



# PERSONAL, SOCIAL, HEALTH, MORAL EDUCATION POLICY

## **1 Introduction**

- 1.1 Personal, Social, Health and Moral Education (PSHME) at the RGS is a cross-curricular theme that is overseen by the Co-ordinator of PSHME and the Director of Studies. It is an intrinsic part of the school's commitment to the delivery of its Spiritual, Moral, Social and cultural (SMSC) aims. The PSHME programme is therefore to be seen as a part of the School's Spiritual, Moral, Social and Cultural Development Policy and should be read in conjunction with it. The PSHME Policy should also be read in conjunction with the Relationships and Sex Education (RSE) Policy.

## **2 Objectives**

- 2.1 Objectives include but are not limited to:
- 2.1.1 Developing the knowledge, skills and attributes students need to manage their lives now and in the future.
  - 2.1.2 Learning to make responsible decisions e.g. about alcohol, drugs, relationships and future careers.
  - 2.1.3 Learning to recognise and manage risk and take increasing responsibility for themselves and their actions.
  - 2.1.4 Understanding the importance of wellbeing and how to tackle issues that can affect their ability to learn and to lead fulfilling lives both inside school and beyond.
  - 2.1.5 A focus on the importance of building healthy and positive relationships.
  - 2.1.6 Developing skills such as teamwork, communication and resilience.
  - 2.1.7 An encouragement to make positive contributions to their families, schools and communities, exploring differences and learning to value diversity in all its forms.
  - 2.1.8 Reflecting and developing on their own individual values and attitudes.
  - 2.1.9 Identify and articulate feelings and emotions and manage difficult situations positively.
  - 2.1.10 Learning about the world of work.
  - 2.1.11 Learning to manage their finances effectively.

### **3 Delivery**

- 3.1 As a key component in the school's SMSC programme, PSHME is delivered through timetabled lessons, assemblies, additional events and the school's extra-curricular program.
  - 3.1.1 Timetabled lessons:
    - 3.1.1.1 In the First and Second form these are known as Tutor Periods and the main themes are delivered by the form tutor with assistance from the Heads of Year, Heads of Section and the Co-ordinator of PSHME.
    - 3.1.1.2 In the Third Form and Middle School there are two interwoven strands – the first delivered by form tutors and specialists as invited, the second delivered by the RS department.
    - 3.1.1.3 In the Sixth Form through compulsory RE (taken by all students not studying 4 A levels) and an assembly programme.
- 3.2 The School broadly follows a non-examined curriculum developed by the PSHE Association. Hence in addition to topics covered in the separate policies referred to above, PSHME provision includes additional themes including, but not limited to, financial education and skills for the wider world beyond school such as teamwork, effective communication, presentation skills, how businesses work, subject choices and career paths after school.
- 3.3 Time is set aside in the programme to encourage students to review and reflect on progress both academically and more widely. It is expected that students will learn how to set targets and to hold themselves accountable to them.
- 3.4 There is flexibility built into the teaching programme to deliver content and to practise skills with due consideration to the developmental ages and needs of the students, building on what has gone before. Individual topics may be met several times throughout the RGS experience, but with increasing depth of information and intellectual engagement.
- 3.5 PSHME often draws on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHME will ensure that students get appropriate support by liaising with the appropriate pastoral team, sign posting to appropriate support agencies and adhering to the School's Safeguarding Policy.
- 3.6 Students will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.
- 3.7 Pupil voice will be used to ensure that the needs of the pupils are adequately met, in this changing landscape. It will be influential in adapting planned learning activities. Methods of obtaining pupil voice feedback include, but are not limited to, student councils, student surveys, and student working groups.

3.8 The Co-ordinator of PSHME has responsibility for compiling an overview of the School's PSHME provision for viewing by parents, staff and Governors.

**Reviewed by: Assistant Head (Curriculum) and PSHME Coordinator**

**Date of last review: Trinity 2021**

**Date of next review: Trinity 2022**