

PSHE education policy

This policy applies to the Junior School and is published to parents

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1. Aims and objectives

Personal, Social, Health and Economic (PSHE) education at the Royal Grammar School (RGS) Junior School is a planned programme of learning through which our students acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, PSHE develops the qualities and attributes that our students need to thrive as individuals, family members and responsible citizens. A respect for the fundamental British values of democracy, the rule of law and individual liberty is also nurtured, as well as a mutual respect and tolerance of those with different faiths and beliefs.

An essential part of the school curriculum, PSHE provides a broad and balanced base from which we promote the spiritual, moral, cultural, mental and physical development of all pupils in school. Furthermore, the teaching of PSHE helps meet the objectives set out in *Every Child Matters, the Children's Act 2004* - that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

The all-encompassing aim for PSHE education is to provide students with:

- Accurate and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- Opportunities to develop self-knowledge, self-esteem and self-confidence
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible lives
- The chance to include and incorporate the language and methodology associated with the School's *Building Learning Power* (BLP).

2. Curriculum planning and organisation

Learning in PSHE is revisited, reinforced and extended in age appropriate contexts, increasing the challenge, broadening the scope, and deepening students' thinking. The RGS Junior School PSHE programme covers all non-statutory curriculum guidelines and also includes sex and relationship education (SRE) and drugs education lessons. Developed alongside the PSHE Association's Programme of Study, the scheme is based on the three recommended *core themes* within which there is some overlap and flexibility:

Core theme 1: Health and wellbeing

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- About managing change, such as puberty, transition and loss
- How to make informed choices about health and wellbeing and to recognise sources of help
- How to respond in an emergency
- To identify different influences on health and wellbeing.

Core theme 2: Relationships

- How to develop and maintain a variety of healthy relationships, within a range of contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying (including cyber-bullying) and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships.

Core theme 3: Living in the wider World (economic wellbeing and being a responsible citizen)

- About respect for self and others and the importance of responsible behaviours
- About rights and responsibilities as members of families, other groups and ultimately as citizens
- To respect equality and to be a productive member of a diverse community, appreciating tolerance and harmony between different cultural traditions
- The importance of respecting and protecting the environment
- Learn where money comes from, keeping it safe and the importance of managing it
- How money plays an important part in people's lives
- A basic understanding of enterprise
- To distinguishing right from wrong and to respect the civil and criminal law
- To develop knowledge of public institutions and services in England.

Time allocation

In the first half of each term, every form has one lesson of PSHE a week. Forms are taught PSHE by their form teachers, therefore particular issues which are pertinent to their class can be addressed and discussed in a safe, secure environment.

3. Teaching and Learning Styles

PSHE lessons will be varied for our bright and imaginative boys and girls, but may include circle time, group work, thinking skills activities, role-play, guest visits and pupil-led discussion. While there may be some written activities, these will not generally form the main focus of the lesson. In addition to this there are many other aspects of school life that compliment and support PSHE in the Junior School:

Cross-Curricular Links

It is important that learning in PSHE is linked to broader RGS policies and the curriculum in relevant subjects. A commitment to equality, for example, must run through the life of the School rather than there being the view that this is a *topic* which can be covered in PSHE alone.

In addition to the SRE covered in PSHE education, for example, there is also work in the science curriculum that covers basic human biology. Subjects such as religious education, history and geography discover, overlap and revisit ideas of faith, culture, community, sustainability and environmental stewardship – issues also prominent within PSHE. Moreover, design technology and physical education also reinforce the importance of healthy eating, fitness and wellbeing.

Within the computing curriculum, our pupils learn to evaluate electronic information, making critical judgements about its accuracy, as well as recognising ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. E-safety education is considered vital. Yearly E-safety sessions are held to educate RGS parents on the risks associated with internet technology, as well guidance and ideas on what good use of computing looks like for young people.

Assemblies

Assemblies, by what they celebrate, encourage and disallow, make an important contribution to the demonstration of the values that the School wishes to promote and develop. Assemblies sometimes adopt a religious/spiritual theme, which provides the opportunity for worship and reflection. There is a moral or social theme for all assemblies. Every student attends two assemblies per week.

At regular intervals throughout the year, house assemblies and events foster a sense of camaraderie and pride across the year groups. Students are determined to achieve their best not only for themselves, but for their team.

The Form System

Each student is a member of a form whose teacher is responsible for their academic, social and personal welfare. As part of their role, teachers, as well as dealing with routine administration, will at times, both explicitly and implicitly, deal with the promotion of personal values. Depending on the year group; students will make presentations, participate in discussions on current affairs and follow-up on PSHE topics.

Co-curricular Activities

There are numerous and diverse co-curricular activities which make a major contribution to personal development. A wide variety of trips and tours, visits to the theatre and museums, concerts, an eco-club and a charity committee, all contribute to the social and cultural development of students.

Responsibility and Leadership

The system of school prefects, house captains and sports team captains provide both formal and informal opportunities for students to practise leadership, service and responsibility.

This is a small insight of what we offer in PSHE, but gives a flavour of the many different and varied experiences of the syllabus.

4. Spiritual, moral, social and cultural development

Our scheme aims to provide specific opportunities to explore societies' values and attitudes. Discussion of topical political, spiritual, moral, social and cultural issues helps our students to develop skills that lead to:

- Empathy and understanding of the beliefs of others
- Respect for the truth and a desire to apply reasoning to problems
- An acceptance that fair judgement is the key to decision making and that people must be allowed to express their opinion.

Spiritual development is promoted through an awareness and understanding of different beliefs.

Moral development is enhanced in PSHE when children learn to appreciate issues of right and wrong, justice and the rights of individuals in society.

Social development occurs as the child develops an understanding of how society works and is seen in more mature involvement in community activities.

Cultural development occurs within our PSHE lessons when we learn to value others groups and the diversity in society.

Through PSHE lessons it is hoped that our school community will benefit and the individuals that come together to make that community. Above all however, it is a crucial learning process which prepares our students for their role in society long after they have left our care.

5. BLP in PSHE

The teaching of PSHE at RGS is inspired by Professor Guy Glaxton's *Building Learning Power*. We believe that this model of learning helps to create a more thoughtful, spiritual, cooperative, compassionate generation of citizens who are skilful in resolving social, environmental, economic, and political problems.

6. Equal Opportunities

Provision for PSHE and citizenship is in line with all of our policies and the *Every Child Matters* guidance. All of our students have equal access to the PSHE curriculum and developmentally appropriate materials. Delivery will be differentiated in a variety of ways, for example, by:

- Setting common tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty
- Providing resources of different complexity, adapted to the ability of the student.

Resources are sensitive to the needs and backgrounds of our students and will not reflect gender or cultural stereotypes, and are monitored annually to ensure that sensitivity. For gifted and talented students, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

7. Assessment

There is no formal assessment in this subject. Teachers are continuously monitoring the students' awareness and understanding of the issues/themes discussed through discussion and observation.

8. Reporting to parents

Parents do not receive a written report in this subject. A letter is sent home to students who are in Year 6, prior to the unit covering sex education. Parents are also informed about trips and visiting speakers.

If a student is experiencing difficulties with one of the themes, the form tutor may discuss the problems with the student on an individual basis. In these circumstances the student's parents may be contacted and the School councillor's advice could be sought.

9. Role of the PSHE Subject Leader

The PSHE subject leader is responsible for:

- Raising the profile of PSHE within the School
- Monitoring the standard of teaching and learning for evaluating strengths and weaknesses
- Attending CPD courses to further develop knowledge of teaching and learning in the subject
- Supporting colleagues in the teaching of PSHE and Citizenship and sharing information regarding developments in the subject
- Regularly reviewing the medium term planning undertaken by colleagues.