St Mary's School
Gerrards Cross

PSHCEE POLICY

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MONITORING AND REVIEW

Staff Responsible	Deputy Head and Head of Prep
Reviewed by	SLT
Approved by	SLT
Frequency of Review	Every year
Date of Last Review	September 2024
Date of Next Review	September 2025

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 (2024)
- SEND Code of Practice (2015)

- Changes to personal, social, health and economic (PSHE) and relationships and sex education (RSE) policy paper: DfE (2019) https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse

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
- Anti-Bullying 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 PSCHEE lessons in the Prep; the Head of PSHCEE is responsible for developing schemes of work and supporting PSHCEE teachers in the Senior House, who deliver timetabled lessons.

THE APPROACH

PSHCEE is taught through a spiral curriculum, with:

- 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
- Wider World/Careers Education is influenced by the Unifrog Spiral Curriculum

Schemes of work are flexible to allow teachers to address any pastoral needs of specific year groups or deal with things that are happening in the news. The Head of PSHCEE monitors content covered in order to ensure that key areas of the curriculum are covered. Lessons are both factual and discursive, providing information and encouraging research but its main approach is through discussion. 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, in Years 1 – 5 they have access to school iPads and in Year 6 they can use their own devices.

Work with expert organisations supports the department in ensuring content is up-to-date, accurate, and of the highest calibre. 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 Study 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

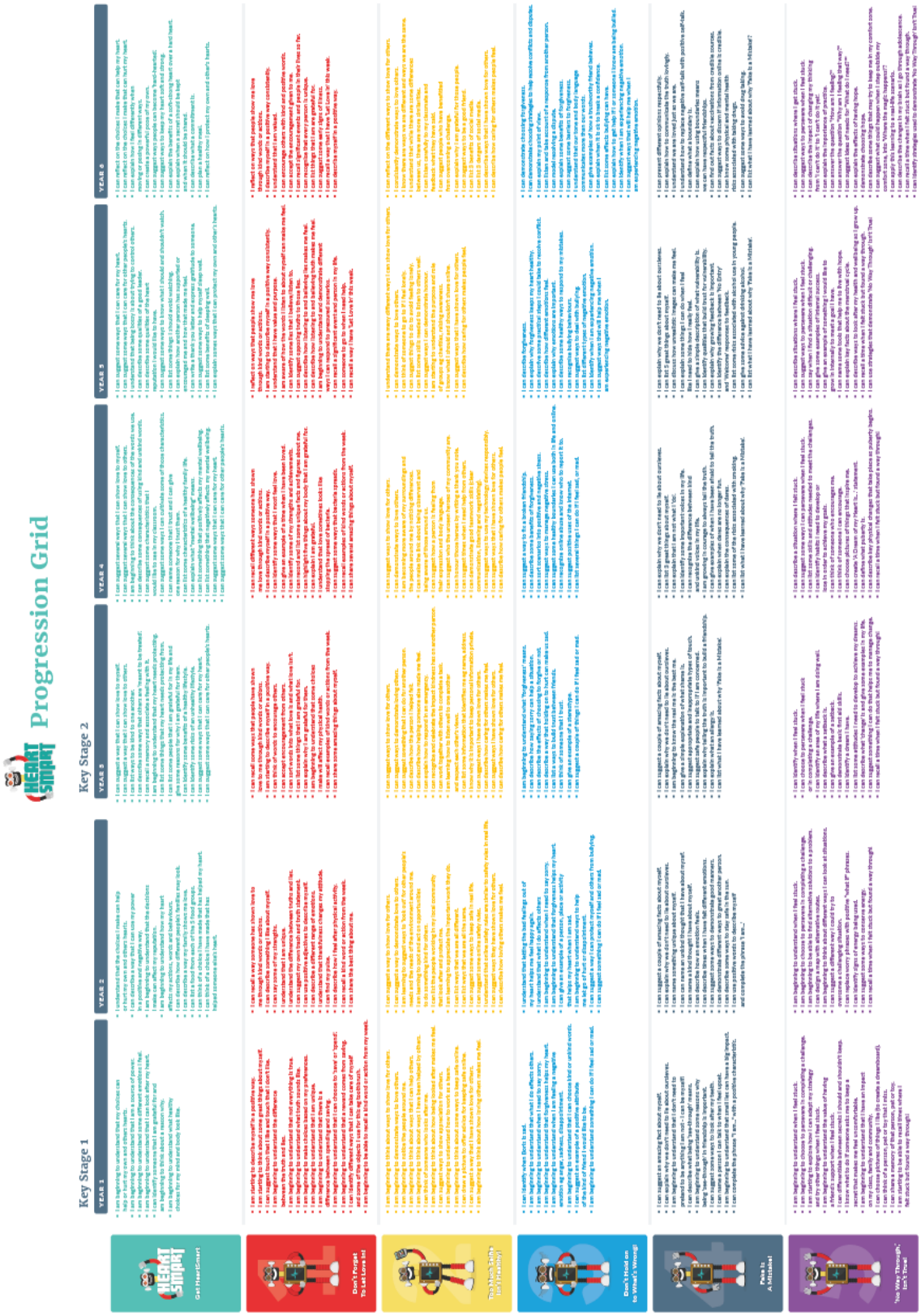
In accordance with the RSHE statutory guidance, we have the same high expectations of the quality of pupil's work in PSHCEE as for other curriculum areas. PSHCEE teaching is incorporated within the Learning Walks schedule and feedback is used in our regular review of materials and provision. In terms of pupil assessment in Senior House, Learning Questions are posed and answered using OneNote, and these are monitored by class teachers and the Head of PSHCEE to determine understanding of topics covered. In Prep, students self-assess their understanding of topics using a traffic light system. We utilise a range of ways to check for understanding of topics and identify where students may need additional support. Other 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.

APPENDIX I: PREP DEPARTMENT CURRICULUM MAP

Heart Smart PSHCEE Scheme of Work for KS1 & 2



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		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	RELATIONSHIPS EDUCATION						
	Families and people who care for me *Pupils should know…*						
F1	that families are important for children growing up because they can give love, security and stability.	✓	✓	✓	✓	✓	✓
F2	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	✓			✓	✓	
F3	that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.		✓		✓		✓
F4	that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	✓			✓	✓	
F5	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.						✓
F6	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.			✓		✓	
	Caring Friendships *Pupils should know…*						
CF1	how important friendships are in making us feel happy and secure, and how people choose and make friends.	✓	✓	✓	✓	✓	✓
CF2	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	✓	✓	✓	✓	✓	✓

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APPENDIX II: SENIOR HOUSE CURRICULUM MAP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	**Transition, school values and Character Education** Transition to secondary school, kindness and values. Being respectful in school. A short introduction into mental health, Communicating Online and Regulating Emotions	**Positive Relationships** inside and outside of school (including bullying, friendships & discrimination). **Managing your social media use.**	**Relationships and autonomy** Different types of friendships and relationships. Changes within friendships and families. Romance and relationship boundaries. Unwanted contact.	**Financial decision making & personal safety** Saving, borrowing, budgeting and making financial choices. Staying safe (including first aid) and healthy routines	**Developing skills and aspirations** Individual strengths and aspirations for the future. Study skills.	**Introduction to British values and citizenship** **Healthy Lifestyles** Sleep, diet and exercise, hygiene and dental health, sleep. Recap of mental health.
			Puberty and periods, including self-esteem			
		Disability Awareness Project	**Introduction into Gender (gender identity, sexual orientation and stereotypes)**			
Year 8	**School Values and Character Education** Teambuilding, empathy and values.	**Health Awareness** Alcohol misuse and smoking and vaping. Medicines and Immunisations (including information on the HPV jab). **Disability Awareness Project**	**Financial decision making and Careers Education.** Saving, borrowing, budgeting and making financial choices. Individual interests, CVs, success in the future.	**Female Health** Recap of menstrual cycles and puberty.	**Identity and emotional wellbeing** Gender identity & sexual orientation. Mental health and emotional wellbeing, including body image and coping strategies.	**Digital and media literacy** Online safety, digital literacy, media reliability, and gambling hooks Self-defence and first aid recap
	Managing influences Managing the influences of others in real life and online. How the media can affect self-esteem and body image.			**Relationships** What is consent and what are boundaries? How to stay safe online and 'nudes'. Spotting Unhealthy Relationships. Expectations of relationships	**Discrimination** Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia. Recap of different types of relationships and families.	

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Year 9	**School Values and peer influences.** Mob Mentality, Teambuilding, Gratitude and Empathy. **Antibullying Project**	**Setting goals and Enterprise** Tycoon Enterprise Project Study Skills and goal setting as part of the GCSE options process.	**<u>Careers Education</u>** Carers options, individual skills, managing earnings, options 16+.	**Healthy lifestyle** Diet, exercise, lifestyle balance and healthy choices. Mental health including self-harm and eating disorders. Drugs & substances education. Female Reproductive System and Introduction into Female Health. Cancer Awareness.	**Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography. Respectful Relationships and conflict resolution.	**Wider World** Forced Marriage, County Lines, Gangs and bereavement.
Year 10	**School values and mental health** Different types of mental health conditions and their stigma. Empathy and teambuilding.	**<u>Careers Education</u>** Growth Mindset, using the Unifrog website and tools, thinking about what career would suit you in the future.	**Healthy relationships** Relationships/ sex expectations and myths. Impact of the media, pornography and AI. STIs and sexual health specifically, where to get advice.	**Women's Health** Women's Health conditions and where to find help. Self-examination promotion, blood/organ donation. Recap of Female Reproductive System Health. Introduction to fertility and pregnancy.	**Addressing extremism and radicalisation** Communities, belonging and challenging extremism **Exploring influence** The influence and impact of drugs, gangs, role models and the media (including Tiktok and influencers).	**Careers and Wider World** Work environments & workplace wellbeing. Growth Mindset. **Financial decision making** The impact of financial decisions, debt, gambling and the impact of advertising on financial choices. Money Mules.
Year 11	**Building for the future** Mock interview preparation, empathy and Mob Mentality. **Vaping, Alcohol and Being Safe on a Night Out (First Aid).**	**Healthy relationships** Assertive communication (including in relation to contraceptive and sexual health), relationship challenges and abuse. Personal Values and Positive Relationships. Safe sex, treating STIs and getting advice.	**Independence in health** Fertility recap, abortion, vagina and vulva care, period care. Safety in independent contexts and responsible health choices.	**Skills for now and the future** Finance for Sixth Form Life Skills: first aid, self-defence, personal safety, fraud. Study Skills: Time Management, Interview Preparations, Memory.		
Year 12	**Personal health and wellbeing** Skills for sixth form, transition, school	**Skills for now and the future** Being part of the local community,	**Relationships and women's health** Healthy relationships, sex	**Living in the wider world** Goals and careers, leadership	**Personal health and wellbeing** Mental health awareness,	**Careers and studying** UCAS and personal statement support,

	values. VESPA mindset.	staying safe, driving safety, managing risk.	education, sexual health, abuse.	responsibilities, leadership qualities, democracy.	physical and mental health, drugs and alcohol.	study skills and revision strategies, use of Unifrog.
Year 13	**Higher Education and Career pathways** UCAS applications, CV writing, job applications and interview skills	**Wider world** First aid, alcohol, driving, giving back.	**Relationships and women's health** Female empowerment, sexual harassment. Health at university.	**Looking to the future** Student finance, personal finance, tips for fresher's week, cooking and support.		