



# North London Grammar School

## PSHE Policy

<b>Date last reviewed</b>	September 2023
<b>Reviewed by</b>	Mrs. Lena Dhrona
<b>Approved by</b>	Mr. Adak, Headteacher
<b>Next review due by</b>	September 2024



## Table of Contents

1.	Introduction.....	3
2.	Roles & Repsonsibilities.....	6
3.	Safeguarding & Responsibility .....	7
4.	Assessment.....	8
4.	Monitoring Arrangements.....	9
4.	Links with Other Policies .....	9



## 1. Rationale

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At North London Grammar School Personal, Social and Health Education using a whole-school approach with the aim of creating a community and environment that respects, supports and encourages each pupil.

Under section 78 of the Education Act 2002 and the Academies Act 2010, the PSHE curriculum must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

North London Grammar School takes a comprehensive approach towards PSHE, providing a programme which offers a diligently devised Scheme of Work across all year groups supporting the development and learning capacity of each pupil. PSHE makes a significant contribution to the promotion of young people's personal and social development. This is an essential aspect of education, supporting learning across all curriculum areas. Through the promotion of PSHE, skills are developed that our pupils need in order for them to grow and flourish as individuals and members of society. Studying PSHE contributes to helping children and young people to build their personal identities, confidence and self-esteem. It helps them to make career choices, understand managing their finances and what influences their decision making process. PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios. Overall, the PSHE curriculum at North London Grammar School supports the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as contributing significantly to the Safeguarding and Equality Duties, the Government's British Values agenda and the Spiritual, Moral, Social, Cultural (SMSC) opportunities provided to all pupils.

### 1.1. Aims of the PSHE Programme of Study

- To enable all pupils to develop as fully as possible their interests, abilities and aptitudes and to make additional provision for those who are in any way disadvantaged.
- To allow pupils to develop lively, enquiring minds so that they can be capable of independent thought and formulate their own opinions.
- To experience enjoyment of learning so that they may be encouraged to take advantage of educational opportunities later in life.
- To develop appropriate skills in literacy and numeracy.
- To develop programmes of study and experiences which will enhance pupils self-respect and confidence and encourage them to take responsibility for themselves and their actions.
- To provide pupils with the necessary skills to respond effectively to social, economic and political changes as well as changing patterns of work.



- To develop social skills that are necessary to work successfully with other people both inside and outside of the school environment.
- To equip pupils for their adult roles in society and help them to understand the responsibilities of being parents, citizens and consumers.
- To encourage appreciation of, and concern for, the environment.
- To develop interests and skills that will continue to give personal satisfaction in the use of leisure time.
- To establish partnerships between the school and the community it serves and help to develop an understanding of the wider community and the ways in which individuals and school relate.
- To develop a curriculum which enhances pupil's knowledge and experience and allows them to learn about themselves and the society in which they live, through a variety of social and moral issues.
- To provide pupils with the experience of school as a caring, supportive community where life is enjoyable and there is equal provision of opportunity, regardless of gender, race, culture or ability.
- To enable pupils to make informed choices when considering the development of a healthy and safer lifestyle.
- To give students the confidence to discuss difficult issues by encouraging non-judgemental participation by students and staff.

### **1.2. Context of the PSHE Programme of Study**

At North London Grammar School, the Jigsaw Program is used in the Prep School and PSHE Association Resources are used for planning from Keystage 3 & 4, which perfectly connects the pieces of Personal, Social and Health Education, emotional literacy, social skills and spiritual development. We also adapt and build upon the programme through our own bespoke PSHE lessons that are pertinent to our students at NLGS. Informed by DFE guidance, Jigsaw 11-16 and PSHE Association fulfils the statutory requirements for RSE/PSHE and Health Education and supports Ofsted. We also have a bespoke scheme of work at Keystage 5 that builds on the content taught in KS4. Teaching strategies are varied and are mindful of preferred learning styles and the need for age appropriate content and a spiral curriculum.

### **1.3. Discrete Lessons**

At North London Grammar School one lesson per week is dedicated to PSHE/RSE.

Formal Assemblies and Form Tutor time are used to compliment aspects of the PSHE/RSE programme e.g. Anti-Bullying, Online Safety.

### **1.4. PSHE – Cross Curricular Links**

Provision for some aspects of PSHE is made through other subject areas including Religious Education.



Additionally other curriculum subjects have opportunities to make links with the PSHE Framework through their programme of study:

**English** – skills in enquiry and communication, use of resources, discussion and presentation of arguments, texts with personal, health and relationship issues.

**Maths** – aspects of financial capability

**Science** – teaching and learning on health, drugs (including medicines), sex education and safety.

**ICT** – finding ICT based information, handling data, e-mail for communication and exchange of ideas.

**Computing** – considering the ethical impact of the use of computers on our lives; looking at the impact of legislation such as the GDPR, Data Protection Act and IP

**Business** - developing pupils' understanding of the world of work and their role as consumers and aspects of financial capability; looking at the ethical nature of businesses, balance profit against morals; impact of employment legislation. Developing pupils' understanding of the world of work and their role as consumers and aspects of financial capability.

**History** – ideas, beliefs, attitudes and experiences of people from the past, issues of cultural diversity including Britishness & Democracy.

**Geography** – implications of sustainable development for pupils' own life, study of cultural differences, skills of geographical enquiry including communication.

**Modern Foreign Languages** – communication in the target language and learning about culture, customs and beliefs, exchange visits and host visits.

**Art and Design** – respect of the differences between people through an investigation of artists, craftspeople and designers from Europe and the rest of the world.

**Music** – making the most of abilities and working with others when playing or singing, issues of cultural diversity, their value and expression.

**Physical Education** – teaching and learning about health, safety and fitness, development of co-operation and commitment, teamwork. Inter school competition.

**Debate Clubs/Events** – issues of political and social policy, diversity, equality and racism.

**Religious Studies** - religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

### **1.5. PSHE Activities & School Events**

Students have access to a range of services and activities which are designed to support their personal, social, health and emotional wellbeing and motivate them to achieve their full potential. Students may self-refer to these services and activities or may be referred by a member of staff.



## 2. Roles and Responsibilities

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The Deputy Headteacher; Mrs Dhrona plays a pivotal role in overseeing the PSHE curriculum. She understands that PSHE is not just a set of lessons, it's a framework for empowering our students to become informed, responsible and compassionate individuals. Students receive guidance and knowledge they need to navigate the complexities of the modern world.

PSHE is delivered by trained teachers across all keystages during lessons, some aspects are delivered by outside stakeholders who are specialists in their particular field. These specialists include; Health Professionals, Police, Fire Brigade, Politicians, Magistrates, Theatre Groups and Barnet Young Peoples Services.

### 2.1 Staff

PSHE is delivered by trained teachers across all keystages during lessons they are responsible for:

- The delivery of PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents / carers wish them to be withdrawn from the nonstatutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

### 2.2 Pupils

There is an expectation that all pupils fully engage in PSHE and RSE and follow the ground rules (as specified above) thus ensuring they treat others with respect and sensitivity.

### 2.3 Parents

All parents have access to the PSHE and RSE policy and are invited to feedback directly to the school and participate with surveys and questionnaires as part of our consultation process. Through ongoing discussion with parents around their child's needs and understanding we look to adapt the curriculum to support the individual needs and comprehension levels of our learners. This helps support the safety, anxiety levels and overall wellbeing of our pupils



## **2.4 Visitors**

North London Grammar School value working with external partners as they enhance the delivery of PSHE and RSE with specialist knowledge and different ways of engaging our pupils. As part of the PSHE and RSE educational package, outside visitors will be invited to deliver appropriate sessions to pupils. All visitors are subject to North London Grammar Schools Child Protection and Safeguarding policy and the credentials of visiting organisations and any visitors linked to external agencies are always checked. We ensure that the teaching delivered by visitors fits with the planned programme of study. The content of lessons provided by external agencies is age appropriate and accessible for all pupils and is approved by the school in advance of delivery. As with all PSHE and RSE lessons, we will ensure that guest speakers / visitors are aware of the confidentiality and safeguarding policy. Any matters reported by visitors to the PSHE teacher will be dealt with in line with our Safeguarding Policy

## **3. Safeguarding & Responsibility**

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### **3.1 Safeguarding and Responsibility**

PSHE lessons work with pupils' real-life experiences and it is key that both staff and pupils are protected in these lessons. A safe and supportive environment is created by the use of ground rules;

- Listen to each other (only one person talks at a time)
- Keep to time
- Challenge the statement; not the individual making it
- The 'right' not to answer questions
- No personal questions to be asked by pupils or teachers
- If giving an example make it anonymous.
- Everyone has a right to his or her own space.
- Right to Privacy.

Many issues covered in PSHE are of a sensitive nature. The ground rules provide a safe working environment for both pupils and staff. All staff at the North London Grammar School receive safeguarding training. Due to nature of the topics covered in the PSHE and RSE education programmes, all teachers are made aware of the Schools guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.



### **3.2 Equality**

PSHE at North London Grammar School promotes respect and value for each individual pupil. The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

The Scheme of Work shows how and when pupils are taught about LGBT content (Lesbian, Gay, Bisexual, Transgender) it is at a timely point as part of the curriculum.

At North London Grammar School, we respect the right of pupils, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of RSE and Health Education

### **3.3 SEND**

The Jigsaw programme and PSHE Association Resources are written as a universal core curriculum provision for all children. Inclusivity is part of the philosophy. To support this differentiation, many lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. PSHE can also be a particularly important subject for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. These factors will be taken into consideration in designing and teaching these subjects.

We will ensure teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Every effort will be made by all staff to include all pupils in every lesson regardless of ability. Teachers will use a variety of techniques to include all pupils and every effort will be made to adapt each lesson to include pupils with differing learning styles.

## **4. Assessment**

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As with any learning, the assessment of pupils' PSHE is important as it enables the teacher to gauge their progress and it also informs the development of the lessons. Pupils do not pass or fail this area of learning, but have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways; posters, leaflets, reflective diaries etc. Their progress is also monitored during class discussions, group work, questionnaires / surveys and peer assessment. Pupil voice is also





used to adapt and amend material for PSHE and ensure it is relevant and effective to both our learners and wider community

## 5. Monitoring Arrangements

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This policy will be reviewed annually by the Deputy Head/Director of Pastoral Service in consultation with the Governors, Headteacher and Senior Leaders.

This document will be approved by the governing body.

## 6. Links with Other Policies

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This document links to the following policies:

- Safeguarding & Child Protection
- Online-Safety
- RSE