

Personal, Social and Health Education Policy



THE GRANGE
SCHOOL

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This policy outlines the PSHE programme which is delivered across the Senior, Junior and EYFS areas of the school

Other Relevant Policies & Related Documents

In reading this policy you should also consider and consult the following policies:

- Equal Opportunities Policy – whole school
- SMSC Policy – whole school
- Curriculum Policy – Senior School
- Curriculum Policy – Junior School
- EYFS Policy – Junior school
- Anti-Bullying Policy – whole school
- Relationships & Sex policy – whole school

You should also consult the following related documents:

- PSHE Schemes of Work (Junior)*
- The Grange School PSHE Fundamental British Values Audit* (Junior)

*PSHE in the Junior School (documents marked * above) can be found in Q:\StaffShared\Schemes Of Work\PSHE and Citizenship*

- PSHE Overall scheme of work (topics by year)**
- The Grange School PSHE Fundamental British Values Audit (Senior)**
- The Grange Senior School PSHE Scheme of Work & PSHE Association Programme of Study Comparison**
- Yearly Overview of Personal Development** (PD) (Senior)
- PSHE workshops log** (Senior)
- Lectures for Life** (Sixth Form)
- PSE Character Curriculum Audit** (Senior)
- Sex & Relationships Programme of Study** (Senior)

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*PSHE in the Senior School (documents marked ** above) can be found in
S:\Departments\PSE\Dept Admin\PSE Policy & Supporting Documents*

- E-safety overview** (Senior School)
S:\Departments\ICT\Policies\E Safety Overview

Review Dates and Approval

To ensure the effectiveness of the policy, it will be closely monitored and will be formally reviewed and revised in light of any legislative or organisational changes.

This policy is reviewed by the Education Committee and then approved by the Full Board of Governors (including the Chair of Governors and the Head(s)).

Last reviewed: April 2023

Next review: April 2025

Person responsible for review: Deputy Head (Pastoral)

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Junior School

EYFS

Please refer to the EYFS Policy which sets out in detail our approach to developing the personal, social and emotional development (PSED) of all our children in the EYFS setting. The EYFS PSED programme is a prime area of learning integrated within the EYFS Curriculum, outlined in our Policy, as with all the other 6 areas of learning and therefore, we do not use a separate scheme of work for its delivery. However, in addition to the PSED covered within the EYFS curriculum, during the academic year of 2021-2022 EYFS will be trialling the SCARF resources in alignment with the rest of the school through discrete sessions delivered by the Form Teacher.

KS1 and KS2

At The Grange Junior School, we recognise the contribution that PSHE makes as an essential element in a balanced and holistic education which equips children to be more personally effective, healthy and responsible in society.

Personal, social, health and economic education underpin the philosophy and practice of the school. It is the means by which the school and the curriculum can support the personal and social development of children. It encompasses all planned learning experiences and opportunities which take place both in the classroom and other areas of the school. It is not simply a body of knowledge but a principle running throughout the school emphasising the processes which develop and enhance the self-esteem and identity of the child, their ability to see others as individuals in their own right and encourages them to value their differences and uniqueness.

Aims and Purpose

A whole school approach to PSHE in The Grange Junior School will incorporate a range of experiences to promote the personal and social wellbeing of children and young people and enable them to develop a sense of self-worth and relate effectively to others. PSHE will equip them to be more informed, confident and skilled in order to take an active part in society and it will enhance learning, motivation, performance and achievement.

We aim to:

- Promote British Values (please refer to The Grange Junior School fundamental British Values audit);

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- Empower children to participate in their communities as active citizens and to develop a global perspective;
- Assist children to live healthy and fulfilled lives both in day-to-day life and online;
- Develop children's self-esteem and personal responsibility;
- Prepare children for the challenge, choices and responsibilities of work and employment and lifelong learning;
- Foster and encourage positive attitudes and behaviour towards the environment and the principles of sustainable development locally, nationally and globally;
- Equip children to be personally and socially effective by providing learning experiences in which children can develop skills, explore attitudes, values and personal qualities, and acquire, evaluate and apply appropriate knowledge and understanding.

Key Components:

The PSHE framework comprises of 6 units:

- Unit 1 Me and My Relationships
- Unit 2 Valuing difference
- Unit 3 Keeping myself safe
- Unit 4 Rights and Responsibilities
- Unit 5 Being my Best
- Unit 6 Growing and changing

The Organisation and Delivery of PSHE and Citizenship in the Curriculum

PSHE is delivered by the form teachers once a week. KS1 have a 30 minute lesson and KS2 have a 45 minute lesson. In addition, all children have a weekly assembly delivered by a member of SLT which compliments the PSHE curriculum (please refer to The Grange Junior School KS2 PSHE Assembly Schedule).

Leadership and management of the PSHE framework within the school is the responsibility of a KS1 PSHE leader and KS2 PSHE leader.

PSHE also takes place in a number of different contexts and involves a range of experiences:

- Circle time;
- Peer mentoring (Buddy Scheme – see below);
- Assemblies and collective worship (see below);
- Group work;
- Pastoral care including the one-to-one scheme with Year 5 and Year 6 (see below);

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- Puberty talks delivered by Nurses for Year 5 girls and Year 6 boys;
- Year 5 and 6 Social Media Workshops;
- Delivery through the schemes of work in Religious Education;
- Enrichment activities;
- Visits;
- Drama workshops;
- Focused activities, e.g. Life Education Bus.

Role of Form Teacher

All staff have a crucial part to play in the development of PSHE in whatever role they fulfil within the Junior School as they are working with young people. That said, the role of the Form Teacher is particularly important in this regard, not least because the Form Teacher is the key advocate for every child in the school and the central point of contact with parents and staff.

Form teachers combine academic, administrative and pastoral roles, and therefore play a vital part in the all-round development of the child. Children are encouraged to speak to their Form Teacher whenever they need guidance of any kind.

Student Support

We operate a Buddy Scheme led and managed by our Head of Learning Support through which we train and guide children in Year 6 to provide peer mentoring provision to the rest of the school community. In addition to this, all our Year 6 and Year 5 children have a one-to-one conversation with their Form Teachers twice through the academic year to allow them to air and address particular concerns. We also provide (and publicise awareness of) a 'Worry Box'/'Worry Monsters' in which children can discreetly post concerns. For certain personal issues, we may also use staff with counselling qualifications.

Whole School Assembly Theme

We have a monthly theme for our whole school assembly programme, which focuses on promoting, encouraging and discussing particular values that are important to us as a school and may be pertinent to an event or occasion. With the monthly theme set out by the Head, these are also influenced by staff opinion and by what issues may be presenting themselves at the time.

Examples have included:

- Acting kindly;

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- Showing gratitude;
- Being truthful;
- Making good choices;
- Helping others;
- Learning from role models.

The monthly theme – which is publicised in advance – influences the topics for presentation and discussion in the rest of the weekly assembly programme (see below), with the exception of the House Assembly in KS2 which follows its own scheme. This allows key messages regarding development of our values and topics pertinent to PSHE to be reinforced and expanded upon.

Day	KS1/Pre-Prep	KS2/Prep
Mon	9.00-9.15am Head's Assembly All children and staff	10.00-10.30am Head's Assembly All children and staff
Tue	9.00-9.15am Staff Assembly (on rota) All children	9.00-9.15am House Assembly (on rota) delivered by children to House groups
Wed	9.00-9.15 am Hymn Practice	9.00-9.15am PSHE / Class Assembly
Thu	9.00-9.15am Deputy Head's Assembly All children	10.00-10.30am Hymn Practise
Fri	9.00-9.30am Golden Assembly All children and staff	10.15-10.30am Deputy Head's Assembly All children

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Senior School

KS3 and KS4

The PSHE and Personal Development (PD) Curriculum

PSHE brings together personal, social & health education, work-related learning, careers, enterprise and financial capability. The PD (Personal Development) Curriculum is a form teacher mentor period programme taught once every two-week cycle which is integrated with the PSHE curriculum. There is a government recommended non-statutory Programme of Study produced by the PSHE Association which is followed at The Grange Senior School in Years 7-11 along with the statutory guidance for health education and relationships education /RSE. The PSHE curriculum actively promotes fundamental British Values and the DfE character curriculum is embedded within it.

Citizenship

Citizenship is embedded within the PSHE and PD programmes at The Grange School. The purpose of citizenship education is to equip the next generation of voters with the knowledge and drive to create change in the world around them. Not only are they taught the factual knowledge that will help them to understand the way that the world around them works, but also provides them with the skills they will need to affect change in the world around them, whether this be at a local, national or international level.

Aims and Objectives

PSHE at The Grange is a planned programme of teaching and learning that promotes students' personal and social development and their health and well-being. It helps to give our students the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become full members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It focuses on the key outcomes in the PSHE Association Programme of Study along with the DfE Character Curriculum. The programme is reviewed each year to ensure that teaching and learning is relevant to our own school context.

We aim to provide a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of our students
- actively promotes fundamental British values and society

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- enables our students to engage with the wider community on a local, national and global scale
- helps young people develop a robust set of skills and attributes that will enable them to face life's challenges, responsibilities and opportunities with confidence, now and in a fast-changing future

The outcomes we wish to see are:

- students developing confidence and responsibility and making the most of their abilities
- students developing a healthy, safer lifestyle which in turn will lead to a better society
- students able to make informed decisions about risk both in real life and online
- students developing good relationships and respecting the differences between individuals and diversity in wider society
- students developing their core values and a resilience to help them deal with life's challenges
- students preparing to play an active role as citizens, to the ultimate benefit of society.

In PSHE and PD lessons, we provide students with opportunities to address real-life issues and show them that they can make a difference.

The frequency of PSHE lessons are as follows:-

- In Years 7 – 9, pupils have two 35 minute lessons per fortnight
- In Year 10 and 11, pupils have one double lesson (1 hour 15 minutes) per fortnight
- In addition there is one PD lesson a fortnight with form teachers (see PD programme info below)

Promotion of Fundamental British Values

As part of the school's spiritual, moral, social, and cultural development of pupils, many of the topics covered by the PSHE and PD curriculum actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different beliefs.

For further information, please refer to:

- The Grange School SMSC Policy
- The Grange School PSHE Fundamental British Values audit

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Character Curriculum

The DfE Character Curriculum is a framework which supports the development of essential skills and attributes within the context of PSHE and SMSC. It is designed to help young people develop a robust set of skills and attributes that will enable them to face life's challenges and opportunities with confidence, now and in a fast-changing future. The aim is to provide opportunities to develop these character based skills and attributes within the context of existing PSHE planned lessons.

At The Grange School the Character Curriculum is firmly embedded in the aims and teaching of the whole PSHE course. It will enable pupils to develop:

- Interpersonal skills
- Self-awareness
- Values
- Resilience
- Effectiveness within a wider community
- Risk management

(Refer to the Character Curriculum Audit)

Sex & Relationships

As part of the school's RSE programme, we deliver a curriculum which aims to be inclusive for all pupils, and in doing so, we cover topics such as same-sex families, gender identity, sexual orientation and homophobia.

For further information, please refer to:

- The Grange School Relationships & Sex Policy
- PSHE and PD Schemes of Work

Personal Development Programme (PD)

This is a programme of lessons taught once every two week cycle by the form teacher. It is an integral part of the PSHE curriculum but is taught by form teachers in order to give them further opportunities to develop their relationship and communication with their form class. When appropriate the PD programme provides opportunities to mirror or extend the learning taking place within the taught PSHE curriculum.

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Refer to the PD programme of study; this varies from year to year as it is amended to reflect current affairs and issues.

Sixth Form PSHE Programme

The Sixth Form PSHE programme is made up of two distinct components. “Hard” PSHE topics are addressed through the “Lectures for Life” schedule which is run during periods 3 & 4 on a Thursday Week B.

“Soft” PSHE is delivered through the tutor Mentor programme which is timetabled during period 1 on a Thursday Week A.

Lectures for Life

Each fortnight all students in both the Lower and Upper Sixth attend a lecture given by an external speaker. These cover a range of topics which are relevant to the lives of young people in our society. As both year groups attend together, the schedule of talks is over two years. Topics include: Healthy Eating, Self-Esteem, Alcohol, Drugs, Sexual Health, Safe Driving, Eating Disorders, the benefits of Exercise, Healthy Relationships (including Consent), Self-Harm, Safe GAP Year Travels and HIV Awareness.

Students are informed about the content of the talks in advance to avoid any upsetting situations for students. The talks are attended by relevant Heads of Year and there is the opportunity for follow up immediately afterwards in case the topic has triggered an emotional reaction with a particular student. Any potential disclosure by a student would be dealt with in accordance with our Welfare & Safeguarding Policy.

Mentor Period

The “softer” elements of the PSHE programme are delivered by the Form Tutor as part of the Mentor Period.

All students meet with their tutors every day and on a week A (Thursday Period 1) there is an extended form period of approximately 50 minutes,

Within this programme there is a focus on developing the broader aspects of the student, which are beyond the academic arena. There is a focus on personal development, networking skills, time-management, working effectively and smartly, and developing an awareness of university and other career paths, as well as allowing time for students to reflect upon their own learning.

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Student Support

We have a full time Student Support department who are able to support to the students on a wide variety of issues. This is led by a Head of Pupil Support who is a trained counsellor. There are additional staff members with counselling qualifications and we employ a full-time external counsellor. There is also an established peer mentor system.