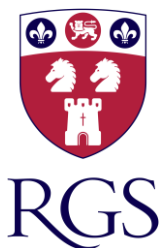


PSHE POLICY

JUNIOR SCHOOL



RGS



PSHE POLICY – JUNIOR 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.

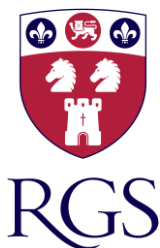
AIMS

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 VISION AND ETHOS

In Junior School, our values - referred to as the Superpowers: Able, Strong, Calm, and Kind - are seamlessly integrated into every aspect of school life and form the cornerstone of our PSHE curriculum. These Superpowers are not just taught and referenced during lessons but



lived, guiding our students' interactions and helping shape their character. Fundamentally, we strive to ensure that our young students develop a strong belief that they are:

ABLE to be responsible and curious about the world.

STRONG enough to show their individuality and embrace failure in pursuit of progress.

CALM enough to pause before reacting and to compare themselves only to themselves.

KIND with a caring compassion towards themselves and others.

As the children move into Senior School, they will express our ethos and values with more mature language, but the underlying sentiment remains the same, deeply embedded in everything we do. These leading principles combined, enrich both the school community as a whole and the individual students who bring diversity and strength to it. Above all, it is a crucial learning process that prepares our students to confidently and compassionately take on their future roles in society long after they have left our care.

PLANNING

Developed alongside the PSHE Association's guidance, the RGS Junior School PSHE programme covers all non-statutory curriculum guidelines and compulsory relationships education (RSE).

Our planning encompasses the three core themes -Health and Wellbeing, Relationships, and Living in the Wider World - over the school year, with three topics per half term. This approach allows different year groups to explore similar themes simultaneously, creating a progressive, spiral curriculum while maintaining flexibility for medium-term planning.

PSHE lessons are varied for our driven and curious students, and may include circle time, group work, thinking skills activities, role-play, guest visits or pupil-led discussion. While some written activities do take place, they will not generally form the main focus of the lesson.

TIMETABLING

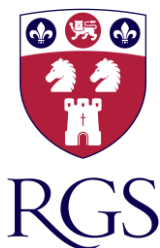
PSHE and Religious Education lessons are rotated every half term and taught by primarily form teachers for one hour each week; therefore, particular issues pertinent to each class can be addressed and discussed in a safe, secure environment.

These sessions are also supported by:

- CROSS-CURRICULAR LINKS
- ASSEMBLIES
- SCHOOL COUNCIL
- THE FORM SYSTEM
- CO-CURRICULAR ACTIVITIES
- OPPORTUNITIES FOR RESPONSIBILITY AND LEADERSHIP

ASSESSMENT

"The essential skills and attributes identified in the programme of study are arguably the hardest aspect 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, students 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 students 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 levels or grades, passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil 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. So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus."

- PSHE Association

As assessment is carried out for all other curriculum subjects, it should also be carried out for PSHE. Our assessment can be thought of as a continuum ranging from assessment for learning (AfL) to assessment of learning (AoL).

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.

All staff are entitled to the necessary training and this is reviewed on a regular basis.

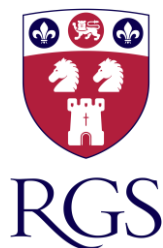
CONFIDENTIALITY AND HANDLING DISCLOSURES

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, they 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

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.

Parents do not receive a written report in this subject. A letter is sent home to students who are in Years 4 and 6, prior to the unit covering RSE. 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.

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.

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