



**MARICOURT**  
CATHOLIC  
HIGH SCHOOL  
& SIXTH FORM CENTRE

# PSHEE & CITIZENSHIP CURRICULUM POLICY

## Mission Statement

Maricourt seeks to provide a living Catholic community which is rooted in Christian values and where growth and knowledge, respect love and fellowship are shared by all.

**INSPIRE**  
WITH  
MARICOURT

POLICY REVIEWED: Mar 2020  
SCHEDULED REVIEW: Sep 2021

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## Context/Introduction

Maricourt Catholic High School is the largest Catholic High school in Sefton with approximately 1250 students on roll, including post 16. Each year group (7-11) is a 7 or 8 form entry with approximately 200/220 students in each year group.

**Curriculum Leader for PSHEE and Citizenship:** Mr. I. Daly

**Policy Last Updated:** January 2020

**Policy Review Date:** September 2021

## School Mission Statement

At Maricourt, we believe our mission statement...

*'Maricourt seeks to provide and sustain a living Catholic community which is rooted in Christian values and where growth and knowledge, respect, love and fellowship are shared by all.'*

perfectly embodies the goals of the PSHEE & Citizenship Curriculum, our commitment to promoting British Values and Personal Development as we seek to help our students grow in line with our aim of developing the whole person so that at the end of their school careers all students should be well equipped intellectually, spiritually, physically and morally for their adult life.

## Curriculum Design & Sequencing

The PSHEE & Citizenship programme at Maricourt has been designed with the school's mission statement and core values in mind and as a spiralled curriculum to allow students to build on their knowledge and understanding and to develop application of skills year-on-year. It is also designed to be both flexible and fluid due to the fast-moving and topical nature of the subject. Not only does it follow the statutory National Curriculum content for Citizenship and the guidance given for statutory Relationship & Sex Education, it also strives to implement important Personal, Social, Health, Economic & Enterprise Education topics with particular focus on local school and community based issues.

## Statutory Citizenship Curriculum includes... Citizenship Curriculum KS3:

- A. the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.
- B. the operation of Parliament, including voting and elections, and the role of political parties.
- C. the precious liberties enjoyed by the citizens of the United Kingdom.

- D. the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.
- E. the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.
- F. the functions and uses of money, the importance and practice of budgeting, and managing risk.

## **Citizenship Curriculum KS4:**

- A. parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press.
- B. the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.
- C. other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom.
- D. local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- E. human rights and international law.
- F. the legal system in the UK, different sources of law and how the law helps society deal with complex problems.
- G. diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
- H. the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.
- I. income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

We believe it is vital for the PSHEE & Citizenship Curriculum to be fluid and flexible. For this reason additional lessons may be added to the PSHEE & Citizenship Curriculum throughout the year to include important topical issues (such as a General Election or local community event for example) as well as allowing time for carousel activities such as planned RSE and Careers Education talks and workshop sessions. There is also scope for classes in Years 7, 8 & 9 to spend time preparing an assembly for delivery to their year group as well as fundraising events during our Good Shepherd appeal in the build up to the Easter break and any Christmas hamper or community food bank collections. Volunteering opportunities, any

public speaking or presentations and Enterprise capabilities developed can be recorded in pupil's Personal Development Record booklets.

## **The Maricourt Promise**

As part of the Personal Development Record booklet students will also be able to reflect on the Maricourt Promises that have been made to them.

The promise consists of 10 pledges we make to each student during their time in Maricourt. These pledges are designed to assist in delivering the school's mission statement of developing the whole person in line with our Catholic ethos



## **The Maricourt Promise**

### **We pledge that during your time in school, you will...**

1. Be given a variety of day and residential trip opportunities that will broaden your cultural appreciation and knowledge of the world
2. Have the opportunity to present to an audience (your peers, teachers or even a panel of external community members) and develop your communication skills
3. Be given an opportunity to join a club, society or organisation for both sporting and extracurricular activities inside and outside of school
4. Meet with people who can widen your knowledge of the world (through a variety of guest speakers and engagement projects designed to help develop your skills and prepare you for the world of work)
5. Visit or engage with a professional group performance, a national or local park, museum, gallery, theatre, library or visit a place of worship or spiritual significance to widen your cultural appreciation
6. Be given the opportunity to engage with local employers, listen to industry specialists and take part in work related learning (work experience during Year 10) to help you prepare for life after school

7. Be given the chance to help others by being a volunteer within school and actively contributing to the school community, supporting charity work, fundraising or a local community project or social enterprise
8. Take part in a democratic vote every school year and be given the opportunity to represent your peers and have your voice heard within our school community
9. Take part in at least two Enterprise activity sessions delivered by specialists as well as having your entrepreneurial skills developed throughout PSHEE & Citizenship lessons
10. Have your physical and mental health and well-being looked after and developed by caring school staff and specialists helping you lead a safer, healthier life.

## **Supplementary Activities & External Partners**

As well as a robust curriculum delivered through timetabled lessons the PSHEE & Citizenship Programme also includes a variety of supplementary activities.

The Supplementary Activities listed (in the Schedule of Learning) are in addition to the curriculum time lessons and may involve talks from specialists, in school activities or educational visits. These further enrich the curriculum for our learners and build on some of the knowledge & skills developed throughout the PSHEE & Citizenship Programme. Some of these activities are for all students and some are for carefully selected and tailored cohorts to help provide additional support and intervention to enable students to build their character. We will strive to continue to grow excellent working relationships with our regular external providers as well as looking to develop new partnerships to help further enrich the curriculum for our learners. Current partners delivering regular activities, talks, workshops or targeted intervention include...

- Everton in the Community.
- The Jockey Club/Racing to Schools (Aintree Racecourse).
- Elevate.
- KPMG Enterprise Ambassador Matty Badley.
- Royal Liverpool University Hospital – Knife Crime.
- Mindset Programme with Judi Hastings.

## **Relationship & Sex Education**

We have a legal obligation to teach all aspects of Relationship & Sex Education that are statutory parts of the National Curriculum for Science as well as starting to teach all content from the statutory (from 2020) Relationship & Sex Education curriculum. Not only do we have a legal obligation; we have a duty to deliver our school mission of promoting Christian values and the importance of Relationship & Sex Education is evident in these values particularly

relating to family life and the importance of stable relationships and our belief of each child being created in the image and likeness of God.

In line with our Catholic mission the RSE provision is delivered in accordance with the teaching of the Church and all material relating to Relationship & Sex Education is reviewed by Curriculum Leaders for both PSHEE & Religious Education.

The RSE curriculum will be delivered through PSHEE & Citizenship lessons, Religious Education lessons, Science lessons and where appropriate, through specialist teachers and external partners

Where indicated specific aspects are delivered by our school RSE specialist and content which is deemed to be more subject-specific is delivered by Science and RE specialists. Some content is delivered via the timetabled PSHEE & Citizenship lessons as well as via supplementary activities delivered by specialists.

As the RSE curriculum will be statutory from September 2020 we will frequently check updates from the DfES, The Catholic Education Service and the PSHEE Association to ensure that our programme is up-to-date and is following all statutory guidelines.

Parents have the right to withdraw their children from RSE except in those elements which are required by the National Curriculum for Science. Should parents wish to withdraw their children they are asked to notify the school by contacting the head teacher Mr J Mangan. The school will provide support by providing material for parents to help the children with their learning. Parents can view the planned RSE coverage for the academic year on the school website. The RSE map is available from the Maricourt website; [www.maricourt.net](http://www.maricourt.net).

## **Careers Information, Advice & Guidance**

The EE & Citizenship Curriculum helps to deliver parts of the Careers programme in school. See the Careers plan on the school website for a breakdown of the coverage.

## **Maricourt Mindset Programme**

After consultation with both the Student Council and staff members via INSET, it was clear that the mental health & well-being of students was a key issue in school resulting in more and more students seeking mentor appointments and admitting that they are struggling with anxiety and other stress related issues. We also have to be aware of the wider impact this is having on student progress in subjects.

After meeting with a local qualified coaching and change therapist we have put together a package for students which we feel would provide a programme which will give them the knowledge, skills and techniques to help them be more aware of, resilient to and prepared for modern life. This has been branded as the...



This is a sequential curriculum designed to empower students with the tools to cope with stressful situations. It will include a programme of workshops introducing strategies to help students build resilience including the rules of the mind, thoughts, behaviours and beliefs along with the skills on the power of 're-framing and focus', specifically on exam preparation techniques, for the mind.

## **Delivery of PSHEE and Citizenship**

PSHEE and Citizenship are taught across Key Stages 3 and 4. At Key Stage 3, students participate in weekly one-hour lessons, and at Key Stage 4, students participate in one-hour lessons per fortnight. Supplementary activities also take place as discussed on page 5.

PSHEE and Citizenship is the responsibility of all form tutors, and also subject teachers to embed cross curricular links wherever appropriate.

The curriculum is designed to be accessible for all students. Our Governors and Senior Leadership Team have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

## **Assessment & Monitoring**

Students do not pass or fail this programme of study, however, as with any other learning, the assessment of students personal, social and emotional development is important.

PSHEE & Citizenship is assessed in a slightly different way to other typical academic or vocational subjects.

Assessment will take place for all aspects of the Citizenship curriculum through a range of self, peer and teacher assessments designed to

The Curriculum Leader for PSHEE & Citizenship will be responsible for:

- Monitoring the planning of the PSHEE & Citizenship curriculum.
- Carrying out teacher observations for PSHEE & Citizenship lessons.
- Reviewing the scheme of learning annually.



- Updating the PSHEE policy in line with the school policy review cycle.
- Monitoring student learning through regular work scrutiny.
- Monitoring the impact of various supplementary activities delivered by external providers.

The PSHEE tutor has responsibility to:

- To familiarise themselves with and follow the Scheme of Learning and resources provided for PSHEE & Citizenship lessons.
- Regularly monitor the progress of students in Citizenship lessons through the completion of all formative and summative assessments.
- To ensure students carry out self and peer assessments for Citizenship lessons in line with the Scheme of Learning.
- To ensure any Student Voice surveys are completed as requested.

## **SEND & Safeguarding**

Teachers of PSHEE are encouraged to follow the guidelines set out in our SEND policy to deliver Quality First teaching.

We will ensure that PSHEE and in particular aspects of RSE are sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyberbullying), use of prejudice-based language and how to respond and ask for help.

Children will also need to feel safe and secure in the environment in which PSHEE & Citizenship takes place. Effective PSHEE and RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the one of the designated Safeguarding Leads (Julie Bennett, Steve Naughton or David Friend).

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, head

teacher, but that the pupils would always be informed first that such action was going to be taken.

## **Staff Training & CPD**

There will always be sensitive or controversial issues in the field of PSHEE, Citizenship and RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity.

A variety of methods will be used to ensure that staff members who deliver PSHEE & Citizenship lessons feel confident and well prepared. This will include...

- Internally designed 'Off-the-shelf' curriculum with SOL and photocopied resources.
- INSET briefing in September.
- Pastoral Team Meetings.
- Regular Emails from the Curriculum Leader.
- Internal CPD delivered by Curriculum Leader.
- External CPD delivered by specialists.
- Staff Voice Questionnaires.

Tutors are always encouraged to ask questions, adapt resources and give feedback regularly, throughout the academic year to ensure that delivery improves year-on-year.

## **Parental Communication**

All of the information relating to the PSHEE & Citizenship curriculum will be available for parents to access via the school website [www.maricourt.net](http://www.maricourt.net)

Parents/carers will be informed by letter when the more sensitive aspects of PSHEE or RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parent voice is carried out during the Year 5 & 6 open evenings in September and/or July as appropriate. The feedback from which is used to make improvements and adjustments to the curriculum.

Progress will be reported upon in end of year school reports with Form Tutor comments on pupil's attitudes towards learning in PSHEE & Citizenship lessons as well as a record of Personal Development activities, trips and interventions that the student has taken part in.