



QEGS JUNIOR SCHOOL
PSHEE and Citizenship and Circle Time POLICY
(including SRE Policy)

This document is a statement of the aims, principles and procedures regarding PSHEE, Citizenship, Circle Time and Sex and Relationships Education at QEGS Junior School. This policy has been written to ensure that QEGS JS meets the requirements of National Curriculum 2014 which states that, 'All schools should make provision for personal, social, health and economic education (PSHEE), drawing on good practice' and to also ensure continuity between Centenary House and the Junior School.

PSHEE and Citizenship Aims and Objectives

PSHEE is concerned with the Personal, Social, Economic and Health welfare of each individual in our school. It encompasses the feeling of belonging and focuses on the importance of becoming a balanced and thoughtful citizen, whilst evaluating our own actions and the actions of others. PSHEE and Citizenship is integrated into all aspects of school life, our boys are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We also encourage boys to reflect on their own values and attitudes, and explore the many complex and conflicting values and attitudes they encounter elsewhere.

To prepare boys for the transition from Y2 to Y3, we encourage them to reflect and consider any possible emotional conflicts they may face at this time, whilst also generating a positive and exciting approach to a new era of school life.

This is also the case when transitioning from KS2 to KS3.

Children need to develop a positive self image and confidence to:-

- Stay as healthy as possible
- Keep themselves and others safe
- Have worthwhile and fulfilling relationships
- Respect the differences between people
- Develop independence and responsibility
- Play an active role as members of a democratic society
- Be aware of their own and others abilities

Education for citizenship encompasses three main strands-

- Social and moral responsibility
- Community involvement
- Political literacy

Aims

Our aims are to enable the boys:

- To recognise their own worth;
- To work well with others;
- To develop positive relationships and respect for others;
- To understand our common humanity, diversity and differences;
- To know and understand what constitutes a healthy lifestyle;
- To develop self-awareness;
- To be positive and active members of a democratic society;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social choices;
- To form good relationships with other members of the school and the wider community.

Helping Children Achieve

The Helping Children Achieve initiative (following on from Every Child Matters green paper) identified the five outcomes that are most important. These are referred to and identified throughout the scheme.

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The five outcomes are key to the curriculum we deliver throughout the school. These five outcomes are identified throughout the PSHEE scheme of work which is delivered through one timetabled period a week. At QEGS we also adopt a whole school approach, aiming, in all aspects of school life, to introduce, develop and reinforce an awareness of self, others and the environment. Many elements can be taught through a variety of NC subjects and other timetabled provision, in addition to being promoted through the wider aspects of school life.

Helping Children Achieve Agenda within PSHEE and Circle Time

Throughout the scheme there are opportunities to focus on all five aspects of the HCA agenda -

Health

These include -

- understanding the nature of hygiene
- understanding stress and how to cope with it
- knowing what makes up a healthy lifestyle
- being aware of which substances are legal and which are illegal
- understanding the effects of cigarettes and alcohol

Safety

These include –

- understanding how to stay safe in tricky situations
- stranger danger
- road safety
- to understand that pressure to behave in an unacceptable way may come from people they know, and how to deal with it
- recognising people we trust and how they can help us to stay safe
- understanding what rules are for and how they keep us safe

Enjoy and Achieve

The PSHEE and Circle Time scheme of work allows for participation at all levels of ability. Every boy is made to feel as though they can achieve within their lessons. This strand can also be found in –

- health
- living in a diverse world
- developing the school grounds
- rights and responsibilities
- how do rules and laws affect me?
- developing confidence and responsibility
- preparing to be an active citizen
- new beginnings
- developing good relationships
- going for goals
- good to be me
- P4C
- relationships
- changes

Positive Contribution

In all areas of the curriculum the boys are encouraged to feel that they have made a positive contribution by means of verbal comments and marking of written work. The PSHEE and Circle Time scheme of work encourages the boys to feel as though they have made a positive contribution towards their lessons.

This strand can be found specifically in –

- choices
- communities
- democracy
- taking part
- animals and us
- developing confidence and responsibility
- preparing to be an active citizen
- new beginnings
- getting on and falling out

Economic Well Being

The PSHEE scheme of work allows opportunities for the boys to plan, perform and evaluate as individuals and as part of a group or class.

A positive social interaction is encouraged which provides an early insight in to how to solve problems that they may be faced with throughout their working life.

There are many activities throughout the scheme that focus on HCA 5, most obviously 'Money Week' held in the Summer Term.

This strand can also be found in –

- developing the school grounds
- rights and responsibilities
- children's rights, human rights
- respect for property
- in the media, what's the news?

British Values

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated in 2014. QEGS Juniors reinforces these values regularly as outlined in the QEGS JS Curriculum Policy.

QEGS Juniors strives to promote the fundamental British values. PSHEE medium term planning for KS2 clearly states which elements of ‘British Values’ the scheme of work addresses within a series of lessons.

Prevent duty

At QEGS JS and CH we are aware of new government literature that addresses and explores the ideas behind extreme radicalisation in our community. Section 26 of the counter terrorism and security act 2015 which states we must have 'due regard to the need to prevent people from being drawn into terrorism.'

Within our school community, we are mindful of the need to embrace and celebrate our diverse world. Within this whole school approach, and through PSHEE, RE and History lessons, we aim to help our boys to understand the world around them and the different communities, cultures and religions found within it.

Respect for Ourselves and for Others

Working together the WGSFoundation schools agreed to also create an additional and inclusive outline Scheme of Work that reads as a stand-alone document, but can also be seen and referenced in the PSHEE SOW.

Spiritual, Moral, Social and Cultural development

In accordance with national guidelines, at QEGS JS we ensure that these strands are fully covered within our curriculum.

a)

- i) **enable pupils to develop their self-knowledge, self-esteem and self confidence**

PSHEE Y3- Taking part/feelings and relationships

- recognise and name your feelings
- deal with your feelings in a positive way
- recognise what we are good at

CIRCLE TIME Y3- Developing confidence and responsibility

- developing good relationships

- going for goals- what sort of learner am I?
- good to be me (understanding feelings/managing feelings/standing up for ourselves)

PSHEE Y4- Taking part/feelings and relationships

- face new challenges positively
- be able to justify personal opinions
- understand better the concept of fairness

CIRCLE TIME Y4- Developing confidence and responsibility

- talk about and express opinions
- setting personal goals
- recognising how to deal with feelings in a positive way

PSHEE Y5- Taking part/feelings and relationships

- sharing opinions that are important to us
- considering alternatives and making decisions
- listening to the views of others/taking part in discussion/collaboration activities

CIRCLE TIME Y5- Developing confidence and responsibility

- sharing our gifts and talents
- strategies to cope with uncomfortable feelings
- class charter

PSHEE Y6- Taking part/feelings and relationships

- contributing to debate situations
- learning about the processes involved in working efficiently as a group
- considering the diverse nature of relationships

CIRCLE TIME Y6- Developing confidence and responsibility

- body talk
- what makes us happy
- seeing situations from different perspective

ii) enable pupils to distinguish between right and wrong and to respect the civil and criminal law

PSHEE Y3- Right and wrong/How do rules and laws affect me?

- Moral dilemmas- facing a variety of scenarios where there are different responses.
- Talking through why people respond to different situations in different ways- what are the consequences of their actions?

CIRCLE TIME- Preparing to be an active citizen

- Understanding why and how rules and laws are made and enforced

- Recognise choices they can make- right or wrong?
- Realise the consequences of antisocial behaviour

PSHEE Y4- Right and wrong/How do rules and laws affect me?

- Understanding the concept of fairness

CIRCLE TIME Y4- Preparing to be an active citizen

- What is a law and why are they in place?
- What is a democracy and what does it mean to live in a democracy?
- Telling the truth and the consequences of bullying

PSHEE Y5- Right and wrong/How do rules and laws affect me?

- Considering the importance of personal honesty- finding a purse
- Considering the nature of crime, especially types of theft

CIRCLE TIME Y5- Preparing to be an active citizen

- Using respectful language
- Saying no and standing up for yourself when in difficult situation

PSHEE Y6- Right and wrong/How do rules and laws affect me?

- Considering the victims of crime
- Understanding the hurt caused by bullying

CIRCLE TIME Y6- Preparing to be an active citizen

- Looking at the news this week and crimes committed
- What are the consequences of these crimes?
- Exploring how the media presents information

iii) Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely

- All year groups involved in Charity day events throughout the year.
- Charities from a wide range of sections of society- including the locality and overseas aid
- Shoe boxes for soldiers
- Harvest festival contribution

iv) provide pupils with a broad general knowledge of public institutions and services in England

PSHEE Y3- People who help us/local democracy

- Our police station- learning about the work carried out there
- Police dogs- learning about specialist police facilities
- Understand that the police help to keep our community safe

- Learning about key facilities in the place where we live

PSHEE Y4- People who help us/local democracy

- Learning about issues that are dealt with by the police
- Exploring ways in which decisions made by the police and local organisations affect the community
- Learning about the work of the police
- Research into local community services

PSHEE Y5- People who help us/local democracy

- Keeping out crime- all about local groups
- How can children contribute to community issues
- Dialling 999- what happens and why?
- Local councils- what do they do?
- Learning about the role of a local councillor

PSHEE Y6- People who help us/local democracy

- Keeping the streets safe
- Neighbourhood watch
- Crime concern
- Local elections- how are representatives chosen?
- Researching a local topical issue e.g. vandalism
- Considering the role of youth groups

- v) **assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions**

PSHEE Y3- Communities/Living in a diverse world

- Considering the role of religion in the local community
- Belonging- learning about different communities
- Developing strategies to support discrimination
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PSHEE Y4- Communities/Living in a diverse world

- Recognising diversity within the local community
- Developing strategies to deal with racism and prejudice

PSHEE Y5- Communities/Living in a diverse world

- Wedding customs from different communities
- Learning about similarities and differences within a community

PSHEE Y6- Communities/Living in a diverse world

- Identifying different types of prejudice
- Reflections on what we know about our community
- Identifying different religions and their similarities to each other

- vi) **encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs**

PSHEE Y3- Democracy/Human rights/The Global community/How do rules and laws affect me?

- Understand the basic differences between a democracy and dictatorship
- Learning the difference between needs and wants
- Learning that rights come with responsibilities
- Learning the importance of rules

PSHEE Y4- Democracy/Human rights/The Global community/How do rules and laws affect me?

- Understand the importance of elections and the voting system
- Understand the basic workings of Parliament
- Understand Britain's relationship with other countries
- Learning how to work together to resolve conflict

PSHEE Y5- Democracy/Human rights/The Global community/How do rules and laws affect me?

- Learn the basics of the different political parties
- Learn about pressure groups- what they are and how they work
- Develop a basic understanding of the European Union
- Developing a charter of human rights

PSHEE Y6- Democracy/Human rights/The Global community/How do rules and laws affect me?

- Discuss and research the role of an MP
- Understanding the terms war and peace

How timetabled PSHEE is organised in QEGS Junior School

The PSHEE curriculum includes 1 timetabled lesson per week.

Each of these staff members is responsible for the delivery of the PSHEE syllabus, which is based on the LCP and AC Black programme of work (whilst also encompassing a variety of compatible resources) to all pupils.

A whole school approach is achieved in a variety of ways:-

- The daily life of the school
- Assembly time
- Visiting speakers and other visitors
- Displays
- Residential visits
- Special events eg. Harvest
- Charity days
- School Council

Transition

It is vitally important that the boys feel comfortable and prepared to enter the Junior School from Centenary House and from Junior School to Senior School. A set of dedicated lessons are planned at the end of Year 2 and Year 6 to help address any worries, apprehensions or questions the boys may have regarding moving across Key Stages. The boys also visit their new class teacher on Transition Day. All information about the cohorts progress in PSHEE is passed on to the next teacher in class transfer meetings and via classroom monitor data.

Strategies for the Teaching of PSHEE

At QEGS CH and JS we use the following key teaching strategies;

The key words are:

Ask Boys discuss what they already know. This is achieved by revisiting tasks and activities, and then exploring a wider range of possibilities.

Help Boys build on what they already know and gain a better understanding of the topic and other learning activities. They achieve this understanding by exploring possibilities, being shown new ideas, watching others, and discussing

alternatives and key ideas. The result will be that the boys start to select and apply skills to suit both the activity and what they do best.

Teach At those times in the lesson or unit when boys are ready to acquire a new idea or concept, or to revise an activity they have done before but in a new way. As they explore and then select and apply skills and ideas, there will be moments when they need to be taught something new to help them to be more consistent or to operate in different ways.

Talk To a whole group or individuals to explain what, why and how they can discuss and think. This will help them to consolidate their ideas, enabling them to be more accurate, consistent and fluent.

Listen To what the boys say about what they can and cannot do and how they feel about what they are learning. This will provide information to help the teacher adapt, modify or extend activities to suit the boys better. It will also help to indicate when to move on and challenge the boys with a different task or activity.

These words illustrate some of the steps that a teacher could take in developing a lesson or series of lessons to move boys on to higher standards.

These steps start with asking the boys to show what they can already do and then providing for their need to be stimulated and extended further. Most units and lessons begin with an introduction, then activity and explanation that links the work to what has previously been learned and experienced. Boys can then be helped to understand and explore ideas and activities that indicate what they need to achieve. During this process it will become apparent what new skills and knowledge they need to be taught to develop their learning and the quality of their work. This will enable them to select and apply skills and ideas in the most appropriate and efficient manner to meet the demands of the task. There will also be opportunities for the teacher to talk to the boys about their work and to listen to their ideas and feelings about it.

Strategies for ensuring continuity and assessing progress

The PSHEE co coordinator will ensure continuity and progression as a result of ongoing observations and amendments to the schemes of work and medium term planning.

Watching boys work, talking to them about what they are doing and listening to them describe their work will generate useful assessment information. Above all, the suggested range of teaching approaches should help teachers acquire considerable knowledge of their children's needs, their rate of progress and standard of attainment.

Recording every aspect of individual children's progress is neither necessary nor desirable. Records should be selective and brief. They should be fit for purpose and teachers need to have a clear reason for recording the information. Significant achievement or weakness may be noted to serve as a basis for planning appropriate challenges or to form part of the annual report on progress. Learning objectives for each year group can be found in the assessment folder in p drive. As the year progresses teachers can record and adapt their teaching using the information this assessment grid provides.

At the end of key stage 2 teachers are not required to make statutory judgements about children's attainment in relation to the attainment targets and level descriptions for PSHEE. However, at the end of each year, teachers will have completed an assessment grid of objectives covered for each pupil (found in p drive/ assessment and data. PSHEE tracking grids) This will show the understanding of each chosen topic and allow teacher's to make decisions about the level of understanding with a particular class or a particular set of students.

Assessment, recording and reporting

- Teachers will assess achievement by observing and evaluating pupil's knowledge and understanding, skills and attitudes.
- Pupil profile sheets to be completed throughout each individual pupil's time at Junior school.
- Assessment tracking grids for each year group and pupil
- Each pupil has a folder of work starting in Year 3 and continuing through to Year 6.

Formative assessment is mostly carried out informally by teachers in the course of the teaching. It is used to guide the progress of pupils. It involves determining what each pupil has learnt and what therefore should be the next stage in their learning.

Monitoring and Evaluating the PSHEE policy

- Teacher feedback
- Pupil feedback
- Pupil participation in extra curricular sessions
- Parental feedback
- Inspection feedback

Adapting the scheme

If a scheme of work is going to be meaningful, it will need to be relevant to the needs of the children in the school. Teachers are not required to teach absolutely to this scheme of work. They are encouraged to adapt or personalise it as they wish. The most important point is that children should be motivated to enjoy and succeed in the subject.

Inclusion

PSHEE Equal Opportunities

PSHEE offers opportunities for all pupils to succeed, irrespective of ability, creed or cultural and ethnic background. We encourage challenges to assumptions about ability and disability, sexist or racial language and stereotyping. We encourage all children to value contrasting economies and respect for other peoples environment

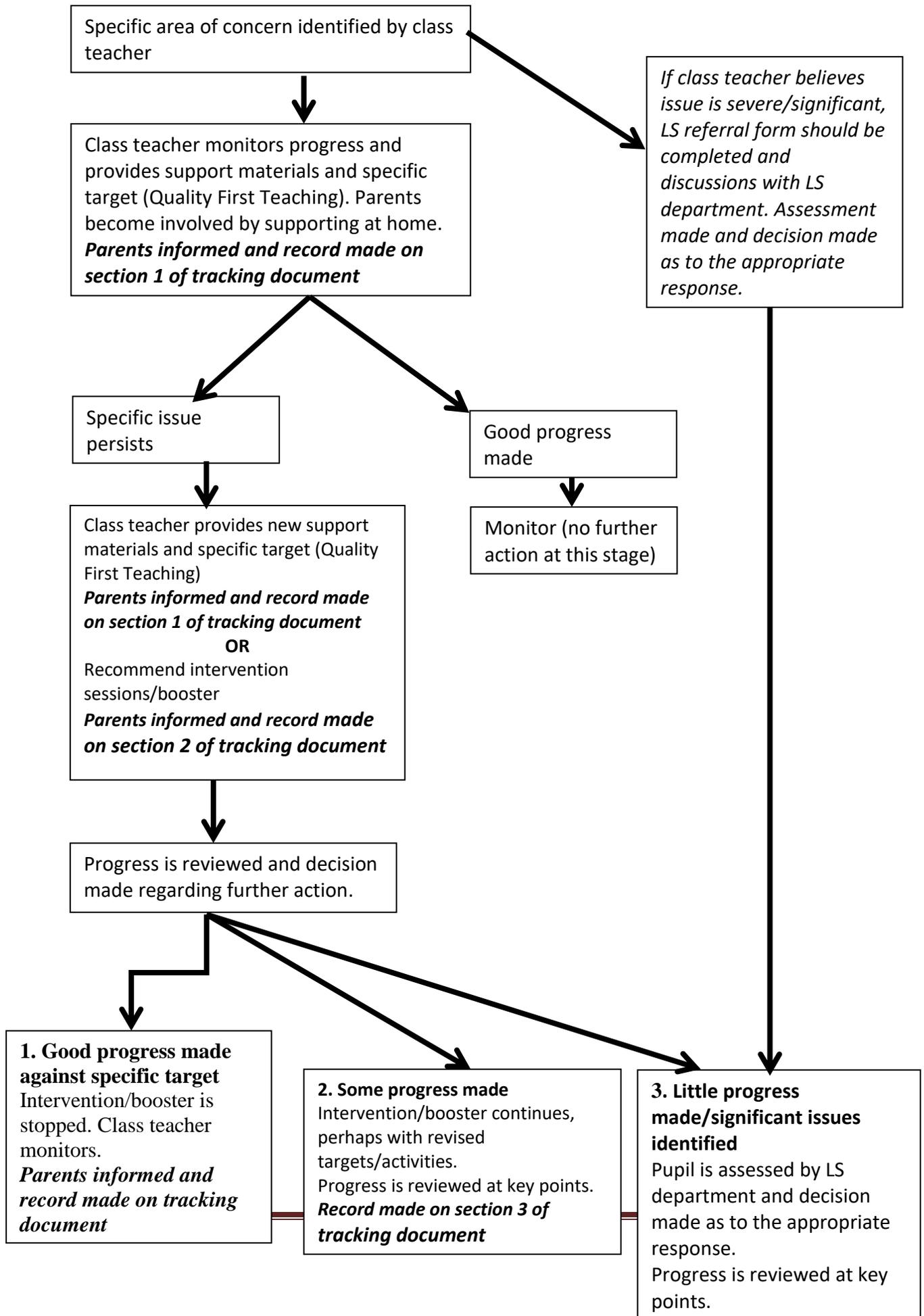
We believe all pupils in the school should have equal opportunities and equal access to the curriculum giving them the opportunity to learn and make progress, enabling them to fulfil their potential. All pupils are respected for their individuality and have their talents recognised, valued and nurtured. Curriculum activities and the use of equipment offer pupils opportunities to develop in an environment free from prejudice and discrimination against age, disability, gender reassignment, race, religion and belief, sex, sexual orientation (as outlined as 'protected characteristics' in the 2010 Equalities Act.

PSHEE Learning Support

Pupils with Educational Needs.

PSHEE is a means of communication and expression. It should allow children to experience enjoyment and satisfaction.

SEND Intervention flowchart – QEGS JS



Advice for staff:

- This process is intended for boys who are not currently receiving Learning Support
- Section 1 (diary) is intended to be a quick record of action taken to support in class/at home – recording what we are doing already, e.g. specific resources given, prompt sheets, word lists, extra handwriting, process guides for calculations, times tables, number bonds sent home, etc.
- Section 2 is where the concern is greater and work done in class/at home has not alleviated the concern. Extra support is then put in through TA-led intervention groups or booster.

At any time, serious concerns should be shared with Head of Learning Support

Setting Suitable Learning Challenges

Able Gifted and Talented

Throughout QEGS CH and JS we ensure that any boy with a particular talent within this subject is recognized and challenged. The AGT register is in place to recognise and reflect upon the need to identify these boys and ensure they are effectively using their talents in this area.

Successful learning throughout our school

Teachers should aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible. They should teach the knowledge, skills and understanding in ways that suit their pupil's abilities.

Pupils falling below expected levels of progress need to be differentiated so they can access the subject at an appropriate level.

Creating Effective Learning Environments.

- the contribution of all pupils should be "valued"
- all pupils should feel secure and able to contribute.
- stereotypical views should be challenged and pupils learn to appreciate differences in others.

Differentiation

In any planned PSHEE activity teachers must ensure opportunity for all pupils to progress. All staff should pay special attention to those pupils who may lack confidence or have a low self-esteem. The PSHEE provision is designed in a way that enables children of all ability levels to be able to experience a sense of achievement.

Independent learning

This is one of the objectives of the PSHEE programmes.

Pupils work individually, in pairs, in small groups and as a whole class to enhance independent learning.

Tasks are set which encourage independent learning.

The boys will discuss, research and answer questions.

In some sessions the boys will work independently and feedback to the group.

Thinking skills

All the units in this scheme of work provide opportunities to promote the following thinking skills.

Information-processing skills

These enable boys to locate and collect relevant information, to sort, classify, sequence, compare and contrast, and to analyse part-whole relationships.

Reasoning skills

These enable boys to give reasons for opinions and actions, to draw inferences and make deductions, to use precise language to explain what they think and to make judgements and decisions informed by reasons or evidence. They can also observe, develop and explain ideas.

Enquiry skills

These enable boys to ask relevant questions, to pose and define problems, to plan what to do and how to research, to predict outcomes and anticipate consequences, and to test conclusions and improve ideas.

Creative-thinking skills

These enable boys to generate and extend ideas, to suggest hypotheses, to apply imagination, and to look for alternative innovative outcomes. Creative thinking is very important if boys are to perform independently and with improving quality.

Evaluation skills

These enable boys to evaluate information, to judge the value of what they read, hear and do, to develop criteria for judging the value of their own and others' work or ideas, and to have confidence in their judgements. This gives boys opportunities to observe, copy, describe and comment on what they and others do, and to use the information gained from watching and listening to understand what works and what is not so

successful. They can make judgements about the quality and effectiveness of their own and others' work and ideas and make decisions about what they need to do to improve.

Planning

Individual staff are responsible for their planning. These are stored on P drive.

Staff training

Staff are encouraged to attend courses, review resources, create displays and update information and approaches related to PSHEE and Citizenship issues.

Resources

PSHEE and Citizenship resources are kept in the coordinator's room. Staff also have their own copy of the relevant LCP and AC Black resources alongside a comprehensive copy of the PSHEE SOW.

A full list of PSHEE and Citizenship resources is kept in the co-ordinators' file.

What is Circle Time?

The aim of Circle Time is to nurture children's social and emotional growth and strengthen their self esteem. Although each lesson is planned and directed by the teacher, its aim is to encourage the boys to interact with confidence because each individual is given the opportunity to contribute to the group and feels supported by the other members. This helps everyone to work as a team which celebrates the difference in others and respects their values and beliefs.

Aims

Regular circle time lessons are designed to help the boys to...

1. become emotionally strengthened.
2. become socially confident.
3. become able to cope with the stresses and strains of life.
4. share life experiences.
5. respect the views and opinions of others.

How timetabled Circle Time is organised in QEGS Junior School

Y3 to Y6 form teachers deliver the Circle Time curriculum in 1 timetabled lesson per week.

Each of these staff members is responsible for the delivery of the Circle Time syllabus, which is based on a variety of resources including Jenny Mosley, SEAL and SEBS, P4C and Thinking Skills.

Assessment, recording and reporting

Teachers will assess achievement by observing and evaluating pupil's knowledge and understanding, skills and attitudes.

Formative assessment is mostly carried out informally by teachers in the course of the teaching. It is used to guide the progress of pupils. It involves determining what each pupil has learnt and what therefore should be the next stage in their learning.

Planning

Y3 to Y6 form staff are responsible for their weekly planning. These are stored on P drive.

Staff training

Staff are encouraged to attend courses, review resources, and update information and approaches related to Circle Time issues.

Resources

Circle Time resources are kept in the coordinator's room. Staff also have their own relevant resources as well as centrally held resources for Y3 to Y6
A full list of Circle Time resources is kept in the co-ordinators' file.

Data Storage

We ensure that pupils' personal data, including any information relating to their individual needs, assessments and interventions is maintained securely at all times. (General Data Protection Regulation: May 2018). For more information on the way personal data is stored and processed refer to the Privacy Notices and Data Protection Policies.

Drafted 2009

Amended 2013

Updated by D Rogers September 2015

Updates by D Rogers June 2018

Sex and Relationships Education Policy
(Part of the PSHEE Policy)

Areas of Helping Children Achieve:

Be healthy
Stay safe
Make a positive contribution to society

Rationale

We want our boys to grow up into healthy, safe and informed young people, who can make healthy life choices and a positive contribution to society. A caring and supportive Sex and Relationship Education (SRE) curriculum must support young people in developing self-confidence in preparing for the physical and the emotional changes they will encounter as they grow into adults.

Young people need reassurance about their self-image, behaviour, feelings and relationships. They also need knowledge appropriate to their levels of maturity and this includes the need to be well prepared with thorough understanding before they can be expected to make considered choices. In order to place the biological aspects covered in the Science curriculum into a moral and social context, we need to provide a broad, balanced Sex and Relationship Education (SRE).

The role of the school is supportive and complementary to the role of parents in the teaching of SRE.

This policy has been written so that parents, carers and staff are clear about the statutory requirements regarding SRE education, so that pupils receive their educational entitlement.

Aims of Sex and Relationship Education

SRE within our school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. Information will be delivered in an accepting and honest way, which enables the boys to contribute in an open and comfortable way. SRE will focus on:

Attitudes and Values

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.

- Developing self-respect and empathy for others.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

Knowledge and Understanding

- About healthy, safe lifestyles, including the value of positive relationships
- About physical development, including reproduction and puberty
- About emotions and how these can change or be affected by various influences.

Organisation

The implementation of this policy is the responsibility of all staff in the school and individual form tutors during PSHEE lessons.

The PSHEE co-ordinator, Head of Pastoral Care and the Science co-ordinator, will monitor and review.

Matron, the Science co-ordinator and the Head of Pastoral Care will deliver some parts of the curriculum independently in Year 6.

In Y6 boys will receive a 5/6 week focus module on Sex and Relationships. This will be delivered by the Head of Pastoral Care in conjunction with the Science co-ordinator.

A range of teaching styles will be employed, to encourage pupil participation, so that the boys can discuss and reflect on ideas and content, whilst developing their communication skills.

Pupils cannot be withdrawn for any teaching that is part of the statutory National Curriculum Science requirements as detailed:

- | |
|---|
| <ul style="list-style-type: none"> ● that animals, including humans, move, feed, grow, use their senses and reproduce ● to recognise and name the main external parts of the human body. ● that humans can produce offspring and these grow into adults ● to recognise similarities and differences between themselves and others ● that the life processes common to humans and other animals include nutrition, growth and reproduction ● about the main stages of the human lifecycle. |
|---|

Any parents with questions or concerns about the sections of SRE that fall outside of the National Curriculum should speak with the PSHEE co-ordinator or the Head or Deputy Head/Assistant Head teacher. If, following discussion, parents still wish to withdraw their child from specific non-statutory aspects of SRE curriculum; they should put this in

writing to the Head teacher. The parent will be advised that they have an obligation to provide the information at home using information available from the DCFS.

Assessment and Inclusion

Teachers will be responsible for assessing where their children are both in knowledge and maturity and match learning opportunities to their individual needs.

Pupils come from a variety of cultures and families and all are entitled to learn in a supportive environment free from fear. Some pupils use homophobic terms and other sexual language as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour policy.

Answering Questions

It is important that young people feel they can ask questions if they are confused or concerned about any aspect of SRE. Teachers will answer pupil questions appropriately using their professional judgement. All teachers are encouraged to use a question and answer box where pupils can ask questions anonymously. There is no expectation that any teacher delivering SRE will automatically answer pupil questions, as this may not be in line with the year group's SRE learning intentions or infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents or carers. If this is not appropriate, they will be directed towards another member of staff, another adult they trust or advised as to where they may be able to access information eg helplines, websites, leaflets etc.

Any parents with questions or concerns about the sections of SRE that fall outside of the National Curriculum should speak with the PSHEE Co-ordinator or the Head or Deputy Head teacher. If, following discussion, parents still wish to withdraw their child from specific non-statutory aspects of the SRE curriculum; they should put this in writing to the Head teacher. The parent will be advised that they have an obligation to provide the information at home using information available from the DCFS.

Confidentiality

It is important that for the effective teaching of SRE there must be a trusting relationship between the class teacher and boys, however, any concerns staff may have should be discussed immediately with the Head teacher. The safety of our boys is a paramount concern and the school is legally obliged to refer concerns regarding child protection issues, including sexual abuse to other agencies such as social services.

Staff Professional Development

Staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements. It is essential that teachers delivering the programme are confident in their abilities, and in the support offered by this policy.

Drafted 2009

Amended 2013

Updated by D Rogers September 2015

Updates by D Rogers June 2018