

Daffodil Grammar School for Girls

Curriculum Plan - PSHE, RSE & Citizenship

Key Stage 3 and Key Stage 4 Scheme of Work

Key stage / year groups KS3-KS4 (Years 7-11)	Time allocation One discrete PSHE/RSE lesson weekly, supported by tutor time and enrichment events.	Delivery model A planned spiral programme covering health, relationships, RSE, citizenship and wider-world preparation.	Grouping / pathway Whole-cohort provision with sensitive adaptation for age, maturity, safeguarding and pupil need.
Curriculum coverage Final subject scheme of work for the stated key stage(s).	Assessment cycle Regular formative checks, summative assessment and targeted intervention.	Review cycle Annual curriculum review, supported by termly assessment analysis.	Version 1.2
Intent Clear subject purpose with ambitious knowledge, skills, literacy and character development.	Implementation Cumulative sequencing across the key stage(s), with deliberate retrieval and careful modelling.	Assessment Response Regular formative checks, summative assessments and question-level analysis to guide intervention.	

1. Curriculum intent

At Daffodil Grammar School for Girls, PSHE, RSE & Citizenship aim to ensure that all pupils:

Develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work in modern Britain.

Receive high-quality, age-appropriate Relationships and Sex Education (RSE) and Health Education in line with DfE statutory guidance, the Independent School Standards and the school's Islamic ethos.

Understand British values (democracy, rule of law, individual liberty, mutual respect and tolerance) and how these are lived out in school, the community and wider society.

Build character and resilience: self-respect, self-control, confidence, honesty, perseverance, compassion and responsibility.

Learn about rights, responsibilities and active citizenship, including law, democracy, media, environment, equality and community participation.

Are well prepared for next steps and adult life: post-16 options, work, finance, digital life, relationships and staying safe offline and online.

Delivery model

One discrete PSHE/RSE lesson per week (tutor or specialist-led), plus:

Form time activities.

Collapsed timetable days / enrichment sessions (e.g. careers day, democracy day, health & wellbeing day).

Curriculum organised into three interlocking strands:

Health & Wellbeing

Relationships, RSE & Online Safety

Living in the Wider World (Citizenship, British values & Careers)

Content is spiral: key ideas are revisited with increasing depth and maturity from Year 7 to Year 11.

Faith & parental partnership

RSE is taught in line with the school's Islamic ethos: emphasising modesty, chastity, marriage and family life, dignity and respect.

Teaching is medically accurate, safeguarding-focused and legally compliant, but not explicit or graphic.

Parents are:

Given the RSE policy and overview of content.

Invited to consultation and feedback.

Reminded that they may request withdrawal from the sex education elements of RSE (not from relationships or health education), in line with statutory guidance.

2. KS3 overview (Years 7–9)

Year 7 – Transition, Foundations & Belonging

Intent: Support transition to secondary, establish safety, routines, and foundational understanding of health, relationships and citizenship.

Term	Strand & Focus	Key Content & Outcomes
Autumn 1	Health & Wellbeing – Starting Secondary	- Transition and routines; managing timetable, homework, organisation.- Building friendships; inclusion and kindness in a girls' school context.- Emotional literacy: recognising feelings; who to talk to; introduction to safeguarding and pastoral systems.- Basic study skills and growth mindset.
Autumn 2	Relationships & Online Safety – Friendships, Bullying & Digital Life	- What is a healthy friendship? Qualities of a good friend; boundaries.- Bullying, including racist, faith-based and appearance-based; bystanders and reporting.- Cyberbullying, group chats, social media basics; staying safe online; school rules for phones and devices.- Respect for differences (faith, ethnicity, ability) and zero tolerance of harassment.
Spring 1	Health – Puberty & Physical Health (Girls' Focus)	- Physical and emotional changes in puberty; modest, age-appropriate explanation.- Menstrual health: managing periods at school, pain, hygiene, support.- Personal hygiene, oral health, sleep and nutrition basics.- Islamic perspectives on cleanliness and modesty.

Term	Strand & Focus	Key Content & Outcomes
Spring 2	Living in the Wider World – School, Rules & British Values	- School behaviour expectations; rule of law in school.- Introduction to British values and how they connect with Islamic values (justice, respect, compassion).- Basic rights and responsibilities at school; student voice and school council.
Summer 1	Health & Wellbeing – Resilience & Managing Feelings	- Normal worries and anxiety; coping with change and setbacks.- Simple strategies for self-care (physical activity, sleep, du'a, time management, talking to trusted adults).- When worries may be a mental health concern; how to seek help.
Summer 2	Living in the Wider World – Money & Community	- Introduction to money: saving, spending, needs vs wants.- Charitable giving, zakat and sadaqah; local community and volunteering.- Simple consumer awareness: adverts, persuading techniques.

Year 8 – Growing Up, Choices & Community

Intent: Deepen understanding of health, emerging independence, early risk, and citizenship; introduce RSE themes at an appropriate level.

Term	Strand & Focus	Key Content & Outcomes
Autumn 1	Health – Body Image, Screen Time & Self-Esteem	- Body image pressures (social media, filters, celebrity culture); links with mental health.- Healthy vs unhealthy comparisons; gratitude and self-acceptance in an Islamic framework.- Screen time, sleep and concentration; digital wellbeing strategies.
Autumn 2	Relationships & RSE – Families, Respect & Harassment	- Different types of families; respect for stable, loving families.- Marriage in Islam and UK law; consent to marriage; distinction between arranged and forced marriage (forced marriage as abuse and illegal).- Respectful behaviour between boys and girls in society (even if not in school); harassment, catcalling, public harassment, how to seek help.- Introduction to concept of consent (non-sexual): personal space, unwanted contact, saying no, listening to no.
Spring 1	Health & Risk – Substances, Vaping & Peer Pressure	- Dangers of smoking, vaping and illegal drugs; legal status; impact on health.- Peer pressure scenarios; resisting pressure while maintaining friendships.- Islamic view on intoxicants and protecting health.
Spring 2	Living in the Wider World – Citizenship & Environment	- Local community and services; how councils work at a basic level.- Environmental issues: litter, recycling, climate change, stewardship (khilafah).- Small class or year project on environment or community service.

Term	Strand & Focus	Key Content & Outcomes
Summer 1	Relationships & Online Safety – Digital Relationships	- Online friendships and boundaries; oversharing, online “friends” vs real-life relationships.- Risks of sharing images and information; privacy settings, blocking, reporting.- Grooming basics (non-graphic): what it is, warning signs, how to get help.
Summer 2	Careers & Aspirations – KS3 Career Awareness	- Strengths and interests; broad overview of types of careers.- Global and UK labour market (very simple); importance of STEM and languages.- Role models, including Muslim women in different professions.

Year 9 – RSE, Mental Health, Citizenship & GCSE Choices

Intent: Prepare pupils for KS4: deeper RSE, safeguarding, mental health literacy, GCSE choices, and more mature citizenship.

Term	Strand & Focus	Key Content & Outcomes
Autumn 1	Health & Wellbeing – Mental Health, Self-Harm & Coping	- Normal mood variation vs emerging mental health difficulties (anxiety, low mood).- Myths and stigma around mental health; how to support a friend and when to tell an adult.- Awareness of self-harm and eating disorders (non-instructional, focused on help-seeking and safeguarding).- School support routes and external helplines.
Autumn 2	RSE – Healthy Relationships & Consent (Safeguarding-Focused)	- Features of healthy vs unhealthy relationships (controlling behaviour, jealousy, coercion, emotional abuse).- Legal and ethical meaning of sexual consent (age of consent, capacity, freedom, choice) – at a high level, not graphic.- Sexual harassment, sexual violence and exploitation – recognising early warning signs; how to report; links to KCSIE and school policy.- Respect for others including those with different beliefs and identities; zero tolerance of homophobic or transphobic bullying (whilst explaining the school’s faith position sensitively).
Spring 1	Citizenship – Law, Crime & Extremism	- Rule of law; how laws are made; police, courts and youth justice basics.- Hate crime and discrimination; protected characteristics (age-appropriate).- Prevent duty themes: radicalisation, extremism, online propaganda – clear message that violence and terrorism are forbidden in Islam and UK law; how to get help.
Spring 2	Living in the Wider World – Finance & Consumer Literacy	- Banks, savings, interest (covered factually; school’s Islamic stance on interest explained as a belief position).- Budgeting basics; online shopping; avoiding scams and fraud.- Introduction to risks of gambling and gaming loot boxes/betting.

Term	Strand & Focus	Key Content & Outcomes
Summer 1	Careers, GCSE Options & Working Life	- Decision-making for GCSE subject choices; understanding pathways (GCSE → A level / vocational / apprenticeships).- Skills employers value (communication, teamwork, problem-solving).- Introduction to CVs and personal statements.
Summer 2	Transition to KS4 – Study Skills & Resilience	- KS4 expectations; time management; revision strategies.- Balancing school, family responsibilities and faith commitments.- Managing exam stress; healthy coping strategies.

3. KS4 overview (Years 10–11)

Year 10 – Health, RSE, Risk & Careers

Intent: Provide mature, safeguarding-orientated RSE and health education; solidify understanding of risk; ensure strong careers and finance preparation.

Term	Strand & Focus	Key Content & Outcomes
Autumn 1	Health & Wellbeing – Managing KS4 & Mental Health	- Study skills, organisation and exam preparation for a two-year course.- Managing stress and anxiety; healthy coping tools; when to seek professional help.- Sleep, nutrition, exercise and faith practices as protective factors.
Autumn 2	RSE – Intimate Relationships & Safety	- Building on Year 9: reviewing healthy vs unhealthy relationships and consent.- Role of marriage in Islam and UK society; commitment, rights and responsibilities.- High-level overview of sexual health: what STIs are, pregnancy risk, contraception options (factual, non-graphic) and where to access confidential, lawful NHS services; school's stance favouring abstinence until marriage is clearly explained as a belief, not as a substitute for medical information.- Coercive control, domestic abuse, forced marriage, "honour"-based abuse – clear that all are abuse and illegal; how to report and seek help.
Spring 1	Health & Risk – Substances, Parties & Independence	- Alcohol and drugs: health risks, legal consequences.- Risk scenarios around parties, festivals, travelling without adults.- Peer influence vs peer support; planning to stay safe when outside school/with new peers.
Spring 2	Careers & Work – Post-16 Pathways	- Exploring post-16 routes: sixth form, FE college, apprenticeships, work-based training, T Levels (if relevant).- Labour market information (local and national) and skills shortages.- Building a CV, application forms, interview preparation; practising basic interview questions.

Term	Strand & Focus	Key Content & Outcomes
Summer 1	Living in the Wider World – Rights, Responsibilities & the Media	- Human rights basics; responsibilities that go with rights.- Freedom of speech and its limits (hate speech, incitement).- Media literacy: bias, clickbait, misinformation, deepfakes; evaluating sources critically.
Summer 2	Faith, Values & Decision-Making	- Reflecting on personal values and future life choices (study, work, family, community service).- Integrating British values and Islamic values in everyday decisions.

Year 11 – Life Beyond School, Consolidation & Transition to Adulthood

Intent: Consolidate learning; prepare pupils practically and emotionally for life after Daffodil Grammar (college/sixth form, apprenticeships, work).

Term	Strand & Focus	Key Content & Outcomes
Autumn 1	Health & Wellbeing – Exam Year Resilience	- Managing workload; prioritising; revision schedules.- Recognising signs of burnout; when and how to seek help.- Supporting friends and maintaining healthy routines during exam year.
Autumn 2	RSE & Safeguarding – Adult Relationships & Staying Safe	- Revisiting consent, boundaries, break-ups, grief and rejection; healthy vs unhealthy coping strategies.- Recognising controlling behaviour; gaslighting; stalking (online/offline) – safeguarding focus.- Preparing for new environments (college, university, workplace): safer travel, accommodation, social life boundaries consistent with Islamic values and UK law.
Spring 1	Living in the Wider World – Finance & Independent Living	- Earnings, payslips, tax, National Insurance, pensions basics.- Budgeting, saving, debt risks, credit cards; understanding contracts (phone, tenancy) at a simple level.- Avoiding scams, high-cost credit and gambling.
Spring 2	Citizenship – Participation & Voice	- Recap: democracy, elections, political participation (voting, petitions, campaigning within the law).- Volunteering and community action; how to stay involved in positive projects after leaving school.- Challenging prejudice and hate safely; bystander interventions.
Summer 1	Transition & Closure	- Reflecting on personal growth and achievements.- Knowing where to find support after leaving school (college services, NHS, helplines, community organisations).- Farewell / leavers' sessions, focusing on pride, gratitude and responsibility as young Muslim women in Britain.

4. Teaching & learning approaches

Safe classroom climate:

Clear ground rules for discussion (no personal questions, respect, confidentiality boundaries, no put-downs).

Opt-out/alternative tasks for pupils who become distressed, with follow-up support.

Interactive, skills-based lessons:

Role-plays, scenarios, circle time, debates, quizzes, worksheets, case studies.

Opportunities for pupils to practise skills (e.g. saying no assertively, starting difficult conversations, planning a budget).

Evidence-informed & up to date:

Regular review of scheme against PSHE Association guidance, RSE statutory guidance and local safeguarding needs.

External visitors (e.g. nurses, police, charity workers):

Used selectively, following strict vetting and briefing.

Always under teacher supervision, with content checked against school ethos and safeguarding policy.

5. Assessment & monitoring

Assessment

Primarily formative, focusing on knowledge, understanding and skills, not personal views or beliefs.

Methods include:

Baseline and end-of-unit quizzes.

Reflection tasks and learning journals.

Scenario responses, role-play debriefs, “exit ticket” questions.

Project work (e.g. community/environment project, careers action plan, personal training plan).

No grading of pupils’ personal moral or faith positions; assessment is about understanding, reflection and ability to apply learning safely and respectfully.

Monitoring & evaluation

Regular review of:

Pupil voice (surveys, focus groups).

Behaviour & safeguarding patterns to adapt curriculum to emerging needs.

Parent feedback, especially on RSE.

Lesson observations / work scrutinies as appropriate.

6. Inclusion, SEND & EAL

Content is age-appropriate, non-graphic and delivered with sensitivity.

For SEND:

Simplified language; visual supports; social stories; repetition of key safety messages.

Adjusted expectations and pace as needed.

For EAL:

Key vocabulary pre-teaching with visuals and examples.

Opportunities for discussion in pairs before whole-class contributions.

All pupils are taught:

To respect different beliefs and identities, including those they may not personally agree with.

That harassment, bullying or hate towards any protected characteristic is unacceptable and against school rules and UK law.

7. SMSC, British values & Islamic ethos

PSHE, RSE & Citizenship are a primary driver of SMSC and British values at Daffodil Grammar:

Spiritual: reflection on purpose, identity, values, gratitude, faith, and meaning in life.

Moral: right and wrong, justice, fairness, honesty, respect, responsibility for actions.

Social: communication, relationships, conflict resolution, community involvement.

Cultural: understanding diversity in Britain and globally; challenging stereotypes and prejudice.

British values are embedded throughout:

Democracy: student voice, school council, learning about elections and political systems.

Rule of law: understanding UK laws relevant to young people (safeguarding, consent, misuse of drugs, online safety, equality).

Individual liberty: rights and freedoms within the framework of law and responsibility.

Mutual respect & tolerance: deep respect for people of all faiths and none, and all protected characteristics, while being open about the school's Islamic beliefs.

Islamic ethos is honoured by:

Highlighting the alignment between Islamic teachings and many PSHE themes (justice, respect, charity, modesty, stewardship, care for parents, honesty).

Encouraging pupils to see themselves as British Muslim young women who contribute positively to society.

Ensuring content and delivery are modest, culturally sensitive and non-exploitative, while still meeting statutory safeguarding and RSE requirements.

Curriculum quality assurance checklist

Use this checklist during annual curriculum review, departmental moderation and inspection preparation.

Area	Quality question	Evidence
Intent	Curriculum intent is clear, ambitious and linked to the school ethos.	
Sequencing	Knowledge, skills and vocabulary build logically over time.	
Assessment	Key assessments identify gaps and inform teaching, intervention and revision.	
Inclusion	SEND, EAL, foundation and high-attaining pupils are considered without lowering ambition.	
Implementation	Resources, routines and lesson expectations are understood by staff.	
Impact	Pupil work, assessment evidence and pupil voice show progress over time.	

Suggested review evidence: scheme updates, assessment analysis, samples of pupil work, intervention records, pupil voice, lesson visits, book looks and department meeting notes.