lent: First aid Current Affairs	Current Affairs	Current Affairs Lent / Trinity: individual assemblies from girls	Mich: Values / virtues Current Affairs	
Year 10	Learning diaries x 3 Mich: study skills and 'learning to live and think well' RSE, body image, LGBTQ, party scene Lent: 'Risk taking and reputations' RSE	Lent: Civil and <i>Criminal law tbc</i>	Lent: Risk taking and reputations	Trinity: Financial matters		Mich / Lent: individual assemblies from girls Mich – learning to live and think well: LGBTQ, connections.	
Year 11	Learning diaries x 3 Mich: Work experience applications and CV writing Lent: study skills Trinity: Festivals	Lent: Current affairs	Lent: National Citizenship Service	Lent: Current affairs <i>Army leadership day* (or year 12)</i>	Lent: Current affairs / FBV / protected characteristics	Lent: Equalities act	
Sixth Form	Learning diaries x 3 yearly	Mich: Current affairs, mock debates, lectures.	Mich: safe drive, stay alive <i>biannual</i> .	Mich: Current affairs / flash debates / misc lectures	Mich: Current affairs / flash debates / misc lectures	Mich: Current affairs / flash debates / misc lectures	Mich: Politics students lead an assembly / debate

	Mich: balance and perspective, time management, consent and party scene, positive online profile. Lent: Sexual health Trinity: preparing for university. Emotional intelligence	Criminal Law talk <i>biannual</i>	Lent / Trinity: first aid, travelling abroad, L6 summer programme: charitable giving	<i>Army leadership day* (or year 11)</i>			L6 summer programme: Political landscape
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** Questionnaires given to pupils or Form leaders meet to provide feedback on the ASPIRE programme and help to inform, shape and develop the programme.*

The Aspiring Girls website has been designed as a safe space for curiosity and has been created as a platform to support GHS students. It is ongoing in its development as we shape it to meet the needs of students and respond to pupil voice. It promotes many of the SMSC themes.