



Blackpool Gateway Academy

P.S.H.E. POLICY inclusive of British Values

2019 / 2020

Personal, Social and Health Education policy – November 2018

Introduction:

At Blackpool Gateway Academy, we consider Personal, Social, Health and Economic Education (PSHE) as being pivotal to all we do. Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education.

The promotion of pupils' personal development (which includes their social development) is a fundamental aspect of education and underpins all other learning; Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

Purpose:

Our PSHE curriculum is broad and balanced, ensuring that it: Promotes the spiritual, moral, cultural, mental and physical development of our children and of society; Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life; Provides information about keeping healthy and safe, emotionally and physically; Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

Aims:

- To develop knowledge and understanding of being and keeping healthy.
- To teach children how to keep safe in a range of environments and contexts, including Internet safety.
- To develop an awareness and understanding of relationships between children and other people.
- To develop knowledge and understanding of emotional health and how children can make a positive contribution to society and the world.
- To enable children to enjoy and achieve in their lives.
- To enable children to develop skills that will help them through childhood and into adult life.
- To help and encourage children to make informed decisions and choices, by themselves.
- To develop in every child a sense of self-worth, self-esteem, self-confidence, independence and responsibility.
- To teach the knowledge and develop the understanding that will make it possible for children to make choices that will keep them safe and healthy.
- To develop effective relationships in children's lives by helping develop resilience and to cope with their own feelings and understand those of others.
- To develop children's respect for all people and the differences between them.
- To provide a secure, safe and supportive environment in which everyone feels valued.
- To develop a school community in which everyone is keen to take part and feels that their contribution is valued.
- To help and encourage children to be emotionally intelligent, develop effective communication skills and be active responsible citizens.
- To enable and encourage children to take an active part in their own learning.
- To enable children to develop as individuals, as members of families and of social and economic communities

Consultation:

The original policy was written by Hannah Marquis-Carr, PSHE lead and Sue Robinson, Acting Principal.

Policy was updated with C Butterworth Sep 2019. It will be reviewed again in July 2020 ready for implementation of the DFEE's SFE policy Sep 2020

Sources and references:

PSHE exemplar policy – Devon County Council
Circular 5/94 – Department for Education

The non-statutory programme of study for PHSE

Principles/values:

BGA is currently working to develop resilience across school and is working with Head Start Blackpool to improve awareness of Mental Health

This policy is based on our commitment to the FCAT values

- Pride
- Ambition
- Respect
- Excellence
- Resilience
- Integrity

Procedures and practice

Overview of PREVENT Scheme of Work Primary Schools and P4S Throughout Primary Education, we believe that children should be given the opportunity to explore the issues of diversity and understand Britain as a multicultural society. Providing a safe learning environment in which children can raise controversial questions and concerns without fear of reprimand or ridicule and explore the boundaries of what is acceptable will engender an open attitude to multiculturalism and race issues. The resources below have been created for Primary schools to support delivery in line with the aims of the revised Prevent Strategy issued in July 2015. The resources should be used to complement the advice issued by the DfE regarding 'Promoting fundamental British Values through SMSC' released in late 2014. The materials are planned for KS1 and KS2 pupils. Key messages are common to both sets of resources. These resources are based on the principle that people should treat everyone with respect whatever their race, gender, sexual orientation, religious belief, special need or disability. The resources have been created to support teachers to engage children in promoting a positive attitude to others with a focus on shared values, whilst developing a high regard for themselves. By building resilience and self-esteem, children are encouraged to stand firm and be positive about others and not be influenced by negative peer pressure they may encounter. Through education, we can enable children to think for themselves by providing valuable opportunities for discussing, debating, researching and questioning, set within the context of learning based on sound knowledge and understanding. The resources include the following units: Respect A Rich Tapestry Everyone has the right A Growth of Culture A Multicultural Community

Promoting British Values at Blackpool Gateway Academy 2019-20

At Blackpool Gateway Academy we are committed to serving the community and recognise the multi cultural, multi faith and ever changing nature of the United Kingdom. We also understand the vital role of school in ensuring that groups or individuals within the school are not subject to intimidation or radicalisation by those wishing unduly, or illegally, influence them.

We follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Blackpool Gateway Academy is dedicated to preparing children for their adult life beyond the formal examined curriculum and ensuring that it promotes and reinforces British Values to all of its children.

We promote 'British Values' through our Spiritual, Moral, Social and Cultural education (SMSC), Personal, Social, Health, Cultural and Emotional (PSHCE) and Religious Education (RE). Through the school's broad and balanced curriculum we also actively promote British Values and ensure that our curriculum planning and delivery includes real opportunities for exploring these values whilst supporting the development of the 'whole child'.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 2011 Prevent Strategy.

Democracy:

We are keen to allow our children to have a voice. Pupils are always listened to by adults and are taught to listen carefully and with concern for each other, respecting the right of every individual to have their opinions and voices heard. Our main pupil voice comes from our School Council where pupils have the opportunity to have their voices heard and share their opinions and ideas. The principle of democracy is also explored in the History and Religious Education curriculum as well as in PSHE and assemblies.

The Rule of Law:

The importance of laws and rules, whether they are those that govern the class, the school our neighbourhood or the country are consistently reinforced at Blackpool Gateway Academy. Our pupils are taught the value and reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Our school has 'Gateway Golden Five Rules', which are consistently embedded across the school and are reinforced throughout regular school days, whole school assemblies, as well as when dealing with behaviour. Pupils are given the opportunity to contribute to their classroom rules so they are clearly understood by all and ensure that every class member is able to learn in a safe and ordered environment. It is vital that children understand that the rules are set for a purpose and that they are adhered to.

Other ways rules and law are reinforced include:

- Visits from authorities such as the police and fire service
- During RE, when rules for particular faiths are thought about
- During other school subjects, where there is respect and appreciation for different rules

Individual Liberty:

As a school we educate and provide boundaries for our pupils to make choices safely through the provision of a safe and supportive environment and planned curriculum. Developing pupils self-esteem and self-confidence is very important at Blackpool Gateway Academy. Pupils are actively encouraged to be independent learners and are given the freedom to make choices; through choice of challenge, self selecting their learning activities, how they record or the personal choices about the food they eat.

Mutual Respect:

Self-respect and respect for others is a vital part of our school behaviour policy and 'Golden Rules'. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. The core value of 'respect' at Blackpool Gateway Academy is deeply embedded in all that we do and underpins our work every day both in and out of the classroom.

Our pupils know they have a right to be respected by all members of staff of our community and they know what to do when their rights have been compromised. The rules and sanctions are clearly linked to respect to others and we do not tolerate intolerance of others. Adults are positive role-models and demonstrate the core values of our school community at all times.

Tolerance of those of Different Faiths and Beliefs:

Through our curriculum, particularly in RE and PSHE, we enhance pupils understanding of different faiths and beliefs. Pupils learn about beliefs, traditions, customs, festivals and special events that take place throughout the year. Through this our pupils gain an enhanced understanding of their place in a culturally diverse society.

Tolerance is promoted further through discussions in RE and PSHE involving exploring beliefs of those with or without faith. In RE, pupils are encouraged not only to learn about religion but from religion. We use opportunities like assemblies, festivals and sporting events to study and learn about life and culture in other countries and include visits to places of worship as well as inviting visitors in to share their faith and ideas.

Curriculum Organisation

Foundation Stage

To ensure that all children are kept healthy and safe in Reception classes through the Early Years Foundation Stage. One of the three prime areas particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive is personal, social and emotional development. Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. To achieve the Early Learning Goal children need to demonstrate self-confidence and self-awareness. Children also need to be able to make positive relationships. This can be identified when children play cooperatively, take turns with others and children take account of one another's ideas about how to organise their activity.

Key Stage 1 and 2

During KS1 and KS2 learners build upon the skills, attitudes and values, knowledge and understanding they began to acquire in EYFS. PSHE offers learning opportunities and experiences which reflect their increasing independence and physical and social awareness. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. PSHE education assists pupils to cope with changes at puberty, introduce them to the wider world and enables them to make an active contribution to their communities. PSHE is delivered through 3 core themes.

1. Health and Wellbeing
2. Relationships
3. Living in the wider world – economic well being and being a responsible citizen Each teacher timetables a weekly explicit PSHE lesson.

Current non statutory guidelines for PSHE and Citizenship, as set out in the National Curriculum, will be met through the use of SCARF and SEAL resources.

Teaching and Learning

At Blackpool Gateway Academy, we are committed to using a range of effective teaching and learning techniques to deliver the curriculum in an exciting and meaningful way. Teachers do this by ensuring that the purpose of each lesson is made clear and that the content is a relevant, appropriate learning experiences. Lessons are planned to meet the needs of all children offering learning experiences to draw on the children's own experiences. Opportunities are provided for children to reflect, consolidate and apply their learning and children are encouraged to record and assess their own progress

Assessment:

The personal nature of PSHE education means that we do not formally assess pupils, however there are opportunities for pupils to reflect on their progress. It is inappropriate to assess pupil's values. Teachers assess the children's work in PSHE by: Observing paired, group and class discussions during lessons. marking children's work discussion with individual pupils We have clear expectations of what pupils will know, understand and be able to do at the end of each key

stage. We record the pupil's achievements to parents at Parent's evenings and on end of year reports.

Monitoring and evaluation:

PSHE Leads will monitor the content and ensure the British Values are also

Monitoring and review:

The governor with responsibility for PSHE is primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with the subject leader and consideration of the evidence included in the subject leader portfolio. The governor will report on this to the curriculum committee annually. The work of the subject leader will also be subject to review by the headteacher as part of our performance management arrangements.

Other documents and appendices:

Other whole school policies contribute to the personal, social and emotional development of pupils.

In particular;

- Behaviour Policy
- Anti -Bullying Policy
- Safeguarding Policy
- Child protection Policy
- SCARF LTP

Governor approval and review dates:

This policy was approved by the full governing body in July 2017. It is due for review by July 2020.