



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: March 25*

*Next review: September 25*

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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

The ethos of St Mary's School, Cambridge 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 pupils 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.

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## 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 Kapow 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 5 broad areas: Families and relationships, Health and wellbeing, Safety and the Changing body, Citizenship and economic wellbeing. A further element is pupils' involvement with the school garden, contributing to a better eco-friendly environment (through the Cultivators for Change), 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.

The topics are covered throughout years 1-6 at the same point in the academic year, which creates consistency throughout the curriculum.

## Outline Programme of Content in the Junior School

	Autumn		Spring		Summer	
<b>Early Years</b>	My Feelings <ul style="list-style-type: none"> <li>- Identifying feelings</li> <li>- Copying strategies</li> <li>- Emotional adjectives</li> <li>- Facial expressions</li> </ul>		Special relationships <ul style="list-style-type: none"> <li>• Special people</li> <li>• Sharing</li> <li>• I am unique</li> <li>• Similarities and difference</li> </ul>		My family and friends <ul style="list-style-type: none"> <li>• Festivals</li> <li>• Sharing</li> <li>• What makes a good friend?</li> <li>• Being a good friend.</li> </ul>	
	<b>Family and relationships</b>	<b>Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Safety and the changing body</b>	<b>Citizenship</b>	<b>Economic wellbeing</b>
<b>Year 1</b>	<b>Introductory lesson</b> <ul style="list-style-type: none"> <li>• What is family?</li> <li>• What are friendships?</li> <li>• Friendship problems</li> <li>• Healthy friendships</li> <li>• Gender stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>• Making mistakes</li> <li>• Sound</li> <li>• Understanding others</li> <li>• Sharing</li> <li>• Gardening</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding emotions</li> <li>• Ready for bed</li> <li>• Personal hygiene</li> <li>• Sun safety</li> <li>• Allergies</li> </ul>	<ul style="list-style-type: none"> <li>• Adults in school</li> <li>• Adults outside of school</li> <li>• Emergency phone calls</li> <li>• Appropriate contact</li> <li>• Safety with substances</li> </ul>	<ul style="list-style-type: none"> <li>• Rules</li> <li>• Similar yet different</li> <li>• Caring for others: animals</li> <li>• The needs of others</li> <li>• Belonging</li> <li>• Democratic decisions</li> </ul>	<ul style="list-style-type: none"> <li>• My wellbeing</li> <li>• What is exercise?</li> <li>• Being a safe pedestrian</li> <li>• Eating healthily</li> </ul>
<b>Year 2</b>	<b>Introductory lesson</b> <ul style="list-style-type: none"> <li>• Families are all different</li> <li>• Unhappy friendships</li> <li>• Introduction to manners and courtesy</li> <li>• Change and loss</li> <li>• Gender stereotypes: Careers and jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Colour Expression</li> <li>• Compliments</li> <li>• Generosity</li> <li>• Nature Walk</li> </ul>	<ul style="list-style-type: none"> <li>• Different emotions</li> <li>• Growth mindset</li> <li>• Healthy diet</li> <li>• Looking after our teeth</li> </ul>	<ul style="list-style-type: none"> <li>• Communication online</li> <li>• Secrets and surprises</li> <li>• Appropriate contact: my private parts</li> <li>• Staying safe with medicine</li> </ul>	<ul style="list-style-type: none"> <li>• Rules beyond school</li> <li>• My local community</li> <li>• Giving my opinion</li> <li>• Our school environment</li> <li>• Jobs</li> <li>• School council</li> </ul>	<ul style="list-style-type: none"> <li>• What is money?</li> <li>• Saving and spending</li> <li>• Keeping money safe</li> <li>• What is a bank?</li> <li>• Jobs in school</li> <li>• Jobs outside of school</li> </ul>
<b>Year 3</b>	<b>Introductory lesson</b> <ul style="list-style-type: none"> <li>• Healthy families</li> <li>• Friendship conflicts</li> <li>• Friendship: conflict vs bullying</li> <li>• Learning who to trust</li> <li>• Respecting differences in others</li> <li>• Stereotyping gender</li> </ul>	<ul style="list-style-type: none"> <li>• Practice makes progress</li> <li>• Making a difference</li> <li>• Shared interests</li> <li>• Appreciation</li> <li>• Motion detection</li> </ul>	<ul style="list-style-type: none"> <li>• Health diary</li> <li>• Wonderful me</li> <li>• Resilience</li> <li>• Diet and dental health</li> </ul>	<ul style="list-style-type: none"> <li>• First aid: emergencies and calling for help</li> <li>• Cyberbullying</li> <li>• Influences</li> <li>• Keeping safe out and about</li> </ul>	<ul style="list-style-type: none"> <li>• Rights of the child</li> <li>• Charity</li> <li>• Local democracy</li> <li>• Recycling</li> <li>• Community groups</li> <li>• Rights and responsibility</li> <li>• Local democracy</li> <li>• Rules</li> </ul>	<ul style="list-style-type: none"> <li>• How do people pay for things?</li> <li>• What does budgeting mean?</li> <li>• How do people feel about money?</li> <li>• What happens when people spend money?</li> <li>• What careers do people have?</li> <li>• Can anyone be anything?</li> </ul>
<b>Year 4</b>	<b>Introductory lesson</b> <ul style="list-style-type: none"> <li>• Respect and manners</li> <li>• Healthy friendship</li> <li>• Bullying</li> <li>• Stereotypes: Disability</li> <li>• Change and loss</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• My thoughts</li> <li>• Pen Pals</li> <li>• Giving to my community</li> <li>• Making a beat</li> </ul>	<ul style="list-style-type: none"> <li>• Teeth</li> <li>• Celebrating mistakes</li> <li>• Happiness</li> <li>• Emotions</li> <li>• Metal health</li> </ul>	<ul style="list-style-type: none"> <li>• Internet safety: age restrictions</li> <li>• Share aware</li> <li>• Privacy and security</li> <li>• Introducing puberty</li> <li>• Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• What are human rights</li> <li>• Diverse communities</li> <li>• Caring for the environment</li> <li>• Community</li> <li>• Contributing</li> <li>• Local councillors</li> </ul>	<ul style="list-style-type: none"> <li>• What is value for money?</li> <li>• Why keep track of money?</li> <li>• What ways are there to look after money?</li> <li>• What influences career choice?</li> <li>• Why make a career change?</li> <li>• How can workplace stereotypes be challenges?</li> </ul>
<b>Year 5</b>	<b>Introductory lesson</b> <ul style="list-style-type: none"> <li>• Friendship skills</li> <li>• Marriage</li> <li>• Respecting myself</li> <li>• Family life</li> <li>• Bullying</li> <li>• Stereotypes: Race and religion</li> </ul>	<ul style="list-style-type: none"> <li>• Growth mindset</li> <li>• Others around me</li> <li>• Working together</li> <li>• Pay it forward</li> <li>• Adaptive sports</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of rest</li> <li>• Taking responsibility</li> <li>• Healthy meals</li> <li>• Sun safety</li> </ul>	<ul style="list-style-type: none"> <li>• Online friendships</li> <li>• Staying safe online</li> <li>• Puberty</li> <li>• Menstruation</li> <li>• First aid: bleeding</li> <li>• Alcohol, drugs and tobacco: making decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Breaking the law</li> <li>• Parliament</li> <li>• Rights and responsibilities</li> <li>• Protecting the planet</li> <li>• Contributing to the community</li> <li>• Pressure groups</li> </ul>	<ul style="list-style-type: none"> <li>• Why prioritise needs over wants?</li> <li>• What is a weekly budget?</li> <li>• What is borrowing and loaning?</li> <li>• What are the risks of handing money online?</li> <li>• Why challenge workplace stereotypes?</li> <li>• What makes a suitable career?</li> </ul>
<b>Year 6</b>	<b>Introductory lesson</b> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Respectful relationships</li> <li>• Challenging stereotypes</li> <li>• Resolving conflict</li> <li>• Change and loss</li> </ul>	<ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Myself</li> <li>• Community</li> <li>• Apologising</li> <li>• Brain Breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Taking responsibility</li> <li>• Impact of technology</li> <li>• Resilience toolbox</li> <li>• Immunisation</li> <li>• Physical health concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Alcohol</li> <li>• Social media</li> <li>• Physical and emotional changes in puberty</li> <li>• First aid: basic life support</li> </ul>	<ul style="list-style-type: none"> <li>• Human rights</li> <li>• Prejudice and discrimination</li> <li>• National democracy</li> <li>• Food choices and the environment</li> <li>• Caring for others</li> <li>• Valuing diversity</li> </ul>	<ul style="list-style-type: none"> <li>• How doe people navigate their feelings about money?</li> <li>• How do people keep money safe?</li> <li>• What money responsibilities are there in secondary school?</li> <li>• What are the risks of gambling?</li> <li>• What is a workplace?</li> <li>• What career routes are there?</li> </ul>

Early Years Foundation Stage pupils will consider:

- Self-regulation: my feelings
- Building relationships: special relationships
- Managing self: taking on challenges
- Self-regulation: Listening and following instructions
- Building relationships: my family and friends
- Managing self: my wellbeing.

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

## Appendix B: Senior School PSHEE Curriculum

From September 2024, PSHEE will be taught in a standalone lesson, once a fortnight for students in Years 7 – 11. For years 7 – 10, this will be accompanied by PSHEE sessions in registration/ form time on a Wednesday afternoon. Sixth Form PSHEE will remain being taught in the tutor time dedicated to this once per week.

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 Health and Wellbeing, Relationships 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 Health and Wellbeing 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 self, worth, dealing with stress and motivation.

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
<b>Health &amp; wellbeing</b>	<b>Health &amp; wellbeing</b>	<b>Health &amp; wellbeing</b>	<b>Health &amp; wellbeing</b>	<b>Health &amp; wellbeing</b>
<b>Transition and safety</b>	<b>Drugs and alcohol</b>	<b>Peer influence, substance use and gangs</b>	<b>Mental health</b>	<b>Building for the future</b>
Transition to St Mary's School: personal safety in and outside school including first aid	Alcohol and drug misuse and pressures relating to vaping and drug use	Healthy and unhealthy friendships, peer pressure and exploitation; assertiveness, knife crime and personal safety around drugs and alcohol	Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Self-efficacy, stress management and motivation

AUTUMN TWO				
Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
<b>Living in the wider world</b>	<b>Living in the wider world</b>	<b>Living in the wider world</b>	<b>Living in the wider world</b>	<b>Living in the wider world</b>
<b>Developing skills and aspirations</b>	<b>Community and careers</b>	<b>Setting goals</b>	<b>Financial decision making</b>	<b>Next steps</b>
Becoming independent in and out of school thinking about healthy choices and the importance of sleep	Family relationships and healthy friendships. Considering personal strengths, skills and attributes and workplace skills	Dealing with change in life, study skills and resilience and basics of mental health. Online safety including scams and gambling	The impact of financial decisions, debt, gambling and the impact of advertising on financial choices, credit scores and debt	Making a good impression and making SMART targets
SPRING ONE				
Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>
<b>Diversity</b>	<b>Discrimination</b>	<b>Respectful relationships</b>	<b>Healthy relationships</b>	<b>Communication in relationships</b>
Diversity, prejudice and bullying	Racism; religious; disability; sexism; homophobia; biphobia and transphobia and human rights	Discrimination, prejudice and understanding racism	Relationships and sex including communication in relationships and conflict and abusive relationships	Issues around sex and consent and gender



SPRING TWO				
Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
<b>Health &amp; wellbeing</b>	<b>Health &amp; wellbeing</b>	<b>Health &amp; wellbeing</b>	<b>Health &amp; wellbeing</b>	<b>Health &amp; wellbeing</b>
<b>Health and puberty</b>	<b>Emotional wellbeing</b>	<b>Healthy lifestyle</b>	<b>Exploring influence</b>	<b>Independence</b>
Healthy routines, influences on health and body image, puberty, privacy and consent, and FGM	Mental health and emotional wellbeing: body image and coping strategies	Cultivating a positive relationship with your body, body image and body changes and making healthy choices to prevent illness	The influence and impact of drugs, gangs, role models and the media	Body image in the media and parenthood and fertility
SUMMER ONE				
Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>
<b>Building relationships</b>	<b>Identity and relationships</b>	<b>Intimate relationships</b>	<b>Addressing extremism and radicalisation</b>	<b>Families</b>
Self-worth, romance and friendships (including online) and relationship boundaries	Healthy and unhealthy relationships, including boundaries and consent and an introduction to contraception	Relationships and sex education including consent, contraception and the risk of STIs	Community cohesion and challenging extremism	Issues around parenthood including infertility and miscarriage and the topic of grief
SUMMER TWO				
Yr 7	Yr 8	Yr 9	Yr 10	
<b>Living in the wider world</b>	<b>Living in the wider world</b>	<b>Living in the wider world</b>	<b>Living in the wider world</b>	
<b>Financial decision making</b>	<b>Digital literacy</b>	<b>Employability skills</b>	<b>Work experience</b>	

Saving, borrowing, budgeting and making financial choices	Online safety, digital literacy and media reliability	Employability and online presence	Preparation for and evaluation of work experience and readiness for work	
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