



Gouvernement  
d'JÈRRI



# PSHE CONTENT: NON-STATUTORY GUIDANCE

KEY STAGE 3 AND 4

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



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# Draft Non-Statutory Guidance for the Key Stage 3 and 4 Curriculum

## Introduction

In August 2022, Jersey Youth Parliament published their final report outlining recommendations for their Education Reform Project. This was centred on the PSHE curriculum.

Significant consultation and research went into the campaign including:

- An island-wide forum for young people
- Group residentials
- Discussions on human rights
- Participation in an Institute of Director's event
- Meetings with key community groups
- Surveys and case studies
- Meetings with representatives from the Education Department (CYPES).

The Jersey Youth Parliament drafted a proposal for a new PSHE curriculum after determining the current PSHE Curriculum to be too vague, causing an inconsistent experience for young people in education across Jersey. They also found it insufficient in terms of meeting the current needs of young people growing up in the Island.

The draft curriculum and recommendations were subsequently presented to the States Assembly, and the Minister for Children and Education accepted these, placing them centrally in the department.

This document has been developed to update and exemplify the content required by the PSHE (including Citizenship) statutory curriculum to help Heads of Department to implement the curriculum effectively.

Schools will remain responsible for organising their curriculum. Consequently, staff will need to make decisions about the sequence and progression of content, and which areas of the curriculum are most suitable for particular year groups.

The Key Stage 3 and 4 PSHE Curriculum is statutory for every young person in government schools and colleges in the Island until they leave Key Stage 4. The guidance documents retain the structure of the curriculum with four core areas of learning:

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

These are supported by key themes and the topic areas suggested by either Jersey Youth Parliament (in blue) or good-practice research.

This document has been matched to the UNCRC Articles and the UN Sustainable Development Goals where relevant, to fulfil Article 42 (the requirement to actively work towards making sure children and adults know about the United Nations Convention for the Rights of the Child) and to work towards building a more sustainable future.

**The following tables are designed to help you to audit PSHE content across the full spread of your school's curriculum.**

Resources to support the teaching of this recommended content will be housed on the Curriculum and Resources SharePoint. A non-statutory guide to support the planning and teaching of PSHE is also available.

# Health and Wellbeing

## Key Stages 3 and 4

Key Themes	Topic Areas	United Nations Convention on the Rights of the Child (UNCRC) and Sustainable Development Goals (SDG) links	Curriculum coverage, RAG rating etc
<b>1. Transition and Safety</b>	<p><b>Pupils should learn about:</b></p> <ul style="list-style-type: none"> <li>a) <i>Settling into secondary school</i></li> <li>b) <i>Managing change</i></li> <li>c) <i>Personal safety</i></li> <li>d) <i>First aid</i></li> <li>e) <i>Responding in an emergency</i></li> </ul>	<p><b>UNCRC Articles</b></p> <p><i>Article 3: Best interests of the child</i></p> <p><i>Article 12: Respect for the views of the child</i></p> <p><i>Article 29: Goals of education</i></p> <p><i>Article 6: Life, survival, development</i></p> <p><i>Article 17: Access to information from the media</i></p> <p><b>SDG</b></p> <p><i>Goal 3: Good health and wellbeing</i></p>	
	<p>This should include:</p> <ul style="list-style-type: none"> <li>• managing the challenges of moving to a new school</li> <li>• establishing and managing friendships</li> <li>• managing change during adolescence</li> <li>• identifying, expressing, and managing emotions using an appropriate vocabulary</li> <li>• developing personal safety strategies (for example road, fire, and water safety)</li> <li>• how to assess emergency and non-emergency situations and how to respond in an emergency, including the use of 999 and 112</li> <li>• recognising the importance of informing emergency services about drug use when needed</li> <li>• the development of basic first aid skills, including simple treatment for common injuries and conditions</li> <li>• acquiring emergency first aid skills that empower individuals to provide day-to-day assistance to friends, family, or community members, (for example administering CPR, operating defibrillators, and making appropriate choices regarding when to employ these life-saving techniques).</li> </ul>		
<b>2. Physical Health and Wellbeing</b>	<p><b>Pupils should learn about:</b></p> <ul style="list-style-type: none"> <li>a) <i>Healthy routines including diet and exercise</i></li> <li>b) <i>Lifestyle balance and healthy choices</i></li> <li>c) <i>How to access healthcare support</i></li> <li>d) <i>Influences on health and making informed choices</i></li> <li>e) <i>Puberty and change</i></li> </ul>	<p><b>UNCRC Articles</b></p> <p><i>Article 3: Best interests of the child</i></p> <p><i>Article 6: Life, survival, development</i></p> <p><i>Article 17: Access to information from the media</i></p> <p><i>Article 24: Health and health services</i></p> <p><i>Article 34: Sexual exploitation</i></p> <p><i>Article 35: Abduction, sale, and trafficking</i></p>	

	<p><b>f) Body image</b>  <b>g) Child sexual exploitation and abuse.</b></p>	<p><i>Article 36: Other forms of exploitation</i>  <b>SDG</b>  <i>Goal 2: Zero hunger</i>  <i>Goal 3: Good health and wellbeing</i>  <i>Goal 10: Reduced inequality</i>  <i>Goal 16: Peace, justice, and strong institutions</i></p>	
	<p>This should include:</p> <ul style="list-style-type: none"> <li>• making healthy lifestyle choices involving diet/nutrition, dental health, physical activity, and sleep</li> <li>• knowing the health risks of a poor diet (including over and under-eating) and inactive lifestyle</li> <li>• learning how to make good choices about sugar, caffeine, smoking/vaping, alcohol, drugs, and gambling in the face of media and peer pressure, while also considering positive peer influence</li> <li>• managing physical and emotional changes during puberty by knowing key facts about puberty, the changing adolescent body and menstrual wellbeing</li> <li>• the importance of health screening checks and how to perform self-examination</li> <li>• managing influences on body image, particularly on social media</li> <li>• information about personal hygiene, germs, and viruses, how they are spread and how to prevent infection</li> <li>• information about vaccinations, immunisations, and antibiotics</li> <li>• taking increased responsibility for physical health and making independent health choices based on the facts and information available</li> <li>• how to access help and support from services and charities</li> <li>• how to register with key services including doctors, dentists, sexual health clinics, opticians, and other health services.</li> <li>• learning about all forms of exploitation and to feel empowered &amp; enabled to recognise and identify exploitation &amp; know how to be supported.</li> <li>• an understanding of the Sexual Offences (Jersey) Law, 2018 relating to, child sexual exploitation or abuse, and how these can affect current and future relationships.</li> <li>• knowledge of what constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• how to challenge harassment and stalking, including when online.</li> </ul>		
<p><b>3. Emotional Wellbeing</b></p>	<p><b><i>Pupils should learn about:</i></b>  <b>a) Mental health</b>  <b>b) Stigma</b>  <b>c) Wellbeing</b></p>	<p><b><i>UNCRC Articles</i></b>  <i>Article 3: Best interests of the child</i>  <i>Article 6: Life, survival, development</i>  <i>Article 12: Respect for the views of the child</i></p>	

	<p><b>d) Ill health</b> <b>e) Coping strategies</b></p>	<p><i>Article 24: Health and health services</i> <b>SDG</b> <i>Goal 3: Good health and wellbeing</i></p>	
	<p>This should include:</p> <ul style="list-style-type: none"> <li>• recognising common types of mental health (for example, anxiety and depression)</li> <li>• knowing the signs of emotional or mental ill-health</li> <li>• how to challenge stigma, misconceptions and misinformation about mental health when presented in the media</li> <li>• understanding the benefits and importance of physical exercise, time outdoors, community participation and volunteering on mental wellbeing, happiness and reducing stress</li> <li>• how to manage emotions and understand feelings, including loneliness, knowing that happiness is linked to being connected to others</li> <li>• being able to reframe negative thinking and develop strategies to promote mental health and emotional wellbeing</li> <li>• being able to critically evaluate when something they do, or are involved in, has a positive or negative effect on their own or others' mental health</li> <li>• gaining an insight into the underlying motivations behind alcohol and drug use, as well as recognising the potential risks that can arise when they become coping mechanisms, (for example self-harm, eating disorders, or continued substance abuse)</li> <li>• developing digital resilience by understanding the impact of unhealthy or obsessive comparison with others</li> <li>• how to become a discerning consumer of online information, who can identify harmful online behaviours</li> <li>• how to report or access support or treatment when things go wrong</li> <li>• learning about healthy coping strategies.</li> </ul>		
<p><b>4. Substance use</b></p>	<p><b>Pupils should learn about:</b> <b>a) Impact of drug and alcohol use</b></p>	<p><b>UNCRC Articles</b> <i>Article 6: Life, survival, development</i> <i>Article 12: Respect for the views of the child</i> <i>Article 24: Health and health services</i> <i>Article 33: Drug abuse</i> <b>SDG</b> <i>Goal 3: Good health and wellbeing</i></p>	
	<p>This should include:</p> <ul style="list-style-type: none"> <li>• an understanding of non-problematic, problematic and dependent drug and alcohol use and the health risks associated with these</li> </ul>		

	<ul style="list-style-type: none"> <li>• knowing the law relating to the supply and possession of illegal substances</li> <li>• understanding the impact of drugs and alcohol on individuals, personal safety, families, and wider communities and how these can be reduced</li> <li>• how drugs and alcohol affect decision-making and how some prescribed drugs can still present health risks</li> <li>• how to keep self and others safe in situations that involve substance use, including a knowledge of primary first aid responses</li> <li>• how to foster constructive interactions with law enforcement when dealing with substance-related incidents</li> <li>• learning about problematic use of substances (including dependency), physical and psychological signs, and consequences</li> <li>• an understanding of where to seek help for support or treatment.</li> </ul>	
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## Relationships

### Key Stages 3 and 4

Key Themes	Topic Areas	United Nations Convention on the Rights of the Child (UNCRC) and Sustainable Development Goals (SDG) links	Curriculum coverage, RAG rating etc
1.Diversity	<p><b>Pupils should learn about:</b></p> <ul style="list-style-type: none"> <li>a) <b>Diversity</b></li> <li>b) <b>Prejudice</b></li> <li>c) <b>Bullying</b></li> </ul>	<p><b>UNCRC Articles</b></p> <p>Article 1: Definition of the child</p> <p>Article 2: Non-discrimination</p> <p>Article 3: Best interests of the child</p> <p>Article 4: Implementation of the convention</p> <p>Article 12: Respect for the views of the child</p> <p>Article 13: Freedom of expression</p> <p>Article 14: Freedom of thought, belief, and religion</p> <p>Article 15: Freedom of association</p> <p>Article 19: Protection from violence, abuse, and neglect</p> <p>Article 23: Children with a disability</p> <p>Article 30: Children from minority of indigenous groups</p> <p><b>SDG</b></p> <p>Goal 5: Gender equality</p> <p>Goal 10: Reduced inequality</p> <p>Goal 16: Peace, justice, and strong institutions</p>	
	This should include:		



	<ul style="list-style-type: none"> <li>• an understanding of identity, and the rights and responsibilities of living in Jersey</li> <li>• about living in a diverse society and how to show respect for others, recognising everyone is unique and equal and that families may be different in their make up</li> <li>• how to challenge prejudice, stereotyping, stigma</li> <li>• developing an understanding of unconscious bias</li> <li>• the signs and effects of all types of bullying (including cyberbullying)</li> <li>• how to develop strategies to challenge and manage bullying</li> <li>• to understand CYPES policies relating to bullying</li> <li>• how to seek appropriate support for self and others when needed.</li> </ul>		
<p><b>2. Discrimination</b></p>	<p><b><i>Pupils should learn about:</i></b></p> <ul style="list-style-type: none"> <li>a) <i>Protected characteristics</i></li> <li>b) <i>Discrimination in all its forms</i></li> <li>c) <i>Discrimination (Jersey) Law (2013)</i></li> <li>d) <i>Gender identity</i></li> <li>e) <i>Sexual orientation</i></li> </ul>	<p><b><i>UNCRC Articles</i></b></p> <p><i>Article 2: Non-discrimination</i></p> <p><i>Article 3: Best interests of the child</i></p> <p><i>Article 12: Respect for the views of the child</i></p> <p><i>Article 13: Freedom of expression</i></p> <p><i>Article 14: Freedom of thought, belief, and religion</i></p> <p><i>Article 23: Children with a disability</i></p> <p><i>Article 30: Children from minority of indigenous groups</i></p> <p><b><i>SDG</i></b></p> <p><i>Goal 5: Gender equality</i></p> <p><i>Goal 10: Reduced inequality</i></p> <p><i>Goal 16: Peace, justice, and strong institutions</i></p>	
	<p>This should include:</p> <ul style="list-style-type: none"> <li>• developing an awareness of the nine protected characteristics of the Discrimination (Jersey) Law, 2013 (gender, age, race, sexual orientation, marriage/civil partnership, pregnancy, disability, gender reassignment)</li> <li>• an awareness if how these impact on the rights, beliefs, freedoms of individuals and the implications for behaviour towards others (for example the UK Equality Act, 2010)</li> <li>• an awareness that laws relating to discrimination may be different elsewhere (for example with respect to religion, political beliefs, marriage, and civil partnerships)</li> <li>• how to develop strategies to challenge and manage discrimination</li> <li>• develop an understanding of the difference between bullying, discrimination, and hate crime</li> <li>• develop an understanding of ageism</li> <li>• develop an understanding of gender identity, sexual orientation, biphobia, homophobia and transphobia</li> <li>• develop an understanding of racism and race supremacy</li> </ul>		

	<ul style="list-style-type: none"> <li>• develop an understanding of the dangers of intolerance to religions and beliefs</li> <li>• how to manage influences on beliefs and personal decisions</li> <li>• the impact of uninformed consensus and persuasion</li> <li>• how to make informed decisions based on reliable information</li> <li>• an understanding of visible and invisible disabilities, and examples of reasonable adjustments that can be made</li> </ul>		
<b>3. Respectful Relationships</b>	<ul style="list-style-type: none"> <li>a) <i>Respectful relationships including friendships</i></li> <li>b) <i>Peer pressure</i></li> <li>c) <i>Role models and their influence</i></li> <li>d) <i>Assertiveness</i></li> </ul>	<p><b>UNCRC Articles</b>  <i>Article 6: Life, survival, development</i>  <i>Article 12: Respect for the views of the child</i>  <i>Article 13: Freedom of expression</i>  <i>Article 15: Freedom of association</i>  <i>Article 17: Access to information from the media</i></p> <p><b>SDG</b>  <i>Goal 5: Gender equality</i></p>	
	<p>This should include:</p> <ul style="list-style-type: none"> <li>• an understanding of the characteristics of positive, healthy on and offline relationships including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships</li> <li>• practical steps to support the development of respectful relationships to contribute to a safer and more inclusive culture</li> <li>• how to recognise and challenge gender stereotyping</li> <li>• develop an understanding of misogyny, misandry, and feminism</li> <li>• how to recognise and challenge violence supportive attitudes, including control of decision-making, condoning violence against women/girls, rigid gender stereotyping and cultures/behaviours that emphasise aggression, dominance, and control</li> <li>• an understanding that controlling, violent and aggressive behaviour by partners exists in different sex and same sex relationships</li> <li>• an understanding of the potential impact of power in a relationship and that some types of behaviours are criminal, including violent behaviour and coercive control</li> <li>• knowing about gender-based violence (including physical, sexual, emotional, spiritual, economic, technological, or image-based abuse) and where to get support if required</li> <li>• information about positive and negative role models, both on and offline, and how to evaluate their influence</li> <li>• knowing how peer pressure affects behaviour and learning to manage risk in increasingly independent scenarios</li> </ul>		

	<ul style="list-style-type: none"> <li>• being able to recognise passive, assertive, aggressive, or abusive behaviours in others</li> <li>• learn strategies for self-help or to support others by either reporting or intervening safely where an abusive situation has arisen and know where to go for help if needed</li> <li>• knowing how to communicate assertively when faced with situations involving substances, bullying, discrimination, gender or racial stereotyping, consent, and crime</li> <li>• to develop exit strategies for pressurised, risky or dangerous situations, knowing the role of different services, where they can help and how to approach and communicate with them effectively.</li> </ul>		
4. Addressing Extremism and Radicalisation	<p><b>Pupils should learn about:</b></p> <p><b>a) Community Cohesion – Inclusion, Respect and Belonging</b></p> <p><b>b) Challenging extremism</b></p>	<p><b>UNCRC Articles</b></p> <p>Article 2: Non-discrimination  Article 3: Best interests of the child  Article 4: Implementation of the Convention  Article 12: Respect for the views of the child  Article 13: Freedom of expression  Article 14: Freedom of thought, belief, and religion  Article 17: Access to information from the media  Article 36: Other forms of exploitation  Article 38: War and armed conflicts  Article 42: Knowledge of rights</p> <p><b>SDG</b></p> <p>Goal 3: Good health and wellbeing  Goal 5: Gender equality  Goal 10 Reduced Inequality  Goal 16: Peace, justice, and strong institutions</p>	
	<p>This should include:</p> <ul style="list-style-type: none"> <li>• knowledge of diversity within and between communities and how to promote inclusion, respect, tolerance and belonging</li> <li>• about how social media may distort, misrepresent, or target information in order to influence beliefs and opinions</li> <li>• how to manage conflicting views and misleading information</li> <li>• how to safely challenge discrimination, including online</li> <li>• how to recognise and respond to extremism and radicalisation</li> </ul>		
5. Self-Worth	<p><b>Pupils should learn about:</b></p> <p><b>a) Self-worth</b></p>	<p><b>UNCRC Articles</b></p> <p>Article 3: Best interests of the child</p>	

		<p><i>Article 12: Respect for the views of the child</i>  <b>SDGs</b>  <i>Goal 3: Health and wellbeing</i></p>	
	<p>This should include:</p> <ul style="list-style-type: none"> <li>• ways to build self-esteem and confidence, such as valuing yourself, being okay with mistakes, not comparing to others, taking thoughtful risks, knowing yourself, being appropriately assertive, caring for yourself, forming good relationships, developing emotional intelligence, being open to vulnerability, and finding a balanced life</li> <li>• recognition that self-worth can be affected by difficult life events such as serious illness, relationship breakdowns or bereavement</li> <li>• recognising the feelings and emotions when self-worth is challenged or absent. For example anxiety, stress, sadness, or anger, developing harmful habits, having negative thoughts, being open to negative influence, feelings of guilt or shame, self-harm</li> <li>• sources of help and support when experiencing challenges to self-worth</li> <li>• an understanding of how self-worth contributes towards being a good citizen for example, by being able to connect to a community, volunteering, standing up for beliefs, using democratic rights, developing a greater sense of social responsibility.</li> </ul>		
<p><b>6. Types of Friendships and Relationships</b></p>	<p><b><i>Pupils should learn about:</i></b></p> <ul style="list-style-type: none"> <li><b><i>a) Different types of friendships and relationships (including online)</i></b></li> <li><b><i>b) Relationship boundaries and consent</i></b></li> <li><b><i>c) 'Sexting'</i></b></li> <li><b><i>d) Contraception</i></b></li> <li><b><i>e) Families and parenting</i></b></li> <li><b><i>f) Pregnancy</i></b></li> <li><b><i>g) Parental responsibilities</i></b></li> <li><b><i>h) Healthy relationships</i></b></li> <li><b><i>i) Conflict resolution</i></b></li> <li><b><i>j) Relationship changes</i></b></li> </ul>	<p><b><i>UNCRC Articles</i></b></p> <p><i>Article 2: Non-discrimination</i>  <i>Article 3: Best interests of the child</i>  <i>Article 12: Respect for the views of the child</i>  <i>Article 13: Freedom of expression</i>  <i>Article 14: Freedom of thought, belief, and religion</i>  <i>Article 15: Freedom of association</i>  <i>Article 16: Right to privacy</i>  <i>Article 18: Parental responsibilities and state assistance</i>  <i>Article 19: Protection from violence, abuse, and neglect</i></p> <p><b><i>SDG</i></b></p> <p><i>Goal 1: No poverty</i>  <i>Goal 3: Good health and wellbeing</i>  <i>Goal 5: Gender equality</i>  <i>Goal 10: Reduced inequality</i>  <i>Goal 16: Peace, justice, and strong institutions</i></p>	

	<p>This should include:</p> <ul style="list-style-type: none"> <li>• the qualities and behaviours relating to different types of positive relationships</li> <li>• how to recognise risk in relationships and understand that all aspects of health can be affected by choices made in sex and relationships, for example physical, emotional, mental, sexual, and reproductive health and wellbeing</li> <li>• to understand that the legal and moral duty is with the seeker of consent</li> <li>• how to seek consent appropriately and how to assertively communicate where consent is not given</li> <li>• how to demonstrate positive behaviours when forming new relationships</li> <li>• the risks of ‘sexting’, how to manage requests or pressure to send an image, and how to report or seek support if required</li> <li>• an understanding that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including a prison sentence.</li> <li>• the range of contraceptive choices, and the effectiveness of these, also being aware of sustainable alternative options where these exist</li> <li>• how to use condoms effectively and negotiate safer sex in range of relationships</li> <li>• about the consequences of unprotected sex, including pregnancy</li> <li>• a knowledge of different types of families, including single parents, same sex parents, blended families, adoption and fostering</li> <li>• the facts about reproductive health, including fertility and how it varies and changes, and the potential impact of lifestyle on fertility for men, women, and menopause</li> <li>• the facts around pregnancy: including birth and miscarriage; the consequences of teenage pregnancy; the right to breast feed; choices in relation to pregnancy, including termination</li> <li>• how to evaluate readiness for parenthood and positive parenting qualities</li> <li>• recognition of positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>• knowledge of conflict and its causes in different contexts, for example with family and friends</li> <li>• to develop conflict resolution strategies</li> <li>• how to manage relationship and family changes, including relationship breakdown, separation, divorce, loss, grief, and bereavement</li> <li>• how to access relevant and confidential support, advice or treatment if required.</li> </ul>		
<b>7. Relationships and Sex Education</b>	<b><i>Pupils should learn about:</i></b> <b><i>a) Sexual Offences (Jersey) Law, 2018</i></b> <b><i>b) Unwanted contact, consent, and respect</i></b> <b><i>c) Sexually transmitted infections</i></b>	<b><i>UNCRC Articles</i></b> <i>Article 3: Best interests of the child</i> <i>Article 4: Implementation of the Convention</i> <i>Article 6: Life, survival, and development</i>	

		<p><i>Article 12: Respect for the views of the child</i>  <i>Article 34: Sexual exploitation</i>  <i>Article 40: Juvenile justice</i></p> <p><b>SDG</b>  <i>Goal 3: Good health and wellbeing</i>  <i>Goal 5: Gender equality</i>  <i>Goal 16: Peace, justice, and strong institutions</i></p>	
	<p>This should include:</p> <ul style="list-style-type: none"> <li>• information about the Sexual Offences (Jersey) Law, 2018</li> <li>• an understanding of when an individual is considered ready for sexual activity, and an awareness of the choice to delay sex, or to enjoy close relationships without sex</li> <li>• facts and misconceptions relating to consent and the Law</li> <li>• how to recognise and respond to inappropriate comment and unwanted contact</li> <li>• information about sexually transmitted infections (STIs) and where to seek help if required.</li> </ul>		
8. Healthy Relationships	<p><b><i>Pupils should learn about:</i></b></p> <p><b><i>a) Relationships, respect, and expectations</i></b>  <b><i>b) Attitudes to pornography</i></b>  <b><i>c) Managing the impact of media on attitudes, expectations, and behaviours</i></b></p>	<p><b><i>UNCRC Articles</i></b>  <i>Article 3: Best interests of the child</i>  <i>Article 12: Respect for the views of the child</i>  <i>Article 13: Freedom of expression</i>  <i>Article 15: Freedom of association</i>  <i>Article 17: Access to information from the media</i></p> <p><b>SDG</b>  <i>Goal 3: Good health and wellbeing</i>  <i>Goal 5: Gender equality</i></p>	
	<p>This should include:</p> <ul style="list-style-type: none"> <li>• how to recognise the characteristics of healthy one-to-one relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship</li> <li>• an understanding of the assumptions, misconceptions and social norms about sex, gender, and relationships</li> <li>• how to recognise and challenge media stereotypes regarding relationships and how to evaluate realistic expectations for 1:1 relationships</li> <li>• how to manage the impact of media and pornography on sexual attitudes, expectations, and behaviours</li> <li>• knowledge of the opportunities and risks of forming and conducting relationships online.</li> </ul>		

# Living in the Wider World

## Key Stage 3 and 4

Key Themes	Topic Areas	United Nations Convention on the Rights of the Child (UNCRC) and Sustainable Development Goals (SDG) links	Curriculum coverage, RAG rating etc
<b>1. Developing Skills and Aspirations</b>	<p><b>Pupils should learn about:</b></p> <ul style="list-style-type: none"> <li><b>a) Careers – personal strengths, career options, and goal setting</b></li> <li><b>b) Teamwork</b></li> <li><b>c) Enterprise skills</b></li> <li><b>d) Raising aspirations</b></li> </ul>	<p><b>UNCRC Articles</b></p> <p>Article 3: Best interests of the child            Article 12: Respect for the views of the child            Article 13: Freedom of expression            Article 17: Access to information from the media            Article 29: Goals of education            Article 32: Child labour</p> <p><b>SDG</b></p> <p>Goal 1: No poverty            Goal 8: Decent work and economic growth            Goal 9: Industry, innovation, and infrastructure            Goal 10: Reduced inequality</p>	
	<p>This should include:</p> <ul style="list-style-type: none"> <li>• identifying and demonstrating personal strengths and areas for development</li> <li>• information about a broad range of careers and the abilities and qualities required for different careers</li> <li>• knowledge of different types of employment, career pathways and where to find jobs</li> <li>• GCSE and post-16 options,</li> <li>• Higher Education, apprenticeships and training, and gap years</li> <li>• how to be enterprising, to develop skills in problem solving, communication, teamwork, leadership, risk management, decision-making and creativity</li> <li>• an understanding of transferable skills, recognising personal attributes and interests</li> <li>• how to manage feelings relating to future employment</li> <li>• an understanding of equality of opportunity, and recognition of diversity and inclusion in the workplace</li> <li>• how to challenge stereotypes, and the importance of having high career aspirations</li> <li>• understand the link between personal values and career choice</li> <li>• how to work towards aspirations and set meaningful, realistic goals for the future</li> </ul>		

<b>2.</b> <b>Financial Awareness</b>	<b><i>Pupils should learn about:</i></b> <b><i>a) Saving, borrowing, and budgeting</i></b> <b><i>b) Inflation, tax, and social security</i></b> <b><i>c) Pensions and insurance</i></b>	<b><i>UNCRC Articles</i></b> <i>Article 3: Best interests of the child</i> <i>Article 17: Access to information from the media</i> <i>Article 26: Social security</i> <b><i>SDG</i></b> <i>Goal 1: No poverty</i> <i>Goal 8: Decent work and economic growth</i> <i>Goal 9: Industry, innovation, and infrastructure</i> <i>Goal 11: Sustainable cities and communities</i> <i>Goal 12: Responsible consumption and production</i>	
	This should include: <ul style="list-style-type: none"> <li>• an awareness of ethical and unethical business practices, including dishonest schemes such as phishing and fraud</li> <li>• knowledge of good financial management habits, and the skills to manage personal saving, spending and budgeting challenges</li> <li>• information about inflation, tax, and social security from a personal perspective</li> <li>• an awareness of investment and consumerism</li> <li>• basic information about different types of pensions and insurance and why these are important.</li> </ul>		
<b>3.</b> <b>Community and Careers</b>	<b><i>Pupils should learn about:</i></b> <b><i>a) Equity and equality of opportunity in careers and life choices</i></b> <b><i>b) Different types and patterns of work</i></b>	<b><i>UNCRC Articles</i></b> <i>Article 3: Best interests of the child</i> <i>Article 17: Access to information from the media</i> <b><i>SDG</i></b> <i>Goal 1: No poverty</i> <i>Goal 5: Gender equality</i> <i>Goal 8: Decent work and economic growth</i> <i>Goal 10: Reduced inequality</i>	
	This should include: <ul style="list-style-type: none"> <li>• the importance of equity and equality of opportunity in life and work</li> <li>• how to challenge stereotypes and discrimination in relation to work and pay</li> <li>• information about employment, self-employment, and voluntary work</li> <li>• how to set aspirational goals for future careers and challenge expectations that limit choices.</li> </ul>		



<b>4. Digital Literacy</b>	<b><i>Pupils should learn about:</i></b> <i>a) Online safety</i> <i>b) Digital literacy</i> <i>c) Media reliability</i> <i>d) Gambling risks</i>	<b><i>UNCRC Articles</i></b> <i>Article 3: Best interests of the child</i> <i>Article 16: Right to privacy</i> <i>Article 17: Access to information from the media</i> <i>Article 31: Leisure, play and culture</i> <i>Article 36: Other forms of exploitation</i> <b><i>SDG</i></b> <i>Goal 1: No poverty</i> <i>Goal 3: Good health and wellbeing</i>	
	<p>This should include:</p> <ul style="list-style-type: none"> <li>• how to communicate appropriately both in person and online</li> <li>• how to use social networking sites safely</li> <li>• how to recognise online grooming in different forms, for example in relation to sexual or economic exploitation, extremism, and radicalisation</li> <li>• how to respond and seek support in cases of online grooming</li> <li>• how to recognise biased or misleading information online</li> <li>• how to critically assess different media sources</li> <li>• how to distinguish between content which is publicly and privately shared</li> <li>• an understanding of age restrictions when accessing different forms of media and how to make responsible decisions</li> <li>• how to maintain financial security online</li> <li>• how to assess and manage risks in relation to gambling and chance-based transactions</li> <li>• a knowledge of where to seek appropriate help and support when needed.</li> </ul>		
<b>5. Employability Skills and Work Experience</b>	<b><i>Pupils should learn about:</i></b> <i>a) Employability</i> <i>b) Online presence</i> <i>c) Preparation and readiness for work</i>	<b><i>UNCRC Articles</i></b> <i>Article 3: Best interests of the child</i> <i>Article 6: Life, survival, and development</i> <i>Article 16: Right to privacy</i> <i>Article 17: Access to information from the media</i>  <b><i>SDG</i></b> <i>Goal 1: No poverty</i>	

		<i>Goal 8: Decent work and economic growth</i>	
	<p>This should include:</p> <ul style="list-style-type: none"> <li>• young people’s employment rights and responsibilities</li> <li>• skills that improve their enterprise and employability profile</li> <li>• how to give and act upon constructive feedback</li> <li>• how to create and manage their personal brand online</li> <li>• available opportunities for learning and work</li> <li>• habits and strategies to support progress, including overcoming challenges or adversity</li> <li>• about health and safety at work</li> <li>• how to identify and access support for concerns relating to life online</li> <li>• how to evaluate and build on the learning from work experience</li> </ul>		
<b>6. Next Steps</b>	<p><b><i>Pupils should learn about:</i></b></p> <ol style="list-style-type: none"> <li><b><i>1. Application processes</i></b></li> <li><b><i>2. Skills for further education, employment, and career progression</i></b></li> </ol>	<p><b><i>UNCRC Articles</i></b></p> <p><i>Article 3: Best interests of the child</i></p> <p><i>Article 6: Life, survival, and development</i></p> <p><i>Article 17: Access to information from the media</i></p> <p><b><i>SDG</i></b></p> <p><i>Goal 1: No poverty</i></p> <p><i>Goal 8: Decent work and economic growth</i></p>	
	<p>This should include:</p> <ul style="list-style-type: none"> <li>• application processes, including writing of Curriculum Vitae and personal statements, and about developing good interview techniques</li> <li>• how to use feedback constructively when planning for the future</li> <li>• how to maximise employability, including taking opportunities to broaden experience</li> <li>• information about rights, responsibilities, and challenges in relation to working part-time whilst studying</li> <li>• how to manage a healthy work/life balance</li> </ul>		

# Citizenship

## Key Stage 3 and 4

Key Themes	Topic Areas	United Nations Convention on the Rights of the Child (UNCRC) and Sustainable Development Goals (SDG) links	Curriculum coverage, RAG rating etc
1. Political Awareness	<p><b>Pupils should learn about:</b></p> <ol style="list-style-type: none"> <li><b>Political systems</b></li> <li><b>Electoral systems in Jersey</b></li> </ol>	<p><b>UNCRC Articles</b></p> <p>Article 3: Best interests of the child            Article 12: Respect for the views of the child            Article 13: Freedom of expression            Article 17: Access of information from the media            Article 36: Other forms of exploitation</p> <p><b>SDG</b></p> <p>Goal 11: Sustainable cities and communities</p>	
	<p>This should include:</p> <ul style="list-style-type: none"> <li>the development of democratic government in Jersey,</li> <li>the political system in Jersey, including the difference between the States Assembly and the Government</li> <li>the differences between independent members and the political parties in Jersey</li> <li>the political system in the United Kingdom, including Parliament and the political parties</li> <li>information about different forms of government across the world including dictatorship, monarchy, presidential system</li> <li>a knowledge of the roles of citizens in democratic government, including voting age, how to register to vote and why we should vote</li> <li>the operation of the States Chamber, including voting and elections, and the role of politicians, including, deputies, constables, and non-elected states members</li> <li>knowledge of the actions citizens can take to engage with and influence their democracy on a local, national, and international level.</li> </ul>		
2. Law and Justice	<p><b>Pupils should learn about:</b></p> <ol style="list-style-type: none"> <li><b>Governance</b></li> <li><b>Law and justice</b></li> </ol>	<p><b>UNCRC Articles</b></p> <p>Article 3: Best interests of the child            Article 16: Right to privacy            Article 17: Access to information from the media            Article 40: Juvenile justice</p> <p><b>SDG</b></p>	

		<i>Goal 16: Peace, justice, and strong institutions</i>	
	<p>This should include:</p> <ul style="list-style-type: none"> <li>• local, regional, and international governance and Jersey’s relations with the rest of Europe, the Commonwealth, the United Nations, and the wider world</li> <li>• the island’s relationship with the monarch as Sovereign and Jersey’s position as a Crown Dependency</li> <li>• the key elements of the constitution of the Island, including the free press and the States of Jersey holding those in power to account, and the roles of the Lieutenant Governor, the Dean of Jersey, the Bailiff, and the Attorney General</li> <li>• the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</li> <li>• the legal system in Jersey including the different courts and the requirement to participate in jury duty</li> <li>• the consequences for minors and the implications of these</li> <li>• the legal and physical risks of carrying an offensive weapon</li> <li>• the legal system in Jersey and different sources of law</li> <li>• how the law helps society deal with complex problems.</li> </ul>		
<b>3. Community and Jersey Identity</b>	<p><b><i>Pupils should learn about:</i></b></p> <ol style="list-style-type: none"> <li><b><i>1. Active participation</i></b></li> <li><b><i>2. Citizenship</i></b></li> </ol>	<p><b><i>UNCRC Articles</i></b></p> <p><i>Article 3: Best interests of the child</i></p> <p><i>Article 6: Life, survival, and development</i></p> <p><i>Article 15: Freedom of association</i></p> <p><b><i>SDG</i></b></p> <p><i>Goal 1: No poverty</i></p> <p><i>Goal 8: Decent work and economic growth</i></p> <p><i>Goal 12: Responsible consumption and production</i></p> <p><i>Goal 13: Climate action</i></p> <p><i>Goal 14 Life Below Water</i></p> <p><i>Goal 15: Life on land</i></p>	
	<p>This should include:</p> <ul style="list-style-type: none"> <li>• the roles played by government, public institutions, and voluntary groups in society</li> <li>• how citizens work together to improve their communities, including influencing and engaging with States Members</li> </ul>		

	<ul style="list-style-type: none"> <li>• how to be an active participant in school activities to influence and improve the culture, ethos, and environment for the good of the community</li> <li>• how to participate actively in community volunteering, as well as other forms of responsible activity for the benefit of others, the climate, or the environment</li> </ul>	
<b>4. Economic Wellbeing</b>	<p><b><i>Pupils should learn about:</i></b></p> <ol style="list-style-type: none"> <li><b><i>1. Managing money</i></b></li> <li><b><i>2. How the economy works</i></b></li> <li><b><i>3. Financial stability</i></b></li> </ol>	<p><b><i>UNCRC Articles</i></b>  <i>Article 3: Best interests of the child</i>  <i>Article 6: Life, survival, and development</i>  <i>Article 28: Right to education</i></p> <p><b><i>SDG</i></b>  <i>Goal 1: No poverty</i>  <i>Goal 8: Decent work and economic growth</i></p>
	<p>This should include:</p> <ul style="list-style-type: none"> <li>• the functions and uses of money</li> <li>• the importance and practice of budgeting</li> <li>• information about financial products and services (for example bank accounts, contents insurance) and how to plan ahead</li> <li>• how public money is raised and spent</li> <li>• how to make appropriate financial choices, including the costs of various methods of borrowing (for example, credit cards, arranged loans, overdrafts)</li> <li>• how to manage risk-taking behaviour avoiding unmanageable debt</li> </ul>	
<b>5. Global Citizenship</b>	<p><b><i>Pupils should learn about:</i></b></p> <ol style="list-style-type: none"> <li><b><i>1. Rights and freedoms</i></b></li> <li><b><i>2. Global connections</i></b></li> <li><b><i>3. Global sustainability</i></b></li> </ol>	<p><b><i>UNCRC Articles</i></b>  <i>Article 2: Non-discrimination</i>  <i>Article 3: Best interests of the child</i></p> <p><b><i>SDG</i></b>  <i>All 17 Goals</i></p>

	<p>This should include:</p> <ul style="list-style-type: none"><li>• the rights and freedoms enjoyed by the citizens of Jersey</li><li>• the United Nations Convention for the Rights of the Child and the responsibilities placed on the government to implement these</li><li>• information about human rights and international law</li><li>• knowledge of diverse national, regional, religious, and ethnic identities in Jersey, the United Kingdom and internationally, and the need for mutual respect and understanding</li><li>• exploration of the complexity of global issues and engagement with the multiple perspectives of a worldwide community</li><li>• developing a sense of personal and collective responsibility towards local and global issues</li><li>• the impact of our views, values, and assumptions regarding other communities with different religious or ethnic identities</li><li>• local and global issues, including social justice, and exploring these through the Sustainable Development Goals</li><li>• an understanding of how to categorise factors affecting global issues (political, economic, social, technological, legal, or environmental)</li><li>• an appreciation of the interdependence between people and the planet</li><li>• showing concern about the effects of lifestyles and consumer choices on people and the planet</li><li>• demonstrating willingness to both lead and support others in promoting sustainable development to benefit future generations.</li></ul>	
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## References

### Used in the revision and development of the Key Stage 3 and 4 PSHE (including Citizenship) curriculum guidance:

#### Laws

- [Education \(Jersey\) Law \(1999\)](#) with reference to Part 4 (Article 16): Curriculum
- [Discrimination \(Jersey\) Law \(2013\)](#) with reference to Part 2: Protected Characteristics
- [Children and Young People \(Jersey\) Law \(2022\)](#) with reference to Part 2 (Article 5, para.2): Arrangements to promote and support wellbeing and safeguard welfare of children and young people
- [Sexual Offences \(Jersey\) Law \(2018\)](#) with reference to Part 1 (Article 2): Consent
- [Misuse of Drugs \(Jersey\) Law \(1978\)](#) with reference to supply and possession of illegal substances: Articles 5 and 8.
- [Domestic Abuse \(Jersey\) Law \(2022\)](#) with reference to Part 1 (Interpretation) and Part 2 (Domestic Abuse Offence)
- [Criminal Procedure \(Jersey\) Law \(2018\)](#) with reference to Part 4 (Role of the Attorney General) and Part 5 (The Functions and Jurisdiction of the Magistrate)
- [Criminal Justice \(Young Offenders\) \(Jersey\) Law \(2014\)](#) with reference to Part 2 (Persons Under 21- Age of criminal responsibility, sentencing and custody)

#### Other

- [United Nations Convention for the Rights of the Child](#)

“Human rights education should provide information on the content of human rights treaties. But children should also learn about human rights by seeing human rights standards implemented in practice whether at home, in school or within the community. Human rights education should be a comprehensive, lifelong process and start with the reflection of human rights values in the daily life and experiences of children.”

- The [UN Sustainable Development Goals](#)
- [OECD Skills Studies: Skills for Social Progress: The Power of Social and Emotional Skills \(2015\), Chapter 5](#)
- [The PSHE Association](#)
- [PSHE Characteristics of Best Practice](#) – Cornwall Council, [www.healthycornwall.org.uk](http://www.healthycornwall.org.uk)

## Policies

- [Keeping Children Safe in Education\(2022\)](#)
- [Counter-Bullying Policy \(2019\)](#)
- [Policy on Drugs in Schools \(2021\)](#)
- [Inclusion Policy \(2021\)](#)
- [Online Safety Policy \(2021\)](#)
- [Sex and Relationships Education Policy \(2016\)](#)
- [Transgender Guidance for Jersey Schools \(2021\)](#)

## Consultations

- [Jersey Youth Parliament: Education Reform- Final Report, 2022](#)
- [Children and Young People’s Survey, 2021](#)
- [The Big Education Conversation, Jersey \(2019\)](#) (p30, para 7; p34, section 2; p44, para 10.4)
- Informal review of Climate Education 2022 (CNR: COP26 Education Pledge)
- [Carbon Neutral Roadmap Consultation Response Statement](#) (2022): p28 and p35
- [A Change of Use: A Substance Use Strategy for Jersey](#) (2023-2033): p31

## Educational Papers

- [Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools \(gov.uk\) -2014](#)
- [Jersey Schools Review Handbook](#): Appendix 1: Definitions of Spiritual, Moral, Social and Cultural Development (p.86)
- PSHE Association (national body for Personal, Social, Health and Economic Education): Programme Builder for PSHE Education Key Stages 3 and 4 (Thematic Model)
- [Welsh Curriculum Cymraeg](#): Humanities – What matters statement? (2022)
- [OSLER, A. & STARKEY, H. \(2009\) Citizenship Education in France and England: contrasting approaches to national identity and diversity, Chapter 24](#)

Education for human rights and citizenship, through the acquisition of the principles and the values which underpin and organize democracy and the Republic, through knowledge of institutions and laws, through an understanding of the rules of social and political life (Ministère de l’Education Nationale, 1998, p. 7).

- [Jersey’s Constitution-A Brief History](#)
- [Relationships and Sex Education \(RSE\) and Health Education- Statutory Guidance](#), 2019 (updated 2021)
- [House of Commons Briefing Paper: PSHE in schools \(England\), 2021](#)



- OXFAM: [Education for Global Citizenship- A Guide for Schools](#) (2015)

## Jersey Strategies and Plans

<a href="#">Island Identity Report: Specific Goals 2-4 and Opportunity 13</a>	<ul style="list-style-type: none"> <li>• Improving public awareness of our constitution and history, including understanding ourselves as a country, or small Island nation</li> <li>• Nurturing a stronger sense of citizenship and engagement in public life</li> <li>• Addressing alienation and social exclusion, and ensuring all Islanders feel the belong in Jersey whatever their background</li> <li>• Development of a Jersey ‘Identity and Citizenship’ Curriculum for teachers – taking inspiration from the Welsh Curriculum Cymraeg and French citizenship teaching</li> </ul>
<a href="#">Common Strategic Policy 2023-2026</a>	<p><b>Economy and Skills</b></p> <ul style="list-style-type: none"> <li>• ‘Develop a more sustainable, innovative, outward-facing and prosperous economy and help people acquire the right skills throughout their lives; we want Jersey to be an attractive place for everyone to achieve their potential.’</li> </ul> <p><b>Children and Families</b></p> <ul style="list-style-type: none"> <li>• ‘Receiving a good, rounded education are essential to future life chances.’</li> </ul> <p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• ‘Promoting better health and wellbeing’.</li> </ul> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• Protect and enhance our urban, rural, and marine environment so that everyone can continue to enjoy its benefits, moving purposefully and fairly on a path to net zero emissions.</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Create a more inclusive, vibrant community where people feel respected and able to flourish, as well as safe and protected.</li> </ul>
<a href="#">Minister for Children and Education’s Plan, 2023</a>	<ul style="list-style-type: none"> <li>• Ensuring that education is shaped around children, their needs, and their human rights.</li> <li>• Continuing to modernise and enrich the Jersey curriculum to reflect the challenges of the modern-day world so that all children and young people are happy to learn and can go on to succeed and be the best that they can be, whatever their background or individual needs.</li> </ul>
<a href="#">Children and Young People Emotional Wellbeing and Mental Health Strategy, 2022</a>	<ul style="list-style-type: none"> <li>• ‘Talking about mental health should be a part of everyday conversations and throughout the curriculum, including as part of personal, social, health and economic (PSHE) education.’ <ul style="list-style-type: none"> <li>- Priority 1 – Everybody promotes good wellbeing, mental health, and resilience</li> </ul> </li> </ul>

	- Priority 2 – Easy to find help and support
<a href="#">Jersey Inclusion Review, 2021</a>	<p><b>Recommendation 30.</b></p> <ul style="list-style-type: none"> <li>• Curricula in schools and settings should more appropriately reflect the cultural heritage and learner preferences of diverse school communities.</li> </ul>
<a href="#">Children and Young People’s Plan, 2019-2023</a>	<p><b>Outcome 1:</b> All children in Jersey grow up safely.  <b>Outcome 2:</b> All children in Jersey learn and achieve.  <b>Outcome 3:</b> All children in Jersey live healthy lives.  <b>Outcome 4:</b> All children in Jersey are valued and involved.</p>
<a href="#">Child Sexual Abuse and Exploitation Strategy (2022)</a>	<p><b>Priority One</b></p> <ul style="list-style-type: none"> <li>• Prevention and identification of CSAE</li> </ul>
<a href="#">A Change of Direction: A Substance Use Strategy for Jersey 2023 to 2033</a>	<p><b>Aim 1</b>  Delay the onset of use while preventing problematic use.  <b>Aim 4</b>  Improve wider health and wellbeing.</p>

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- Minister and Assistant Minister for Children and Education
- Jersey Curriculum Council
- Jersey Youth Parliament (Education Reform Group)
- School Improvement and Advisory Service, CYPES
- CYPES Inclusion Service
- NSPCC
- CSE Strategy Group
- States Greffe
- Political Engagement Group
- Highlands College
- Digital Jersey
- Skills Jersey
- Jersey Sport
- Jersey Home Educator's Association
- Recovery College
- Violence Against Women and Girls Task Force
- St John's Ambulance
- Public Health (specifically Food and Nutrition)
- Public Health (specifically Substance Use)
- Brook Jersey
- Barnardo's Jersey
- Jersey Stroke Support
- Jersey Office of the Information Commissioner
- All Matters Neurodiverse Jersey
- Suicide Prevention (Education) Group
- Liberate
- Justice and Home Affairs Department
- Jersey Community Relations Trust