

PSHE and Citizenship Policy

Contents:

1. Context	2
2. Aims and Purpose	2
3. Scope and Content	2
4. Appendix 1 – PSHE Progression Map	3

Policy history:

Approved by:	Curriculum & Teaching Committee		Date: Advent Term 2023
Last reviewed on:	Pentecost 2020	Next review due:	Pentecost 2026
Version	Internal		

Linked policies and procedures:

Policy Name
Relationships and Sex Education Policy
Promoting Positive Mental Health and Well-being at St Paul's
Healthy Schools Policy

1. Context

Modelling love and forgiveness, and the highest standards of pastoral care, lies at the heart of what it means to be part of our school community. Citizenship/PSHE lessons simply provide the opportunity to unpack some of the out-workings of the mission statement, in which we are exhorted and reminded by the words of St Paul to “love, serve and do the best that is possible”.

2. Aims and purpose

The aims of Citizenship/PSHE at St Paul’s have as their basis the words of Jesus in John 10:10 “I have come that you may have life, life in all its fullness”. We examine what it means for pupils to become good, active, and model citizens in its fullest sense, of the school as a Christian community, Milton Keynes as an increasingly ethnically diverse and cosmopolitan city, the United Kingdom as a multi-cultural society and also what it means to be a global citizen. We aim for pupils to be good learners for a fulfilled life.

3. Scope and content

All pupils at St Paul’s follow a programme of study in Citizenship and PSHE which relates specifically to the pupils’ moral, social and emotional development. Citizenship/PSHE lessons accompany the work which is done by the pastoral system and Chaplaincy in forging links with the community and celebrating contribution to the school community through awards, assemblies and Collective Worship.

The programme of study is based on the National Framework for Citizenship and PSHE, which includes:

- Supporting a successful transition to and through secondary school
- Knowledge and understanding about being informed citizens, in the context of British Values
- Developing skills of participation and responsible action
- Understanding and experience of democratic processes
- Developing skills of enquiry and communication, including through student voice
- Developing skills of confidence and responsibility and making the most of your abilities
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people
- Developing understanding and skills of finances and making financial decisions

We strive to achieve these aims by addressing these specific areas through the programme of study:

- Encouragement of self-awareness and self-esteem
- Development of positive attitudes towards others
- Widening of pupils’ experience and understanding of the community in which we live
- Facilitating informed choices about their present and future lives, free from prejudice and other pressures
- Realisation of responsibilities as young people, not only to themselves, but to their community

The programme of study (as well as all resources) for Year 7-11 is accessible to all staff via T-Drive. The PSHE programme of study is formally delivered by Form Tutors to their form groups during a dedicated Tutorial period on Monday or Friday mornings. Lessons are researched, planned and resourced by the PSHE Coordinator. They involve interactive PowerPoints and a range of activities including scenarios and debating to build pupils’ decision-making skills in a safe and supportive context. The program of study is under constant review and we aim to keep up with the development needs of our school and community contexts as well as providing timely education on national and international issues. Staff and pupil feedback is welcomed and shapes the specific curriculum content.

PSHE pervades the whole school curriculum, through much subject content, and through the Learning Talents and Gifts We Grow frameworks, especially being Active, Curious, Discerning, Evaluative and having the Necessary Knowledge to make Links throughout Learning in these areas.

The personal, social, spiritual and moral development (as well as pastoral care) of pupils, which is rooted in the school's mission statement, underpins everything that we do at St Paul's.

4. Appendix 1: PSHE Progression Map

	Key Knowledge	Key Skills
Year 7	<ul style="list-style-type: none"> What is important to ensure a successful transition to Secondary School What makes up a healthy friendship How do people's bodies change during puberty What different choices might people make about families How can people be safe online How can people keep themselves physically healthy How can people keep themselves mentally healthy What key information do people need about making financial decisions What does consent mean How do people communicate effectively in relationships to let others know their feelings What factors can influence someone's identity What does the law say about our human rights in terms of discrimination How can having a growth mind set influence someone's learning and success How do finances work in the real world What makes a healthy sexual relationship How does contraception work What is the impact of risky behaviours (alcohol, tobacco and gambling) What crimes may teenagers end up involved in What skills are needed to be successful in GCSES What does someone need to do in order to find employment What are the physical risks of sexual relationships What are the emotional risks of sexual relationships How can someone make long term financial decisions Why are drugs dangerous 	<p>ANALYSE: Collaborate to share thoughts on scenarios</p> <p>EMPATHISE: Realise other people have different experiences</p> <p>DEBATE: Listen considerately to others</p> <p>DECIDE: Make safe choices</p>
Year 8	<ul style="list-style-type: none"> How can people keep themselves mentally healthy What key information do people need about making financial decisions What does consent mean How do people communicate effectively in relationships to let others know their feelings What factors can influence someone's identity What does the law say about our human rights in terms of discrimination How can having a growth mind set influence someone's learning and success How do finances work in the real world What makes a healthy sexual relationship How does contraception work What is the impact of risky behaviours (alcohol, tobacco and gambling) What crimes may teenagers end up involved in What skills are needed to be successful in GCSES What does someone need to do in order to find employment What are the physical risks of sexual relationships What are the emotional risks of sexual relationships How can someone make long term financial decisions Why are drugs dangerous What does effective revision look like How can people be prepared for life after Year 11 What options does someone have if they find out they are pregnant How can someone ensure they remain healthy in sexual relationships How can someone protect their mental health during revision 	<p>ANALYSE: Suggest possible ways that someone could respond to a situation</p> <p>EMPATHISE: Know that different people will have different responses to situations based on their experiences</p> <p>DEBATE: Explain own points of view</p> <p>DECIDE: Make well informed choices that can be explained</p>
Year 9	<ul style="list-style-type: none"> How can having a growth mind set influence someone's learning and success How do finances work in the real world What makes a healthy sexual relationship How does contraception work What is the impact of risky behaviours (alcohol, tobacco and gambling) What crimes may teenagers end up involved in What skills are needed to be successful in GCSES What does someone need to do in order to find employment What are the physical risks of sexual relationships What are the emotional risks of sexual relationships How can someone make long term financial decisions Why are drugs dangerous What does effective revision look like How can people be prepared for life after Year 11 What options does someone have if they find out they are pregnant How can someone ensure they remain healthy in sexual relationships How can someone protect their mental health during revision 	<p>ANALYSE: Explain the best possible response to a situation for that person at that time</p> <p>EMPATHISE: Understand choices that someone makes</p> <p>DEBATE: Give examples to support viewpoints</p> <p>DECIDE: Use context of situation to inform choices</p>
Year 10	<ul style="list-style-type: none"> What skills are needed to be successful in GCSES What does someone need to do in order to find employment What are the physical risks of sexual relationships What are the emotional risks of sexual relationships How can someone make long term financial decisions Why are drugs dangerous What does effective revision look like How can people be prepared for life after Year 11 What options does someone have if they find out they are pregnant How can someone ensure they remain healthy in sexual relationships How can someone protect their mental health during revision 	<p>ANALYSE: Explain why one response is more effective than other possible responses to a situation</p> <p>EMPATHISE: Explain how someone may feel in a particular situation</p> <p>DEBATE: Respond to other people's opinion with counter-arguments</p> <p>DECIDE: Consider the consequences of choices for self</p>
Year 11	<ul style="list-style-type: none"> What does effective revision look like How can people be prepared for life after Year 11 What options does someone have if they find out they are pregnant How can someone ensure they remain healthy in sexual relationships How can someone protect their mental health during revision 	<p>ANALYSE: Consider how suitable responses may change depending on context</p> <p>EMPATHISE: Explain why someone may feel particular ways in certain situations</p> <p>DEBATE: Explain a different viewpoint to their personal opinion</p> <p>DECIDE: Consider the consequences of choices for other people</p>