



PSHE POLICY

RGS The Grange

September 2026

K Bradley – Head of PSHE

Vision Statement

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

- Through excitement and challenge, pupils at RGS The Grange develop a joy of learning in an inspirational environment
- Pupils 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
- Pupils 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
- Pupils learn both independently and co-operatively, and acquire the lifelong skills of perseverance, communication and initiative
- They experience physical and mental wellbeing through leading a healthy lifestyle

The Importance of PSHE and Citizenship

At RGS The Grange, we encourage pupils to become healthy, independent and responsible members of society. PSHE and Citizenship have many strands, each of great importance in achieving the school's aims and objectives and realising the school's vision. Throughout the PSHE and Citizenship curriculum, we work with pupils to enhance their understanding, recognition and development of the intellectual habits we call our Learning Characteristics. 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, in play, in sport, and in leisure. Safety Education helps them to recognise potential risks, including an emphasis on personal safety relating to fire, water, roads and railways. First Aid is also incorporated into the curriculum.

Providing pupils with information about Nutrition and PE can be key to encouraging pupils to maintain a healthy lifestyle, and is an important part of life at RGS The Grange.

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, and now incorporates education around change, loss and bereavement.

Effective Relationships and Sex Education (RSE) is crucial to developing and maintaining emotional and physical health. As the school includes pupils from the Foundation Stage and Key Stages 1 and 2, the emphasis within this aspect is predominantly on personal changes and relationships, with age-appropriate RSE lessons allocated to each year group. In Years 5 and 6, however, pupils follow a more focused six-week RSE programme. In Year 5, the focus builds on physical and emotional changes during puberty and the menstrual cycle; in line with DfE statutory guidance, however, education about the menstrual cycle can be introduced sensitively during Years 3 and 4, so that girls are prepared for physical changes before they typically begin. In Year 6, these changes are reviewed, and pupils go on to learn about changing relationships, peer pressure, consent, mental wellbeing, sexual intercourse, conception, pregnancy and birth, as well as online safety and pressures from the media. As appropriate, the harms linked to misogynistic online cultures, and the growing use of deepfakes and AI-generated content, are explored both in PSHE and C&IT.

Increasing pupils' knowledge and understanding of healthy choices, personal hygiene, and Drugs, Alcohol and Tobacco and the effects they produce will help them make safe and informed decisions.

Aims and Objectives of PSHE and Citizenship

- To develop the knowledge, skills and understanding needed to lead confident, healthy, independent lives, and to become informed, active and 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 engage with 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

Relationships Education, Sex Education and Health Education: Statutory Status and Parental Right of Withdrawal

Relationships Education and Health Education are compulsory for all primary-age pupils, including those in the EYFS where relevant content is covered through the Early Learning Goals. Parents do not have the right to withdraw their child from these elements of the curriculum.

Sex Education at primary level goes beyond the statutory science curriculum (which itself cannot be withdrawn from, and covers the biological aspects of human growth and reproduction). Where RGS The Grange chooses to teach additional Sex Education content beyond the science curriculum - for example, aspects of the Year 6 programme covering sexual intercourse, conception, pregnancy and birth - parents have the right to request that their child be withdrawn from these specific, non-statutory elements. Requests should be made in writing to the Head of PSHE or the Headmaster, who will discuss the request with parents and set out any alternative arrangements for the pupil during the relevant lessons.

The school consults parents when developing and reviewing this policy, and curriculum materials are available to parents on request, in line with statutory guidance.

Cross-Curricular Links

PSHE and Citizenship are two of the few subjects that are truly cross-curricular. They can be related to many topic-based learning opportunities, particularly those with a Science, History or Geography bias. Numerous Religious Studies 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.

We have also introduced our Wellbeing Afternoons, allowing sufficient time for PSHE lessons as well as opportunities for mindfulness and emotional regulation. In Years 5 and 6, we have also trained staff and delivered the 'Girls on Board' initiative, with a view to catering for boys through the similar 'Working with Boys' initiative.

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 interactive activities. iPads are used as a valuable resource within many of our lessons. All resources and completed work are uploaded and evidenced on Showbie.

Many PSHE objectives are also met within the C&IT curriculum, where we ensure pupils are appropriately prepared for the ever-changing technological world. The focus is on using the internet safely, being aware of potential risks, and understanding what can be done if pupils are ever worried or experience something negative while using the internet (for example, in relation to gaming or social media). This extends to AI literacy, recognising deepfakes, and awareness of online financial harms such as gaming monetisation, scams and fraud.

Organisation of PSHE and Citizenship

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 pupils to revisit and extend their learning and understanding throughout their time in school.

Timing of PSHE and Citizenship

PSHE is covered each term within classes. Pupils in both Key Stage 1 and Key Stage 2 (Pre-Prep and Prep) participate in weekly structured lessons throughout the three terms. Pupils also participate in weekly structured Religious Studies lessons, with dedicated time given to each subject to enable a deeper understanding of the areas covered. Alongside lessons, PSHE and 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 (Pre-Prep), we currently allocate 45-minute dedicated weekly lessons. In Key Stage 2 (Prep), we currently allocate discrete PSHE teaching, with pupils receiving a 40-minute dedicated weekly lesson.

Strategies for Teaching PSHE and Citizenship

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

Long-term planning is found on Google Drive and is updated to suit the changing needs of pupils, ensuring a balance across the three themes: Health and Wellbeing, Relationships, and Living in the Wider World. Weekly planning is included in individual Year Group Plans. Pupils are involved in individual and paired work, as well as small and large group discussions.

Pupils in all areas of the school are offered opportunities to hear speakers from a variety of walks of life, representing different religious beliefs and cultures, who can talk about their beliefs, celebrations and varied customs. This is an important part of ensuring we create and celebrate a positive and supportive local community. Pupils in Key Stages 1 and 2 also have the opportunity to be involved in RS and PSHE workshops and trips throughout the year. We also invite different professionals to enhance pupils' learning experience - for example, in the First Aid Unit, a qualified paramedic delivers a session to further enhance pupils' learning.

In line with DfE statutory guidance, all visiting speakers and external resources are strictly vetted prior to delivery, to ensure they are evidence-based, age-appropriate, and aligned with the school's curriculum and values.

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

Foundation Stage

PSHE and Citizenship in Nursery, Pre-School and Reception are taught as an integral part of the topic work covered during the year. As these classes are part of the Early Years Foundation Stage (EYFS), PSHE and Citizenship are related to the objectives set out in the Early Learning Goals. In particular, the areas of 'Personal, Social and Emotional Development' and 'Understanding the World' are a focus.

Key Stage 1 and 2

A range of teaching and learning styles is used to fulfil the aims and objectives set out in the PSHE and Citizenship policy. Emphasis is placed on active learning, ensuring pupils are included in tasks, discussions, investigations and problem-solving activities.

Most structured lessons take place in form classes, although we also deliver some topics through group or year-group activities, often linked with current topics or subject areas from across the curriculum. We continue to identify new providers who can further enhance our school programme by delivering relevant sessions that enhance the teaching and learning of PSHE and Citizenship, and we organise and incorporate these as appropriate. We will continue to use workshops and external companies where necessary to supplement our comprehensive PSHE and Citizenship programme.

In previous years, we have provided Mindfulness and Friendship workshops for Key Stage 2, to support pupils with their mental health and to further develop their 'toolkits' for navigating the challenges of friendship. Alongside this, we also have intervention sessions (Flourish and Fly, and Walk and Talk), as well as Wellbeing Afternoons and drop-in Anti-Bullying Clinics.

Inclusion and SEND

PSHE, Citizenship and RSE are taught to all pupils, including those with special educational needs and disabilities, in line with the Equality Act 2010, the SEND Code of Practice 2014, and the school's SEND and Equality, Diversity & Inclusion policies. Content, resources and teaching approaches are adapted as necessary to ensure that all pupils can access and engage with sensitive topics at a level appropriate to their understanding and needs.

Assessment and Monitoring of PSHE and Citizenship

This is a sensitive area, as it would be intrusive and judgemental to assess pupils' personal beliefs, and is therefore managed appropriately. How pupils demonstrate that 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. A dismissive response to an issue could 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 continuity and progression throughout the school and to check that planning is being implemented and followed appropriately. The method of recording is adapted to suit the topic being delivered or the needs of pupils, and is discussed beforehand with the Head of PSHE.

PSHE continues to be recorded through Showbie, enabling pupils and staff to evidence lessons through videos, discussions, photos, voice notes, or uploaded files of completed work. This will continue to be monitored as an ongoing approach to the assessment and monitoring of PSHE and Citizenship. Not all

assessment in PSHE and Citizenship consists of external judgement; self-assessment is particularly useful in many aspects of learning within the subject.

Resources for PSHE and Citizenship

Resources for PSHE and Citizenship are kept in a central store on Google Drive, as well as in Year Group Showbie classes, with additional resources available in the library. Throughout the programme of study, stories are often used to introduce topics and provide a focus point for discussions; please see the planning for specific titles used.

Resources for teaching sensitive issues are stored in separate units in the Head of PSHE's classroom, as well as with class teachers who deliver such topics. There are also C&IT resources on Google Drive. Jigsaw and My Life are integral programmes of work used for our Relationships and Sex Education units, alongside additional resources stated in the planning.

Visits for PSHE and Citizenship

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, how to positively represent the school, and how to take advantage of and extend learning opportunities are all well supported through regular PSHE and Citizenship input.

Pupils in Years 2 to 6 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. All visits are planned and risk-assessed in accordance with the school's Educational Visits and Health & Safety policies. See the Long-Term Plan for details of educational visits; please note that trips are subject to change throughout the academic year.

Monitoring and Review of this Policy

This policy is monitored by the Head of PSHE and reviewed annually, or sooner if there is a change to statutory RSE/PSHE guidance or school practice. Its impact is evaluated through planning scrutiny, pupil voice, Showbie monitoring, and feedback from staff and parents, with findings feeding into the Annual School Development Plan.

This policy applies to all pupils, including those in the EYFS.

Written on: July 2016

Reviewed: July 2026 by Katie Bradley

Co-Ordinator: K Bradley

Sponsor: Headmaster

Reviewed: Maz Egginton July 2026

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