



## Personal, Social, Health and Economic Education and Citizenship (PSHEEC) Policy

This policy is the responsibility of the Deputy Head Pastoral and the Head of PSHEEC to review and update biennially.

### Scope

Personal, Social, Health and Economic Education and Citizenship (known as "PSHEEC") at Malvern St James is a planned programme of teaching and learning that promotes pupils' personal and social development and their health and well-being. It helps to give our pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become responsible members of society. It also helps our pupils to build a positive and realistic view of their own needs and capabilities so that they can make effective learning plans, decisions and transitions. This policy should be read in conjunction with the Relationships and Sex Education Policy, the Mental Health and Wellbeing Policy and the MSJ Spiritual, Moral, Social and Cultural Log.

The curriculum time devoted to PSHEEC is enhanced by the rich and broad range of experiences offered to all pupils. This, combined with the School's own powerful ethos reinforced through assemblies and the pastoral system, makes a Malvern St James education a coherent journey of personal growth. Pupils develop the ability to handle uncertainty, respond positively to change and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments, develop a 'can-do' attitude and have the drive to make their ideas a reality.

### Rationale

School plays an important part in preparing young people for the responsibilities, opportunities and challenges of life in a modern, diverse democracy. Our school community is a reflection of this and we encourage genuine responsibility and participation for our pupils. It is our responsibility to teach pupils how to be safe and to understand the risk from others, especially via the internet.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. Pupils reflect upon their experiences and understand how they are developing personally and socially; tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

**The delivery of PSHEEC is encapsulated within the whole school aims, where Malvern St James aims:**

- to teach pupils about upholding British Values;

- to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens who make a positive contribution to society;
- to provide, within a spiritual context, an all-round education for pupils which will enable them to maximise their potential;
- to enable pupils to develop confidence and responsibility, and to encourage them to make the most of their abilities;
- to equip pupils with the skills to make informed decisions about their health and wellbeing and the ability to make safe lifestyle choices;
- to foster a sense of emotional resilience, both within and outside school;
- to instil a culture of achievement that sets no limits in order that pupils pursue excellence, achieve success and acquire high self-esteem and confidence;
- to encourage self-respect, respect for others, good manners, openness and honesty;
- To enable pupils to develop good relationships and to respect the differences between people;
- to prepare pupils to play an active part in our increasingly global society.

### Key Features

PSHEEC for all pupils aims to provide opportunities to:

- develop their personal, social and life skills:
  - have respect for themselves and others;
  - value the differences and similarities between people;
  - develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
  - know and understand what constitutes personal health and well-being;
  - be aware of safety issues and manage risk in their own lives;
  - understand British values;
  - learn about E-Safety (see also E-Safety Policy);
  - build resilience to extremism and radicalisation.
- encourage pupils to take responsibility for their own health and well-being;
- acquire knowledge and understanding of important issues that may affect their lives and the lives of others;
- reflect on their experiences and learn from them;
- develop their own attitudes and values;
- learn and discuss in a safe learning environment through the establishment of clear ground rules which are made explicit to the children and reinforced consistently.
- respect other people, local communities and the wider world;
- stimulate pupils to consider the part which they can play in the community, the country, Europe and the wider world;
- engage in active participation within the school, the local and the global community:
  - develop good relationships with other members of the school and wider community;
  - be independent, self-disciplined and responsible members of society;
- understand basic principles of Citizenship:
  - be positive and active members of a democratic society;
- develop their skills of enquiry and communication;
- prepare pupils for the world of employment.

### PSHEEC Curriculum Provision

The PSHEEC curriculum is divided into 5 strands:

- Personal Health and Wellbeing;

- Social Development;
- Economic Wellbeing and Financial Capability;
- Citizenship;
- Relationships and Sex Education.

Opportunities for learning and development in PSHEEC occur in many parts of School life and aspects of the PSHEEC curriculum can be seen in the schemes of work in a wide range of subjects. Assemblies are used to impart a whole school approach and Form Time enables teachers to discuss any issues with their class.

PSHEEC in the Prep Department is the responsibility of the Deputy Head Pastoral. Each learning strand covers several different objectives, which relate to the National Curriculum objectives.

PSHEEC in Key Stages 3, 4 and 5 is the Responsibility of the Head of PSHEEC, who is overseen by the Deputy Head Pastoral and Deputy Head Academic.

### **Whole School Approach**

Within this provision we also provide whole school initiatives which involve pupils in the life of the school and the wider community, these include, but are not limited to:

- Anti-Bullying Week and Pastoral Champions;
- Safer Internet Day – E-Safety Officer timetabled to speak to pupils, staff and parents;
- Drugs and Substance Abuse - external Speaker is invited into School to speak to pupils, staff and parents;
- Integrated E-Safety workshops encouraging pupils to take ownership of the digital device rules at school;
- Workshops on building resilience to extremism and radicalisation;
- Workshops on Female Genital Mutilation (FGM);
- Mental Health and Wellbeing Week;
- Assemblies;
- Year Leaders;
- Charities Committee which is made up from pupils and staff;
- Diversity Champions who lead an annual Diversity Programme;
- Boarding Houses – each house runs its own Charity Committee;
- Sixth Form Prefects and Sixth Subject Mentors;
- Ship System led by Year 13 Captains;
- Year 7 and 8 Expressive Arts Week;
- Year 11 Work Experience Week.

### **Fundamental British Values**

#### **Democracy**

This is an important value at Malvern St James. We believe the voice of every pupil should be heard. Pupils are given the opportunity to have their voice heard through Year Leader meetings. Representatives from each Year meet at least 3 times each term to discuss issues, rules and school needs. Year Leaders in Senior School run sessions with their year groups to discuss issues, idea and matters of concern and give feedback from larger meetings.

In the Prep department Form Captains and the Prep Ambassador meet each week with a member of staff to raise issues and give feedback.

Debates are held in many curriculum subjects, including English, Geography and Religious Studies.

Pupils can explain that in situations where choices are offered the majority will carry the vote. This is consolidated by the Mock Elections that take place for Year 9 pupils every year.

### **The Rule of Law**

We promote the understanding that all people living in Britain are subject to laws and that rules need to be followed, both in and out of school. Pupils know and understand that there are consequences should these laws and rules be broken and that they are there for our protection.

Our class and whole school rules are established, explained and enforced consistently. For those who have individual behaviour plans, these are created with pupil contributions. We have agreed rewards and sanctions, through merits, distinctions and detentions, to bring about positive behaviour.

We welcome a range of outside visitors including our local Police Community Support Officer and educators on drugs and substance abuse, laws, and e-safety.

### **Individual Liberty**

Pupils are encouraged to make wise choices at MSJ, knowing that they are in a safe and supportive environment. We aim to empower pupils through the development of their self-esteem, self-knowledge and self-confidence.

The pupils are given opportunities to show independence in learning and are encouraged to think for themselves. Pupils are able to exercise their rights, personal freedoms and responsibilities, and they are advised on how to exercise them safely, for example through e-safety teaching. There are also opportunities to become a Digital Leader or a Pastoral Champion and to participate in Expressive Arts Week, Mock Elections and Debating.

### **Mutual Respect and tolerance of those with different Faiths and Beliefs**

Mutual respect is an important value at Malvern St James and we are committed to paying particular regard to the protected characteristics as set out in 2010 Equality Act. All members of the School community are expected to treat each other with respect. Behavioural targets focus on respecting each other, staff and property. All class discussions and conversations reinforce mutual respect; a value at the heart of PSHEEC teaching and in all of our subject teaching.

We expect tolerance of those with different faiths and beliefs and enhance pupils' understanding of their place in a culturally diverse society. We provide pupils with opportunities to experience diversity through targeted teaching; for instance, through our MSJ Newsflash items. Religious Studies lessons provide education about different faiths and there are many opportunities to visit to places of worship.

### **Procedure and strategies for delivering PSHEEC**

PSHEEC education at Malvern St James is delivered through a 'spiral curriculum'. Pupils are taught a series of recurring themes, each lasting several lessons, which are delivered every year. Each year, the content is built upon and the level of explanation and content increases with the maturity and lifestyle of the pupils. It is taught by Form Tutors, external speakers and specialist staff for particular areas such as Health Education.

### **Relationship and Sex Education**

This is taught in accordance with the DfE statutory requirements as introduced in September 2020. For more information on this, please refer to the Relationships and Sex Education Policy.

### **Establishing a Secure and Sensitive Learning Environment**

We create a safe and supportive learning environment by setting ground rules for PSHEEC lessons and tutor time, ensuring there is no judgement and educating pupils to respect each other. Form Tutors are given an outline of the course, including any sensitive content, in advance, so that they can prepare their pupils if it is necessary to do so, in line with each pupil's particular needs. Teachers seek to

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establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teacher or their peers. Pupils are regularly reminded about the potential risk posed by others, especially in the online environment.

### **Differentiation**

We will identify each pupil's starting point by providing activities aimed to highlight what she already knows. Teachers use this information to tailor sessions and provide specific and targeted PSHEEC education.

When PSHEEC material is delivered by the Form Tutor, there are a variety of ways that differentiation is achieved. Pupils may be divided into mixed groups, created using knowledge and understanding of each groups' breadth of ability and characteristics. When delivering certain topics, teachers are aware of cultural differences and understanding. Pupils from different backgrounds and nationalities are encouraged to mix with one another and groups are urged to develop stimulated and unbiased discussions.

Teaching will take into account the age, ability, maturity and cultural backgrounds of our pupils (including an awareness of those with English as a second language) to ensure that all can fully access PSHEEC curriculum.

A safe environment for discussion of sensitive topics is always ensured and it is made clear to pupils that they do not have to take in discussing any topic which causes them discomfort.

### **Evaluation**

Feedback is sought from pupils and staff on a termly or topic basis.

### **Induction of New Staff**

The Heads of Subjects are responsible for ensuring that new members of the department are introduced to the departmental policy and understand the aims and mechanisms of the department.

### **Resources**

The Heads of Subjects have copies of new publications, leaflets and DVDs which are available to staff and pupils on request from the Head of PSHEEC. The department uses the Health Centre staff and the Mental Health and Wellbeing Lead to deliver sessions that suit their specialities. The department also finances external guest speakers. The Head of Futures plays an important part in the PSHEEC programme at Malvern St James.

### **PSHEEC Education in MSJ Prep**

The Deputy Head Pastoral has overall curriculum responsibility for the structure and organisation of PSHEEC within and across EYFS, Key Stage 1 and Key Stage 2.

Curriculum provision is one period per week and there are cross-curricular links to Fundamental British Value, Citizenship and Spiritual, Moral, Social and Cultural themes, along with other PSHEEC Education references in subject schemes of work.

PSHEEC is also addressed on a daily basis as questions and incidents arise and Form Teachers may choose to hold an additional Circle-Time session in response to a particular event or issue.

Form, Prep and Whole School assemblies, along with Collective Worship, provide daily opportunities to enhance pupils' spiritual, moral, social and cultural development, promoting our School's values and celebrating achievement.

### PSHEEC Education in the Senior School

Pupils are taught in class groups by their teacher and through whole school incentives such as assemblies and for external speakers. A variety of teaching techniques, contribution to thinking skills, resources and learning styles are used throughout the lessons. Tutors are also welcome to adapt resources and change the method of delivery to something they see as more appropriate for their group.

### Cross-Curricular Themes


In addition to PSHEEC lessons, issues are tackled within other curriculum areas and activities. A cross-curricular spreadsheet has been completed by every department to identify where they address areas of PSHEEC under the following headings:

- Personal Health and Wellbeing, e.g. alcohol, substances, smoking;
- Understanding of important issues that affect their lives;
- Developing their own attitudes and values;
- Respecting others;
- Dealing with changes and relationships positively;
- Consider social and moral dilemmas;
- Learn about healthy relationships and how to develop them;
- Understanding body functions e.g. puberty and conception;
- Understanding purpose and consequences of contraception use;
- Preparing pupils for the world of work;
- Developing skills and qualities in relation to employer's needs;
- Understanding of different types of work and careers;
- Upholding fundamental British values;
- Reflect on their experiences and learn from them;
- Engaging in active participation - school, local and global community;
- Developing their skills of enquiry and communication.

### PSHEEC Education in the Sixth Form

The programme of study is determined by the Head of PSHEEC with the assistance of the Head of Sixth Form. Content is delivered by the Sixth Form Team, Head of Futures and visiting speakers. The aim of the programme is to enable pupils to obtain the best from their academic studies and the opportunities available to them at MSJ, as well as prepare them for the transition to University.

For the PSHEEC programme for Years R – 13, please refer to Microsoft Teams.

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| <b>Authorised by</b>                | Governors of Malvern St James Girls' School   |
| <b>Signature</b>                    |  |
| <b>Date</b>                         | 19 June 2024  |
| <b>Effective date of the Policy</b> | 19 June 2024  |
| <b>Review date</b>                  | Summer Term 2026  |