JEDDAH PREP AND GRAMMAR SCHOOL

Personal, Social, Health and Economic Education (PSHE) Policy

POLICY STATEMENT

At Jeddah Prep and Grammar School (JPGS), Personal, Social, Health And Economic Education (PSHE) enables pupils to develop the knowledge, understanding, attitudes and skills necessary to lead healthy, safe, responsible and fulfilling lives.

PSHE is an essential part of the school's wider educational provision. It supports pupils' academic, personal, social, emotional and moral development and prepares them to make positive contributions to their families, school, local community and wider society.

Through a structured and progressive programme, pupils learn to understand themselves, develop positive relationships, recognise and manage risks, make informed decisions and take increasing responsibility for their choices and behaviour.

PSHE also develops pupils' understanding of citizenship, British values, equality, diversity, individual responsibility and the institutions and laws of the United Kingdom and the Kingdom of Saudi Arabia.

JPGS is a British international school operating within the laws, regulations and cultural context of Saudi Arabia. Its PSHE provision reflects the school's British educational ethos while respecting the legal requirements and cultural expectations of its host country.

The school's values of Knowledge, Resilience and Integrity underpin the delivery of PSHE across both the Prep and Grammar Schools.

AIMS AND OBJECTIVES

The aim of PSHE at JPGS is to provide pupils with:

- Accurate, relevant and age-appropriate knowledge.
- Opportunities to develop personal understanding and reflect on their experiences.
- Opportunities to explore and develop their own values, attitudes, beliefs, rights and responsibilities.
- The skills and strategies required to lead healthy, safe, balanced and fulfilling lives.
- An understanding of how to establish and maintain positive relationships.

- The confidence to recognise risks, make informed decisions and seek help when necessary.
- An understanding of their responsibilities as members of the school, local and wider communities.
- An appreciation of British values, democratic principles and the importance of respecting the laws and institutions of their host country.
- The communication, interpersonal and critical-thinking skills required to participate positively in society.
- An awareness of future educational, training and career opportunities.

Through PSHE, JPGS aims to develop:

- Successful learners who enjoy learning, make progress and achieve their potential.
- Confident individuals who can live safe, healthy and fulfilling lives.
- Responsible citizens who understand their rights and responsibilities and make positive contributions to society.

SCOPE AND CURRICULUM ORGANISATION

PSHE is delivered throughout the Prep and Grammar Schools as part of the planned curriculum. One dedicated lesson each week is allocated to PSHE.

- Prep School: Lessons are delivered by Class Teachers.
- Grammar School: Lessons are delivered by Form Tutors.

The curriculum is age-appropriate, progressive and responsive to pupils' developmental needs and the issues they may encounter. PSHE is supported by assemblies, tutor time, pastoral provision, enrichment activities, school initiatives and the wider school environment.

Although PSHE has dedicated curriculum time, the principles underpinning the subject are reinforced through everyday school life, relationships, behaviour expectations and the school's wider educational provision.

The curriculum is organised around three core themes: Health and Wellbeing Education; Relationships Education; and Living in the Wider World.

Area	What pupils learn
Identity	Personal qualities, attitudes, skills, attributes, achievements and influences.
Personal Development	Personal qualities, resilience, learning from mistakes, emotions and actions.

Relationships	Friendship, communication, respect, prejudice, empathy and appropriate boundaries.
Healthy Lifestyles	Nutrition, exercise, hygiene, emotional wellbeing, sleep and healthy choices.
Citizenship	Rights, responsibilities, laws, democratic principles and participation in society.
Risk and Safety	Recognising, assessing and managing risks in different settings.
Equality and Inclusion	Fairness, dignity, prejudice, stereotypes and respect for individual differences, within the applicable legal framework.
Change and Resilience	Managing challenges, transitions, uncertainty and difficult circumstances.
Power and Influence	Understanding persuasion, peer pressure, bullying, negotiation and responsible decision-making.
Careers and Enterprise	Employability, economic understanding, financial literacy and future pathways.

PROMOTION OF FUNDAMENTAL BRITISH VALUES

The promotion of fundamental British values is a central and explicit component of the JPGS PSHE curriculum across both the Prep and Grammar Schools. The school recognises that pupils should understand the principles underpinning British society and develop the knowledge, attitudes and behaviours necessary to participate responsibly in a democratic and law-abiding community.

The five fundamental British values are democracy; the rule of law; individual liberty; mutual respect; and tolerance of those with different faiths and beliefs.

These values are taught explicitly through planned PSHE lessons and reinforced through assemblies, classroom discussions, pupil leadership opportunities, the House system, Student Council, school rules and everyday interactions. British values are not treated as a single isolated topic. They are revisited progressively throughout a pupil's education, with increasing depth, complexity and responsibility as pupils mature.

Democracy

Pupils develop an understanding of democracy, representation, participation and the importance of having a voice.

In the Prep School, pupils learn to:

- Express opinions appropriately and listen to others.
- Participate in class discussions and group decisions.
- Understand fairness and the importance of listening to different viewpoints.
- Participate in class representative and pupil leadership opportunities.
- Understand that decisions should consider the needs of the wider community.

In the Grammar School, pupils develop this understanding further through:

- Understanding democratic principles and representative government.
- Exploring the role of Parliament and elections in the United Kingdom.
- Understanding how citizens participate in democratic processes.
- Examining the importance of representation, accountability and consultation.
- Participating in the Student Council and House leadership structures.
- Developing reasoned arguments and respectfully challenging ideas.

Across both schools, pupils are encouraged to recognise that having a voice also brings responsibilities.

The Rule of Law

Pupils develop an understanding that laws, rules and regulations exist to protect individuals, maintain order and ensure the fair functioning of society.

In the Prep School, pupils learn to:

- Understand the purpose of school rules and routines.
- Recognise the difference between right and wrong.
- Understand the importance of fairness, honesty and personal responsibility.
- Recognise the consequences of their choices and actions.
- Understand why rules are necessary within families, schools and communities.

In the Grammar School, pupils develop their understanding through:

- Exploring the purpose and importance of laws.
- Understanding how laws are made, interpreted and enforced in the United Kingdom.
- Learning about the role of Parliament, the courts, the police and other public institutions.
- Understanding the responsibilities of citizens and residents.
- Examining the importance of justice, accountability and respect for the law.

- Understanding the legal and regulatory framework of Saudi Arabia.

Pupils are explicitly taught that they are expected to respect and comply with the laws and regulations of the Kingdom of Saudi Arabia, as well as the rules and expectations of JPGS.

Individual Liberty

Pupils learn that individuals should develop the confidence to make informed decisions and take responsibility for their choices, within the boundaries of the law and the rights and responsibilities of others.

In the Prep School, pupils learn to develop independence and confidence; express preferences and opinions appropriately; make sensible decisions about behaviour and safety; recognise personal responsibility; and respect other people's choices and personal boundaries.

In the Grammar School, pupils explore personal responsibility and informed decision-making; understand the relationship between freedom, responsibility and the law; develop independent thinking and critical evaluation; recognise manipulation, coercion and inappropriate influence; understand how to seek advice and support; and consider the consequences of personal decisions for themselves and others.

Mutual Respect

Mutual respect is embedded in the school's values and expectations. Pupils learn to treat others with dignity, consideration and courtesy, irrespective of differences in background, ability, nationality or personal circumstances.

In the Prep School, pupils learn to be kind, considerate and helpful; listen when others are speaking; work cooperatively; recognise and respect differences; and understand the impact of unkindness, exclusion and bullying.

In the Grammar School, pupils explore prejudice, stereotyping and discrimination; develop empathy and effective communication; understand respectful disagreement; recognise bullying, harassment and intimidation; develop positive relationships across social and cultural groups; and understand their responsibilities in creating an inclusive school community.

Mutual respect is reinforced through the school's behaviour expectations, restorative approaches, pastoral systems and safeguarding procedures.

Tolerance of Those with Different Faiths and Beliefs

JPGS is an international school with pupils from a range of national, cultural and linguistic backgrounds. The school promotes an environment in which pupils learn to respect the different backgrounds, experiences and beliefs of others, while recognising the legal and cultural framework of Saudi Arabia.

In the Prep School, pupils learn to recognise that people may have different backgrounds and traditions; show kindness and consideration; appreciate different cultures and nationalities; avoid unkind comments and assumptions; and understand inclusion and belonging.

In the Grammar School, pupils explore cultural diversity and different traditions; understand respectful dialogue; recognise prejudice and challenge stereotypes; develop an understanding of different cultural and religious backgrounds; understand social cohesion and responsible citizenship; and recognise the importance of respecting the laws, traditions and cultural expectations of Saudi Arabia.

The school promotes respectful understanding without requiring pupils to adopt particular personal beliefs.

How British Values Are Reinforced Across JPGS

School provision	How British values are promoted
PSHE lessons	Explicit teaching of democracy, law, liberty, mutual respect and tolerance.
Assemblies	Exploration of citizenship, responsibility, fairness, respect and current issues.
Student Council	Representation, consultation, participation and pupil voice.
House System	Teamwork, leadership, cooperation, responsibility and belonging.
School rules	Consistency, fairness, accountability and respect for the rule of law.
Behaviour system	Personal responsibility, consequences, reflection and restorative practice.
Tutor time	Discussion, reflection, respectful communication and character development.
Classroom teaching	Questioning, debate, listening, collaboration and respect for differing viewpoints.
Enrichment activities	Leadership, service, teamwork and positive contributions to the community.

Safeguarding and pastoral care	Personal safety, dignity, appropriate boundaries and protection from harm.

The school ensures that these principles are not simply described to pupils but are reflected in its expectations, routines, relationships and decision-making.

UNDERSTANDING THE UNITED KINGDOM AND SAUDI ARABIA

As a British international school in Saudi Arabia, JPGS provides pupils with an understanding of both the United Kingdom and the Kingdom of Saudi Arabia. This enables pupils to develop an appreciation of their British educational heritage while becoming informed, responsible and respectful members of the society in which they live.

British Institutions and Citizenship

Across the Grammar School, pupils develop an age-appropriate understanding of:

- The UK Parliament and its two Houses.
- The role of the Prime Minister and government.
- Elections and representative democracy.
- The role of the judiciary and the courts.
- The police and other public services.
- The importance of the rule of law.
- The rights and responsibilities associated with citizenship.
- The role of local government and public services.

Prep pupils are introduced to these ideas through age-appropriate discussions about rules, leadership, fairness, representation and responsibility.

Saudi Institutions and Host-Country Awareness

Pupils develop an understanding of the institutions, laws and responsibilities relevant to life in Saudi Arabia. This includes age-appropriate knowledge of:

- The Kingdom's system of government and the role of the King.
- The Council of Ministers and the Shura Council.
- The role of the Saudi legal and judicial systems.
- The responsibilities of public institutions and services.
- Saudi national identity, heritage, history and culture.
- The importance of respecting Saudi laws and regulations.
- The responsibilities of residents and members of the local community.
- The importance of contributing positively to the Kingdom's development.

The school also develops pupils' awareness of Saudi Arabia's economic development, Vision 2030, changing employment opportunities and the importance of education, enterprise and innovation. These areas are taught through PSHE, assemblies and wider curriculum opportunities.

DEVELOPMENT OF ENGLISH LANGUAGE AND COMMUNICATION

PSHE provides regular opportunities for pupils to develop their spoken English, vocabulary, listening skills and confidence in communicating ideas. As an English-medium British international school, JPGS recognises that effective communication is essential to pupils' academic achievement, personal development and future participation in society.

Through PSHE, pupils are encouraged to:

- Express opinions clearly and appropriately.
- Listen actively and respond thoughtfully.
- Participate in structured discussions and debates.
- Develop vocabulary relating to health, relationships, citizenship, finance and careers.
- Explain and justify decisions.
- Present reasoned arguments.
- Communicate respectfully when discussing sensitive or differing viewpoints.
- Develop confidence in speaking to individuals and groups.

Teachers model appropriate language and provide opportunities for pupils to develop their communication skills through discussion, presentations, collaborative activities, reflection and written tasks. In the Prep School, the emphasis is on developing confidence, listening, vocabulary and the ability to express feelings and ideas. In the Grammar School, pupils develop more sophisticated communication skills, including critical discussion, evaluation, structured debate and reasoned argument.

HEALTH AND WELLBEING EDUCATION

The aim of Health and Wellbeing Education is to provide pupils with the knowledge and understanding necessary to make informed decisions about their physical, mental and emotional wellbeing. Pupils learn to recognise when they or others may require support and understand how to access appropriate help.

The curriculum supports pupils to:

- Manage transitions and changes.
- Maintain positive physical and mental wellbeing.

- Understand the importance of nutrition, exercise, sleep and hygiene.
- Recognise and manage everyday stress and pressure.
- Develop resilience and positive coping strategies.
- Assess and manage risks.
- Understand the dangers and consequences associated with vaping and other harmful substances, in accordance with the school's approved curriculum and applicable Saudi regulations.
- Understand the influence of media and technology on lifestyle choices.
- Identify trusted adults and appropriate sources of support.
- Recognise when a situation requires adult intervention.

Pupils are encouraged to develop healthy habits and understand the importance of taking responsibility for their own wellbeing.

RELATIONSHIPS EDUCATION

Relationships Education helps pupils develop the knowledge and skills required to establish and maintain positive, respectful and appropriate relationships. The curriculum is age-appropriate and focuses on friendship, family relationships, communication, respect, empathy, appropriate boundaries and personal safety.

Pupils learn to:

- Develop and maintain positive friendships.
- Communicate effectively and respectfully.
- Recognise and manage emotions.
- Understand empathy and consideration for others.
- Recognise peer pressure and inappropriate influence.
- Understand personal space and appropriate boundaries.
- Identify bullying, harassment, coercion and abusive behaviour.
- Understand how to seek help and report concerns.
- Develop strategies for resolving disagreements.
- Understand the importance of respect, responsibility and appropriate conduct.

In the Grammar School, pupils develop their understanding of healthy adult relationships, commitment, marriage, personal responsibility, consent and appropriate boundaries within the school's approved RSE framework and the legal and cultural context of Saudi Arabia. Further details are provided in the school's separate Relationships and Sex Education (RSE) Statement.

LIVING IN THE WIDER WORLD

This area of PSHE prepares pupils to participate positively and responsibly in society. Pupils develop knowledge and skills relating to:

- Citizenship and community participation.
- Rights and responsibilities.
- British values and Saudi host-country awareness.
- Equality, dignity and respect.
- Financial literacy and responsible spending.
- Saving, budgeting and banking.
- Consumer awareness and scams.
- Enterprise and economic understanding.
- Digital citizenship and online safety.
- Employability and workplace expectations.
- Leadership, teamwork and communication.
- Careers, qualifications and future pathways.

The programme develops pupils' understanding of how personal choices can affect individuals, families, communities and society.

EQUALITY, DIVERSITY AND PROTECTED CHARACTERISTICS

JPGS is committed to ensuring that pupils are treated with dignity, fairness and respect. The school teaches pupils to recognise prejudice, challenge bullying, avoid stereotypes and appreciate the importance of inclusion.

In developing pupils' understanding of equality and diversity, the school recognises the nine protected characteristics identified in the UK Equality Act 2010 as a reference framework for understanding discrimination and fairness:

1. Age.
2. Disability
3. Gender
4. Pregnancy and maternity.
5. Race.
6. Religion or belief.

These characteristics are addressed through age-appropriate teaching about dignity, fairness, respect, inclusion, prejudice, stereotypes and the consequences of discriminatory behaviour.

Host-Country Legal and Cultural Context

JPGS operates in the Kingdom of Saudi Arabia and must ensure that its curriculum complies with applicable Saudi laws, regulations and educational requirements. The school distinguishes between teaching pupils to treat individuals with dignity and respect and the teaching or promotion of particular subjects or concepts that may be restricted by the laws of the host country.

- Teaching relating to equality, diversity and inclusion is delivered within the legal and cultural context of Saudi Arabia.
- The school does not present the UK Equality Act 2010 as Saudi legislation or suggest that its nine protected characteristics have identical legal status in the Kingdom.
- Curriculum content relating to gender reassignment, sexual orientation and same-sex relationships is subject to host-country legal and regulatory requirements and is adapted or excluded where necessary.
- The school does not teach or promote material that conflicts with applicable Saudi laws, regulations or approved educational requirements.
- The school continues to promote dignity, safeguarding, protection from bullying and respectful treatment of every pupil.
- No pupil should be subjected to intimidation, humiliation, bullying or abuse.

Where a pupil raises a sensitive personal issue, staff respond sensitively and professionally, following the school's safeguarding procedures and applicable legal requirements. The school's commitment to safeguarding and respectful treatment applies to all pupils.

CAREERS EDUCATION AND GUIDANCE

JPGS recognises the importance of preparing pupils for further education, training, employment and adult life. Careers education is an integral part of the PSHE programme across the Grammar School, beginning in Year 7 and developing progressively through Year 11.

The programme aims to ensure that pupils understand the range of educational and employment opportunities available to them and can make informed decisions about their future.

Year 7 – Understanding Personal Strengths

- Identifying interests, strengths and personal qualities.
- Understanding the relationship between learning and future opportunities.
- Developing confidence and ambition.

- Exploring different occupations and career areas.

Year 8 – Exploring Opportunities

- Exploring different industries and employment sectors.
- Understanding the importance of education and qualifications.
- Recognising the relationship between skills and employment.
- Developing an understanding of saving, money and financial responsibility.

Year 9 – Pathways and Future Choices

- Exploring GCSE and post-16 pathways.
- Understanding how subject choices can influence future opportunities.
- Identifying personal strengths and areas for development.
- Developing awareness of employment sectors and career pathways.
- Understanding the importance of goal-setting.

Year 10 – Employability and Work Experience

- Understanding workplace expectations.
- Developing communication, teamwork and leadership skills.
- Preparing CVs and applications.
- Developing interview skills.
- Understanding professional conduct and responsibilities.
- Participating in and reflecting on work experience.
- Exploring further education and employment opportunities.

Year 11 – Post-16 and Future Pathways

- Exploring Sixth Form and other post-16 options.
- Understanding university and higher education pathways.
- Considering vocational and technical qualifications.
- Preparing applications and personal statements.
- Developing interview and employability skills.
- Understanding future education, training and employment opportunities.
- Making informed decisions based on individual strengths, interests and aspirations.

Impartial Careers Guidance

JPGS is committed to ensuring that careers guidance is impartial, appropriate and free from bias. Pupils are supported to consider a range of pathways, including:

- Academic qualifications and Sixth Form.
- University and higher education.
- Vocational and technical education.
- Apprenticeships and training opportunities, where available and appropriate.
- Employment and enterprise.
- Opportunities in Saudi Arabia, the United Kingdom and internationally.

Careers education must not favour particular institutions, qualifications, occupations or employment sectors. Pupils are encouraged to explore opportunities according to their interests, abilities, aspirations and individual circumstances. Careers guidance should challenge gender and social stereotypes and promote high aspirations for all pupils.

Teachers and tutors provide impartial information and support, helping pupils understand the opportunities and requirements associated with different pathways. Where appropriate, pupils and parents are signposted to further careers advice, universities, employers and relevant education providers. The school reviews its careers provision to ensure that pupils receive relevant and up-to-date information about future opportunities.

DIGITAL CITIZENSHIP AND ONLINE SAFETY

Pupils are taught to use technology responsibly and understand the risks associated with online activity. The curriculum includes:

- Online safety and personal security.
- Cyberbullying and harmful online behaviour.
- Protecting personal information.
- Digital footprints and online reputation.
- Social media and responsible communication.
- Misinformation and evaluating online information.
- Recognising inappropriate content and online contact.
- Understanding how to report online concerns.
- Developing responsible and professional digital behaviour.

Pupils are taught that the same standards of respect, responsibility and appropriate behaviour apply online as they do in face-to-face interactions.

TEACHING AND LEARNING APPROACHES

PSHE is delivered through engaging, structured and age-appropriate teaching approaches. Teachers use a range of strategies to promote active learning, including:

- Teacher-led instruction.

- Structured classroom discussions.
- Questioning and debate.
- Scenario-based learning.
- Group and paired activities.
- Reflection and independent work.
- Presentations and collaborative tasks.
- Case studies and problem-solving activities.

Teachers create a positive classroom environment in which pupils feel comfortable contributing and asking questions. Ground rules are established to ensure that discussions remain respectful, appropriate and safe.

Teachers should:

- Establish clear expectations for discussion.
- Use appropriate and inclusive language.
- Avoid requiring pupils to disclose personal or family information.
- Respond sensitively to questions and concerns.
- Correct misconceptions using accurate information.
- Maintain professional boundaries.
- Follow safeguarding procedures when concerns arise.

PSHE teaching should be flexible enough to respond to relevant emerging issues while maintaining the integrity of the planned curriculum.

SAFEGUARDING AND CONFIDENTIALITY

PSHE may involve discussions about personal safety, relationships, emotional wellbeing and potentially sensitive experiences. Staff must recognise that pupils may disclose information that raises safeguarding concerns.

Where a pupil makes a disclosure or a safeguarding concern arises:

- Staff must listen calmly and take the pupil seriously.
- Staff must not promise confidentiality.
- Information must be shared with the appropriate Designated Safeguarding Lead (DSL).
- Concerns must be reported immediately and recorded on MyConcern in accordance with school procedures.
- Staff must follow the school's safeguarding and child protection policies.
- Appropriate action must be taken in accordance with Saudi law and the school's safeguarding procedures.

Pupils should understand how to access support from trusted adults within school. The school promotes an environment in which pupils feel safe to ask questions and seek assistance.

PARENTAL PARTNERSHIP AND RSE CONSULTATION

JPGS recognises parents and carers as important partners in pupils' personal, social and emotional development. The school seeks to maintain open communication with parents regarding the PSHE curriculum, its aims and the content being delivered.

Parents are able to access information about the PSHE programme through the school and may contact the relevant member of staff if they have questions or concerns.

Relationships and Sex Education is addressed through a separate RSE Statement. Before the RSE Statement is approved or materially revised, JPGS will provide parents with an opportunity to review the proposed approach and contribute their views through a documented consultation process.

The consultation will explain the purpose and scope of the RSE provision; the age-appropriate content covered; how the programme complies with Saudi laws and regulations; how sensitive topics are approached; and how parents can raise questions or provide feedback.

The school will consider parental feedback before finalising the statement and will retain a record of the consultation, including its dates, methods, feedback and resulting decisions. The approved RSE Statement will be made available to parents.

CURRICULUM MONITORING AND EVALUATION

The school monitors the quality and effectiveness of PSHE across both Prep and Grammar. Monitoring includes:

- Reviewing curriculum plans and schemes of work.
- Checking lesson resources for accuracy and age appropriateness.
- Reviewing curriculum coverage and progression.
- Learning walks and lesson observations, where appropriate.
- Reviewing pupils' work and engagement.
- Gathering feedback from pupils and teachers.
- Considering parental feedback.
- Reviewing safeguarding and pastoral trends to identify emerging educational needs.
- Evaluating the effectiveness of British values education.
- Reviewing careers education and the impartiality of guidance.

The relevant senior leaders are responsible for ensuring that the programme is delivered consistently and that the curriculum remains relevant, progressive and compliant with applicable requirements.

Approval record	Details
Date of review	October 2026

APPENDIX 1: JPGS PSHE CURRICULUM – GRAMMAR SCHOOL

The following curriculum forms the planned PSHE programme for Years 7–11 for the 2026–27 academic year. The six units in each year group provide a progressive programme covering personal development, British values, relationships, health and wellbeing, citizenship, financial literacy and careers.

Year	Half Term	JPGS Calendar Dates	Core PSHE Theme	PSHE Unit
7	Autumn 1	30 Aug–23 Oct 2026	Character & Personal Development	Starting Strong at JPGS
7	Autumn 2	2 Nov–11 Dec 2026	British Values & Citizenship	British Values: Rights, Responsibilities & Respect
7	Spring 1	4 Jan–5 Feb 2027	Relationships & Respect	Friendship, Respect & Conflict
7	Spring 2	15 Feb–5 Mar 2027	Digital Citizenship & Online Safety	Being Safe and Responsible Online
7	Summer 1	29 Mar–21 May 2027	Health & Wellbeing	Healthy Habits for Life
7	Summer 2	1 Jun–2 Jul 2027	Safeguarding & Personal Safety	Staying Safe and Speaking Up
8	Autumn 1	30 Aug–23 Oct 2026	Character & Personal Development	Growing in Independence
8	Autumn 2	2 Nov–11 Dec 2026	British Values & Citizenship	British Values: Participation and Responsibility
8	Spring 1	4 Jan–5 Feb 2027	Relationships & Respect	Peer Pressure, Friendship & Boundaries
8	Spring 2	15 Feb–5 Mar 2027	Healthy Choices & Risk	Vaping, Risk and Responsible Choices

8	Summer 1	29 Mar–21 May 2027	Economic Wellbeing & Financial Literacy	Money Matters
8	Summer 2	1 Jun–2 Jul 2027	Equality, Diversity & Inclusion	Respecting Difference
9	Autumn 1	30 Aug–23 Oct 2026	Character & Personal Development	Identity, Values & Decision-Making
9	Autumn 2	2 Nov–11 Dec 2026	British Values & Citizenship	British Values: Democracy and the Rule of Law
9	Spring 1	4 Jan–5 Feb 2027	Health & Wellbeing	Mental Wellbeing and Managing Stress
9	Spring 2	15 Feb–5 Mar 2027	Digital Citizenship & Online Safety	Digital Reputation and Responsibility
9	Summer 1	29 Mar–21 May 2027	Safeguarding & Personal Safety	Personal Safety and Exploitation
9	Summer 2	1 Jun–2 Jul 2027	Careers & Employability	Understanding Pathways and Future Choices
10	Autumn 1	30 Aug–23 Oct 2026	Study Skills & Academic Success	GCSE Success: Habits, Organisation & Resilience
10	Autumn 2	2 Nov–11 Dec 2026	British Values & Citizenship	British Values: Liberty, Law and Active Citizenship
10	Spring 1	4 Jan–5 Feb 2027	Health & Wellbeing	Managing Pressure and Protecting Wellbeing
10	Spring 2	15 Feb–5 Mar 2027	Healthy Choices & Risk	Vaping, Risk and Consequences

10	Summer 1	29 Mar–21 May 2027	Digital Citizenship & Online Safety	Digital Footprint and Future Reputation
10	Summer 2	1 Jun–2 Jul 2027	Careers & Employability	Careers, Employability and Work Experience
11	Autumn 1	30 Aug–23 Oct 2026	Study Skills & Academic Success	Examination Excellence
11	Autumn 2	2 Nov–11 Dec 2026	British Values & Citizenship	British Values: Citizenship and Responsibility
11	Spring 1	4 Jan–5 Feb 2027	Health & Wellbeing	Wellbeing During a Time of Change
11	Spring 2	15 Feb–5 Mar 2027	Relationships & Respect	Healthy Adult Relationships and Boundaries
11	Summer 1	29 Mar–21 May 2027	Economic Wellbeing & Financial Literacy	Financial Independence
11	Summer 2	1 Jun–2 Jul 2027	Careers & Employability	Post-16 Pathways and Employability

Delivery: One dedicated 20-minute PSHE lesson each week, delivered by the Form Tutor.

APPENDIX 2: PARENTAL RELATIONSHIPS AND SEX EDUCATION (RSE) STATEMENT

Jeddah Prep and Grammar School

1. Purpose

JPGS recognises the importance of providing pupils with age-appropriate education about relationships, personal safety, respect and appropriate boundaries. RSE is delivered within the wider PSHE programme and reflects the school's responsibilities as a British international school operating in the Kingdom of Saudi Arabia. The programme is designed to help pupils develop an understanding of positive relationships, personal responsibility, safety and respect.

2. Curriculum Content

The school's RSE provision includes age-appropriate teaching about:

- Friendship and family relationships.
- Respect, kindness and consideration.
- Communication and managing disagreements.
- Personal space and appropriate boundaries.
- Recognising inappropriate behaviour.
- Peer pressure and responsible decision-making.
- Bullying, harassment and exploitation.
- Personal safety and safeguarding.
- Commitment, marriage and family relationships, where age appropriate.
- Consent and appropriate boundaries, within the applicable legal and regulatory framework.

3. Host-Country Context

All RSE content is reviewed to ensure that it is appropriate within the laws, regulations and cultural context of Saudi Arabia. The school does not teach or promote content that conflicts with applicable Saudi legislation or approved educational requirements. Teaching is age-appropriate and focuses on safeguarding, personal responsibility, dignity, respect and the development of healthy and appropriate relationships.

4. Parental Consultation

Parents are important partners in the education and development of their children. Before this statement is finalised or materially revised, the school will consult parents on the

proposed RSE provision. Consultation will include access to the proposed content, an opportunity to ask questions and a mechanism for submitting feedback. The school will consider the feedback received and document the consultation process and any resulting changes.

Consultation record	Details
Consultation opening date	To be completed
Consultation closing date	To be completed
Method of consultation	To be completed
Summary of parental feedback	To be completed
Changes arising from consultation	To be completed
Final approval date	To be completed

5. Questions and Concerns

Parents wishing to discuss the RSE programme should contact the relevant member of the Senior Leadership Team. The school will respond to questions sensitively and provide appropriate information about the curriculum.

Statement review: Annually, or when required by changes to applicable regulations or school requirements.

Date of Review: September 2026	**Reviewed by:** HoP, HoG
Date of next review: September 2027	**Approved by:** Headmaster, BoG