ST MICHAEL'S CATHOLIC COLLEGE
CITIZENSHIP, PERSONAL, SOCIAL & HEALTH EDUCATION (CPHSE) POLICY 2025-27

1. Aims
Citizenship, personal, social, health and economic (CPSHE) education is a non-statutory but important and necessary part of all pupils' education (Department for Education, 2020).

At St Michael's Catholic College, we have high expectations of our children and strive to ensure that every child achieves academically, socially and personally through our school ethos and Salesian values of Respect, Understanding, Affection and Humour (RUAH). Our CPSHE programme is rooted in our core school values of bringing each person to the fullness of life through education within an environment that embraces Gospel, Salesian and British values – of serving others, respect, tolerance, loving kindness, reflection, democracy, rule of law and individual liberty. We seek to equip each child with a sound understanding of risk and the knowledge and skills required to safely and successfully make informed decisions that will aid them in navigating their way through life whilst at school and for the years that follow.

Refer to our Relationships and Sex Education (RSE) Policy for details about what we teach, and how we decide on what to teach, in this subject. This policy is based on the CES (Catholic Education Service) model policy 2020 and the updated statutory guidance from the Department for Education (2020).

2. Intended Outcomes
Our CPSHE programme has the following intended outcomes:
• To help pupils recognise their worth;
• To develop pupils' recognition of the importance of British values with regard to democracy, the rule of law and tolerance;
• To develop each pupil's ability to achieve economic wellbeing;
• To develop each pupil's capacity for leading a fulfilling, responsible life as a member of a caring and thinking society;
• To provide opportunities for the spiritual, moral, social and cultural development of each pupil;
• To promote a happy and healthy college community, reflecting the ethos of the college. Active engagement in learning, rather than passively receiving information, is most effective in teaching CPSHE education. Pupils will have opportunities to consider and clarify their values and beliefs, and to rehearse and develop enquiry and interpersonal skills.

This policy ensures they will receive a comprehensive, balanced and relevant body of knowledge to inform their present and future choices.

3. Curriculum
The CPHSE programme is delivered both through the main KS3 and KS4 National Curriculum subjects (in particular History, RE and Science) as well as seven timetabled 1-hour lessons throughout the school calendar year. This provision is further supported by bespoke whole-school programmes such as Careers and Enterprise Week in July and Diversity Week in February.

The CPSHE specific lessons are delivered to students in their form groups by their tutor. All staff are provided with tailored materials, detailed teacher-support documents and bespoke CPD as required. Tutors are further supported by their SLT link and a CPSHE Champion in each year group who take responsibility for the delivery of each topic.

Students complete baseline assessments before and after the interventions, through which progress can be tracked in relation to the stated aims above. Students work collaboratively in discussion-based lessons and take notes to support their assessments using the Cornell system. All students will also have the opportunity to complete subject-specific work packs as extension work that builds on the interventions and provides space for further student research and reflection. Assessments and work packs will be completed and submitted through the Google suite. Form tutors will collate and check submissions and record mentions for incomplete work in line with the college Behaviour Policy.

Topics to be covered are divided into three main themes, each of which is sub-divided into specific provision:

a. Identities and Communities
- Diversity, Migration and Belonging
- Black British History
- Gender and Sexuality
b. Rights and Responsibilities
- Rights, Justice and The Law
- Politics, Parliament and Government
c. Health and Wellbeing
- Physical and Mental Health
- Digital and Economic Health

Each lesson seeks to build on the learning from the previous year, with students developing confidence and proficiency within these main themes as they progress through Years 7-11 at the college.

The topic of "Black British History" that forms a sub-section of the Identities and Communities provision follows a separate 5-year plan (see Appendix i). Students receive

access to the same learning across year groups for these topics, with differentiation between KS3 and KS4.

The topics for June in Years 10 and 11 are left open, so that specific lessons can be designed and delivered according to changing local, national and international contexts as well as student and staff feedback. Opportunities are provided each year for students to contribute to the design of lessons and topic selection.

Below is a summary of the topics taught in specific CPHSE lessons in each year group throughout the academic year:

Year Group	SEPT **Identities and Communities** Diversity, Migration and Belonging	OCT **Identities and Communities** Black British History	NOV **Rights and Responsibilities** Rights, Justice and The Law	JAN **Health and Wellbeing** Physical and Mental Health	MAR **Health and Wellbeing** Digital and Economic Health	MAY **Rights and Responsibilities** Politics, Parliament and Government	JUNE **Identities and Communities** Gender and Sexuality
7	What makes Britain so diverse?	BHM	How is prejudice harmful to us as individuals and as a community? - Islamophobia & Asian Hate	First Aid 101	How can I enjoy the internet and stay safe?	What is Democracy? What is Politics?	What makes me who I am? - reflecting on identity over the first year at St. Michael's
8	London & Latin America	BHM	Freedom, Rights and Responsibilities - Social Contract - The Rule of Law	What does health mean to me? - Dysmorphia, body positivity and fatphobia	What is cyberbullying and how can it impact my community?	How does our government work?	What are gender stereotypes?
9	Mixed Race Britain	BHM	How did the murder of Stephen Lawrence change Britain's Justice System for good? - Casey Review - Sewell Report	What are the dangers of alcohol and drugs?	Social Media - How well do you know it?	How can our politics impact the rest of the world?	How has the LGBTQ community grown in the 21st century?

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10	How has Britain responded to its migrant population over the last 60 years?	BHM	What is extremism?	Neurodiversity and Me	Economic Literacy - What adults wish they were taught in school about money	How can the media influence politics?	Topical
11	Why do some of Britain's communities continue to face inequality today?	BHM	How far has our Justice System come since the 20th Century? - Human Rights Act	How do I cope with exams?	Digital Literacy - how can it help me find a job/career?	How important is my vote?	
12	Riots , Protest + Belonging	BHM	What do our laws say about us? - Age restrictions	How do I cope with A-Levels - Study/Life Balance - Effort	Life Outside of London - Expectations - Comparisons	What would you vote for? - Fighting for a cause	Topical
13	Riots , Protest + Belonging	BHM	Understanding your rights	What is the point? - Purpose - Finding Happiness	Life Outside of the UK - Expectations - Comparisons	Generation Z and Polictics	

4. Roles and responsibilities

4.1 The Governing Board

The Governing Body will approve the CPSHE Policy, and hold the Principal to account for its implementation.

4.2 The Principal

The Principal is responsible for ensuring that CPSHE is taught consistently across the school.

4.3 Staff

Form tutors are responsible for:

Delivering CPSHE in a knowledgeable and sensitive way

Modelling positive attitudes to CPSHE

Monitoring progress

Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in CPSHE and, when discussing issues related to CPSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of CPSHE is monitored by Daniel Magnoff as Assistant Principal with responsibility for CPSHE. Monitoring is an ongoing process that checks the degree to which our programme of study is being effectively implemented. This monitoring will answer question such as:

• Is the programme effectively managed and are staff clear about their roles and responsibilities?

• Does the planned programme reflect national guidance, local priorities and pupils' needs?

• Are all pupils being taught the programme as planned?

• Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions can be answered through planning reviews, learning walks, stakeholder surveys, recording pupil attendance of CPSHE dedicated curriculum time, regular review of the CPSHE Policy and sampling the quality and content of children's work and online assessments.

Pupils' development in CPSHE is monitored by class teachers through the Google suite. Additionally, this is done through:

• Baseline testing at the start and end of each unit

• Lesson observations

• Parent, staff and student surveys

Appendix

i

Black History Month 2022-26

Project Name	Project Summary
2022 – World Afro Day	Using the influential song by musician India Arie – I Am Not My Hair (2006), students will explore the black hair journey throughout the decades up to the introduction and celebration of World Afro Day.
2023 – Heritage – What has been passed down? What will you pass on?	Commemorating the 75th anniversary of the Windrush arriving in Britain, this year will focus on the legacies that have been passed down across family generations. Students will encapsulate this by producing a time capsule of their heritage, with an opportunity to share what they would like future generations to inherit from them.
2024 – The African Diaspora - Building Home	Building on from the previous year and inspired by the recent works of the English Heritage organisation, students will engage with the history of the African Diaspora, firstly in England, then looking at how people today have, and continue to, contribute to the development of Africa.
2025 – The African Renaissance – When Art Meets Power	Based on the three-part documentary, students will get a chance to explore the complexities of African multiculture and its emergence in the 21st century as a liberated, successful continent, striving to redefine its identity. This learning will be turned into storytelling African art, which can be displayed in the Black History Exhibition.
2026 – Afrofuturism – How our History influences our Future	A culmination of the 5-year cycle looks at an ever-growing subculture that addresses themes and concerns of the African diaspora through technology and fiction. Students will study carefully selected pieces of music, art film and literature and contribute to the culture through the medium of their choosing.

June 2025

Signed: **Date: 25/09/25**

Chair of the Curriculum Committee

Date of next review July 2027