



Ripon Grammar School

PSHCEe Policy

1. Introduction

The national curriculum framework states that all schools should make provision for PSHE education and Citizenship education. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 make Relationships and Sex Education (RSE) and Health Education compulsory for all students receiving secondary education from September 2020.

2. Policy

2.1 The school's PSHCEe aims to provide students with:

- accurate, balanced and relevant knowledge of the topics covered in the PSHCEe curriculum [see Appendix 1] that also provides opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, students' own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies students 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

2.2 PSHCEe will also make a major contribution to:

- students' wellbeing
- the provision of Relationship and Sex Education (RSE) Health, Character and careers education
- the promotion of British Values
- the aims of the National Curriculum
 - 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 students at the school.
 - prepares students for the opportunities, responsibilities and experiences of later life.

3. Procedures and curriculum delivery

3.2 Curriculum

PSHCEe is described in three interrelated core programmes of study in Key Stages 3 and 4. Citizenship runs through each core theme [see Appendix 1]:

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

3.3 Provision

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

Key Stage 4:

- PSHCEe lessons, incorporating non examination RE course (40 minutes a week)
- Teaching PSHCEe through Science and IT lessons, pastoral form times, assembly programme

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

In addition, at all key stages the PSHCEe curriculum is delivered via

- 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

3.4 Teaching Methods and Learning Approaches

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

3.5 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 in PSHCE education combines teacher assessment and student self and peer assessment in line with the school's Assessment and Reporting Policy and the learning outcomes of the National Curriculum programme of study for PSHCEe.

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.

4. Responsibilities

4.1 The PSHCEe co-ordinator will be responsible for:

Policy development

- PSHCEe policy and development plan
- system for assessing, recording and reporting
- system for monitoring and evaluation.

Curriculum planning-including:

- drawing up a scheme of core provision for Key Stage 3
- Assisting with the scheme or provision at Key Stage 4
- identifying opportunities for PSHCEe learning in other subjects and beyond the classroom.

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

Liaising/communicating with:

- SLT
- subject departments/faculties
- heads of year
- external agencies/initiatives, for example school nurse.

Training and support for:

- PSHCEe teachers
- other colleagues within school.

Monitoring and evaluation-including:

- reviewing delivery of the PSHCEe programme
- contributing to the school improvement plan
- producing a department development plan
- preparing for inspection

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Appendix 1: Core Themes

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, allowing equal opportunity to explore the features of stable and healthy same sex relationships 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 students 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.

Health Education

Health education being compulsory will ensure students are taught about the benefits of a healthier lifestyle, what determines their physical health and how to build mental resilience and wellbeing. It will also make sure children and young people learn how to recognise when they and others are struggling with mental health and how to respond.

Appendix 2: Specific Aspects of PSHCEe Delivery

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

Outside agencies and speakers contribute to PSHCEe lessons and as points of referral as support services for students. At Ripon Grammar School we involve a range of organisations in our PSHCEe programme:

- School Health Worker
- Sexuality Education School
- RBS Moneysense / Barclays Money Skills
- Yorkshire Bank
- 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

Appendix 3: Documents and Policies which inform this policy

- Ofsted's School inspection handbook (2019)
- DFE - Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)
- DFE - Personal, social, health and economic (PSHE) education (2020)
- DFE- Keeping Children Safe in Education (Sept 2020)
- PSHE Association's Programme of Study for PSHE education (2020)
- PSHE Association: Writing PSHE Policy (2018)
- PSHE Association: Writing Relationships and Sex Education Policy (2018)
- PSHE Association / Association for Citizenship Teaching documents
- North Yorkshire PSHE and Citizenship Guidance for Schools including the curriculum entitlement framework KS3/4 (Dec 2018)
- NYCC Relationship and Sex Guidance for Schools (Dec 2018)
- National Curriculum for PSHE (2020)
- National Curriculum for Citizenship (2013)
- Character Education Framework 2019
- Education Act 2002- Section 78
- The Equality Act 2010