



## **Blackpool Gateway Academy**

# **P.S.H.E. GUIDANCE**

**(Including RSE, British Values and LGBT+)**

**September 2024**



**Blackpool Gateway Academy is part of Fylde Coast Academy Trust**



## **Personal, Social and Health Education guidance**

### **Introduction:**

At Blackpool Gateway Academy, we consider Personal, Social, Health and Economic Education (PSHE) as being pivotal to all we do. PSHE is an important and necessary part of all pupils' education. Our success in becoming a Nurture School demonstrates our passion for developing our pupils in a caring and empathetic environment. This is credited by the National Nurturing Schools Programme (NNSP).

The promotion of pupils' personal and social development is a fundamental aspect of education and underpins all other learning. Many of our pupils start school with lower than expected social skills and academic ability, and this guidance leads all adults who work with children to support the development whilst recognising their starting positions. This has an additional impact when our pupils have started school in our nursery. In addition, we recognise the impact of the Covid pandemic which is where our pupils benefit from our Nurturing approach. Through our academy's curriculum, environment and core values, 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.

### **Nurture and Trauma Informed Education (TIE) in PSHE**

The ongoing work and Ethos of Nurture that supports all children's learning and behaviour at Gateway threads into our PSHE guidance. To remove barriers to learning, all teaching staff will skillfully offer nurture and support where needed.

The PSHE lead is the school's trained Trauma Informed lead. To offer social and emotional support within the school environment for every child is the most effective way to address any unmet social, emotional and behavioural and mental health needs of children and young people. Through a nurturing experience, children become more socially adept, emotionally resilient and self-confident. Encouraging children through nurture also allows them to learn how to engage with their peers and to take pride in their achievements. Through a trauma informed approach, the PSHE curriculum will deliver up to date neuroscience and psychology of trauma. For example, this means that pupils will learn fact from fiction regarding physical, emotional and mental health and wellbeing. Consequently, pupils' learning outcomes are more successfully met.

All staff will refer to the Nurture Principles and the features of effective practice to support teaching and learning in PSHE.

### **Intent:**

Through monitoring and evaluation, our PSHE is a broad and balanced curriculum, ensuring that it: promotes the spiritual, moral, cultural, social, 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.

Continuous professional development for the PSHE lead ensures our staff have up to date knowledge of the current issues facing our children and how our curriculum can prevent and support. This includes recent studies regarding the increased pressure of sexual harassment. Additionally, up to date neuroscience and psychology (which informs pupils of the science instead of myths behind subjects such as behaviour, emotions and wellbeing) informs the teaching and learning in PSHE.

**Aims to ensure pupils, by the time they leave at the end of Year 6 meet the intent statement above:**

- 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

Relationships and sex education (RSE) forms a key part of pupils' education at Blackpool Gateway Academy. Our [RSE](#) guidance, agreed June 2020, should be read and implemented alongside our PSHE guidance.

To achieve these aims, we have clear expectations of what pupils will know, understand and be able to do at the end of each key stage (EYFS, KS1, LKS2 and UKS2).

**Cultural Capital**



Cultural Capital is the growth and development of knowledge, behaviours, skills and attitudes that lead a child to becoming a competent and confident member of society. Cultural Capital is about empowerment, to enable social mobility for all children, no matter what their start point.



At Blackpool Gateway, we look to the future and consider what we can do to equip our children to succeed in life. We recognise many of our children's starting point is socially and economically behind their peers. Our aim is to gradually widen their experiences as they progress through the school. Through the main three elements of the PSHE curriculum; Living in the Wider World, Relationships and Health and Wellbeing, we provide a rich, broad and engaging curriculum, which takes into account the needs of the individual. This includes providing the children with real life experiences that will give them the knowledge and skills of how to succeed in life, giving them opportunities they may not otherwise be exposed to. In some ways, this can address social disadvantage. Some of these opportunities include visits from other outside companies throughout the year, for example:

- School Nurse
- Police
- RSE
- Barclays Bank
- BFC

### **Our Academy's and Trust's Principles and Values:**

This guidance is based on our commitment to the FCAT values

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

### **Implementation**

BGA uses the PSHE scheme 3Dimensions; a teaching resource to support the effective delivery of PSHE in the classroom for pupils across school (EYFS to Year 6). This is now supplemented by our PSHE Ladders - one for each of the three strands of PSHE. Additional activities, materials and visitors are provided for staff to promote and contribute to our PSHE intent and continuing our Nurture and Trauma Informed Approach. This includes:

- Nurture School and Trauma Informed Education training opportunities for all academy staff
- Picture News Assembly (A weekly resource including current news and British Values)
- Circle Time (Time to reflect on news or issues that occur in class)

And to specific individuals and / or groups of children where a cause for concern has been raised by class teachers and identified through pastoral caseloads:

- Targeted pupil BOXALL assessments where interventions are delivered by the Nurture Lead and shared with class teachers
- Counselling with our 'High Five' Counsellor Diane Arnold.



- Nurture Interventions. Presently KS1 have access to J.Thomas who delivers Nurture Interventions when identified through the C.A.R.E.S team.

- Nurture Interventions. Presently KS2 have access to E.Kadriu who delivers Nurture Interventions when identified through the C.A.R.E.S team.
- Access to the pupils' BOXALL as well as the FCAT SEMH Platform, supports the delivery of the targeted intervention. This provides meaningfulness and an opportunity to measure success. A Self Regulation Plan is also completed for pupils by the Nurture teacher.
- Early Help Resilience Practitioner referral - supporting the child in school and communication and support with parents.

Our EYFS are immersed in a Curiosity Curriculum, where PSHE is taught throughout the continuous provision. 3Dimensions stories are used to supplement the PSHE curriculum in their setting.

### **PREVENT**

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 3Dimension 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.

With our Trauma Informed approach, we recognise the toxic stress that some of our pupils from other countries may have experienced. Communication is key when supporting families with events and social situations which may be triggering, for example, pupils attending swimming lessons.

### **Promoting British Values at Blackpool Gateway Academy**

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, to 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 PSHE lessons, Picture News and our broad curriculum where natural opportunities arise.



## **Democracy:**

Our children 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 pupil voice opportunities come from our School Council, Eco Council, subject leaders and pupil questionnaires where they have the opportunity to have their voices heard and share their opinions and ideas. The principle of democracy is also explored in class assemblies using the Picture News resources.

## **The Rule of Law:**

Our school shares six FCAT 'Core Values', which are consistently embedded across the school and are reinforced daily and through weekly individual certificate awards. 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 consistent environment. It is vital that children understand that the rules are set for a purpose and that they are adhered to. This is reinforced with the positive rewards to promote self-worth and recognition of pupils' contributions.

## **Individual Liberty:**

Following government learning guidance, the 3Dimensions scheme provides opportunities for pupils to recognise, identify and understand their rights and responsibilities at age appropriate stages. This is explicit in the Relationships, Health and Wellbeing and Personal Wellbeing programmes of study.

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 throughout the curriculum: choice of challenge; self selecting their learning activities; how they record (Pupil led learning to be developed through our Nurture School journey) and the personal choices about the food they eat.

## **Mutual Respect:**

Respect is reinforced in pupils' daily life through our Core Values. Dojos are given when pupils demonstrate respect which in turn reinforces the value through peer learning.

Self-respect and respect for others is a part of our academy's Relationships guidance. Pupils are learning to 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.

Our pupils have a right to be respected by all members of staff in our community. Adults are positive role-models and demonstrate the core values of our academy 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 and are encouraged to share their own experiences. Through this our pupils gain an enhanced understanding of their place in a culturally diverse society.

In RE, pupils are encouraged not only to learn about religion but from religion. We use opportunities in assemblies and annual religious festivals to study and learn about life and culture



in other countries and, where accessible, include visits to places of worship as well as inviting visitors in to share their faith and ideas.

### **3D PSHE Extremism and Radicalisation Unit**

We use the 3Dimension PSHE Extremism and Radicalisation Units. In KS1 we cover understanding the differences between 'fact' and 'opinion'; recognising and respecting similarities and differences between people; how to deal with confrontation; understanding that difference is a positive feature. In KS2 we look at how to deal with peer pressure; how extremism manifests itself; homophobia and racism as extremist behaviours; terrorism.

### **3D PSHE Substance Related Abuse Unit**

We use the 3Dimension Substance Related Abuse Unit. This covers keeping safe; understanding some of the consequences of risk-taking; knowing some of the different forms addiction can take; the names of the most common drugs and how advertising influences our choices.

## **Curriculum Organisation**

### **Foundation Stage**

In addition to the 3Dimension PSHE scheme, the EYFS curriculum supports the development of the whole child. The most relevant early years outcomes for PSHE are taken from the following areas of learning:

- Personal, Social and Emotional Development (self confidence and self awareness, managing feelings and behaviour, making relationships)
- Physical Development (health and self-care)
- Understanding the World (people and communities)

The outcomes are taken from the 30-50months early years outcomes and Early Learning Goals (ELG) up to 60 months

### **Key Stage 1 and 2**

Throughout 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, introduces 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. Personal Wellbeing - Living in the wider world – economic well being and being a responsible citizen.



The progression from year group to year group can be found in the Key Documents folder for each year group. Please see Shared Drives, Curriculum, PSHE, Key Documents, [BGA PSHE Progression Curriculum Map](#) to familiarise yourself with progression in PSHE.

Each class teacher timetables a weekly, explicit minimum 30 minute PSHE lesson. Circle time complements PSHE lessons. For consistency across school, it is vital that the term 'Circle Time' is used when having class discussions. This may take the form of an informal or formal discussion in class about an event or problem that has occurred. It may also be a reflection about how a pupil dealt with a problem or a celebration of an achievement from inside or outside of school. Circle time games are to be implemented in a friendly form.

All statutory guidelines for PSHE will be met through the use of 3Dimension resources. There are additional resources available to support staff when dealing with difficult or repeated social situations. If additional resources are required, the PSHE lead will source where appropriate.

### **Teaching and Learning**

Staff are provided with the plans and resources from 3Dimension, through the ladders, to guide them in delivering the statutory curriculum. Teachers' experience and knowledge of their pupils also support the delivery of the curriculum in an exciting and meaningful way. Timetables dedicate a minimum of 30 minutes per week to the direct teaching and learning of PSHE.

Despite the lessons in the 3Dimension curriculum being set out for the academic year, staff are encouraged to use the lessons when needed. For example, if there is an issue of racism or bullying within a class, that particular lesson can be used from the overview. Additionally, circle times can be used to approach issues in class.

Pupils are encouraged to help adults complete their floorbooks. This allows ownership of their learning and supports self reflection.

All ladders can be found [here](#).

### **Cross Curricular Links**

PSHE links with pupils' everyday lives. Opportunities for consolidation and recall may occur in social situations and in reading sessions. Teachers should provide time for reference and reflection of their learning; allowing pupils to consider the consequences of theirs and others' actions. The [Progression of Knowledge](#) document will support teachers with this.

- In Religious Education, demonstrating respect to other cultures and having tolerance of different faiths.
- In Maths, recognising and planning for financial management.
- In IT, knowing how to consider the effect of our online actions on others.
- Picture News to support the delivery of social issues and British Values.

### **Impact**

Our measures of success for PSHE will be that:

- the curriculum for PSHE is well-constructed and well-taught
- all pupils, including those deemed disadvantaged and those with SEND acquire the knowledge and cultural capital they need to succeed in life
- pupils are making progress in that they know more, remember more and are able to do more - they are learning what is intended in the curriculum - so that learning in PSHE is





building to the end points outlined earlier and that pupils are being prepared for their next stage of education

☐ children will develop skills and attributes they can use beyond school and into adulthood.

### **Assessment:**

Teachers assess the children's work in PSHE by: observing paired, group and class discussions during lessons; marking children's work and 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 (EYFS, KS1, LKS2 and UKS2) and this is recorded in the floorbook [assessment sheets](#) as 'B, S or G' (Bronze, Silver or Gold). These individual lesson assessments inform the Data Captures throughout the academic year. We share pupils' achievements to parents and carers at Parents' evenings and on end of year reports.

Class work will be evidenced in class floorbooks. Pupils and teaching assistants are encouraged to share ownership of the floorbook with their class teacher.

### **Monitoring and implementation:**

The leader of PSHE is responsible for:

- reviewing and implementing the guidance for PSHE
- establishing and carrying out a monitoring cycle to inform the subject leader, senior leaders, the academy council and staff of
  - a) the quality of education in PSHE
  - b) pupils' outcomes in this subject
  - c) and to provide assurance that agreed content, including British Values, is taught
- ensuring resources and CPD enable the subject to be taught well and for learning to be at least good
- developing and implementing an action plan for the subject, including ensuring the guidance is up-to-date

### **Evaluation:**

The evaluation of the PSHE curriculum will ascertain:

- how effectively the subject is taught across the school
- the quality of pupil outcomes in PSHE, including their knowledge, understanding, behaviour and attitudes.

This will involve discussions between the subject leader and senior leaders.

Evaluation will be through regular discussion and consideration of the evidence included in the class floorbooks and subject leader portfolio.

The governor will report on this to the curriculum committee as required.

The work of the subject leader will also be subject to review by the headteacher as part of our Personal Development Review arrangements.

### **Harmful Sexual Behaviour:**



Blackpool Gateway Academy has appropriate school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable and the academy Relationships Guidance outlines appropriate potential sanctions and learning experiences necessary for the perpetrators.

These policies are reflected in the academy curriculum, Relationships, Sex and Health Education Guidance and procedures, which specifically address sexual harassment, online abuse, sexual violence and issues of consent, ensuring that:

- academy staff have appropriate knowledge of part 5 of the 'Keeping Children Safe in Education' statutory guidance
- all pupils are supported to report concerns about harmful sexual behaviour freely
- all (such) concerns are taken seriously and dealt with swiftly and appropriately and that pupils are confident that this is the case
- comprehensive records of all allegations are kept
- work to prevent sexual harassment, online sexual abuse and sexual violence operates through a culture-led, whole-school approach that includes an effective relationships guidance, pastoral support and a carefully planned relationships, sex and health education curriculum

Academy staff will remain alert to factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).

Academy staff are aware of the very high local incidence of multiple combinations of such potentially adverse childhood experiences and the needs this could present.

Academy staff will also seek to understand and minimise any barriers that could prevent a pupil from making a disclosure, for example communication needs, are identified and addressed.

Academy staff will assume that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports, and deliver a whole-school approach to address them.

Academy staff will be regularly trained to:

- have good awareness of the signs that a child is being neglected or abused, as described in 'What to do if you're worried a child is being abused'
- understand how to handle reports of sexual violence and harassment between children, both on and outside school premises (in line with DfE guidance)
- be confident about what to do if a child reports that they have been sexually abused by another child
- ensure that children are taught about safeguarding risks, including online risks
- support pupils to understand what constitutes a healthy relationship (online and offline)

### **OFSTED and the inspection of school's Relationships, Sex and Health Education**

Ofsted will expect the school's relationships, sex and health education curriculum (and wider curriculum) to specifically address sexual harassment, online abuse and sexual violence. The curriculum should also address safeguarding risks (including online risks), issues of consent, and what constitutes a healthy relationship both online and offline. We will also expect schools to provide effective pastoral support. This includes being alert to factors that increase a child's vulnerability, or potential vulnerability, such as mental ill health, domestic abuse, having additional needs, and being at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).



In response to this, at Gateway we:

- Train staff to be aware of harmful sexual behaviour and how to respond to their concerns
- The curriculum includes coverage of sexual harassment, healthy relationships, being safe in the digital world including online abuse
- In addition to the open and friendly class adults, at Gateway we have an efficient pastoral care team of Mrs Riley and Nurture lead and Youth Mental First Aider Mrs Kadriu
- All concerns raised for a child are shared on the school's CPOM system and appropriate adults informed in order to respond efficiently and effectively
- New and present staff to be aware of Gateway's diverse communities, including the LGBT+ community. Staff to be inclusive of our families who are representing the LGBT+ community, easily and readily.
- Staff will answer questions that arise and support those pupils who may disclose information about questions of their sexual orientation and / or gender identity.
- Staff to be given up to date training with changes to the curriculum and legislation around the awareness of support given to LBGT+ pupils and the teaching and learning of the curriculum. The PSHE and Nurture Lead will deliver all training needs.

**Other documents and appendices:**

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

- Relationships Guidance
- Anti -Bullying Guidance
- Safeguarding Guidance
- Child protection Guidance

**Governor approval and review dates:**

This guidance was written by E Kadriu.

It will be reviewed on an annual basis and updated where appropriate.