

# Moorside Primary School



## **Personal, social, health and economic education (PSHE) and Citizenship Policy**



## **MOORSIDE PRIMARY SCHOOL**

### **PURPOSE, VISION & VALUES**

#### **Our Purpose**

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.  
We pride ourselves in being a caring school community where everyone is welcome.  
We strive to deliver an outstanding education for all our children.  
We help everyone to become caring and active citizens  
We encourage everyone to thrive and achieve their full potential.

#### **Our Vision**

We want everyone in our school to work together to make us as good as any school can be.  
We want to create new opportunities for everyone to succeed.  
We want to create a culture, which broadens all of our horizons.  
We want everyone to be able to tackle the challenges we will face in an ever-changing world. We want all of our children to effectively engage with each other and with our community.

#### **Our values**

##### **We all believe that**

Our local community deserves a school they can be proud of  
We are a caring community where everyone is welcome  
We all value, respect and support each other  
Our community has the right to be safe and healthy.  
Our children should have the chance to enjoy and be enthused by their time in our school

##### **We all work together to make sure that**

Everyone always tries their best and take pride in all that they do  
Everyone demonstrates good manners at all times  
Everyone respects each other and show consideration  
Everyone respects and cares for our environment and resources  
Everyone celebrates each other's successes and achievements

## **Personal, social, health and economic education (PSHE) and Citizenship Requirements**

While personal, social, health and economic education (PSHE) is a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

*'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'*

It should be responsive to the needs of children and arising issues which may impact upon their wellbeing. It is expected that schools use their PSHE provision to equip children with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Our PSHE education builds, where appropriate, on the statutory content already outlined in the national curriculum and in statutory guidance on: drug education, financial education, relationship and sex and health education (RSHE) and the importance of physical activity and diet for a healthy lifestyle.

### **Introduction**

At Moorside Primary school, our children come from across the world and represent diverse cultures and socio-economic backgrounds. They are welcomed in the school community, which celebrates its openness, tolerance and respect for all. In such a community, PSHE plays a vital role in supporting every child's welfare and ability to be happy and successful at school and in their wider life.

Our PSHE provision reflects the aims of the school vision and values through demonstrating and encouraging the following values:

- Respect for self.
- Responsibility for our own actions.
- Responsibility for families, friends, school and the wider community.

### **Aims**

Through the teaching of PSHE, children learn to recognise their own worth and that of others.

They learn to work co-operatively and become increasingly responsible for their own learning.

We aim to develop children's confidence and responsibilities and encourage them to develop a healthy and safe lifestyle, develop good relationships and respect for themselves and for others at school, home, and in the community. We aim to prepare children for opportunities, responsibilities and experiences in their next steps of their education and their later lives.

At Moorside Primary school, we aim to encourage children to reflect on their experiences and understand how they are developing their confidence and ability to tackle many of the issues that everyone faces due to the changing society in which they live.

We aim to help our children to find out about their responsibilities, rights and duties as individuals and as members of communities so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

## **Teaching and learning**

PSHE is a subject for which non-statutory guidelines are provided in the National Curriculum.

At Moorside, the content of the PSHE curriculum includes the long and medium term subject overviews, which outline the focus for PSHE provision throughout the year. This ensures there is comprehensive coverage and progression across the year groups, which can be adapted to suit the differing needs of our children as they move through school. We focus on open and supportive lessons where everyone is encouraged to contribute and feel safe and welcome to speak, ask questions and assert opinions. It is a spiral approach of knowledge, skills and attitudinal development, where prior learning is revisited, reinforced and extended in age and stage appropriate context.

**In the Early Years Foundation Stage (EYFS)**, the curriculum is guided by the Early Years Framework, Development Matters and the needs of the children and their interests. Children are provided with experiences and support to develop their personal and social skills, understanding of respect for others, developing a positive sense of themselves, and developing positive relationships.

We explore and plan for children to make connections strongly linked to play. This is taught through planned learning as well as through supporting effective play and building on individual needs to develop personal self-help skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different learning experiences. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

### **Across Key Stage One and Key Stage Two**

Children are encouraged to engage in lessons that promote an understanding of themselves as growing and changing individuals, as members of a wider community and based on their own first hand experiences. These learning experiences also encourage children to understand how their choices and behaviours can affect others.

The children are encouraged to play and learn alongside each other, and then collaboratively with each other. They are encouraged to use their personal and social skills to develop or extend these learning experiences. They are given the opportunity to make choices about their health and environment and are encouraged to develop a caring and respectful attitude towards others.

### **Personal, social, health and economic education provision**

PSHE provision at Moorside Primary aims to develop children's self-awareness, positive self-esteem and the confidence to achieve the following:

- Develop healthy lifestyles.
- Keep themselves and others safe.
- Develop worthwhile and fulfilling relationships.
- Respect the differences between individuals.
- Develop independence and responsibility.
- Play an active role as a member of a democratic society.
- Make the most of their own and others' abilities.

## Curriculum

Our programme of study identifies key concepts and skills that underpin PSHE education. It is based on four core themes:

1. Mental health, being healthy and Wellbeing - Sleep, diet, exercise, understanding and managing emotions, positive mind-set, self-reflection, bereavement and loss.
2. Relationships and respecting the differences between people- Belonging, identity, diversity, positive relationships (including Relationships and Sex Education and Consent and Permission), good manners, transition, communication, kindness and humility (including Anti Bullying), empathy, compassion and forgiveness.
3. Living in the Wider World - Respect, Citizenship and Democracy, Keeping Safe, Developing Independence and Self-Help skills.
4. Changing and growing- changes to bodies overtime, feelings and emotions

This programme of study has been adapted and enriched by Moorside primary alongside the UNICEF Rights of the Child document. It is an in depth programme of knowledge, skills and attitudinal development, where prior learning is revisited, reinforced and extended in age- and stage - appropriate contexts. Children are provided with experiences and support to help them develop a positive sense of themselves; respect for others; social skills; and a positive disposition to learn.

British values are at the core of PSHE teaching and where appropriate, PSHE lessons can be used for the delivery of lessons designed to promote key British Values, particularly those pertaining to tolerance and respect for different beliefs and faiths, the rule of law, a broad knowledge of and respect for public institutions and services in England. The understanding of an upholding of democratic values and an understanding of 'right' and 'wrong' and respect for civil and criminal law.

The topics covered in PSHE are not standalone; some elements are also covered through lessons in computing, science and religious education. PSHE is considered to be an extremely valuable element of the school curriculum and the subject leader reviews its provision regularly. In order to create a cohesive and meaningful learning programme for our children, we try to identify links during the planning stage and give children the opportunity to use their subject knowledge and skills in real contexts.

## Implementation

PSHE will be delivered by the class teacher with the support of the PSHE leader, as necessary, to offer guidance and planning support, a multi-sensory approach can be undertaken. Visiting professionals may provide information sharing and practical workshops to children. In addition to this, PSHE is delivered through a range of whole school activities. Children are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week and fund-raising activities.

Children may take part in school assemblies, be elected onto the school council and are encouraged to express their opinions. Children are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum.

Planning is undertaken at three levels:

**Long term planning** is based on our PSHE curriculum and core values, it is supplemented with discrete PSHE education lessons.

**Medium term planning** overviews are reviewed and amended in year group teams. Teachers use the additional detail provided in the school's wider scheme and supporting documents such as the UNICEF Rights of the Child to ensure a broad and balanced curriculum.

**Short term plans** are formulated by the class teacher and include the learning intentions for each part of the lesson, the activities chosen as the vehicle for achieving the intentions, differentiation, resources, key vocabulary, questions and assessment for learning. Medium and short term planning is monitored by the Senior Management Team and the subject lead.

Resources for PSHE are stored centrally so all teachers have access to them. The PSHE subject leader will regularly review resources and obtain, within the constraints of the allocated budget, additional resources as necessary.

The PSHE subject leader ensures both themselves and the wider staff are kept informed of relevant changes to aspects of PSHE by attending local network meetings and training relevant to the needs of our school. The subject leader will support colleagues in the teaching of PSHE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school.

### **Teaching Methods and Approaches**

Lessons follow a flexible format in order to select the best approach to the chosen concept. It is made clear to the children at the start of the lesson exactly what it is they will learn as the intentions are shared with them.

PSHE education can be taught in a variety of situations:

- Discrete lessons.
- Alongside other subjects.
- Class discussions.
- Special Projects.
- Guidance and support systems (Buddy Systems, School Council, Eco Warriors).
- Visits from members of the community.
- School Nurse.
- Educational Visits.
- Whole school initiatives.

The teaching at Moorside provides opportunities for:

- Group work.
- Paired work, including mixed ability and similar ability pairs.
- Whole class teaching (where appropriate).
- Individual work.

The children engage in:

- The development of mental skill and strategy.
- Written recording.
- Practical work.
- Investigational work.
- Problem solving.
- Focused discussion – including circle time.
- Consolidation of basic skills and routines.
- Evaluating own achievements.

At Moorside Primary school, we recognise the importance of establishing a secure foundation in PSHE education and of teaching and using vocabulary appropriate to the task. We endeavour to set work which is challenging, motivating and which encourages the children to talk about what they have been doing.

### **Extended Curriculum Opportunities**

At Moorside Primary school, we recognise that the development of the whole child does not stop at the end of the school day. Through the provision of a wide range of after school clubs, as well as breakfast club, children are given the opportunity to develop their personal interests, based on the acquisition of knowledge and skills, in a safe environment.

### **Assessment**

At Moorside, teachers integrate effective Assessment for Learning in all areas of the curriculum and complete individual assessments for each child in order to track progress and inform future planning; this ensures lessons are both content and pitch appropriate.

In PSHE, this specifically involves:

- Assessing all children's starting points during the first lesson on a value.
- Planning learning which builds on children's prior knowledge and shows progression in PSHE learning.
- Implementing assessment-based planning so that lessons consistently meet children's needs.
- Using self and peer assessment to involve children in understanding their own learning and next steps.
- Encouraging children to feed back to class teachers about which aspects of a value they would like to learn more.

### **Equal Opportunities**

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of learning activities, with opportunities for all children to participate fully and effectively, including boys and girls, children with diverse additional educational needs, and children from all social and cultural backgrounds. Children are equally respected for whom they are and for the contributions, they make regardless of their background.

Knowledge, skills and understanding are taught in tailored ways that match children's current attainment levels, and care is taken that all learning is appropriate so that children can make progress and show what they can achieve. In order to provide access to learning and to meet diverse needs, specific action will be taken by staff to:

- Create effective learning environments, providing for children who need additional support with communication, language and literacy.
- Provide a multi-sensory approach using a variety of media.
- Provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate.
- Use appropriate summative and formative assessment approaches to inform future learning.
- Set targets for learning and behaviour including taking steps to help children manage their own emotions.

### **Partnership with Parent/Carers**

We recognise that Parents/Carers are key partners in our delivery of a comprehensive PSHE programme for children at our school. The PSHE we deliver is designed to support the important role of parents in this area. If Parents/Carers have concerns about any of the content to be covered, we ask that these are addressed to the Head Teacher.

### **Roles and Responsibilities**

#### **PSHE Lead along with the Senior Leadership Team**

- To lead a regular review of the PSHE Policy.
- To ensure that resources used are relevant and appropriate to the ages and needs of the learners.
- To lead the evaluation of the PSHE Policy and programme.
- To ensure that staff have the necessary skills, confidence, knowledge, support and resources to effectively deliver PSHE sessions.

#### **Governors**

- To ensure that an up-to-date PSHE Policy is in place.
- To ensure the PSHE Policy is made available to Parent/Carers.
- To ensure the PSHE Policy and curriculum are in line with the non-statutory guidance in the National Curriculum.
- To ensure the policy and programme reflect the whole school approach.
- To ensure the policy has been reviewed and evaluated bi-annually.

#### **Teachers**

- To ensure they deliver PSHE lessons in line with the school's PSHE Policy and other relevant school policies.
- To contribute to the evaluation of the PSHE programme.
- To assess learner progress against the agreed learning outcomes.
- To delivering a high-quality and age-appropriate relationships and health curriculum. in line with statutory primary requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all children.
- Modelling positive attitudes to relationships and health education.

Date implemented	July 2022
Date to be reviewed	July 2024