



PSHE POLICY

RGS The Grange

September 2022

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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

- 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. All work will be evidenced on Showbie at the end of each lesson where appropriate. 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 2022-23

	Autumn	Whole school weeks	Resources	Spring	Resources	Whole school weeks	Summer	Whole school Weeks	Resources	Visitors and Trips/key dates
Reception	1 st half - Me, you and us 2 nd half - Healthy me	Anti-bullying week (Whole school focus)		Looking after ourselves Looking after the world around us		Safer internet day - regular assemblies, links to all ICT lessons Performing Arts Week	Changes and growing up	Mental Health awareness week Pride month Money awareness week Healthy Eating Week Grange Week	The queens knickers The digger and the flower The dreaming tree NSPCC Pants Programme	Sun safety Anti bullying week - Nov Money week in June
Year 1	All about me		The proud trust - alien nation Todd Parr - the family book The mix - world of colour - Arree Chung Best friends or not	Online healthy me - screen time and sleep, turning off screen content when you don't feel comfortable - the uh oh feeling - what to do.	Chicken clicking Digi duck Kidsmart - smartie the penguin		Healthy me - Healthy eating, sleep, illness, relaxation and mindfulness techniques, how to get help (999)/people who help, good feeling and difficult feelings, dental health Secrets and surprises - pants programme Where does money come from? (cross-curricular with Maths) Aspirations and jobs		NHS Flu booklet Dogs Don't Do Ballet	Children's mental health week - Feb External visitors - variety of jobs
Year 2	1st half - Making choices - impact of their behaviour on themselves and others, making goals 2 nd half - emotional literacy, growth mindset		Giraffes Can't Dance book Class Dojo	Friendships and relationships online Problematic plastic	Jessie and Fiends, Digi Duck Values, Money and Me - costing the earth		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, Viruses/Influenza			
Year 3	Hazards in the home, road safety, canal safety, basic first aid and emergencies Healthy relationships - friendship and solving differences, conflict resolution, empathy, personal boundaries, manners, collaboration and compromise, consent to touch		Canal and rivers trust Police - road safety, Safer internet uk.	Diverse families within the UK and globally, communities and discrimination - LGBTQ+, cultural difference, beating stereotypes, traveller children, LAC children, extended families, unmarried parents, children as carers. Marriage - what is it? What is love? Keeping safe online - Age appropriate - games, films, fake news - representations, social media of diversity online.	Waffle the wonder dog - CBBC		Understanding food labels, the effects for sugar, fuelling ourselves and body parts/body changes (pre puberty), where does food come from - ethical and global - fairtrade e.g free range, organic, pesticides, energy drink, caffeine, palm oil deforestation.			Google legends Canal and river trust News wise

Year 4	<p>Respect – respect for yourself respect for others – self-esteem, self-confidence. 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>Changes in relationships, divorce and separation, bereavement, pre puberty changes and emotions. – transition – feeling more than friends.</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 John's 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>Puberty – menstruation, changes, brain and body, erections, wet dreams and how to deal with changes. Dealing with emotions.</p>		
Year 6	<p>Recognising illness Drugs and alcohol education and keeping ourselves and society safe. Peer pressure and making healthy choices. 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- intercourse, protection, choices and consent.</p> <p>Internet safety and online relationships</p> <p>Challenging stereotypes</p> <p>Reduce, recycle, reuse – enterprise and zero waste. Global sustainability.</p>		

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.

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. Due to Covid restrictions, the workshops have been more limited over the last two years, however we will continue to utilize workshops and external companies where necessary to supplement our comprehensive PSHE & Citizenship programme. In response to Covid, last year we provided a mindfulness workshop for Key Stage 2 to support the children with their mental health. The company has been invited to provide more workshops in the future, which will be extended to Key Stage 1.

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 folders on Showbie 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 2022-23, PSHE will be recorded through Showbie,

enabling children and staff to evidence their lessons through videos, discussions, photos, voice notes or uploading any files of work that has been completed. This will continue to be monitored and will be an ongoing approach to the assessment and monitoring of PSHE & Citizenship. 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 on Google Drive and Showbie 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 and with class teachers. 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.

	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	Warwick 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) Birmingham Hippodrome-Ballet (D)	@Bristol Science Museum (D) Mill on the Brue (R)	Birmingham Museum (D) Visiting Artist (W)
Year Four	Greek Workshop (W) Team building (W) Malvern Theatre (D) Birmingham Hippodrome-Ballet (D)	Visiting Artist (W) Chedworth Roman Villa (D) Themed day (W)	Bushcraft Residential (R)
Year Five	Birmingham Hippodrome- Ballet (D) Thinktank, Birmingham (D) RGSW Eggstravaganza (D) Bishops Wood Viking experience (D)	The Commandery (D) National Space Centre, Leicester (D) *Ski Trip	Life Education Unit (W) Visiting Artist Trip to RGSW (D) Edale (R) Transition/Debate afternoon at RGSW
Year Six	Blists Hill (D) Birmingham Hippodrome-Ballet (D)	National Space Centre, Leicester (D) *Ski Trip	France – Stella Maris (R) Science careers talks (W) Year 6 Camp Out Commemoration Service (D) 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.

Written on: July 2016

Reviewed July 2022 by Penny Vaughan & Abigail Whittaker

Co-Ordinator: K Bradley

Sponsor: Headmaster

Review date: September 2023

Endorsed in September 2016 by Governing Body

Re-endorsed in August 2016 by Governing Body

Re-endorsed in August 2018 by Governing Body