

Newcastle upon Tyne Royal Grammar School

PSHE policy

This policy applies to the Senior School and is published to parents and staff

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Aims of the PSHE programme

Personal, Social, Health and Economic (PSHE) education is designed to ensure that alongside Philosophy and Religion (P&R) all Royal Grammar School Newcastle (RGS) students develop the skills and knowledge necessary to manage their lives. It is delivered along with Sex and Relationship Education (SRE) to support and guide our students' physical, moral and emotional wellbeing and development. These are key to students' health and happiness and for learning to be both enjoyable and productive.

PSHE at RGS should:

- Promote students personal, social, emotional and economic development
- Promote emotional wellbeing
- Promote difference and acceptance
- Allow students to learn about topics of a sensitive nature without fear of judgement, stigma or embarrassment
- Work alongside the wider school community including the Pastoral Care team, School Nurse and Medical Officer as well as external agencies, professionals and other mentors/advisors
- Help to develop the qualities and attributes needed to thrive as individuals, family members and members of both RGS and wider society, including taking responsibility for their own behaviour and showing initiative
- Provide the knowledge, understanding and skills needed to manage lives now and in the future
- Allow all students to contribute and benefit from learning and discussions
- Help students to support one another and themselves as they grow and learn
- Help to foster and develop aspirations
- Be available to all students.

Support for students' spiritual, moral, social and cultural (SMSC) development

The PSHE programme supports SMSC development in the following ways:

- Through well-being days students develop their self-knowledge, self-confidence and self-esteem

- They learn about social and moral dilemmas as well as personal safety allowing them to distinguish right from wrong and to respect the rule of law
- They consider aspects of citizenship and voting rights, family planning and financial responsibility giving them an understanding of the institutions and services in England which actively promotes the fundamental British values of democracy, support for the democratic process, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Throughout the programme students learn an appreciation of and respect for their own and other cultures by discussing, for example, issues of disability, racism, sexism and homophobia, taking particular account of the protected characteristics set out in the 2010 Equality Act.

Timetable provision

Students in Years 7- 11 receive one PSHE lesson per cycle for half a term, each term, in rotation with Philosophy and Religion. We recognise that cultural values and ethics have an important part to play in the broader understanding and discussions of PSHE (in all its forms) and the contents of both subjects are designed to complement and support one another.

Sessions are an hour long and are supplemented with *Wellbeing days* throughout the course of the year. Wellbeing days consist of a variety of activities to support the syllabus as well as personal development. Each year group is off timetable for a day to receive workshops and talks from appropriate and suitably experienced and/or knowledgeable visitors from both inside school (such as the School Nurse) and outside. For Years 8-11 this also includes an annual visit from outside agencies such as *Sexpressions* (organised and run by Medical students at Newcastle University), *StreetWise* and the Newcroft Health Centre to support the delivery of SRE. Science lessons also contribute.

Sixth Form students receive PSHE as part of their Enrichment programme and workshops delivered by external providers.

Topics are also supported via assemblies, form and tutor periods and reflected by the School Ethos as a whole as well as through partnership with parents. All parents receive a summary of the material covered each term including any important articles and website links to facilitate discussion at home and additional evening meetings from outside speakers and plenaries at Parents' Conferences also contribute to this.

Content

The content of all PSHE sessions is planned by the Head of Department in accordance with the following themes:

- Health and wellbeing

- Relationships
- Living in the wider world.

All PSHE content provided both internally and externally is regularly monitored and reviewed by the Head of Department and feedback is regularly sought both from those delivering the material as well as the students receiving it to inform future planning. This includes informal discussions PSHE lessons and form and tutor periods as well as anonymous feedback forms at the end of each term. Schemes of work are responsive to student feedback as well as any issues that may arise in the media and wider society at the time of teaching.

Sessions involve a variety of teaching and learning styles with an emphasis on active learning and are delivered in mixed-gender groups unless this is deemed to be inappropriate for a particular topic.

Equal opportunities

RGS is committed to ensuring all PSHE and Citizenship provision is relevant to our students, and appropriate to ability, social and cultural background, religion, sexual orientation as well as physical and emotional needs. We are aware that in some situations it may not be culturally appropriate for some young people to be taught in mixed groups and will respond to parental requests and concerns where appropriate.

Confidentiality and child protection

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, he/she will talk to the Designated Safeguarding Lead (DSL). The School has a separate [Safeguarding policy](#) and those involved in the delivery of PSHE are aware of the procedure to follow should any concerns be raised during a session due to the sensitive nature of the topics covered.

Teaching Staff

Sessions are delivered by a variety of teaching staff either individually or in pairs depending on the requirements. All staff are entitled to the necessary training and this is reviewed on a regular basis.

Head of Department: Mrs K. Hammill

Additional Teaching Staff:

Year 7: Y7 Form Supervisors

Year 8: Mr P. Edwards, Miss S. Bolt

Year 9: Miss K. Jacques, Mrs K. Nowicki

Year 10: Ms C. Murgatroyd

Year 11: Miss S. Longville