



### **Ethos & Mission**

As a Catholic school, Jesus and his teachings from the Gospel are at the heart of our ethos. We understand the meaning of community and have strong links with parents, with our family of schools and with local parishes. We also appreciate that we have an obligation to challenge pupils to strive for the highest standards, both in their learning and in their lives. We aim to inspire our pupils to be active in promoting a fairer and more Christian society and to develop within them a sense of compassion, justice and responsibility. We encourage our young people to explore their faith and spirituality so that they can enter the adult world with confidence about who they are and about the values that they hold.

### **Statement of intent**

St Mary's Catholic High School believes that a strong PSCHEE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.

The vision for pupils, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

## **1. Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2022) 'Keeping children safe in education 2022' (KCSIE)

This policy operates in conjunction with the following school policies:

- Secondary Relationships, Sex and Health Education (RSHE) Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

## 2. Roles and responsibilities

The governing body is responsible for:

- Ensuring the school's PSCHEE Policy is implemented effectively.
- Ensuring that the PSCHEE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- Reviewing the PSCHEE Policy bi-annually.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Facilitating the day-to-day implementation and management of the PSCHEE Policy.

The PSCHEE coordinator is responsible for:

- Liaising with other staff and professional agencies to devise a suitable scheme of work ensuring comprehensive PSCHEE education.

## 3. Aims and structure of the PSCHEE curriculum

Pupils will learn to do the following:

The school will use direct teaching via timetabled lessons to teach PSCHEE. Pupils will be taught PSCHEE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSCHEE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

To aid PSCHEE tailoring, the PSCHEE teacher will use discussions and other activities to ascertain pupils' current knowledge and understanding of the subject being covered. The teaching programme will then be adjusted to reflect the composition of the class.

The school will deliver RSHE as part of its timetabled PSCHEE programme, with due regard to the school's Secondary Relationships, Sex and Health Education (RSHE) Policy.

### **3. Safeguarding**

Due to the nature of the matters discussed in PSCHEE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

There is an element of PSCHEE in pastoral care, so the school will ensure that PSCHEE and pastoral care teams work together to help pupils feel comfortable indicating that they may be vulnerable and at risk.

PSCHEE lessons will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSCHEE curriculum.

### **4. Programme of study**

The PSCHEE programme of study will cover the following topics:

## **Health and wellbeing**

This topic will cover:

- Healthy lifestyles and physical wellbeing.
- Mental health.
- Ourselves, growing and changing.
- Keeping safe.
- Drugs, alcohol and tobacco.

## **Health and wellbeing**

This topic will cover:

- Self-concept.
- Mental health and emotional wellbeing.
- Healthy lifestyles and health-related decisions.
- Drugs, alcohol and tobacco.
- Managing risk and personal safety.
- Puberty, sexual health and fertility.

## **Relationships**

This topic will cover:

- Positive relationships.
- Relationship values.
- Forming and maintaining respectful relationships.
- Consent.
- Contraception and parenthood.
- Bullying, abuse and discrimination.
- Social influences.

## **Living in the wider world**

This topic will cover:

- Learning skills.
- Choices and pathways.
- Work and career.
- Employment rights and responsibilities.
- Financial choices.
- Media literacy and digital resilience.

## 5. Assessment

The school will set the same high expectations of the quality of pupils' work in PSCHEE as for other areas of the curriculum. A strong PSCHEE curriculum will be developed to build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding will be assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes in order to monitor progress.