



St Mary's School
CAMBRIDGE

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

This policy is the responsibility of Head of PSHEE of the Junior School and the Senior Tutor in the Senior School.

Last review: September 2023

Next review: July 2024

PSHEE is an important part of the curriculum for all pupils, including Early Years and Boarders, because it allows important life skills to be taught and helpful discussions to take place within a secure environment. It is a valuable part of our pastoral system, not merely supporting the academic curriculum but having its own educative purpose.

In all discussions of ethics and morality, Catholic teaching, other Christian teaching, and secular approaches are considered. We teach PSHEE in a variety of ways and frame topics in a Christian context, wherever possible, as befits our ethos as a Catholic Christian school.

This policy focuses on the provision of PSHEE, for the statutory provision of Relationships Education (RE) and Relationships and Sex Education (RSE) please see the relevant policy.

Ethos

St Mary's School, Cambridge (the School) ethos is committed to tolerance, celebrating diversity (one of the characteristics of a Mary Ward school) and equality. Pupils are encouraged to view all people as deserving of equal rights and worthy of equal respect as sharing a common humanity and created equal in the image and love of God. The School does not encourage pupils to see any person as being inferior.

The School is committed to promoting and supporting respect, equality, and empowerment of women in education, in employment, in leadership and in the world, through the opportunities afforded to our pupils, through our commitment to supporting educational charities, and through the celebration and promotion of female role models from among our alumnae and in the wider world.

As a Catholic Christian school, we present the teaching position of the Church with regard to sexual activity being properly reserved within the bounds of marriage, and of Christian marriage being contracted between one man and one woman. These teachings are presented and explored amongst a range of religious and secular views within the context of academic study in the Religious Studies curriculum but also as part of a wider conversation and dialogue with the girls through the statutory PSHEE and RE/RSE curriculum programme. For more information, please see the Relationships Education (RE) and Relationships and Sex Education (RSE) Policy. The latter is delivered in a variety of ways including through dedicated sessions, through assemblies, in tutorial times and through a range of visiting guest speakers. The exact combination of opportunities on offer is dependent on the age range of the pupils and their maturity in being able to participate and contribute to the discussions. Mental Health and Wellbeing is considered as an integral element of the curriculum and as such forms part of the overall programme. Please see appendices for further details.

Related Policies

This policy should be read in conjunction with:

- the Ethos Policy which outlines in greater detail our aims for the spiritual, moral, social and cultural development of pupils;
- the Relationships Education (RE) and Relationships and Sex Education (RSE), which addresses this aspect of the PSHEE curriculum in detail.

Aims

In the following ways, the PSHEE programme aims to contribute to the broader education of pupils to enable them to contribute confidently to their communities and society.

- Supporting the spiritual and moral, cultural and social, personal, physical and mental health development of pupils. Pupils should know what constitutes a healthy lifestyle, should understand what makes good relationships, and develop them with other members of the School and wider community, be aware of safety issues and make informed choices through self-knowledge regarding personal and social issues.
- Functioning properly as adult citizens by being able to distinguish right from wrong and respect the civil and criminal law of England and encouraging responsibility in all forms of behaviour.
- Developing in every young person the values, skills and behaviours they need to get on in life and a range of character attributes, such as resilience, which underpin success in education and employment.
- Enabling pupils to make the most of their opportunities to achieve their potential and to prepare them for purposeful involvement, as young people and adults in family, social and economic life and as members of local, national and international communities.
- Helping pupils to increase their awareness of and to show respect for themselves and their environment, and to acquire a broad knowledge of, and respect for, public institutions and services in England.
- Developing an awareness and respect for Fundamental British Values, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs in all that we do in order to have an effective preparation for the opportunities, responsibilities and experiences of life in British Society.
- Preparing pupils for engagement with public institutions and society at both national and local level, and for civic responsibilities and contact with a wide range of members of society in England. To be independent, positive and active members of their locality and also of wider society, by accepting responsibility for their behaviour and showing initiative.
- Developing an appreciation of and respect for their own and other cultures in order to promote tolerance and harmony between different cultures.
- Encouraging respect for other people (paying particular attention to the Equality Act 2010 and the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Curriculum and extracurricular coverage, timings & flexibility

These aims are considered in the Junior School and in the Senior School during PSHEE lessons and through a number of other subjects across the curriculum, in assemblies, form time activities, induction days, and in sessions with outside speakers.

Pupils are also encouraged to take part in a wide range of activities and experiences beyond the curriculum and to contribute fully to the life of the School community. In doing so they learn to recognise their own worth, work well

with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially. Together with our PSHEE programme this plays a large part in encouraging the growth of self-esteem and self-confidence in our pupils.

Mental Health and Wellbeing

Mental Health and Wellbeing is addressed and supported through PSHEE lessons by considering, for example, identity, supportive friendships, bullying, anger management, body image, and self-esteem. It is supported by information and reflections in assemblies and tutor group activities during the year, including those to introduce or introduced by school counsellors and/or nurses, also particularly assemblies or activities in response to events such as Mental Health Awareness Week, and in response to challenging circumstances.

The Equality Act 2010

The protected characteristics of the Equality Act 2010 are addressed specifically in induction day, safeguarding assemblies, and in other assemblies regularly but incidentally, for example, for Holocaust Memorial Day, Celebrating Diversity, Anti-Bullying Week. Such presentations may be in response to a particular celebration, or perceived need to address issues within the community.

If there were some occurrence or event involving one or more of the protected characteristics which became an issue amongst the pupils, the School should help the children understand the issues, and ensure the pupils respect all those with those characteristics.

Appendix A: Junior School PSHEE Curriculum

PSHEE involves topics that are linked with many areas of the curriculum but also benefits from being taught as a discrete subject each week. The rolling programme is broadly based on the PSHEE Association scheme but is extended to suit the needs and broader curriculum offered to all the children in their junior years at the School. The topics break down into 3 broad areas: Health and Wellbeing, Relationships, and Living in the Wider World. A further element is included in the latter which is ESR (Education for Social Responsibility). Such topics may be an involvement in the School garden, contributing to a better eco-friendly environment, the School council and charitable causes, as well as learning to keep safe when facing new technologies and the broadening horizons encountered in their everyday lives. We have visiting speakers (e.g. the local MP and NSPCC), we arrange theatre visits, we speak about anti-bullying and related matters in assemblies.

Outline Programme of Course Content in the Junior School

Sometimes the topics are learnt in a different order as stated, if necessary, or if it links to another area of the curriculum.

Early Years Foundation Stage pupils will consider:

- our own needs and those of others, similarities, and differences, likes and dislikes;
- how to be a good friend, to take turns and be helpful;
- in communicating with each other: how to ask questions, express feelings and how to be positive;
- taking responsibility and caring for myself and my possessions;
- to learn about my senses and my body, to understand my physical achievements and capabilities;
- keeping myself safe, knowing how to ask for help and how to be safe with medicines.

In addition, they learn about the PANTS Rule using NSPCC resources.

The Junior School pupils will consider:

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – QUESTION-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Appendix B: Senior School PSHEE Curriculum

Following a full review and evaluation of the current delivery of PSHEE/RSE (Relationships and Sex Education) and its impact, including feedback from the girls, the School has undertaken a whole-scale reworking of the curriculum. From September 2022 the PSHEE/RSE curriculum will be delivered in a more holistic way across the school bringing together the existing expertise from a range of subject disciplines such Religious Education and Science but will also include specific dedicated time to allow for a broader ownership of the programme amongst staff and pupils.

Using the highly regarded PSHE Association’s framework, the PSHEE/RSE curriculum will be delivered from Years 7 to 13 within the three broad themes of Relationships; Health and Wellbeing and Living in the Wider World. Within each theme a different topic will be examined over a half term period in a cyclical fashion thereby creating a sense of continuity as the girls go through the school.

For example, the first half of the Autumn term is always dedicated to Relationships but the exact topic varies depending on the year group. In Year 7, the girls will examine Transition and Safety; in Year 8 the focus is on Drugs and Alcohol; in Year 9 it is on Peer Influence, substance use and gangs; Year 10 covers Mental Health and Year 11 focuses upon Building for the Future.

The details that sit behind each theme and topic by year group are set out in the summary overview below:

AUTUMN ONE				
Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Health & wellbeing	Health & wellbeing	Health & wellbeing	Health & wellbeing	Health & wellbeing
Transition and safety	Drugs and alcohol	Peer influence, substance use and gangs	Mental health	Building for the future
Transition to St Mary's Catholic School: personal safety in and outside school including first aid	Alcohol and drug misuse and pressures relating to drug use	Healthy and unhealthy friendships, assertiveness; substance misuse and gang exploitation	Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Self-efficacy, stress management, and future opportunities

AUTUMN TWO				
Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Living in the wider world	Living in the wider world	Living in the wider world	Living in the wider world	Living in the wider world
Developing skills and aspirations	Community and careers	Setting goals	Financial decision making	Next steps
Careers, teamwork and enterprise skills, and raising aspirations	Equality of opportunity in careers and life choices and different types and patterns of work	Learning strengths, career options and goal setting as part of the GCSE process	The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Application processes, and skills for further education, employment and career progression
SPRING ONE				
Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Relationships	Relationships	Relationships	Relationships	Relationships
Diversity	Discrimination	Respectful relationships	Healthy relationships	Communication in relationships
Diversity, prejudice and bullying	Racism; religious; disability; sexism; homophobia; biphobia and transphobia	Families and parenting, healthy relationships; conflict resolution and relationship changes	Relationships and sex expectations, myths, pleasure and challenges including the impact of the media and pornography	Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse

SPRING TWO				
Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Health & wellbeing	Health & wellbeing	Health & wellbeing	Health & wellbeing	Health & wellbeing
Health and puberty	Emotional wellbeing	Healthy lifestyle	Exploring influence	Independence
Healthy routines, influences on health, puberty, unwanted contact, and FGM	Mental health and emotional wellbeing: body image and coping strategies	Diet, exercise, lifestyle balance and healthy choices and first aid	The influence and impact of drugs, gangs, role models and the media	Responsible health choices, and safety in independent contexts
SUMMER ONE				
Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Relationships	Relationships	yr9 Relationships	Relationships	Relationships
Building relationships	Identity and relationships	Intimate relationships	Addressing extremism and radicalisation	Families
Self-worth, romance and friendships (including online) and relationship boundaries	Gender identity, sexual orientation, consent, 'sexting'	Relationships and sex education including consent, contraception, the risk of STIs and attitudes to pornography	Community cohesion and challenging extremism	Different families and parental responsibilities; pregnancy, marriage and forced marriage and changing relationships

SUMMER TWO				
Yr 7	Yr 8	Yr 9	Yr 10	
Living in the wider world	Living in the wider world	Living in the wider world	Living in the wider world	
Financial decision making	Digital literacy	Employability skills	Work experience	
Saving, borrowing, budgeting and making financial choices	Online safety, digital literacy, media reliability and gambling hooks	Employability and online presence	Preparation for and evaluation of work experience and readiness for work	