



PSHE POLICY

RGS The Grange

September 2021

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Vision Statement

Many of the statements within the school vision relate to the overall aims and objectives of Personal, Social and Health Education (PSHE). These include:

Through excitement and challenge, children at RGS The Grange develop a joy of learning in an inspirational environment.

Children experience a sense of beauty, awe and wonder.

They are given opportunities to acquire a sense of responsibility within the community, and to nurture a compassionate and respectful attitude towards others.

Children develop their moral values by gaining attitudes of sensitivity, fair-mindedness, and honesty.

There are opportunities to develop a sense of individuality, to increase their self-esteem and to take pride in themselves and their achievements, whilst also recognising and celebrating the achievements of others.

Children learn both independently and co-operatively and acquire the lifelong skills of perseverance, communication and initiative.

They experience physical and mental well-being through leading a healthy lifestyle.

The Importance of PSHE and Citizenship

At RGS The Grange we encourage children to become healthy, independent and responsible members of society. PSHE & Citizenship has many strands, each of great importance in achieving the school's aims and objectives and realizing the school vision. Throughout the PSHE & Citizenship curriculum, we will also be working with the children to enhance their understanding, recognition and ability to develop our intellectual characters, often referred to as our 'Buzz Words.'

These include:

- Collaboration
 - Creativity
 - Curiosity
 - Empathy
 - Initiative
 - Perseverance
 - Risk Taking
 - Resilience
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- Pupils should be able to keep themselves safe in the home, at school, whilst travelling, at work, in play in sport and in leisure. Safety Education helps them to recognize potential risks.
 - Providing children with information regarding Nutrition and PE can be key to encouraging children to maintain a healthy lifestyle.
 - Citizenship Education is important because it helps pupils to become knowledgeable, considerate and responsible citizens in the classroom and beyond.
 - Pupils should be able to express and understand their feelings, and support their peers facing emotional health issues. Emotional Health and Wellbeing Education enables them to do so.
 - Effective Relationship and Sex Education (RSE) is crucial to developing and maintaining emotional and physical health. As the school includes children from the Foundation stage and Key Stages 1 and 2, the emphasis within this aspect will be predominantly on personal changes and relationships, with specific lessons in each year group allocated to age appropriate SE lessons. However, in Years Five and Six children have a more focused programme on RSE for six weeks. In Year Five, the focus is on physical and emotional changes during puberty and the menstrual cycle. In Year Six, changes are reviewed and then children learn about changing relationships, sexual intercourse and pressures from the media.
 - Increasing children's knowledge and understanding about Drugs, Alcohol and Tobacco and the effects they produce will help them make safe and informed decisions.

Aims and Objectives

- To develop the knowledge, skills and understanding needed to lead confident, healthy, independent lives and to become informed, active, responsible citizens.
- To recognise their own worth, work well with others and become increasingly responsible for their own learning and actions.
- To reflect on their experiences and understand how they are developing personally and socially.
- To tackle many of the Spiritual, Moral, Social and Cultural issues that are part of growing up.
- To find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities.
- To understand and respect our common humanity, diversity and differences.
- To form effective and fulfilling relationships, as this is an essential part of life and learning.

Cross Curricular Links

PSHE and Citizenship are two of the few subjects that are truly cross-curricular. It can be related to many topic-based learning opportunities, particularly those with a Science, History and Geography bias. Many Religious Education topics lend themselves to developing PSHE and Citizenship themes. Many strands of English may also be developed through PSHE and Citizenship, particularly speaking, listening and drama.

PSHE and C&IT

C&IT provides various methods to support areas within the teaching and learning of PSHE and Citizenship. Many useful websites are utilised effectively along with video clips and DVDs. Throughout lessons iPads are available as a valuable resource and are utilised appropriately throughout.

Many PSHE objectives are also met within the C&IT curriculum, where we ensure children are appropriately prepared for the ever-changing technological world. The focus is on using the internet safely, being aware of potential risks as well as understanding what can be done if the children are ever worried or experience something negative whilst using the internet. For example, gaming, social media etc.

Organisation

The scheme of work is organised to ensure continuity and progression in and between Key Stages, linking inputs in PSHE and Citizenship to other subjects to enable children to re-visit and extend their learning and understanding throughout their time in school.

Timing

PSHE is covered each term within classes. Children in Key Stage 1 participate in weekly lessons throughout the three terms. In Key Stage 2, children participate in a weekly structured PSHE & Citizenship lesson for a half-term each term. In the other half of each term, this is replaced by structured weekly Religious Studies lessons. Thus, allowing more time to be spent on both subjects enabling a deeper understanding of the areas covered. Alongside lessons, PSHE & Citizenship topics are also regularly covered in Assembly time and Form Time. Opportunities to develop ideas and continue discussions may also arise during the school day and should be encouraged. In Key Stage 1, we currently allocate 30-minute weekly lessons. In Key Stage 2, currently we allocate three half terms to discrete PSHE teaching where the children have a 30-minute weekly lesson.

Long Term Planning 2021-22

	Autumn	Whole school weeks	Resources	Spring		Whole school weeks	Summer	Whole school Weeks		Visitors and Trips/key dates
Reception	<p>Me, you and us – personal responsibility, feelings, behaviour, school rules, personal space and consent. Respect, manners, courtesy</p> <p>Healthy me – mental health, healthy eating, bullying and healthy relationships</p>	Anti-bullying week (Whole school focus)		<p>Looking after ourselves and the world around us – Medicine, online stranger danger, road safety and water safety, water safety, sun safety, environment</p>		<p>Safer internet day – regular assemblies, links to all ICT lessons</p>	<p>RSE - Changes and growing up – Transition, growing up, baby to now, independence, appropriate touching, PANTS</p>	<p>Mental Health awareness week</p> <p>Pride month</p> <p>Money awareness week</p>	<p>The queens knickers</p> <p>The digger and the flower</p> <p>The dreaming tree</p>	Ass - Sun safety
Year 1	<p>RSE - All about me, differences in gender – transitions, diverse families, what is fair, similarities and differences in friendships, communities, being unique and being equal.</p>		<p>The proud trust – alien nation</p> <p>Todd Parr – the family book</p> <p>The mix – world of colour – Arree Chung</p> <p>Best Friends or not</p>	<p>Healthy me – Healthy eating, sleep, fitness, relaxation and mindfulness techniques, how to get help (999)/people who help, good feelings and difficult feelings, dental health</p> <p>RSE - Online healthy me – screen time and sleep, turning off screen content when you don't feel comfortable – the uh oh feeling – what to do</p>		<p>Chicken clicking</p> <p>Digi duck</p> <p>Kidsmart – smartie the penguin</p>	<p>Our Values</p> <p>Secrets and surprises – special times in your life, PANTS, sharing special time with other people, Communities and caring for others?</p> <p>Where does money come from? What can/can't money buy? Saving money</p>	<p>Healthy Eating Week</p>		<p>Anti bullying week – Nov</p> <p>Money week in June</p>
Year 2	<p>Making choices – impact of their behaviour on themselves and others, making goals</p> <p>Emotional literacy</p> <p>mental health</p> <p>Identifying emotions</p> <p>resilience, isolation and loneliness</p>		<p>Blob tree</p>	<p>RSE - Friendships online – Ways we use the internet, stranger danger online, peer pressure, etiquette online. Sharing information online (who is it safe to share info with – safer strangers)</p> <p>Problematic plastic – Protecting the environment – house building vs green spaces. Plastics and reducing plastic waste. Zero waste</p>		<p>Rebel women</p>	<p>Real world – Aspirations, jobs, careers, respect. Stereotypes and jobs – what jobs do we need in our world?</p> <p>RSE - Body Parts – How I'm made. Scientific language, appropriate touching, being comfortable and uncomfortable (secrets), who do you tell? Basic hygiene – illness, differences in body image link to online. Vaccinations</p>		<p>NHS Flue booklet</p>	<p>Children's mental health week Feb (?)</p> <p>Visit to UoW or local college</p> <p>External visitors – variety of jobs</p>
Year 3	<p>Hazards in the home, road safety, canal safety, basic fire risk and emergencies</p> <p>RSE - Healthy relationships – friendship and solving differences, conflict resolution, empathy, personal boundaries, manners, collaboration and compromise, consent to touch</p>		<p>Canal and rivers trust</p> <p>Police – road safety, Safer internet uk.</p>	<p>RSE - Diverse families within the UK and globally, communities and discrimination – LGBT+, cultural differences, hearing stereotypes, traveller children, LAC children, extended families, unmarried parents, children as carers. Marriage – what is it? What is love?</p> <p>– Keeping safe online Age appropriate – games, films, fake news – representations, social media diversity online.</p>		<p>Waffle the wonder dog - CBBC</p>	<p>Understanding food labels, the effects for sugar, fuelling ourselves and body parts/body changes (on puberty), where does food come from – ethical and global – fairtrade e.g free range, organic, pesticides, energy drink, caffeine, palm oil deforestation</p>			<p>Google legends</p> <p>Canal and river trust</p> <p>News wise</p>
Year 4	<p>Respect – respect for yourself respect for others – self-esteem, self-confidence. RSE - Characteristics of healthy friendships and relationships. Safe home – asking for help and advice. – resisting pressure – anxiety</p>			<p>Mental Health and positive body image. My wonderful body! – links to online photoshopping. Building confidence and challenging stereotypes. Comparing ourselves to others.</p> <p>Current affairs – newsround – create their own news article and critique – fake news and developing digital criticality and social media</p>			<p>RSE - Changes in relationships, divorce and separation, bereavement, pre puberty changes and emotions) – transition – feeling more than friends.</p>			<p>bCyberwise</p> <p>Grange Week workshop (TBC)</p>
Year 5	<p>Responsibilities in school, home and community. Global citizenship – respect refugees (challenging stereotypes and looking at positives as well) and individual rights – un rights of the children. Global sustainability goals. Difference between refugees and immigrants</p> <p>Money – Mortgages and loan – money in everyday life – managing your money. How is our data used to influence our spending? Tax, interest and debt</p>			<p>First aid – Heartstart CPR, St Johns ambulance volunteers in the community, food bank and charities</p> <p>Democracy, how our country works, government, parliament, laws, freedom of speech and differing opinions, NHS – obesity, exercise and illnesses, increase in aging population. (links to fake news) GDPR/ Public and private information</p>			<p>RSE – Puberty – menstruation, changes, brain and body, prepuberty, wet dreams and how to deal with changes. Dealing with emotions.</p> <p>Independence and personal responsibility – children as carers, responsibility for our data and how it is used.</p>			<p>School nurses</p> <p>Grange Week workshop (TBC)</p>
Year 6	<p>Recognising illness</p> <p>Drugs and alcohol education and keeping ourselves and society safe. Peer pressure and making healthy choices</p> <p>Anti-social behaviour and the law</p>			<p>Relaxation, mindfulness, exercise managing emotions in different situations. Knowing who to help for help</p>			<p>RSE - Relationship and sex education – intercourse, protection and choices</p> <p>Reduce, recycle, reuse – enterprise and zero waste. Global sustainability</p>			<p>School nurses</p> <p>RGSW Nurses</p> <p>Life Education Van (TBC)</p> <p>Grange Week workshop (TBC)</p>

Yellow – Relationship Education

Blue – Living in the wider world

Green – Health

Autumn Term – Every year starts with an introductory lesson on contributions to schools, class rules, sharing and belonging to a school community.

Topics covered in other areas of the curriculum:

Year Three

Assemblies/Poster Competition

1. Changing emotions

2. Bullying

SMSC - Social 1 & 2

Moral – 1, 4 & 5

Spiritual – 1, 3 & 4

Cultural – 1

Assemblies/History

1. Me and my community

2. Similarities and differences

SMSC –

Social 1

Spiritual 1, 3

Cultural 1, 2 & 3

Year Four

Form Times

1. Being Organised

Science

2. Healthy lifestyle

DT/Cooking

3. Food technology link - knife safety
(Inside and outside of the kitchen)

SMSC –

Social – 1

Spiritual 1, 2, 3 & 5

Bushcraft

1. Teamwork

Assemblies (School Council)

2. Living in the wider world – being a responsible citizen

SMSC –

Social – 1 & 2

Moral – 4 & 5

Spiritual – 2 & 5

Cultural – 1, 2 & 3

Year Five

Assemblies/Poster Competition

1. Bullying and consequences
2. Resolving differences
3. Valuing differences

SMSC – Social 1 & 2

Moral – 1, 4 & 5

Spiritual – 1, 3 & 4

Cultural – 1

Geography

1. Citizenship

Researching different countries in Europe.

DT (Food Tech)

1. Budgeting/Money

Year Six

Assemblies/Poster Competition

1. Bullying and Racism

2. Diverse society

SMSC –

Social – 2

Moral – 1, 3, 4 & 5

Spiritual - 1, 3 & 4

Cultural – 1

Science/Life Education Unit

2. Roadshow linked to Drugs and effects of legal and illegal drugs

Assemblies/C&IT

1. Social media and peer pressure

2. Cyber safety (CEOP)

SMSC –

Moral - 1, 2, 3, 4 & 5

Cultural - 3

DT (Food Tech)/Extended projects/Transition Days

1. Entrepreneurial

Project

2. Budgeting/Money

3. Transitions – Study skills for the senior school

SMSC –

Spiritual – 1, 4 & 5.

Games/PE 1. Teamwork for all year groups

SMSC –

Social – 1 & 2

Strategies for teaching

The planning of the PSHE and Citizenship curriculum puts an emphasis on children making informed choices and taking responsibility for their own actions as well as imparting a body of knowledge.

Children will be involved in individual and paired work, as well as small and large group discussions.

Children in all areas of the school are offered opportunities to hear speakers from a variety of walks of life, religions and cultures who talk about their role in creating a positive and supportive local community. All children in Key Stage 1 and 2 will also have the opportunity to be involved in PSHE workshops throughout the year, although whole school workshops predominantly take place in the Trinity Term.

Many discussions will also arise from areas of study that inspire children's curiosity in relation to areas of PSHE and Citizenship, and will therefore be of a less formal nature.

Foundation Stage

PSHE and Citizenship in Nursery, Pre-school and Reception is taught as an integral part of the Topic work covered during the year. As these classes are part of the Foundation Stage, PSHE and Citizenship is related to the objectives set out in the Early Learning Goals. In particular the areas of 'Personal, Social and Emotional Development', and 'Knowledge and Understanding of the World' will be a focus.

Key Stage 1 and 2

A range of teaching and learning styles are used to fulfill the aims and objectives set out in the PSHE and Citizenship policy. Emphasis is placed on active learning by including the children in discussions, investigations and problem-solving activities.

Most structured lessons will be form or year group based. Often links can be made with current topics or subject areas. In previous years, we have invited the Life Education Mobile to visit Years Five and Six to complete work that focuses on Drugs, Alcohol and Tobacco and their effects. We will continue to monitor whether we require their services or feel we can effectively deliver sessions on these topics within our PSHE lessons. Nonetheless, this provides opportunities for the children to enhance their understanding of these areas and allows them to help them make informed decisions. We have also invited the Life Education Team to deliver sessions on Internet safety – bCyberwise. In addition to this, we are

always trying to identify new providers to support our school programme to deliver relevant sessions to the children to enhance the teaching and learning of PSHE & Citizenship. In 2018-19, we instead invited Fire Horse Productions who delivered a whole school play focusing on being safe online. Due to Covid restrictions, the workshops have been more limited over the last two years, however we will continue to utilize workshop and external companies where necessary to supplement our comprehensive PSHE & Citizenship programme.

Assessment and monitoring

This is a difficult area as it would be intrusive and judgmental to assess children's personal beliefs.

However, how well pupils demonstrate they are developing the skills of responding and evaluating is assessable, along with their knowledge and understanding of relevant issues.

The level and characteristics of skill development vary with experience, education and maturity. An unthinking, dismissive response to an issue can develop into an informed, reflective evaluation that takes account of the insights of others in considering one's own views.

PSHE books and folders are monitored twice yearly to ensure there is continuity and progression throughout the school as well as ensuring the teaching links to the planning. The method of recording is adapted to suit the topic or current cohort of children and is discussed beforehand with the Head of PSHE & Citizenship. In 2019-20, class books were introduced to replace individual books for each child. These will provide an insight into the PSHE teaching in each class and will allow for teachers to personalise and individualise their class books ensuring the PSHE teaching is adequately evidenced. This will continue to be monitored and will be an ongoing approach to the assessment and monitoring of PSHE & Citizenship, alongside the children utilizing their iPads to complete/record work.

Not all assessment in PSHE and Citizenship consists of external judgment. Self-assessment is particularly useful in many aspects of learning within PSHE and Citizenship.

Resources

Resources for PSHE and Citizenship are kept in a central store with additional resources in the library. Throughout the programme of study, stories are often used to approach topics and provide the focus for many discussions. Please see planning for specific titles used. Resources for teaching sensitive issues are stored in separate units in Mrs Bradley's classroom. There are also C&IT resources on the staff shared areas. Jigsaw resources are an integral resource for our Relationships and Sex Education teaching alongside additional resources stated in the planning.

Visits (relevant to subject)

Educational visits can be an excellent opportunity to put many of the social skills acquired within PSHE into practice. Understanding how to behave in public, the way that they represent the school and how they can take advantage of and extend learning opportunities are all well managed through regular PSHE and Citizenship input.

Children in Years Two to Six have a variety of opportunities to attend residential trips, which help to develop their confidence and enable them to put the skills they have learnt into practice.

Educational Visits – Please note, trips are subject to change throughout the Academic year, and varied significantly during the Academic year 2020-21 due to Covid-19 restrictions and may continue to be affected in the Academic year 2021-22.

	Michaelmas	Lent	Trinity
Pre-school	Smart Trees Farm (D)		Umberslade Farm Park (D) Malvern Theatre (D)
Reception	Severn Valley Railway – Santa Express (D)		Safari Park (D)
Year One	Snow Dome (D) Dudley Zoo (D) Swan Theatre Panto (D)		Coventry Transport Museum (D) Visiting Artist (W)
Year Two	Sudeley Castle (D) Medieval Banquet (W) Fire of London Workshop (W) Swan Theatre Panto (D)	East Midlands Airport trip (D) Drumlove (W) PGL (R)	Visiting Artist (W) The Living Rainforest (D)
Year Three	Bishop's Wood (D) Malvern Theatre (D) Old Rep Theatre (D) Birmingham	@Bristol Science Museum (D) Mill on the Brue (R)	Birmingham Museum (D) Visiting Artist (W) bCyberwise (W)
Year Four	Greek Workshop (W) Malvern Theatre (D) Birmingham Old Rep Theatre (D) Hippodrome Ballet (D)	Visiting Artist (W)	Chedworth Roman Villa (D) Bushcraft Residential (R) bCyberwise (W)
Year Five	Old Rep Theatre (D) Malvern Theatre (D) Thinktank, Birmingham (D)	The Commandery (D) Shakespeare 4 Kidz Workshop (W) National Space Centre, Leicester (D) *Ski Trip	Life Education Unit (W) Visiting Artist (W) Trip to RGSW (Puzzle Day) (D) bCyberwise (W) Edale (R)
Year Six	Blists Hill (D) Worcester Cathedral – Poetry (D) Old Rep Theatre (D) Malvern Theatre (D)	National Space Centre, Leicester (D) Shakespeare 4 Kidz Workshop (W) *Ski Trip	France – Stella Maris (R) Transition/Debate afternoon at RGSW Life Education Unit (W) Year 6 Camp Out Commemoration Service (D) bCyberwise (W) Drayton Manor (D)

D = day trip R = residential W = Workshop

*Years Three – Six all attend an annual theatre trip for World Book Day.

*Visiting Artist session in all year groups throughout the year.

THIS POLICY APPLIES TO ALL PUPILS, INCLUDING THOSE IN EYFS.

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Sponsor: Headmaster

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