



Scheme of Work for PSHE Curriculum 2023-24

Ipswich High School Vision:

In line with the school's vision the PSHE department will prepare our pupils to thrive in the 21st Century by using their talents to improve the lives of others and through doing so, make their own mark on the world.

Our ambition is for all of our pupils to leave IHS:

Inspired – To have discovered and become the very best versions of themselves and to play an empowering part in our local and wider communities.

Happy –With who they are now and feeling equipped for the world they are growing up into.

Successful – Having achieved outcomes which would have been impossible in any other school. To have gone beyond what they previously thought was possible.

Department Rationale:

We follow Jigsaw, the mindful approach to PSHE, from Reception to Year 11. Jigsaw is a whole-school teaching and learning platform for PSHE/RSHE that supports our whole-school approach to the Curriculum and our pupils' education. In both the Prep and Senior schools, Jigsaw provides consistency and progression that gives teachers confidence to deliver high-quality, age-appropriate PSHE lessons equipping children to be healthy, happy and learn well. Jigsaw meets all DfE Statutory Relationships and Sex Education (RSE) and Health Education. In the 6th form, our pupils follow our bespoke 'Gen Next' programme. In the Senior School, we also use Votes for Schools to support our pupils' understanding of British Values, Democracy and enhance their knowledge of current affairs. Our PSHE programme supports IHS to fulfil its statutory responsibility to safeguard pupils, support their spiritual, moral, cultural, mental and physical development and prepare and equip them for the opportunities, responsibilities and experiences of life. The topics and teaching framework have been carefully selected to meet the needs of IHS students. The IHS PSHE education programme considers school policies and DfE guidance documents, including those relating to preventing and tackling bullying (including online bullying) and safeguarding.

PSHE (Personal, Social, Health and Economic) education is a school subject through which pupils develop the knowledge, skills, and attributes they need to manage their lives, now and in the future. PSHE & Gen Next sits comfortably within the Ipswich High School aims to provide pupils with the skills, knowledge and understanding to become an inspired, happy, successful, and caring member of society, including developing each student's appreciation of SMSC (spiritual, moral, social, and cultural) education. Our PSHE curriculum supports the five core values the school wants to instil in our pupils to be inspirational, respectful, courageous,

ambitious and have integrity. The PSHE Spiral and progressive curriculum allows students to revisit topics or themes several times throughout KS3, 4 and 5. The maturity, complexity or difficulty of the topic or theme increases with each revisit.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.

Inclusion, Equality and Diversity

At Ipswich High School we promote We promote the needs and interests of all pupils, irrespective of gender, culture, ability, or personal circumstance. We also respect the right of our students, their families, and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children including those with English as a second language to ensure that all can fully access PSHE education provision. We will ensure that pupils with SEND receive access to PSHE through liaising with the SENCO on individual pupils' specific needs.

We will use our PSHE curriculum as a way to address diversity issues and to ensure equality for all by delivering lessons on these topics as part of the Jigsaw program which promote diversity and inclusion to consider all pupils' needs.

The RSE policy should be read separately and includes information on parents' /carers' right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE up until three terms before the child's 16th birthday. There is no right to withdraw from Relationships Education or Health Education. There is no right to withdraw from PSHE lessons as a whole.

PSHE INTENT

The intent of the IHS PSHE curriculum is to provide a 'curriculum for life' which is accessible to all and that ensures that each of our students will better understand their role participating and contributing to their community and wider society. Our aim is to prepare pupils for life and work in a rapidly changing world full of opportunities but with few guarantees. We aim to empower and provide pupils with skills, knowledge and the confidence to stay safe both offline and online, improve their physical and emotional/mental health and develop the character, resilience and skills they need to succeed academically, in the workplace and general life. Our ambition is to provide students with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that they face as they grow up.

The focus throughout, is to adhere to the ethos which underpins everything we do at Ipswich High School; 'providing an exceptional education and experience for every individual.'

PSHE IMPLEMENTATION

Key Stage 3 and 4

Pupils in Yr7 – 11 receive 1 timetabled lesson a fortnight. They also receive a weekly Votes for Schools session during Tutor registration. Furthermore, pupils will receive 2 additional PSHE Drop -Down days during each academic year. At Ipswich High School, we follow the Jigsaw Programme (Y7 - 11), the mindful approach to PSHE, and tailor it to our students' needs and curriculum framework. It is a programme which offers us a comprehensive, carefully thought-through scheme of work bringing consistency and progression to our students' learning in this vital curriculum area.

Key Stage 5

6th Form pupils at IHS participate in the Gen Next programme. They receive 1 timetabled lesson a and also receive a weekly Votes for Schools session during Tutor registration. The Gen Next programme is a bespoke provision carefully developed to meet our students' specific needs. This curriculum is informed by the PSHE Association's guidance for 'best practice' 6th form provision and is focused on preparing pupils for life beyond school.

The Jigsaw's spiral curriculum covers:

- All the outcomes in the DfE statutory Relationships, Sex and Health Education guidance (England 2019)

- All the outcomes in the PSHE Association Programmes of Study (2020) all set within an inclusive, comprehensive and holistic whole-school PSHE Programme.

Further to this, Jigsaw has a strong safeguarding thread running throughout and a clear focus on positive mental health and respect for self.

There are 6 Puzzles (units) in each year group from ages 11-15 (Years 7-10), and 4 Puzzles (units) in ages 15-16 (Year 11) to allow for the reduced teaching time because of examination season. The 6 puzzles are taught either during fortnightly timetabled PSHE lessons or the stand alone 'Drop-Down' days. The 6 puzzles are as follows:

- Puzzle 1: Being Me in My World (orange)
- Puzzle 2: Celebrating Difference (pink)
- Puzzle3: Dreams and Goals (purple)
- Puzzle 4: Healthy Me (blue)
- Puzzle 5: Relationships (green)
- Puzzle 6: Changing Me (red)
- Ages 15-16, the 4 Puzzles are: Being Me in My World, Dreams and Goals Healthy Me, Relationships

A summary of the subject content in each Puzzle (unit) is made available on the school Firefly page.

Relationship and Sex Education (RSE)

As required by the DfE, a separate policy is available for RSE. This is available to view on the Ipswich High School website. The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.

Most of the DfE outcomes relating to Sex Education sit within the 'Intimate and sexual relationships, including sexual health' section of the guidance and include aspects like:

- the facts about reproductive health...
- the facts about the full range of contraceptive choices ...
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted...
- how to get further advice
- consent and the law

The Jigsaw PSHE Programme makes it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education.

Learning Environment

A set of ground rules is established by the teacher with input from pupils at the beginning of every year's teaching and reinforced during every lesson to help create and maintain a safe learning environment. We expect student engagement and take an inclusive and mature approach to the subject, but pupils will never be forced to contribute or participate if they feel uncomfortable with a specific topic. We do not skirt around the issues young people need to know about, in order to keep themselves safe and to make well-informed choices. Some issues could be considered sensitive, so teachers need to know their students as well as possible and be vigilant to signs of anyone needing pastoral support should any of the lessons be particularly pertinent or raw for anyone.

Safeguarding

Teachers and other professionals will be required to exercise professional judgement if pupils raise explicit issues that are not appropriate to the level of the maturity of the rest of the class. In such cases, they should not discuss these issues with the whole class. It may be appropriate to respond individually to the pupil's question outside the class. Teachers also recommend suitable websites which pupils can look at for further information. While helping pupils, who want advice about personal problems, has always been part of a school's role, it is essential to understand the distinction between teaching about controversial issues such as contraception and abortion and advising pupils on such matters. Teachers are not health professionals and pupils should be encouraged to seek advice from their parents. Teachers cannot promise confidentiality but can tell pupils where to seek confidential advice. The School acknowledges its duty to promote the safety and wellbeing of our pupils. In cases where the teacher has reason to believe that a pupil is in distress or in danger the teacher should, in the first instance, consult the Designated Safeguarding Lead (DSL) in accordance with the School's Safeguarding and Child Protection Policy.

Schemes of Work

IHS Scheme of Work Overview Yr7-11

Week	Year 7	Year 8	Year 9	Year 10	Y11
AUTUMN	<i>Being Me In My World</i>	<i>Being Me In My World</i>	<i>Being Me In My World</i>	<i>Being Me In My World</i>	<i>Being Me In My World</i>
Week 1/2 4/11 Sept Lesson 1	Who Am I?	Who Am I?	Being 'Me' in a group	Liberty & Safety in my World	Becoming an Adult
Week 3/4 18/25 Sept Lesson 2	My Influences	My 'Family'	Expectations & Perceptions of Relationships;	How I feel when things end	Relationships and the Law
Week 5/6 2/9 Oct Lesson 3	Peer Pressure and Belonging	'Family Factors'	Peer Approval	How social media affects me, my identity and culture	The Law and You
Week 7 16 Oct Lesson 4	My Online Identity	The Power of 1 st Impressions	Risks	Rated!	Me, the internet and the Law
HALF TERM – w/b 23 rd Oct & 30 th Oct					
Week 8 6 Nov Lesson 4	My Online Identity	The Power of 1 st Impressions	Risks	Rated!	Me, the internet and the Law
Week 9/10 13/20 Nov Lesson 5	What are the Consequences of what I say and do Online?	Faith and Beliefs	Consent	Risk	Emergency Situation
AUTUMN	<i>Relationships</i>	<i>Relationships</i>	<i>Relationships</i>	<i>Relationships</i>	<i>Relationships</i>
Week 11/12 27 Nov/4 Dec Lesson 1	Positive qualities of healthy relationships	Being in control of...myself	Power in relationships	Healthy, long-term relationships	Intimate Romantic Relationships
Week 13 11 Dec Lesson 2	My changing supportive relationships	Being in control of...my relationships	Assertiveness and saying no	Love and loss	Gender Diversity and Sexuality
CHRISTMAS HOLIDAY – w/b 18 th Dec, 25 th Dec to Wednesday 3 rd Jan					

Week	Year 7	Year 8	Year 9	Year 10	Y11
SPRING	Relationships	Relationships	Relationships	Relationships	Relationships
Week 14 8 Jan Lesson 2	My changing supportive relationships	Being in control of...my relationships	Assertiveness and saying no	Love and loss (SexEd)	Gender Diversity and Sexuality
Week 15/16 15/22 Jan Lesson 3	Getting on and falling out	Being in control of...my personal space	Porn – is it real? (SexEd)	Healthy connections (SexEd)	Coming Out as LGBT+
Week 17/18 29 / 5 Feb Lesson 4	Discerning external factors in relationships	Managing control and coercion in relationships	Contraception (SexEd)	Relationships – don't believe what you see! (SexEd)	Who holds all the cards?
Week 19 12 Feb Lesson 5	Assertiveness in relationships	Being in control of social media	Consequences of unprotected sex (SexEd)	Better together?	The Last Taboos
HALF TERM – w/b 19 th Feb					
Week 20 26 Feb	Assertiveness in relationships	Being in control of social media	Consequences of unprotected sex (SexEd)	Better together?	The Last Taboos
	Changing Me	Changing Me	Changing Me	Changing Me	Healthy Me
Week 21/22 4/11 Mar	My changing body	Different types of relationships	Mental health	Changing society and me	Under pressure
Week 23/24 18/25 Mar	Having a baby	What's in a relationship?	Change and our emotions	Managing change and decision making	Staying safe in sexual relationships (SexEd)
EASTER HOLIDAY – Thursday 28 th March to Monday 22 nd April					

SUMMER	Changing me	Changing me	Changing me	Changing me	
Week 25 / 26 22/29 April	Types of relationships and their impact	Looks and smiles	Better sleep	Gender identity	Start of Exam Period Yr11s
Week 27/28 6/13 May	Image and self-esteem	Does watching pornography help people to understand relationships? (SexEd)	Resilience	Stereotypes and exploring relationships	
Week 29 20 May	My changing feelings	Alcohol and risk	Changing and Growing	Physical and emotional changes	
HALF TERM – w/b 27 th May					
	Healthy Me	Healthy Me	Healthy Me	Healthy Me	
Week 30 3 June	How to recognise & deal with anxiety & stress	Me and My health	Making healthier choices	My health MOT	Start of Exam Period Yr11s
Week 31/32 10/17 Jun	Healthy choices on...substances	Healthy choices on...substances	Alcohol	What protects my health?	
Week 33/34 24 Jun / 1 July	Healthy choices on...medicines and immunisation	Substance misuse and exploitation	Using substances (including smoking)	Extraordinary bodies and minds	

Scheme of Work Key Stage 3-4

This SoW directly links to the Jigsaw website where all the specific resources needed for these lessons can be found. It is at individual teacher's discretion about how they adapt these resources, lessons plans and PowerPoints to suit the needs of their classes/their own individual teaching styles.

The Scheme of Work specifies the taught curriculum delivered within the regular timetable curriculum framework. There are 4 Puzzle Pieces that are covered in this form: **Being Me In My World**, **Relationships**, **Changing Me** & **Healthy Me**. For the remaining 2 Puzzle Pieces:

1. Celebrating Difference covers Protected Characteristics, Prejudice and Discrimination and Bullying. These issues are comprehensively covered through Votes for Schools, Assemblies, IHS Anti-Bullying programme & dedicated 'Drop-Down' Day in the Spring/Summer Term

2. Dreams & Goals refers to Ambitions, Aspirations and Careers – this unit is covered through our dedicated Careers programme under the coordination of our Careers Manager, Wendy Offord, using the Morrisby Platform.

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 7						
Puzzle	Being Me In My World	Being Me In My World & Relationships	Relationships	Changing Me	Changing Me	Healthy Me
Lesson Title (No.) & Key Learning Intention	<p>1. Who am I? I can recognise that identity is affected by a range of factors</p> <p>2. My influences I can understand that identity is affected by a range of factors</p> <p>3. Peer pressure and belonging I understand how peer pressure operates within groups</p> <p>4. My online identity I can recognise how I present myself online</p>	<p>5. What are the consequences of what I say and do online? I understand what can influence my behaviour online</p> <p>1. Positive qualities of healthy relationships I can identify characteristics and benefits of positive, strong, supportive, relationships</p> <p>2. My changing supportive relationships I can identify the supportive relationships in my life</p> <p>3. Getting on and falling out</p>	<p>4. Discerning external factors in relationships I can understand that discernment is an important skill when being a consumer of media</p> <p>5. Assertiveness in relationships I can recognise when to use assertiveness in some of my relationships</p>	<p>1. My changing body I can understand the changes that happen during puberty</p> <p>2. Having a baby I know how a baby is conceived naturally</p>	<p>3. Types of relationships and their impact I know there are different types of committed stable relationships and that some people may choose to have children or not</p> <p>4. Image and self-esteem I know that the media can have a positive or negative impact on a person's self-esteem or body image</p> <p>5. My changing feelings I know some of the changes in my brain during puberty</p>	<p>1. How to recognise and deal with anxiety and stress I can explain ways to help myself when I feel stressed</p> <p>3. Healthy choices on... substances I know about different substances and the effects they have on the body and why some people use them</p> <p>5. Healthy choices on... medicines and immunisation I understand the role of vaccinations and can explain differing views on this</p>

		I can identify why people sometimes fall out				
Year 8						
Puzzle	Being Me In My World	Being Me In My World & Relationships	Relationships	Changing Me	Changing Me	Healthy Me
Lesson Title (No.) & Key Learning Intention	1. My online identity I can recognise how I present myself online 2. My 'family' I understand about collective and individual identities and cultural diversity 3. 'Family Factors' I can define what stereotypes are 4. The power of first impressions I understand that first impressions can lead to judgements that may be misinformed	5. Faith and beliefs I understand that there is a range of beliefs within any community & I can recognise the beliefs I hold as important 1. Being in control of... myself I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised 2. Being in control of...my relationships I understand that relationships can cause strong feelings and emotions 3. Being in control of... personal space	4. Managing Control and Coercion in Relationships I understand what is meant by control, power balance and coercion in a relationship 5. Being in control of... social media I understand how to use social media appropriately, safely and legally	1. Different types of relationship I know different types of close, intimate relationships that people can have 2. What's in a relationship? I understand the positive aspects of having a girlfriend or boyfriend	3. Looks and smiles I understand the range of feelings associated with attraction 4. Does watching pornography help people to understand relationships? I know that pornographic images do not reflect reality 5. Alcohol and Risk I can list some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex	1. Me and My Health I can describe the actions that can be taken to support good physical health 3. Healthy choices on... substances I know about different substances and the effects they have on the body and why some people use them 4. Substance misuse and exploitation I understand what the law says about substance use and possession

		I can define what is meant by personal space and how this varies across my relationships both online and offline				
Year 9						
Puzzle	Being Me In My World	Being Me In My World & Relationships	Relationships	Changing Me	Changing Me	Healthy Me
Lesson Title (No.) & Key Learning Intention	1. Being 'Me' in a group I can Identify differences between myself and others in my social groups 2. Expectations and perceptions of relationships I understand that different people have different expectations of intimate relationships and know how to access support if worried about a relationship issue 3. Peer approval I can explain peer approval and how it can cause problems 4. Risks	5. Consent I can explain the links between having a positive self-identity and healthy intimate relationships 1. Power in relationships I can recognise when others might try to use their power to control, coerce and manipulate in an intimate relationship 2. Assertiveness and saying no I understand that I have a choice in many situations, including when I want to say no 3. Porn - is it real?	4. Contraception I know about the different contraception methods available 5. Consequences of unprotected sex I understand that there are consequences if I choose to have unprotected sex	1. Mental health I know that my mental health can be affected by different situations and experiences 2. Change and our emotions I know that change can trigger a range of emotional responses	3. Better sleep I know that sleep is important for psychological and physical reasons 4. Resilience I understand what resilience means 5. Changing and Growing I can reflect on the changes that my body and brain have undergone since starting puberty	1. Making healthier choices I know that the majority of people my age make healthy lifestyle choices 2. Alcohol I understand the physical and emotional effects of alcohol and how it can affect decision-making 3. Using substances (including smoking) I understand the physical and emotional effects of certain substances and how they can

	I can suggest links between risky behaviour choices and the influence of social groups	I understand that pornography and some media images give a false impression of sex and sexual relationships				affect decision-making
Year 10						
Puzzle	Being Me In My World	Being Me In My World & Relationships	Relationships	Changing Me	Changing Me	Healthy Me
Lesson Title (No.) & Key Learning Intention	1. Liberty and safety in my world I can list the freedoms I enjoy in society 2. How I feel when things end I can describe the stages of grief 3. How social media affects me, my identity and culture I recognise the positive and negative role of social media 4. Rated! I can identify potential threats to online safety	5. Risk I can identify potential threats to safety in a range of situations on and offline 1. Healthy, long-term relationships I can identify types of long-term relationships, including legal status 2. Love and loss I understand the relationship life-cycle 3. Healthy connections I understand the benefits of healthy relationships	4. Relationships - don't believe what you see! I can critically evaluate the truth or otherwise of a relationship e.g. via social media, "fake news" etc. 5. Better together? I can list the health benefits that positive relationships can provide	1. Changing society and me I can identify some of the changes in society that will affect me 2. Managing change and decision making I can recognise the range of changes I have experienced in my life	3. Gender identity I understand the spectrum of gender including respectful ways of using appropriate vocabulary 4. Stereotypes and exploring relationships I can discuss gender and stereotypes in relation to a range of romantic relationships 5. Physical and emotional changes I can reflect on physical changes experienced so far	1. My health MOT I understand the range of factors that affect my physical and mental health 2. What protects my health? I understand there is a wide range of actions that I can use to enhance and protect my health 3. Extraordinary bodies & minds I appreciate how complex my body is and that it needs to be looked after well, now and in the future

						I know about some mental health disorders
Year 11						
Topic/Key Questions	Being Me In My World	Being Me In My World & Relationships	Relationships	Healthy Me	Healthy Me	Exam Season
Lesson Title (No.) & Key Learning Intention	<p>1. Becoming an adult I can state what 'being an adult' means to me</p> <p>2. Relationships and the law I can give examples of legislation that relates to sex and relationships</p> <p>3. The law and you I can give examples of legislation around the possession and supply of drugs, tobacco and other substances</p> <p>4. Me, the internet and the law I can give examples of legislation in reference to online activity</p>	<p>5. Emergency situation I know the steps to take in an emergency situation including assessment of the situation, giving emergency aid, accessing help</p> <p>1. Intimate romantic relationships I know that an intimate relationship can move through different stages & how behaviour may change</p> <p>2. Gender diversity and sexuality I can explain there is a spectrum of gender and sexuality</p>	<p>4. Who holds all the cards? I can recognise when there is an imbalance of power within an intimate relationship</p> <p>5. The last taboos I can explain why honour-based violence and forced marriage is unacceptable and illegal</p>	<p>3. Under pressure I understand the influences that inform decision making with regard to sexual relationships.</p> <p>4. Pregnancy and choice I understand the choices available in relation to contraception and pregnancy</p>	<p>5. Staying safe in sexual relationships I understand the range of risks to physical and mental health associated with unhealthy sexual relationship</p>	

		3. Coming Out as LGBT+ I understand that 'coming out' can be challenging for some LGBT+ people & it is up to them to choose the right time for this				
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Scheme of Work Key Stage 5

The Scheme of Work specifies the taught curriculum delivered within the regular timetable curriculum framework. There is a degree of flexibility within the Scheme of Work to accommodate availability of outside speakers. *Sessions in Italics* do not need to be delivered in order.

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 12						
Theme	Health and well-being	Health and well-being	Health and well-being: Practical Life Skills	Health and well-being: Practical Life Skills	UCAS, Apprenticeships, Post-IHS Future	Global Issues
Lesson Title (No.) & Key Learning Intention	1. Introduction to Gen Next 2. Yr12-13 Mentoring – Willoughby's Territory Mapping 3. Suffolk Fire Constabulary – Road Safety 4. C-Card (School Nurses) 5. Oddballs – Testicular Cancer 6. Breast Cancer Awareness	1. Online Safety – Online Identity & presence 2. Online Safety – Revenge Porn 3. Online Safety – Gambling / Security 4. Personal Finance – Credit Cards & Mortgages 5. Yr12-13 Mentoring – Willoughby's	1. Cooking on a budget 2. Bicycle Maintenance 3. Applying for Jobs & Interviews <i>Rotation in Smaller Groups</i>	1. Basic First Aid 2. Personal Safety Strategies 3. Terrence Higgins Trust – Sexual Health & Consent <i>Rotation in Smaller Groups</i>	1. What are your career & Post-IHS ambitions? 2. Career Guidance - Morrisby 3. UEA – 'Applying to University' 4. Introduction to UCAS 5. Registering and using UCAS	1. International Current Affairs – Introduction 2. International Current Affairs – Research & Production 3. International Current Affairs – Presentation Research & presentation Task on high profile

		6. Territory Mapping Vaping & Drugs				Global Current Affairs
Year 13						
Theme	Health and well-being:	Democracy & Politics	Finance & Managing Money	Health and well-being: Practical Life Skills	Exam Season	
Lesson Title (No.) & Key Learning Intention	1. UCAS & Post-IHS update 2. Yr12-13 Mentoring – Willoughby's Territory Mapping 3. Suffolk Fire Constabulary – Road Safety 4. C-Card (School Nurses) 5. Oddballs – Testicular Cancer Awareness 6. Breast Cancer Awareness	1. How does UK Democracy work? 2. Registering to Vote – how to make sure you are on the electoral role 3. Understanding Political ideologies – Political Compass 4. How do you decide who to vote for? 5. International Politics & Democracy 6. <u>Revision Strategies & Mindset</u>	1. HSBC Student Budgeting 2. UEA 'How does Student Finance Work?' 3. InvestIn (Lilly Walker) – Resilience & Exams [Yr13 Mock Exam period for 1 st 2 weeks of ½ term]	1. Cooking on a budget challenge 2. Car Maintenance 3. How to change a lightbulb...(and other domestic skills) Rotation in Smaller Groups		

PSHE IMPACT

Quality Assurance

- Climate walks – half termly
- Work Scrutiny – half termly
- Student voice/feedback – termly
- Marking and feedback – half termly

There will be no specific homework, however, students may be encouraged to discuss issues addressed within their lessons at home/those they live with.

Assessment

Although PSHE is not a subject that is assessed against a specific set of assessment criteria nor an examination, it is still possible to assess student progress. Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed. Teachers will monitor pupil progress through regular marking of class books and continual formative assessment in class. Whilst we acknowledge that learning can happen without the need for writing it down, we also believe it is important to value the learning journey of each student. This can be shown through students continually developing their appreciation of the wider world and their place within it. They will make progress through their ability to build confidence in being able to engage eloquently in big discussions. In the ability to consider their own views and those of others in a mature and thoughtful manner.

Reporting & Assessment Schedule

Pupils will receive an 'attitude to learning' grade during the regular Ipswich High School reporting schedule as part of termly tracking report. They will also receive a short written report as part of the full academic report at the end of the academic year.

Appendices

- Appendix 1 – Jigsaw Snapshot by Puzzle & Piece Jigsaw PSHE 11-16
- Appendix 2 – Drop-Down Day Planning Document: Celebrating Differences
- Appendix 3 – Drop-Down Day Planning Document: Morrisby – Dreams & Goals

This Scheme of Work will be reviewed by the Head of PSHE annually

Scheme of Work Devised by	J. Du Toit	Head of Department	January 2022
Revised by	J. Du Toit	Head of Department	March 2022
Revised by	J. Wicks R. Rees	Head of Department Deputy Head	June 2022
Revised by	J. Taylor	Head of Department	September 2022
Revised by	M. Speakman	Head of Department	January 2023
Revised by	M. Speakman	Head of Department	September 2023