

PSHCEE POLICY

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MONITORING AND REVIEW

Staff Responsible	Head of PSHCEE
Reviewed by	SLT
Approved by	SLT
Frequency of Review	Every year
Date of Last Review	September 2023
Date of Next Review	September 2024

The School refers to all staff and students in St Mary's School, which includes the Early Years/Foundations Stage (EYFS), the Preparatory Department (Years 1-6), Senior House (Years 7-11) and the Sixth Form (Years 12-13).

AIMS

This policy is informed by the School's overarching aims and values to provide an excellent education in a caring, happy environment, where each girl develops self-confidence and achieves her full potential. Personal, Social, Health, Citizenship, and Economic Education (PSHCEE) aims to:

- Enable the development of the self-awareness, self-confidence and self-esteem of each pupil and contribute to their personal development
- Encourage the pupils to promote a respect for others and an acceptance that all members of society should be equally valued, upholding the nine protected characteristics of the Equality Act (2010):
 - age
 - disability
 - gender reassignment
 - marriage and civil partnership
 - pregnancy and maternity
 - race
 - religion or belief
 - sex
 - sexual orientation
- Support pupils in understanding their rights and responsibilities in relation to the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Encourage pupils to distinguish right from wrong, to consider the implications of their actions upon themselves and others, to take responsibility for their actions, to be able to make good choices
- Encourage pupils to consider how they can contribute positively to the School community, the local community and wider society, and support them in acquiring an appreciation of and respect for their own and other cultures
- Encourage the pupils to respect the law and to develop for themselves a set of socially acceptable values to govern their behaviour
- Support the work of the pastoral team and pastoral programme wherever possible
- Reinforce and support the work of subject teachers
- Provide specialist information in areas of Relationship and Sex Education, Health, Citizenship, Finance and Careers
- Develop a knowledge of how society works and an understanding of the responsibilities of a citizen within a range of different communities

WIDER REFERENCES

This policy operates within a wider national policy framework, which includes:

- Equality Act 2010
- Children and Social Work Act (2017)
- The Relationships Education, Relationships and Sex Education and Health Education Regulations (2019)
- Marriage (Same Sex Couples) Act 2013
- Fraser Guidelines
- Behaviour in Schools (Advice for headteachers and school staff) (2022)
- Preventing and Tackling Bullying (Advice for headteachers, staff and governing bodies) (2017)
- Mental Health and Behaviour in Schools (2018)
- Keeping Children Safe in Education (2023)

- SEND Code of Practice (2015)

RELATED INTERNAL POLICY

This policy should be read in conjunction with St Mary's School policies:

- RSE Policy
- Safeguarding (Child Protection Policy)
- SMSC – With Regards to British Values
- Careers
- SEND Policy

WHAT IS PSHCEE?

Personal, Social, Health, Citizenship and Economic Education is a preparation for life. Its content covers issues that do not have a place in the other timetabled subjects or issues that need reinforcement. Its approach allows for the development of the individual as an informed, confident and considerate member of society.

Personal issues encourage self-awareness to develop self-esteem and personal wellbeing; social issues investigate the working of society and the individuals within it; health education issues provide a forum for discussion and an opportunity to reinforce factual information on health matters including Mental Health; relationships and sex education creates a positive culture around issues of sexuality and relationships and provides knowledge to enable students to make informed decisions about wellbeing and relationships; and citizenship issues help to create good citizens.

Careers Education and Guidance is an integral part of the PSHCEE programme. Provision is provided in a balanced and impartial way and supports pupils in making informed choices about a wide range of higher education and careers options and in setting and working towards aspirational goals to fulfil their potential.

STAFFING

Year 1 to Year 13 have timetabled periods of PSHCEE / Careers. There is an annual review, to develop the curriculum. The class teacher is responsible for teaching PSHCEE lessons in the Prep and PSHCEE teachers are used in the Senior House.

THE APPROACH

The PSHCEE programme is taught through:

- Weekly lessons (Years 7 and 8: two 35-minute lessons and Years 9 – 13: one 35-minute lesson);
- 'Drop-down' days with students taken off-timetable and working on topics or themes;
- Specific cross-curricular events e.g. Holocaust Memorial Day, Safer Internet Day;
- External speakers ;
- Involving students in the life of the school and wider community through School Council, charitable initiatives and co-curricular endeavours.

Lessons are both factual and discursive, providing information and encouraging research. Teaching methods include: case studies, problem solving, questionnaires, group work, role play, metacognition and ICT. In Senior House, the majority of PSHCEE lessons are taught in rooms which have tables set out to encourage discussion, they can use their own devices as necessary and all rooms have the facility to watch audio-visual material. In Prep and Early Years resources are the same, however, they have access to school laptops.

External visitors or visiting organisations are approved by the Headmistress ahead of their visit.

Establishing a Safe Learning Environment

Fundamental to PSHCEE is the need to discuss sensitive, controversial and challenging social and moral issues, and to make sense of them in the context of students' own life experiences now and in the future. It is important that such discussion takes place in a climate of trust, cooperation and support. Appropriate attitudes and communication skills are encouraged by the development of ground rules, for example:

- All contributions are valued;
- Confidentiality of discussions unless there is a safeguarding concern that requires addressing;
- Dismissive comments or disrespectful behaviour are challenged;
- All pupils are given the opportunity to be listened to;
- Everyone is given the opportunity to remain silent if they wish to;
- Students are given access to balanced information and differing views.

Handling Sensitive and Controversial Issues

Learning from real-life experience is central to PSHCEE. Sensitive and controversial issues are certain to arise. Pupils should not be sheltered from such issues; through them they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict, and distinguishing between facts and opinions. Almost any issue can prove sensitive to an individual. However, issues that are most likely to be sensitive or controversial include those that have a political, social, or personal impact, those which deal with questions of values and beliefs or those which are raised by sex and relationship education. Other issues likely to be sensitive or controversial include:

- Family lifestyle and values (including cultural and religious values);
- Physical and medical issues;
- Financial issues (including unemployment);
- Bullying (including homophobic and racist bullying), and;
- Bereavement.

Entitlement and Equality of Opportunities

Careful consideration is given concerning the needs and interests of all pupils, irrespective of gender, culture, ability or personal characteristics. This is done through planning and ensuring that teaching is delivered based on the needs of the class. In this way all pupils can access the PSHCEE curriculum in an appropriate format.

Use of ICT

ICT is integral to the work in PSHCEE, for example, pupils may produce presentations or short films, or conduct internet-based research. Pupils are encouraged to identify and evaluate websites for their accuracy and usefulness and learn to be discriminating.

RESOURCES

Extensive use is made of online material. There is information in the Student Room and other locations about a range of personal and health issues. There is a large selection of kinaesthetic teaching resources for First Aid and Sexual Health. There are a variety of relevant displays. There are University Prospectuses in the Sixth Form Common Room. Pupils and parents have access to the Virtual Learning Resource (VLE) 'Firefly' where an extensive bank of Wellbeing, Careers, Super-Curricular and Health Education resources are available, including signposted help and information.

MONITORING AND EVALUATION

In accordance with the RSHE statutory guidance, we have the same high expectations of the quality of pupil's work in PSHCEE as for other curriculum areas. PSHCEE teaching is incorporated within the Learning Walks schedule and feedback is used in our regular review of materials and provision. In terms of pupil assessment, we utilise a range of ways to check for understanding of topics and identify where students may need additional support. Forms of assessment may include:

- Quizzes;
- Presentations;
- Moving 'attitudes' continuums;
- Exit Polls;
- Self-evaluation;
- Participation in discussion;
- Self-reflection/Blob trees.

Homework is not set on a regular basis but on rare occasions it is necessary to complete a task at home or prepare something for the next session.

PREP DEPARTMENT CURRICULUM MAP

HeartSmart Scheme of Learning

[2d PSHCEE SOW - Prep.pdf](#)

Sample of enrichment and assessment material

[Prep Scheme of Learning Enrichment sample year 2](#)

[Prep Scheme of Learning Enrichment sample year 4](#)

[Assessment Grid year 2](#)

[Assessment Grid year 4](#)

SENIOR HOUSE CURRICULUM MAP

Year	Michaelmas	Lent	Trinity
Year 7 Two 35 minute or 1 x 70-minute lessons With Specialist PSHCE teacher	Personal Health and Wellbeing Transition to secondary education Relationships Positive relationships, including online, class, friendships and teams Listening and communication skills both offline and online PC Living in the Wider world Democracy/ British Values – class rules for PSHCEE Managing social media and safe use Equality and Stereotypes BV/PC	Personal Health and Wellbeing Transition - reflection Mental Health Toolkit: Confidence, Managing Stress, Empathy Personal finance Relationships Relational Aggression Unhealthy relationships Bullying Living in the Wider world Empathy Week Random Acts of Kindness Social Enterprise Drop Down Day 1 Goals and Careers	Personal Health and Wellbeing Physical and emotional sides of puberty, menstruation FGM BV Revision & study skills Living in the Wider world Healthy relationships, roles and responsibilities of parents and families, UNCRC BV

<p>Year 8</p> <p>Two 35-minute lessons or 1 x 70min</p> <p>With Specialist PSHCE teacher</p>	<p>Relationships Transition and Girls on Board re-cap Study skills</p> <p>Personal Health and Wellbeing Health Risks & Life choices – smoking, Alcohol, Vaping, Legal and Illegal Drugs How to access information, help & advice</p> <p>Living in the Wider world Democracy/ British Values – class rules for PSHCEE The Economy: Financial Decision Making</p>	<p>Personal Health and Wellbeing Rethinking periods</p> <p>Relationships Stereotypes Diversity</p> <p>Living in the Wider world The Economy: Financial Decision Making The Fiver Challenge Social Enterprise</p> <p>Drop Down Day 1 Goals and Careers</p>	<p>Living in the Wider world</p> <p>Personal Health and Wellbeing Revision & Study Skills – mental and physical well-being – sleep, food, me time, Anxiety – Mental Health Toolkit</p> <p>Relationships Social Media: impact on relationships, decision making and managing social media activity Consent, control and coercion</p>
<p>Year 9</p> <p>One 35-minute lessons</p> <p>With Specialist PSHCE teacher</p>	<p>Living in the Wider World Study skills</p> <p>Relationships/ Living in The Wider World Anti-Bullying Week Social Enterprise Democracy/ British Values – class rules for PSHCEE Digital Citizenship, recognizing prejudice and identifying harmful behaviours online; knowing how to seek and receive support, how to report</p> <p>Personal Health and Wellbeing/Living in the Wider World Drug and alcohol use and misuse, the law</p>	<p>Personal Health and Wellbeing/ Living in the Wider World Drug and alcohol use and misuse, the law</p> <p>Relationships Healthy relationships Sexual consent and the sharing of sexual images Domestic abuse</p> <p>Drop Down Day 1 Goals and Careers</p> <p>Drop Down Day 2 Physical and mental health and the role of exercise, sleep and diet Illegal use of drugs, county lines, managing risk</p>	<p>Personal Health and Wellbeing Revision & Study Skills The Teenage Brain</p> <p>Relationships Bereavement and grief Contraception</p> <p>Living in the Wider World Managing Risk and Gambling Transition to Year 10</p>
<p>Year 10</p> <p>One x 35min lessons as half year group</p> <p>With Specialist PSHCE teacher</p>	<p>Personal Health and Wellbeing Transition - Study skills and learning strategies Contraception</p> <p>Living in the Wider World Equality in school, in the workplace, in society; the Equality Act 2010</p>	<p>Living in the Wider World Challenging inequality; understanding sex and gender Social Enterprise: SMS Give</p> <p>Personal Health and Wellbeing Revision strategies - Elevate</p> <p>Relationships The role of intimacy and pleasure</p> <p>Drop Down Day 1 Goals and Careers</p> <p>Drop Down Day 2 Physical and mental health and the role of exercise, sleep and diet, including period health and developing mental health toolkit Illegal use of drugs, county lines, managing risk</p>	<p>Personal Health and Wellbeing Breast Cancer How to access help, information, advice and support Revision and study skills</p> <p>Living in the Wider world Morrisby Testing – future careers Transition - Into the sixth form taster day Money: Savings, credit and debit, budgeting</p> <p>Futures Week Exploring Post 16 and Post-18 options</p>
<p>Year 11</p> <p>One x 35 min lessons With Specialist PSHCE teacher</p>	<p>Personal Health and Wellbeing The Wider world Interview preparation Exploring Post 16 and Post-18 options</p> <p>Personal Health and Wellbeing/Relationships Fertility and pregnancy, unplanned pregnancy; how to access help, information, advice and support</p>	<p>Relationships Examination of the role of sex in the media & its impact Healthy Relationships BV The importance of consent Sex & the Law BV Sexting</p> <p>Drop Down Day 2 Physical and mental health and the role of exercise, sleep and diet, including period health and developing mental health toolkit Illegal use of drugs, county lines, managing risk</p>	<p>Personal Health and Wellbeing/ Relationships Sexual Health - How to access help, information, advice & support</p> <p>The Wider world Managing Risks – Travel, festivals and City safety (terrorism) Online fraud: money mules and social engineering</p>
<p>Year 12</p> <p>One x 35-minute lesson with a specialist PSHCEE teacher</p>	<p>Personal Health and Wellbeing Bridging the Gap GCSEs to A Levels transition Mental Health, managing stress Body image</p> <p>Relationships 6th Form Community and Expectations</p> <p>Living in the wider World Managing increased independence including use of technology</p>	<p>Relationships Living in a Diverse World Challenging prejudice and discrimination</p> <p>Living in the Wider World Leadership Responsibilities –Sixth Form Leadership Roles, key leadership qualities and the importance of democracy</p> <p>Drop Down Day 1</p>	<p>Personal Health and Wellbeing Revision Strategies Mindfulness – Dealing With stressful situations and work/life balances</p> <p>Relationships Respectful relationships: assertive communication Recognising abuse Strategies for managing dangerous situations or relationships</p>

	<p>Service-Learning social enterprise launch</p> <p>Staying Safe – Radicalisation, Terrorism and Safety in London</p> <p>Driving Safety – Drivers IQ, Drink/Drug Driving, Speeding awareness</p>	<p>Goals and Careers: Exploring future opportunities and post-18 options</p> <p>E Safety –online profile, creating a positive digital footprint for personal and professional life</p> <p>Financial education: budgeting and preparation for independent living</p> <p>Drop Down Day 2</p> <p>Physical and mental health and the role of exercise, sleep and diet, including period health and developing mental health toolkit</p> <p>Illegal use of drugs, county lines, managing risk</p> <p>Higher Education Evening</p>	<p>Living in the wider World</p> <p>Travel</p> <p>First Aid</p> <p>UCAS Day: UCAS and Personal Statements – Introduction to UCAS and Apprenticeships. Personal statement writing support sessions.</p>
<p>Year 13</p> <p>One x 35-minute lesson with a specialist PSHCEE teacher</p>	<p>Living in the Wider World</p> <p>UCAS and Higher Education Pathways:</p> <p>UCAS Applications, CV Writing, Job Applications, Interview Skills and Interview Practice Sessions</p> <p>Relationships/Living in the Wider World</p> <p>Social enterprise: Christmas Pantomime Planning – Focus on teamwork skills and showing employability skills through a group project.</p> <p>Driving Safety – Recap Drink Driving over the festive season</p>	<p>Personal Health and Wellbeing/Relationships</p> <p>Sexual Harassment, Equal Opportunities and female leadership.</p> <p>Health – Recapping STI's and introduction to hygiene and University</p> <p>Personal Health and Wellbeing</p> <p>Mock Examination Reflection and Revision Skills</p> <p>Living in the Wider World</p> <p>Money and Finance – Student finance, personal finance and tips for managing money</p> <p>SMA Bursary Launch</p> <p>Off to University – Tips for fresher's week, what to take, how to register, where to go for support.</p> <p>Leavers Assembly Planning – Planning leavers assembly and Tea</p>	<p>Revision Time and Study Leave</p>