St Mary's School
CAMBRIDGE

Personal, Social, Health and Economic Education Policy

This policy is the responsibility of the *Deputy Head of the Junior School and the Head of RE in the Senior School.*

Last review: March 2021

Next review: This policy is currently under review.

Rationale

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 set topics in a Christian context wherever possible as befits our ethos as a Catholic Christian school.

Ethos

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, whatever their race or religion, 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 particular races or religions as being inferior.

The school is totally 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. The school does not suggest that women or girls should be treated with less respect than males or be subservient to men.

The school ethos is committed to viewing 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 teach that disabled people deserve less equal treatment than others.

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 among a range of religious and secular views within the context of academic study in the Religious Studies curriculum. We seek to facilitate and encourage open and balanced discussion in these areas, where different views and attitudes are considered and respected. The school does not encourage people to believe that women who are pregnant without being married should be punished or not respected, nor do we teach that parties to a same-sex marriage or a civil partnership do not merit the protection afforded to them by the law.

Regulatory Framework

This policy should be read in conjunction with:

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

Aims

The Personal, Social, Health and Economic education (PSHEE) programme aims to contribute to the broader education of pupils to enable them to contribute confidently to their communities and society by:

- Supporting the spiritual and moral, cultural and social, personal, physical / 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 and grit, 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, 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 and 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 in PSHEE lessons and in the Senior School during PSHEE lessons (the majority of which are in RE curriculum time) and through a number of other subjects across the curriculum, in assemblies, induction days, and Days of Reflection. Further opportunities arise for reference and discussion in Days of Reflection, particularly Years 8 and 9.

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 & Wellbeing

Mental Health and Wellbeing is explored and supported through elements of the RSE programme 'Life to the Full', particularly the strands 'Me, My Body, My Health' and 'Emotional Well-Being' which run through each year group. It is also addressed and supported through RE/PSHEE lessons considering e.g. 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, such as the closure and re-opening of schools during the pandemic. Mental Health and Wellbeing is also explored and supported through themes and reflections in each year group Day of Reflection.

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 e.g. for Holocaust Memorial Day, Celebrating Diversity, Anti-Bullying Week etc. – such presentations may be in response to a particular celebration, or perceived need to address issues within the community.

The protected characteristics are referenced also specifically in the RSE programme (Year 8 session 2, 5, 7; Year 9 session 5) and in RE/PSHE lessons – Year 8 in relation to Islamophobia, GCSE in relation to Prejudice and Discrimination, to Relationships (sexuality) and to Human Rights.

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 children 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 Cambridgeshire County

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

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 Year 1 and Year 2 pupils will consider:

- The value of individuality, how feelings are important, communication and cooperation.
- How to make and keep friends as well as value the differences in people.
- The value of perseverance linked to Growth Mindset.
- An introduction to democracy in the wider world, making decisions, rules and laws.
- Managing certain responsibilities at their level including money.
- An awareness of the School environment.
- What makes a community and special people as well as those who help us.
- The needs and uniqueness of all living things and valuing these.
- Understanding the external parts of the body, growth of babies to adulthood, food, exercise and rest. Good and bad touches through the NSPCC PANTS programme.
- How to manage their self-esteem and to gain confidence when naming, describing and dealing with their emotions, risks and changes which may relate to friendships, skills and responsibilities.
- Life cycles and growth of living things.
- To understand that medicines are drugs, that they have a special role and that it is possible to be safe with different substances.
- How to keep safe in different situations in their environment and to learn their personal information.
- How to be safe on the roads.
- Good and bad secrets.
- Recognising bullying and simple strategies for dealing with bullies.

- Asking for help in emergencies.

In Year 3 pupils will consider:

- How to identify positive aspects of themselves.
- Effective communication, working cooperatively their managing new friendship groups.
- The personal qualities of their friends and family.
- The broader rules in their lives as they grow older and responsibilities and to be aware of democracy in their immediate environment.
- People who help us in the wider community.
- How different communities may have different lifestyles and beliefs.
- Saving and spending money.
- Being grown up and the basic differences between males and females.
- How to be responsible for their personal hygiene and to be more aware of the effects of healthy eating, rest and exercise.
- Basic animal welfare.

In Year 4 pupils will consider:

- Different emotions, how to understand a range of emotions.
- How to identify and react to risks as well as risky situations.
- Changes in their lives and how to feel confident as they face these changes.
- Protecting and caring for ourselves, which may also mean learning how to be assertive to keep safe or deal with someone who teases or bullies.
- Different types of medicines, essential use of medicine and what constitutes a legal drug.
- How friends and other people we meet or the media may influence us.
- Personal safety and how to deal with situations when touches may be good or not so good.
- How to take action in an emergency.

In Year 5 pupils will consider:

- How to work together effectively, including the recognition of the views, rights and personalities of others. Resolving conflicts in a more mature way.
- Their own personal qualities and to be more aware of their own personal differences and responsibilities. Through this they will learn to be more positive about themselves.
- How to deal with influences and pressures from peer groups as well as in a broader sense.
- Local and national democracy, different UK identities and communities.
- Children's rights, rules and laws in society and how these may sometimes be conflicting.
- Choices encountered while developing their lifestyle, financial decisions and how they choose to support the wider world.
- Changing hygiene routines while being introduced to puberty and menstruation specifically.
- Knowing facts which can be related to personal living about appropriate diet, physical fitness, shape and size.

In Year 6 pupils will consider:

- How to prepare emotionally as they manage the changes they face whilst growing towards the end of their primary years.
- Emotions associated with loss and how this specific change has affected them.
- The widening world of drugs and how to be able to recognise the physical effects of common drugs and solvents as well as how to seek help when needed.
- How to be assertive in a wide range of risky situations and how to recognise the positive and negative aspects of taking a risk.
- The details of the human life cycle.
- Bullying in a wider context including cyber as well as how to support those involved in bullying.
- Being assertive, strong when faced with persuasion by either the media or their peer group, and to be happy with one's self and value difference.

APPENDIX B: Senior School PSHEE Curriculum

The programme is taught mainly within RS lessons and it is integrated with the RS schemes of work wherever possible. Some topics are taught within other subjects across the curriculum. The PSHEE programme is one where pupils acquire the knowledge, understanding and skills they need to manage their lives. Outside speakers are invited for specific topics and the nurses deliver some sessions. In addition to curriculum lessons, pupils attend assemblies, participate in days of reflection, take part in mock elections and we have guest speakers to present on related matters, e.g. Rev. Colin Chambers (former Chaplain, Robben island Prison, South Africa), Sr Pat Robb CJ (a life running refugee camps), Her Excellency Aloun Ndombet-Assamba (High Commissioner for Jamaica), Dr Shalah Suleiman (Centre for Islamic Studies), Maher Kassis (Tunes for Peace, Palestine), Peter Hall (Drugs education), Chelsea's Choice drama (sexual exploitation), Eva Clarke (Holocaust Survivor), Ed Piercy (Buddhist belief and practice), Debbie Ford (Lyns House and L'Arche – living in community with the disabled), Sr Gemma Simmonds CJ (experiences of prison chaplaincy). The planned programme is intended to be continuous and systematic. The programme seeks to reinforce and support aspects of personal, social, health and economic education that are taught formally and informally in the home.

Note: During 2020/21 and 2021/22, some elements – particularly those concerning sex and relationships, bullying, online activity will transition to and be superseded by units of the new RE/RSE programme, based around Ten:Ten Resources' Life To The Full programme.

Mental health and wellbeing and the Equality Act 2010 and Protected Characteristics are covered in all years.

In Year 7 pupils will consider:

Diversity

- What bullying is and how to respond to it (including cyber bullying)
- Types of love and relationship and appropriate and inappropriate expressions of these (addressing child abuse/disclosure).
- The meaning of national and religious identity / personal identity and diversity.
- The function of rules.
- The importance of participation and fairness in the community. Establishing ground rules, transition, friendship and personal targets.
- The School nurses present a session on menstrual hygiene in conjunction with the study of puberty.
- Introduction to economic understanding and enterprise programme

In Year 8 pupils will consider:

- Approaches to conflict resolution and anger management.
- Further responses to issues of bullying involving electronic and communications media.
- Online safety
- Issues associated with body image and self-esteem (introducing eating disorders) confidence, healthy lifestyle, risk, getting help.
- Positive attitudes to boyfriend/girlfriend relationships.
- Responsible attitudes to appropriate behaviour/body language.
- Issues arising from the effects and dangers of drugs, alcohol and smoking.

- Risk taking behaviour
- The nature of national and religious identity, stereotyping and media portrayal.
- Career skills and finance ('Bright Futures').

In Year 9 pupils will have the opportunity to consider:

- Issues arising from bullying and other threats from modern communication media
- Internet safety (in alternate years an evening session for parents also takes place)
- Ways of avoiding unwanted pregnancy and STIs
- The nature of positive and close relationships which need not be sexually expressed
- Religious identity with particular reference to Judaism.
- The function of national government, parliament, elected representatives and law-making processes.
- The importance of responsible and informed decision making in relation to alcohol, drugs and smoking and ways of being assertive in the face of peer pressure.

In Years 10 & 11 pupils will consider:

- 'Peer pressure' in relation to alcohol and drugs.
- The effects of binge drinking, smoking and drugs on health. (An evening presentation for parents is also scheduled)
- Issues relating to contraception.
- Attitudes to homosexuality and homophobic bullying.
- How relationships change over time.
- How sex fits into a loving relationship.
- Legal implications and dangers of sharing nudes and semi nudes
- Restriction and freedom and spirituality in relationships.
- Ideas of identity (including prejudice, discrimination and equality) and duty.
- Issues related to careers and finance ('Bright Futures' day and Work Experience/Careers convention).
- Issues relating to mental health and depression.
- Techniques to aid relaxation in the face of exam stress.
- Violent and non-violent protest and human rights and equalities

In the Sixth Form pupils will consider:

- A social history of sexual attitudes in the UK in 20th Century
- Sexual values – what they are and where they come from
- Attraction and communication, conscious and unconscious attraction
- The basis of good relationships, how self-esteem affects relationships
- Pornography and society
- Legal and personal implications 'sexting' and 'revenge porn'
- Coercive control and issues of consent

- The changing nature of relationships
- The spiritual element in relationships

Depending on the year/term and available staff, Sixth Formers also follow a programme identifying one's giftedness and potential contribution of one's gifts to society, based on St Paul's analysis of spiritual gifts. They may also study the philosophy of religion which includes an introduction to logic, inductive and deductive reasoning, analysis of argument, arguments for and against the existence of God and aesthetics. They may undertake a course on Ethics which has a major section on forgiveness. They may take a course 'If not you, who? If not now, when', which concerns contemporary or near contemporary models of people who have put belief into practice. They may take a course introducing discussion of the relationship between Science and Religion.