



## Ripon Grammar School

### PSHCEe Policy Document

#### Introduction

This policy has been informed by:

- Ofsted's School inspection handbook (June 2015)
- DFE – Guidance – Personal, Social, Health, Economics Education (PSHE) (Sept 2013)
- DFE- Keeping Children Safe in Education (July 2015)
- PSHE Association's Programme of Study for PSHE education (Jan 2017)
- PSHE Association's guidance for schools on drafting an SRE policy.
- PSHE Association / Association for Citizenship Teaching documents
- North Yorkshire PSHE and Citizenship Guidance for Schools including the curriculum entitlement framework KS3/4 (Sept 2016)
- North Yorkshire Guidance on developing a SRE education policy (Sept 2015)
- Education Act 2002- Section 78, [www.legislation.gov.uk](http://www.legislation.gov.uk)

#### Description of School

**Ripon Grammar School** is a co-educational selective (selecting the top 28% of first year cohort) secondary school for students aged 11-18. The school serves a small market town and a largely rural area. There are low levels of unemployment and crime. Small areas of Ripon have significant deprivation, from which approximately 20% of our students come. About 50% of our students come from Ripon - the rest from outlying villages. Some students travel a considerable distance although there is a small boarding facility for those students who live a significant distance. There has been a small growth in the population of Ripon in recent years with a high proportion of professionals, many households with both parents working.

**The national curriculum framework states that all schools should make provision for PSHE education.**

#### Rationale for PSHCEe

The aim for PSHCEe is to provide pupils with:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding

- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

PSHCEe also makes a major contribution to:

- the children and young people's wellbeing
- the provision of Sex and Relationship Education (SRE)
- the achievement of the whole school curriculum's aims
- the promotion of British Values
- the provision of careers education

### **Aims of National Curriculum**

Learning and undertaking activities in PSHCEe contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school.
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHCEe - personal, social, health, citizenship and economic education is described in three interrelated core programmes of study in Key Stages 3 and 4 of which Citizenship runs through each core theme:

- Core theme 1. Health and Wellbeing
- Core theme 2. Relationships
- Core theme 3. Living in the Wider World (Economics and Financial capability)

### **Core theme 1. Health and Wellbeing**

Core theme 1 helps students explore the complexity of health and wellbeing and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. It allows students to make informed choices about health and wellbeing matters such as drugs, alcohol and tobacco, maintaining a balanced diet and mental and emotional wellbeing.

Health and Wellbeing emphasises personal development, the acquisition of personal, learning and thinking skills, reflects the importance of students making a positive contribution and includes many

cross-curricular dimensions such as healthy lifestyles, identity and cultural diversity, and sustainable futures and the global dimension.

### **Core theme 2. Relationships**

The core theme of Relationships helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. As students learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The core theme of Relationships allows students to explore healthy relationships within a range of social and cultural contexts and how to deal with risky or negative relationships including all forms of bullying and abuse.

### **Core theme 3. Living in the Wider World (Economics and Financial capability)**

Living in the Wider World aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

Living in the Wider World improves motivation and progression by helping students see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps students to aim high. Students build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Students learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

### **Citizenship**

Citizenship education aims to equip young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Students learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy. They learn to take part in decision-making and different forms of action. They play an active role in the life of their schools, neighbourhoods, communities and wider society as active and global citizens.

Citizenship encourages students to have respect for different national, religious and ethnic identities. It equips them to engage critically with and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in the UK (British Values) and develop spiritual, moral, social and cultural (SMSC). Students begin to understand how society has changed and is changing in the UK, Europe and the wider world.

Citizenship addresses issues relating to social justice, human rights, British Values, global interdependence, extremism and radicalisation, and encourages pupils to challenge injustice, inequalities and discrimination. It helps young people to develop their critical skills, consider a wide range of political, social, ethical and moral problems, and explore opinions and ideas other than their own. They evaluate information, make informed judgments and reflect on the consequences of their actions now and in the future. They learn to argue a case on behalf of others as well as themselves and speak out on issues of concern.

Citizenship equips students with the knowledge and skills needed for effective and democratic participation. It helps students to become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world.

## **The PSHCEe Curriculum**

### **1. Provision**

PSHCEe cannot always be confined to specific timetabled time.

- At **RGS** PSHCEe is delivered in Key Stage 3:
- discrete curriculum time – 1 x 40 minute lesson a week delivered by a PSHCEe teacher
- teaching PSHCEe through and in other subjects/curriculum areas
- through involvement in the life of the school and wider community
- through pastoral care and guidance – up to 60 minutes a week.
- occasional curriculum focus sessions / day

At **RGS** PSHCEe is delivered in Key Stage 4:

- teaching PSHCEe through and in other subjects/curriculum areas
- through involvement in the life of the school and wider community
- through pastoral care and guidance – up to 60 minutes a week.
- occasional curriculum focus sessions / day

At **RGS** PSHCEe is delivered in Key Stage 5:

- discrete curriculum time 2 x 40 minutes lessons (Enrichment) delivered by Enrichment staff
- teaching PSHCEe through and in other subjects/curriculum areas
- through involvement in the life of the school and wider community
- through pastoral care and guidance – up to 60 minutes a week
- occasional curriculum focus sessions / day.

### **2. Teaching Methods and Learning Approaches**

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a range of flexible, active learning methods which allow students to explore issues through school and the wider community. Effective teaching and learning approaches used at **RGS** include:

- high order questioning skills
- ground rules
- agenda setting
- working together
- sharing values

- information gathering and sharing
- consensus building
- problem solving
- understanding another point of view
- reflection, review and evaluation
- circle time
- School Council
- drama and role-play
- discussion and debate.

### **Assessment, Recording and Reporting**

In PSHCEe there are two broad areas for assessment:

- Students' knowledge and understanding, for example, information on health, understanding of procedures including health and safety.
- How well students can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships.

Assessment learning in PSHCE education combines teacher assessment and student self and peer assessment.

The principles of assessment for learning underpin our policy and practice. We aim to improve learning by providing effective feedback to students, actively involving students in their own learning, adjusting teaching to take account of the results of assessment, recognising the profound influence assessment has on the motivation and self esteem of students, both of which are crucial influences on learning and students being able to assess themselves and understand how to improve.

Clearly defined learning outcomes based on the National Curriculum programme of study for PSHCEe assist the assessment process. The learning outcomes of our programme are as follows, pupils will: know and understand... be able to say and do... understand they have a right to... understand they have a responsibility to...

Teachers are encouraged to collect evidence of learning to make a judgement about students' progress. This evidence might include:

- draw and write a concept
- mind-mapping
- presentations
- observation of a group discussion or group task
- photographs, films or video
- role play
- campaigning letters, emails or press releases
- silent debate - where students write down their arguments/opinions
- written evidence and extended writing
- Baseline assessments.

A record of students' progress and examples of work will provide evidence for written annual reports to parents on strengths and areas for development in PSHCE education for each student in first to third year.

## **Role of the PSHCEe Co-ordinator**

The co-ordinator will be responsible for:

1. Policy development- working with SLT to develop a:
  - PSHCEe policy
  - PSHCEe development plan
  - system for assessing, recording and reporting
  - system for monitoring and evaluation.
  
2. Curriculum planning-including:
  - drawing up a scheme of core provision for Key Stages 3 and 4
  - identifying opportunities for PSHCEe learning in other subjects
  - identifying opportunities for PSHCEe learning beyond the classroom.
  
3. Managing learning and teaching-including:
  - selecting, deploying, and updating resources
  - managing the PSHCEe budget
  - building/supporting a PSHCEe team
  - co-ordinating assessment, recording and reporting
4. Liaising/communicating with:
  - SLT
  - subject departments/faculties
  - heads of school
  - external agencies/initiatives, for example school nurse.
  
5. Training and support for:
  - PSHCEe teachers
  - other colleagues within school.
  
6. Monitoring and evaluation-including:
  - reviewing delivery of the PSHCEe programme
  - contributing to the school improvement plan
  - producing a department development plan
  - preparing for inspection

## **Inclusion**

PSHCEe is provided in a sensitive and non judgemental way that enables all young people, staff and the wider school community to feel valued and included in effective policy and practices. In order to achieve this we have included as wide a cross section of the school community as possible in the consultation leading to the agreement of this school policy and we have tried to incorporate the specific needs of particular groups in terms of age, gender, ethnicity, sexuality, ability and special educational needs in this process.

## **Answering Difficult Questions**

Sometimes an individual student will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later.

## Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation or opposing views. Teachers will adopt strategies which seek to avoid bias on their part and will teach students how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all students are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

## Confidentiality

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Safeguarding procedures must be followed when any disclosures are made.

**Outside agencies and speakers** contribute to PSHCEe lessons and as points of referral as support services for students.

At **RGS** we involve a range of organisations in our PSHCEe programme:

- RGS Health Worker (Mrs S McIntyre)
- Fresh Knowledge
- RBS Moneysense / Barclays Money Skills
- North Yorkshire Police
- Parliament Education Service
- Local community organisations eg Holy Trinity Church / National Trust
- NHS
- Local charities such as St Michael's Hospice
- Pressure Groups such as Friends of the Earth
- Yorsexual Health
- Saltmine Creative Theatre Company
- Invisible Man Theatre Company

L Garmory  
June 2017

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