

Personal, Social and Health Education Policy



THE GRANGE
SCHOOL

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Personal, Social and Health Education Policy



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
- PSHE Overall scheme of work (topics by year)
- Skills for Life Plan 2526
- Lectures for Life** (Sixth Form)
- E-safety overview** (Senior School)

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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 & Safeguarding Committee and then approved by the Full Board of Governors (including the Chair of Governors and the Head(s)).

Last reviewed: May 2025

Next review: May 2026

Person responsible for review: Head of the Senior School

In line with government guidance, parents have the right to consultation on the schools PSHE Policy. Invitation for consultation will go out in the weeks leading up to each review.

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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. In addition to the PSED covered within the EYFS curriculum, we also deliver weekly PHSE lessons in alignment with the rest of the school.

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 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
- 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;

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- 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 scheme of work 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 once a week. In addition, all children have a weekly assembly delivered by a member of SLT which compliments the PSHE curriculum

Leadership and management of the PSHE framework within the school is the responsibility of Deputy Head (Academic) and PHSE 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 (see below);
- Group work;
- Pastoral care (including worry box/ worry monster for children to discretely post concerns)
- Puberty talks
- Year 5 and 6 Social Media Workshops;
- Delivery through the schemes of work in Religion and Worldwide Views;
- Enrichment activities;
- Visits;

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- Drama workshops;

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.

Whole School Assembly Theme

Our assembly themes at the Junior School are led by our 6 Values. Each half term we focus on one value and look to educate and embed this into our day to day lives.

Our Values are:

- Positive
- Respectful
- Understanding
- Truthful
- Caring
- Forgiving

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Senior School

KS3 and KS4

The PSHE and Skills for Life (SfL) Curriculum

PSHE brings together personal, social & health education, work-related learning, careers, enterprise and financial capability. The Skills for Life 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 SfL 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, including feedback from an annual student voice survey.

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

- promotes the spiritual, moral, cultural, mental and physical development of our students

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- actively promotes fundamental British values and society
- 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 Sfl 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 & 8, pupils have two 1 hour lessons per fortnight
- In Year 9,10 and 11, pupils have a 1 hour lesson per fortnight
- In addition there is one Sfl lesson a fortnight with form teachers (see Sfl 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 Sfl 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

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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

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 LGBT phobia.

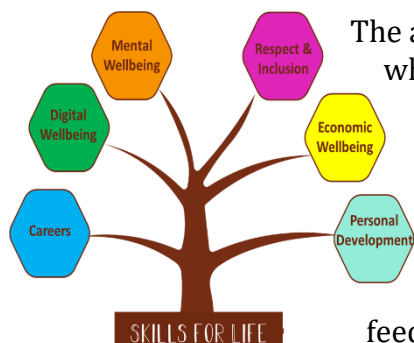
For further information, please refer to:

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

Skills for Life (SfL)

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.

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The aim of Skills for Life lessons is to continue to develop skills which will be useful to our young people throughout life and which will support and build all aspects of their personal wellbeing.

During the course of the year each year group will cover each of the core aspects in the diagram a number of times along with attending some internal and external workshops.

Much of the content in the course comes from student feedback and also links in with the PSHE programme.

Refer to the SfL 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 on a Friday Week B.

“Soft” PSHE is delivered through the tutor Skills for Life programme which is timetabled during period 3 on a Friday 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: Self-Esteem and Resilience, Mental Health Awareness, Alcohol, Drugs, Sexual Health, Safe Driving, Eating Disorders, Healthy Relationships (including Consent), Organ donation 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.

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Skills for Life Form Period

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

All students meet with their tutors every day and on a week A (Friday Period 3) there is an extended form period of approximately 30 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, time-management, working effectively and smartly.

A large focus of these sessions is supporting students with their post 18 options. They cover UCAS, apprenticeships, effective GAP years, interview preparation, student finance, create CVs and ensure they are aware of their rights and responsibilities in the workplace.

As well as allowing time for students to reflect upon their own learning, they also look at budgeting and finance, healthy eating on a budget and look at university skills such as health and wellbeing, travelling safely and staying safe at festivals.

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.