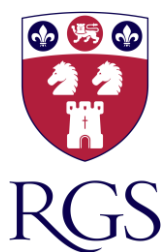




**PSHE  
POLICY**

**SENIOR SCHOOL**





## PSHE POLICY – SENIOR SCHOOL

### Newcastle upon Tyne Royal Grammar School

---

Personal, Social, Health and Economic Education (PSHE) education at the Royal Grammar School (RGS) 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 aims to develop 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.

The policy below covers our school's approach to the delivery of PSHE which incorporates Relationships and Sex Education (RSE) 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.

---

### AIMS

PSHE at RGS aims to:

- 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.
- 

### OUR ETHOS AND VISION

Our PSHE curriculum is shaped by the school ethos and vision and the belief that by inspiring and nurturing hearts and minds, we can give those around us the freedom to create and shape their own future. Learning is therefore underpinned by the following values:

---

This policy applies to the whole school and is published to staff

Updated: April 2024    Reviewed: April 2024    Author: K Hammill



**SENSE OF BELONGING:** Proud of our heritage, we have a deep sense of belonging. Our school community reaches far and wide. With an open mind and with care and respect for those around us, we inspire collaboration, forging connections that last a lifetime.

**LOVE FOR LEARNING:** In a happy environment where people can be themselves, we teach and learn in diverse and surprisingly different ways. By exploring our passions, we have the freedom to bring specialist knowledge to life, supporting creativity, encouraging self-expression and truly nurturing academic promise.

**AMBITION TO SUCCEED:** Excellence and success are built on our freedom to explore, courage to innovate and spirit to push boundaries both in and outside the classroom. We don't stand still, challenging, provoking and stretching minds to help our students evolve new ways of thinking and discover future opportunities.

**BELIEF IN EACH OTHER:** There are no limits to what we can achieve when we work hard, support and look out for each other. Through a shared belief, we appreciate and celebrate everyone's achievements. With well-being at the heart of everything we do, our warm and caring culture helps nurture confidence and develop all of the skills needed for a successful and happy life.

Through PSHE lessons, it is hoped that our school community will benefit as well as those 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.

---

## PLANNING

Our schemes of work are planned in accordance with PSHE association guidance and include those topics outlined in the statutory government guidance relating to RSE (Relationships and Sex Education). Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. We follow a holistic approach, and the content is student-driven and in line with the latest national guidance.

Our scheme also 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.

---

## TIMETABLING

Students in Year 7 receive one PSHE lesson per cycle whilst students in Years 8- 11 receive one lesson per cycle 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 additional sessions throughout the course of the year in place of the usual timetable. These sessions include activities to support the syllabus as well as personal development such as workshops and talks from appropriate and suitably experienced and/or knowledgeable visitors from both inside school (such as the School Nurse) and outside. Science lessons also contribute.

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

All students also receive additional PSHE time through their form and tutor periods and assemblies. Additional evening meetings from outside speakers and plenaries at Parents' Conferences also contribute to this.

---

This policy applies to the whole school and is published to staff

Updated: April 2024    Reviewed: April 2024    Author: K Hammill



---

## ASSESSMENT

As the PSHE Association acknowledges:

*"Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject. Effective use of assessment allows pupils and teachers to reflect on the learning that has taken place, increases motivation for learning and helps to demonstrate impact. Personal attributes, so central to PSHE education, are arguably the hardest aspects of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment. It would be inappropriate for assessment in PSHE education to be about grades, or about passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a student is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance."*

*PSHE education covers issues and areas of life which young people will be affected by in different ways and at different times. As such we cannot make any assumptions based on students' age or year group about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, it is important to carry out a baseline assessment before teaching anything new. As students' learning in topics such as healthy eating, online safety, relationships and so on will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had before any new teaching took place."*

Once existing knowledge has been assessed, students are given the opportunity at the end of a topic, lesson or series of lessons, to demonstrate the progress they have made from their initial starting point. Endpoint assessments are also incorporated in order to measure further progress.

---

## TEACHING RESPONSIBILITY AND STAFF TRAINING

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.

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.

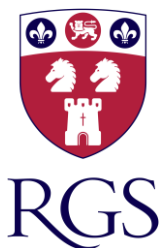
---

This policy applies to the whole school and is published to staff

Updated: April 2024

Reviewed: April 2024

Author: K Hammill



**HEAD OF DEPARTMENT:** Mrs K Hammill (Maternity Leave – May 2024-April 2025)  
Mrs L Stadward (Acting Head of Department – May 2024-April 2025)

**ADDITIONAL TEACHING STAFF:**

**YEAR 7:** M. Metcalf  
**YEAR 8:** D. Greenhalgh  
**YEAR 9:** L. Astley  
**YEAR 10:** T. Kelso  
**YEAR 11:** M. Bailie

---

## **CONFIDENTIALITY AND HANDLING DISCLOSURES**

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.

---

## **LINKS TO OTHER POLICIES AND AREAS OF THE CURRICULUM**

This policy supports/complements the following policies:

- The RGS ethos and vision
- Safeguarding policy
- Curriculum policy
- Anti-bullying policy
- Anti-cyberbullying policy
- Confidentiality at the RGS: guidance for students
- Drugs policy
- E-safety policy
- Procedure for peer on peer abuse
- Supporting emotional wellbeing and mental health policy

---

## **THE EQUALITY ACT 2010 AND PUBLIC SECTOR EQUALITY DUTY**

Schools are required to comply with relevant requirements of the Equality Act 2010. The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010) also requires due regard to the need to:

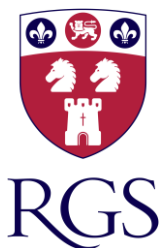
- Eliminate discrimination, harassment, victimization and any other conduct that is prohibited by or under the Equality Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Relevant protected characteristics are age, disability, gender reassignment, pregnancy and

---

This policy applies to the whole school and is published to staff

**Updated:** April 2024    **Reviewed:** April 2024    **Author:** K Hammill



maternity, race, religion or belief, sex and sexual orientation. Schemes of work are designed to ensure our students leave school with a proper understanding of the importance of equality and respecting and understanding differences.

---

## **INVOLVING PARENTS AND CARERS**

PSHE is strongest when there is communication and collaboration between school and home. All schools, in partnership with parents and carers, have a vital role in preparing children and young people to negotiate the challenges and opportunities of an increasingly complex world. With this in mind we believe regular communication is crucial and this is usually carried out via e-mail to the relevant parents. This includes schemes of work, information regarding any visiting speakers which may be relevant to them or their child and any external information and guidance materials from relevant organisations that they can use/explore with their children.

Parents do not receive a written report in this subject. 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.

Legislation states that parents have the right to withdraw their children from certain aspects of RSE which do not form part of the science national curriculum and guidance on this can be found in the RSE policy on the school website (which was also devised in consultation with the wider school community including parents and carers).

---

## **REVIEW**

This policy is reviewed annually by the Head of Department to ensure that it continues to meet the needs of students, staff and parents, and that it is in line with current DfE advice and guidance.

---

## **CONTACT DETAILS**

Royal Grammar School, Eskdale Terrace, Newcastle upon Tyne NE2 4DX

Tel: 0191 281 5711

General enquiries: [communications@rgs.newcastle.sch.uk](mailto:communications@rgs.newcastle.sch.uk)

[www.rgs.newcastle.sch.uk](http://www.rgs.newcastle.sch.uk)