

MOORGATE PRIMARY ACADEMY

PSHE POLICY

Moorgate Primary Academy sees itself at the heart of the community. We provide children with an enriched curriculum and extended opportunities to thrive and develop them into lifelong learners. This is encapsulated in our school vision: Achieve, Challenge, Enjoy!

Introduction:

This policy document is a statement of aims, principles and strategies for teaching and learning of PSHE (Personal, Social, Health and Economics) at Moorgate Primary Academy. This policy will be reviewed on an annual basis to ensure relevance, effectiveness and practicality.

At Moorgate Primary Academy, we recognise that the teaching of high quality PSHE is essential in meeting the following needs, these are reflected within the Moorgate Curriculum intent.

- A broad and considered PSHE curriculum will ensure that children will be 21st century ready. It is essential that we are thinking “beyond our own time”.
- Evidence shows that children who are socially and emotionally educated achieve better. PSHE improves attainment and progress of children that attract Pupil Premium.
- Children need to be equipped with the knowledge, skills and attributes to deal with crunch moments and make informed choices.
- PSHE and RSE teaching directly improves physical health, emotional well-being & safeguarding.
- Confidence and self-esteem is built
- Children develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010.

This policy also supports legal requirements relating to:

- The Equality Act 2010
- The Education Act 1996
- Keeping Children Safe in Education

The following policies are also relevant to this policy:

- Anti-bullying
- British Values
- E-safety
- Safeguarding
- Drug education (See below)
- Relationship and sex education (RSE)

Aims/Intention:

The PSHE curriculum is split into three specific areas: **Health and Wellbeing; Relationships and Living in the Wider World**. The aims for each area are set out below.

1. Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.

2. Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and how to ask for help.
- Know how to respect equality and diversity in relationships, including LGBT.

3. Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

Curriculum content

Moorgate Primary Academy recognises that best practise is when PSHE is taught as part of weekly lessons within a wider context. Below is an outline of the approach taken:

- Moorgate uses the PSHE Association Curriculum including the core themes and recommended topic areas. Each core theme is taught over a term.
- RSE will be taught within a broader PSHE education programme. PSHE enhances and is enhanced by learning related to topic including anti-bullying, keeping safe on and off-line, keeping physically and mentally healthy.
- The spiral approach is taken, which gradually revisits and reintroduces topics at a deeper and more complex level at each key stage or year group.

- When medium term planning, teachers will ensure that they include lessons that focus upon the skills and attributes that are specific and contextual to this community based on Moorgate's Curriculum intent.
- Focus days, visits and/or visitors are regularly considered to enhance the teaching of PSHE, for example, a talk from the School Nurse or local PCSO, however these do not replace a planned and progressive programme of study taught by the class teachers.
- Carefully considered training and updates are planned in over the academic year ensuring staff are confident and skilled. Teachers are seen as best place to deliver effective PSHE lessons particularly where sensitive or controversial issues are included.
- A wide range of age-appropriate, visual story texts relating to puberty, mental health, emotional well-being and relationships are available to support the teaching of PSHE. All resources are regularly updated and carefully selected by individual teachers and overseen by the subject leader.

Roles and Responsibilities

An effective and purposeful PSHE curriculum requires the support from the whole school community, therefore the following roles and responsibilities have been fulfilled.

- Mr. Williams, Headteacher, oversees the development and delivery of PSHE within the academy including supporting the subject leader
- Mrs. Eaglefield, Deputy Headteacher, is responsible for leading and developing PSHE across the academy
- Teaching staff are required to teach PSHE using the agreed academy curriculum
- Training and support for all staff is facilitated through the subject leader and the Headteacher
- All staff, including support staff, are responsible for knowing and implementing the policy relating to PSHE and RSE.
- Parents liaison and support is directly through the class teachers and subject leader.
- The development and delivery of PSHE is shared with the Local Academy Council through the Headteacher and subject leader.

Teaching and learning

- Each core theme is taught over a term. PSHE is taught as a weekly, stand-alone subject with each session lasting a minimum of 20 minutes being taught by the class teacher.
- Each lesson will end with a moment to reflect in order to revise and summarise the main points of the lesson.
- Teachers shall be facilitators. They will ask questions to provoke thought and appropriate debate. Through observing and swopping, teachers will address any misconceptions.
- Clear ground rules are established and recalled during each PSHE lesson that have been developed in consultation with children. These are displayed in the classroom.
- Teachers and support staff will be ready to provide a range of opportunities to learn, practise and demonstrate knowledge. They will deal sensitively with unexpected questions and comments.
- Age appropriate books and scenarios will be shared within PSHE lessons to distance the learning.

- Written work is not expected; each class will have an 'evidence folder'. Post-it notes, annotated group resources/or teacher-pupil reflections will be included.
- Each classroom will have a PSHE display highlighting the terms core theme, celebrating pupils work and pose questions that have been developed through individual lessons. This shall be updated with pupils work weekly and termly throughout a theme.
- A baseline activity (learning log) is conducted at the start of a new theme within all PSHE lessons. At the end of the theme, pupils will revisit the baseline activity, adding to it to detail their learning and progress over time in a different colour.
- Summative assessments will be made by the class teacher and shared with the senior leadership team. A class evidence folder will be kept up-to-date to show progression across a core theme.
- Whole school and individual year group assembly themes will closely link with PSHE and the RE curriculum termly.

Monitoring and evaluating

PSHE will be monitored by the subject leader as part of the wider PSHE curriculum and overseen by the Headteacher, in line with other subjects within the Academy. Monitoring will be proportionate to the need and feedback will be given to the necessary stakeholders in a timely and appropriate manner.

This could include:

- Planning trawls,
- Lesson observations,
- Learning walks,
- Staff, pupil and/or parent voice,
- Assessments,
- Evidence folder.

Right to withdraw

Parents and carers cannot legally withdraw their child from any aspect of the PSHE Education or Health Education. Parents and carers have the right to withdraw from Sex Education apart from content that is taught within the Science National Curriculum. The parent and carer right to withdraw applies up to three terms before the young person turns 16. As a school, parents/carers will be informed when sex education lessons will take place and remind them of their right to withdraw. Parents and carers must inform the academy of their intention to withdraw their child.

Safeguarding

PSHE Education includes sensitive topics and it is therefore possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with any disclosures appropriately and sensitively. The Subject Leader and teacher should discuss with the Designated Safeguarding Lead in the academy any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children and young people if required.

Staff should consider the timing of lessons to ensure that children and young people have the opportunity to report any concerns they may have either that day or the following day.

EQUAL OPPORTUNITIES

All children and staff have equal human rights at Moorgate Primary Academy. The Equality Act sets out the duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age
- Marriage and Civil partnership
- Disability
- Race
- Religion & belief
- Sexual orientation
- Sex
- Pregnancy and maternity
- Gender reassignment

The procedures in this policy are to be administered with full regard to our Equal Opportunities Policy and the rights of every individual. The policy fully embraces the whole school policy for inclusion. Every effort is made to integrate all students into all elements of PSHE with a range of equipment, tasks and challenges being adapted where appropriate, to suit individual children's requirements so that all children gain success from their efforts.

In addition, consideration is given to the needs of those with Special Educational Needs (SEN). The PSHE programme will meet the needs of all children and young people. Lessons will include content which will tackle discrimination and foster good relationships.

Appendix 1:

DRUG POLICY

Moorgate Primary Academy Drugs Education Policy

Aims and objectives

At Moorgate Primary Academy, we aim to equip children with the knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle. Our drugs education programme has the primary objective of helping children to become more confident and responsible young people. We teach children about the dangers to health posed by drug taking, and we aim to equip them with the social skills that enable them to make informed moral and social decisions in relation to drugs in society.

Aims:

The objectives of our drugs education programme are:

- To provide children with knowledge and information about illegal drugs and the harmful effects they can have on people's lives;
- To enable children to discuss moral questions related to drug taking, and so provide a safe environment for young people to share their thoughts and ideas;
- To help children become more self-confident so that they are able to make sensible and informed decisions about their lives;
- To let children know what they should do if they come across drugs, or are aware of other people misusing drugs;
- To help children respect their own bodies and, in so doing, reduce the likelihood that they will be persuaded to become involved in drug abuse;
- To show that taking illegal drugs is a moral issue, and that choices about drugs are moral choices;
- To ensure that all children are taught about drugs in a consistent manner, following guidelines that have been agreed by parents, local academy council and staff.

Organisation

We regard drugs education as a whole-academy issue, and we believe that opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum. Each class teacher answers questions about drugs sensitively and appropriately, as they occur. In the routine PSHE sessions, we encourage children to discuss issues that are important to them, and we help children to be aware of the dangers of the misuse of drugs. For example, if a child raises the issue of smoking, the teacher takes time to discuss its harmful effects with the whole class. In science lessons, we teach children what a drug is, and how drugs are used in medicine. We also teach them the difference between legal and illegal drugs.

The main teaching about drugs takes place in Year 6, where the children are taught about illegal drugs, and the dangers involved to those who take them. The resources and materials that we use in these lessons are recommended either by The Health Authority or The PSHE association.

Lessons that focus on drug education form part of a sequence of lessons that are designed to promote a healthy lifestyle in children.

The children's class teacher teaches them drug education in normal lesson time. Sometimes the class teacher seeks support from the school nurse or another health professional. The teaching style that we use encourages children to ask questions and reflect on the dangers to health of drug misuse. Children explore issues, such as why people take drugs, and how they can avoid putting themselves in danger in the future. We give children the opportunity to talk in groups or to the whole class. We encourage them to listen to the views of others, and we ask them to explore why drugs are such a problem for society.

Roles and Responsibilities:

- It is the responsibility of the Headteacher to ensure that staff and parents are informed about this drugs education policy, and that the policy is implemented effectively. It is also the Headteacher's role to ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- The Headteacher will liaise with external agencies regarding the school drugs education programme and ensure that all adults who work with children on these issues are aware of the school policy and work within this framework.
- The Headteacher will monitor the policy on a day to day basis and report to local academic council, when requested, on the effectiveness of the policy.
- The LAC (Local academy council) has the responsibility of setting down these general guidelines on drugs education. They will support the Headteacher in following these guidelines.
- -The academy is well aware that the primary role in children's drugs education lies with parents. We wish to build a positive and supporting relationship with the parents of children at our academy through mutual understanding, trust and co-operation. In promoting this objective we will:
 - inform parents about the academy drugs education policy and practice;
 - invite parents to view the materials used to teach drugs education in our academy;
 - answer any questions parents may have about the drugs education their child receives in our academy;
 - take seriously any issue which parents raise with teachers or LAC about this policy or the arrangements for drugs education in the academy;
 - encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
 - inform parents about the best practice known with regard to drugs education so that the parents can support the key messages being given to children at academy.

Monitoring and review

PSHE, and therefore, Drug Education will be monitored termly by the subject leader as part of the wider PSHE curriculum and over seen by the Headteacher, in line with other subjects within the Academy. Monitoring will be proportionate to the needs and developments with the PSHE curriculum and feedback will be given to the necessary stakeholders in a timely and appropriate manner.

Appendix 2:

RSE POLICY*

**For full policy, please see SUAT RSE Policy.*

Moorgate Primary Academy specific information

RSE is most effective when it meets the needs of children and young people therefore each academy should set out their policy for the following, below is specific information relating directly to Moorgate Primary Academy.

Aims/Intention

The intention of the RSE curriculum at Moorgate is to ensure that:

- There is a broad and considered PSHE curriculum to ensure that children will be 21st century ready. It is essential that we are thinking “beyond our own time”. This is reflected in Moorgate’s Curriculum intent.
- The RSE curriculum reflects the statutory changes that were compulsory from September 2020.
- PSHE and RSE teaching directly improves physical health, emotional well-being & safeguarding.
- Children are equipped with the knowledge, skills and attributes to deal with crunch moments and make informed choices.
- Confidence and self-esteem is built.
- Children develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010.

Support

An effective and purposeful RSE curriculum requires the support from the whole school community, therefore the following roles and responsibilities have been fulfilled.

- Mr. Williams, Headteacher, oversees the development and delivery of RSHE within the academy including supporting the subject leader.
- Mrs. Eaglefield, Deputy Headteacher, is responsible for the leading and developing RSHE across the school.
- Teaching staff are required to teach RSE using the agreed academy curriculum.
- Training and support for all staff is facilitated through the subject leader and the Headteacher.
- The multi-academy trust will hold termly network meetings for the PSHE leader to work with other professionals to stay up to date with the latest changes.
- All staff, including support staff, are responsible for knowing and implementing the policy relating to PSHE and RSE.
- Parents liaison and support is directly through the class teachers and subject leader.
- The development and delivery of RSE is shared with the Local Academy Council through the Headteacher and subject leader.

Curriculum content

Moorgate Primary Academy recognises that best practise is when RSE is taught as part of the Personal, Social, Health and Economic Education (PSHE) and is taught within a wider context. Below is an outline of the approach taken:

Moorgate Primary Academy defines sex education as:

-Understanding and knowing the correct names for the body parts including the reproductive system

-Understanding and knowing the changes the body will go through as they enter puberty

-Preparing children as they develop and become adult

-Providing accurate, age appropriate information to all children

•Moorgate uses the PSHE Association Curriculum including the core themes and recommended topic areas. Each core theme is taught over a term.

•RSE will be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topic including anti-bullying, keeping safe on and off-line, keeping physically and mentally healthy. The spiral approach is taken, which gradually revisits and reintroduces topics at a deeper and more complex level at teach key stage or year group.

•When medium term planning, teachers will ensure that they include lessons that focus upon the skills and attributes that are specific to this community based on Moorgate's Curriculum intent.

•Focus days, visits and/or visitors are regularly considered to enhance the teaching of RSE, for example, a talk from the School Nurse, however these do not replace a planned and progressive programme of study taught by the class teachers.

•Carefully considered training and updates are planned in over the academic year ensuring staff are confident and skilled. Teachers are seen as best place to deliver effective RSE lessons particularly where sensitive or controversial issues are included.

•A wide range of age-appropriate, visual story texts relating to puberty and relationships are available and planned in to support the teaching of RSE. All resources are regularly updated and carefully selected by individual teachers and overseen by the subject leader.

Below are the key areas of the Curriculum for Relationship & Health Education outlined into individual year groups. A printed version will be available to collect on request from the office.

Year Group	Relationship Education	Health Education
Years 1 & 2	<ul style="list-style-type: none"> Roles of different people; families and feeling cared for How behaviour affects others; being polite and respectful Recognising things in common and differences; playing and working cooperatively; sharing opinions. 	<ul style="list-style-type: none"> Safety in different environments; risk and safety at home; what to do in an emergency Why sleep is important; medicines; keeping teeth healthy; managing feelings and asking for help Correctly naming body parts including external genitalia.

Years 3 & 4	<ul style="list-style-type: none"> • What makes a family; features of family life • Positive friendships, including those online • Respecting differences and similarities; discussing difference sensitively. 	<ul style="list-style-type: none"> • Healthy choices and habits; what affects feelings and expressing feelings • Physical and emotional changes in puberty; personal hygiene routines and support with puberty • Medicines and household products; drugs common to everyday life e.g. antibiotics.
Years 5 & 6	<ul style="list-style-type: none"> • Managing friendships and peer influence • Responding respectfully to a wide range of people; recognising prejudice and discrimination • Attraction to others; romantic relationships; civil partnership and marriage. 	<ul style="list-style-type: none"> • Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies • Personal identity; recognising individuality and different qualities; mental wellbeing, increasing independence; managing transition • Human reproduction and birth.

Teaching and learning

- Each core theme is taught over a term. PSHE is taught as a weekly, stand-alone subject with each session lasting a minimum of 20 minutes being taught by the class teacher.
- Each lesson will end with a moment to reflect in order to revise and surmise the main points of the lesson.
- At the start of each core theme there is a whole school assembly to launch the focus of the upcoming PSHE sessions.
- Teachers shall be facilitators. They will ask questions to provoke thought and appropriate debate. Through observing and swopping, teachers will address any misconceptions.
- Clear ground rules are established and recalled during each PSHE lesson that have been developed in consultation with children.
- Teachers and support staff will be ready to provide a range of opportunities to learn, practise and demonstrate knowledge. They will deal sensitively with unexpected questions and comments.
- Written work is not expected; each class will have an 'evidence folder'. Post-it notes, annotated group resources/or teacher-pupil reflections will be included.
- Each classroom will have a PSHE display highlighting the terms core theme, celebrating pupils work and pose questions that have been developed through individual lessons. This shall be updated with pupils work weekly and termly throughout a theme.
- Summative assessments will be made by the class teacher and shared with the senior leadership team. A class evidence folder will be kept up-to-date to show progression across a core theme.

Monitoring and evaluating

RSE will be monitored termly by the subject leader as part of the wider PSHE curriculum and overseen by the Headteacher, in line with other subjects within the Academy. Monitoring will be proportionate to the needs and developments with the PSHE curriculum and feedback will be given to the necessary stakeholders in a timely and appropriate manner.

This could include:

- Planning trawls,
- Lesson observations,
- Learning walks,
- Staff, pupil and/or parent voice,

- Assessments,
- Evidence folder.

Policy Created: February 2020

Reviewed: April 2023

Next review and update: April 2024

E.Martin (Teacher)