Personal, Social, Citizenship and Economic Education (PSCE) Policy
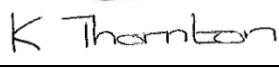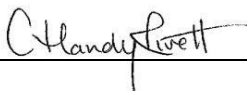
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Statement of intent

In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the St Michael's Church of England Christian values:

- to show love, care, and kindness to all in our community
- to value what we have and to share with others
- to enable everyone to achieve their full potential.

St Michael's Church of England High School believes that a strong Personal, Social, Citizenship and Economics (PSCE) education is important to help our pupils develop into well-rounded members of society, who able to make a positive contribution to their community. At St Michael's Church of England High School, our PSCE curriculum is strongly tied to our relationship, sex, and health education (RSHE) and pastoral care programme.

The vision for students, staff and others linked to our school is always to look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.

- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.

- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.

- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.

- The needs and interests of all pupils, irrespective of gender, culture, ability, or aptitude, will be promoted through an inclusive and varied PSCE curriculum at our school.

- Our environment is safe and clean with everyone sharing responsibility for it.

- Our culture is one of continuous improvement, creativity, and enthusiasm.

- Parents and carers will be informed about the policy via the school's website where it, and the PSCE and RSHE curriculum, will be available to read and download.

(signature)	**Co-Chair of Governors**	Date:	13/07/2023
K Thornton	**Co-Chair of Governors**	Date:	13/07/2023
(signature)	**Headteacher**	Date:	13/07/2023

Date of approval	13th July 2017
Date of review	13th July 2023
Review date	July 2026

1. Legal framework

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

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

1.2. This policy will be followed in conjunction with the following school policies and procedures:

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

2. Roles and responsibilities

2.1 The governing board is responsible for:

- ensuring the school's PSCE policy is implemented effectively
- ensuring the PSCE Policy, as written, does not discriminate on any grounds or protected characteristics

2.2 The headteacher has responsibility for:

- reviewing the PSCE Policy annually
- handling complaints regarding this policy, as outlined in the school's Complaints Policy
- facilitating the day-to-day implementation and management of the PSCE Policy

2.3 The PSCE coordinator is responsible for:

- liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSCE education

3. Aims and structure of the PSCE curriculum

3.1. Students will learn to do the following:

- understand what constitutes a healthy lifestyle
- understand safety issues, both in real life and online
- understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe
- understand the law and consequences of risky behaviours
- develop responsibility and independence within school, which they will take forward into society in their working lives
- respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world
- understand what constitutes 'socially acceptable' behaviour at school and in society
- be a constructive member of society

- understand democracy
- develop good relationships with peers and adults
- develop self-confidence, self-esteem, and self-worth
- make positive, informed choices as they make their way through life
- understand that they have a right to speak up about issues or events, and to respect other's right to do the same

3.2   The school will use direct teaching via timetabled lessons to teach PSCE. Pupils will be taught PSCE 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.

3.3 PSCE 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

3.4   To aid PSCE tailoring, the PSCE 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.

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

4.   Safeguarding

4.1   Due to the nature of the matters discussed in PSCE, 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.

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

4.3   PSCE 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.

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

5. Programme of study

5.1. The PSCE programme of study will cover the following topics:

Families

5.2. Pupils will be taught the following:

- that there are different types of committed, stable relationships

- how these relationships might contribute to human happiness, and their importance for bringing up children

- what marriage is, including their legal status, e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony

- why marriage is an important relationship choice for many couples, and why it must be entered freely

- the characteristics and legal status of other types of long-term relationships

- the roles and responsibilities of parents regarding raising children, including the characteristics of successful parenting

- how to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friends, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, such as reporting concerns about others, if needed

Respectful relationships, including friendships

5.3. Pupils will be taught the following:

- the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This also includes different (non-sexual) types of relationships

- practical steps that can be taken in a range of different contexts to improve or support respectful relationships

- how stereotypes, particularly ones based on sex, gender, race, religion, sexual orientation, or disability, can cause damage (e.g., normalising non-consensual behaviour or encouraging prejudice)

- that in school and in wider society, they can be expected to be treated with respect by others, and that in turn they should show due respect in response (including people in positions of authority) and be tolerant of other people's beliefs

- about different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

- that some types of behaviour within relationships are criminal, such as violent behaviour and coercive control

- what constitutes sexual harassment and sexual violence and why these are unacceptable

- the legal rights and responsibilities relating to equality (particular with reference to the Equality Act 2010 and its protected characteristics) and that everyone is unique and equal

Online and media

5.4. Pupils will be taught the following:

- their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online

- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online

- not to provide others with material that they would not want shared further and not to share material that others send to them

- what to do and where to get support to report material or manage issues online

- the impact of viewing harmful content

- that specifically sexually explicit material, e.g., pornography, presents a distorted picture of sexual behaviours, which can negatively alter how people see themselves in relation to others and negatively affect behaviour towards sexual partners

- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail

- how information and data is generated, collected, shared, and used online

Being safe

5.5. Pupils will be taught the following:

- the concepts and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships

- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

- that there are many dangers both inside and outside of school and beyond and that they must be equipped with the means to keep themselves safe

Intimate and sexual relationships, including sexual health

5.6. Pupils will be taught the following:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship

- that all aspects of health can be either positively or negatively affected by choices made concerning sex and relationships, e.g., physical, emotional, mental, sexual, and reproductive health and wellbeing

- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women, and menopause

- that there are a range of strategies for identifying and managing sexual pressure, such as understanding peer pressure, resisting pressure, and not pressurising others

- that they have a choice to delay sex or to enjoy intimacy without sex

Economic wellbeing and being a responsible citizen

5.7.   Pupils will be taught the following:

- to recognise, clarify and when necessary, challenge their own core values and how their values influence their choices

- about the law and consequences of certain behaviour, including violent crime and terrorist activity, on themselves and others, and strategies they can use to keep themselves safe outside of school.

- the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition between key stages)

- the similarities, differences, and diversity among people of different a race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities

- about the potential tensions between human rights, British law and cultural and religious expectations and practices

- about the primacy of human rights, and how to access support for themselves or their peers safely if they have concerns about those rights being undermined or ignored

- about discrimination, how to respond when being discriminated against and responsibilities towards those who are experiencing discrimination

- to recognise that everyone has the same rights to opportunities in learning and work; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations

- about their own identity as a learner, differing styles of learning and to develop personal study, research and presentation and organisational skills

- to identify own strengths, interests, skills, and qualities as part of the personal review and planning process, including their value to future employability

- different types of work, including employment, self-employment, and voluntary work; that everyone has a 'career'; their pathway through education and work

- about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks

- about different work roles and career pathways, including developing their own early aspirations

- about the labour market (including the diversity of local and national employment opportunities), learning options, skills, occupations, and progression routes and about self-employment

- which choices are available to them at the end of key stage 3/4, sources of information, advice and support, and the skills to manage this decision-making process

- the benefits of being ambitious and enterprising in all aspects of life

- about the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit

- about attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')

- about different types of business, how they are organized and financed

- to assess and manage risk in relation to financial decisions that young people might make

- about gambling (including online) and its consequences, why people might choose to gamble and how the gambling industry encourages this

- to explore social and moral dilemmas about the use of money, including how the choices pupils make as consumers affect other people's economies and environments
- to evaluate their own personal strengths and areas for development and to use this to inform goal setting
- about the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace
- to think critically about extremism and intolerance in whatever forms they take (including the concept of 'shame' and 'honour based' violence)
- to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
- about harassment and how to manage this (including in the workplace)
- how their strengths, interests, skills, and qualities are changing and how these relate to future employability
- about the information, advice, and guidance available to them and how to access it
- to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking, and managing online presence)
- about the range of opportunities available to them for career progression, including in education, training, and employment
- about changing patterns of employment (local, national, European, and global)
- to take full advantage of any opportunities for work experience that are available
- about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)
- about confidentiality in the workplace, when it should be kept and when it might need to be broken
- to develop their career identity, including how to maximise their chances when applying for education or employment opportunities
- to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms)
- to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices
- their consumer rights and how to seek redress

6. Assessment

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

6.2. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.

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

7.   Monitoring and evaluation

7.1   This policy will be reviewed by the Headteacher and PSCE Coordinator on an annual basis.

7.2   Any changes to this policy will be communicated to all staff and other interested parties.

7.3   The next scheduled review date for this policy is July 2025.