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 26

Next review: September 27

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 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 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 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. Each topic is broken down into 6 broad areas: Connecting with Others, My Healthy Self, The Online World, Citizenship, Health Protection and Growing up and staying safe, within each of these area students will explore a key question. In EYFS students cover topics on self-regulation, building relationships, managing self.

A further element is pupils' involvement with our 'Wardian' programme, named after our founder Mary Ward, whereby students can contribute to a range of positions of responsibility (School-Council, Eco-council, Mary Ward Ambassadors, Librarians). Throughout PSHEE and our Wardian programme students can engage with charitable causes. 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	
EYFS	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
Topic	Connecting with others	My Healthy self	The online world	Citizenship	Health protection & Growing up	Staying safe and Citizenship
Year 1	How can I help myself and others feel happy and safe?	How can we look after our emotions?	How do we spend time online?	How can I help others and the environment?	How can I protect myself and others in daily life?	How can I stay safe?
Year 2	How can I build safe, kind and caring relationships with others?	How can we look after our bodies?	How can we stay safe online?	How do people belong to a community and earn money?	How can we look after and respect our bodies as we grow?	How can I make safe choices in different places?
Year 3	What helps us feel safe and included?	How can I take care of my mind and body?	How should we communicate online?	What rights and responsibilities do we have?	How can we prevent illness and injury and respond if they happen?	What careers do people choose and why?
Year 4	How can we respect each other?	How can I make healthy choices?	How can we decide what to trust online?	How can I spend money responsibly?	How will my body and emotions change as I grow up?	What signs help me recognise what is safe or unsafe?
Year 5	Why are healthy relationships important?	How can I support my mind and body as I grow?	How am I influenced by what I see online?	How can we make a difference in our communities and beyond?	How can I manage the changes to my body and emotions as I grow up?	How can we be in control of our money?
Year 6	What does it mean to stand up for myself and others?	How do my choices today shape my future health?	How do I feel about the things I see online?	How can we protect everyone's rights?	How can I stay safe as I grow up?	How do people become parents and carers?

Appendix B: Senior School PSHEE Curriculum

PSHEE is taught in a standalone lesson, once a fortnight for students in Years 7 – 11. For years 7 – 11, this will be accompanied by PSHEE sessions in registration/ form time on a Wednesday afternoon. Sixth Form PSHEE is also taught in the tutor time dedicated to this once per week with RSE teaching taking place over sessions in the spring summer terms.

Using the highly regarded PSHE Association's framework, the PSHEE/RSE curriculum will be delivered from Years 7 to 13 with each half – term having an overarching theme. This in turn creates a spiral curriculum that allows for student's knowledge and skills to be built upon each year and thereby creating a sense of continuity as the girls go through the school. Schools can move topics to different places within the school year, and the Senior Tutor will write out to parents at the start of each term with details on the topics being covered in that specific term.

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

Autumn 1				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Emotional wellbeing: managing change and transition Transition to St Mary's senior school, setting learning goals and developing social and emotional skills	**Health and wellbeing** Develop decision making skills that support a healthy lifestyle and their wellbeing. This will include food, exercise and sleep. There will also be assessing the impact of climate change on young people's wellbeing	**Mental health and wellbeing** Students will have the opportunity to rehearse essential self – regulation strategies and apply them to new and complex situations	**Independence, health choices and wellbeing** Supporting students to make informed, healthy and responsible health choices in the transition to Key Stage 4	**Life – long wellbeing** Building on prior learning about mental health and helping students explore strategies that support wellbeing, especially when preparing for examinations
Autumn 2				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Friendship and bullying Exploring the principles of healthy and unhealthy friendships as	**Personal safety and managing risk** An opportunity for students to assess risk and support their	**Careers and future choices** Supporting students in preparing to make GCSE choices by	**Navigating the online world** Helping students understand the impact and risks of AI and digital technologies	**Drugs and personal safety** Understanding the risks linked to substance use and gang involvement,

well as how to identify and respond to bullying incidents	personal safety in a range of contexts including on the roads, around water and in relation to drugs and alcohol	thinking about their career goals and future	including misinformation, deepfakes and sharing images	managing external influences and developing strategies to stay safe and seek support
Spring 1				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Families and changing relationships Looking at the role of families including caring for each other in changing circumstances such as divorce or separation	**Belonging and community** Focusing on how to create respectful and cohesive communities and helping students recognise and challenge bias, stereotypes and discrimination and promoting inclusion	**Drug education** Developing skills to manage situations involving alcohol, vapes or other substances	**Friendship, diversity and challenging extremism** Supporting students to challenge bullying and harmful attitudes, promote inclusion and recognise and respond to extremism	**Safe relationships and sexual health** Helping students to recognise healthy and unhealthy relationship behaviours, explore power and control, set boundaries, manage conflict and breakups, and make informed decisions about sexual health
Spring 2				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Puberty and keeping safe Puberty and then focusing on specific learning about testicular and vulval health, as well as how to identify and report abuse	**The online world** Helping students to recognise how their behaviour can be manipulated online, through algorithms and targeted content.	**Managing risk in relation to the law** Helping students to assess the ways young people might be drawn into criminal behaviour, and	**Managing influence** Helping students to evaluate online content, understand how harmful attitudes such as misogyny spread and recognise the impact of	**Families, fertility and pregnancy** Exploring family life, including committed relationships and parenting responsibilities, fertility and routes to

	Helping students assess how online platforms generate income through users	the impact of breaking the law	content on wellbeing, attitudes and behaviour	parenthood and options in the case of unplanned pregnancy
Summer 1				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Influences on relationships Helping students consider influences on their expectations of – and attitudes towards – relationships, including online and media influences	**Healthy and unhealthy relationships** Introducing a range of relationship issues facing young people, including harassment, image-sharing and gendered violence, and how to get support	**Sexual relationships** Students revisit learning about consent and learn about healthy, safe sexual relationships, including using contraception	**Exploring consent and recognising abuse** Deepening students' understanding of consent, and helping them recognise, challenge and seek support for harmful behaviours or abuse	**Online financial harms** Supporting students to understand online financial risks, manage spending safely, and recognise and respond to financial exploitation
Summer 2				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Financial decisions Supporting students to develop their financial literacy and rehearse decision-making and risk assessment skills in relation to money and spending.	**Managing money** Learning about financial decision making to explore aspects of daily economic wellbeing, such as managing bank accounts and different ways of saving and borrowing	**Navigating online harms** Exploring online harms young people may be exposed to, focusing on how they can respond to deepfake AI images and misogynistic narratives	**Study, work and careers** Exploring career choices and pathways, work experience, and applications for study or work	