



# Normanhurst School Curriculum Policies Main School and EYFS

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# Normanhurst School

## Curriculum Policy

### Introduction

The School's curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum and GCSE specifications, but also the many extra-curricular activities organised to enrich the pupils' experiences and the 'hidden curriculum' – what the pupils learn from the way they are treated and expected to behave.

We strive for pupils to grow into responsible people who can work and co-operate with others while at the same time developing their knowledge and skills, in order to achieve their true potential. We encourage our pupils to study in order to become confident, independent individuals capable of engaging in lifelong learning. We plan our curriculum to challenge the children, to engage them in practical activities and to provide them with opportunities for co-operative learning.

Our curriculum aims to promote not only the pupils' academic development, but also their social, moral, spiritual, cultural and emotional development. It is our aim that they learn their own value within our school community and in the world beyond school. We seek the highest standards of attainment and are committed to tracking the learning progress that each pupil makes. We also value the breadth of the curriculum that we provide. We aim to foster creativity and innovation and to help our pupils become independent learners. We believe in making learning purposeful, engaging and enjoyable.

### Application

The school has developed a curriculum that is supported by appropriate plans and schemes of work and which:

- takes into account the ages, aptitudes and needs of all the pupils, including those pupils with an EHC Plan, and
- that does not undermine 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 school's curriculum provides for:

- full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- pupils' acquisition of speaking, listening, literacy and numeracy skills.
- personal, social, health and economic education (PSHEE) which:
  - reflects the school's aims and ethos
  - encourages respect for other people paying particular regard to the protected characteristics as set out in the 2010 Act
- pupils below compulsory school age to access a programme of activities that is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.
- pupils above compulsory school age to access a programme of activities that is appropriate to their needs.
- all pupils to have the opportunity to learn and make progress.

- effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

As part of its PSHEE programme, including through the Jigsaw scheme of work, the school promotes pupils' mental health and emotional wellbeing. See the Jigsaw scheme of work for full details.

## Values

The main objective of the school is to educate the children in the knowledge, skills and understanding that they need in order to lead fulfilling lives and to prepare them for the opportunities, responsibilities and experiences of later life. This is achieved through the curriculum.

These are the main values of our school, upon which we base our curriculum:

- We value each child's individuality, we listen to their views and we promote respect for diverse cultures
- We value the spiritual, moral, cultural and social development of each child, as well as their intellectual and physical growth
- We value the importance of each person in our community and we organise our curriculum to promote inclusion, co-operation and understanding among all members of our community
- We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils
- We strive to meet the needs of all our pupils in an inclusive environment
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

## Aims

The school aims to offer a broad and balanced curriculum to all pupils, ensuring equal access to learning to all and appropriate levels of challenge and support. Our curriculum also aims to:

- Give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Ensure that the areas of learning for pupils in the EYFS and the subjects and courses offered to older pupils at each stage of the school:
  - contribute effectively to their intellectual, physical and personal attainment and development.
  - are appropriate for their age and ability.
  - prepare them for the next stage of their education.
- Ensure that the curriculum is planned to provide continuity and progression of learning.
- Ensure that the school meets the curricular requirements of those pupils who require special provision, including very able pupils, and those for whom English is an additional language.
- Enrich the curriculum by offering a variety of extra-curricular activities such as in sport, music and drama in order to develop and extend pupils' individual talents and to increase their self-confidence.
- Provide a range of opportunities within the school day and the curriculum for personal, moral, cultural and social development.
- Teach pupils to have an awareness of their own spiritual and health development that reflects the school's aim and ethos, to distinguish right from wrong, and to grow up committed to equal opportunities and tolerance for all.

- Offer educational opportunities that enable pupils to be creative and to develop their own thinking and initiative to become independent learners.
- Enable pupils to have respect for themselves and high self-esteem, and to live and work co-operatively with others in our multi-cultural British, democratic society.
- Promote a positive attitude towards learning so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning.
- Prepare pupils for the various entrance assessments, diagnostic tests and GCSE exams.
- Provide a learning environment to prepare for the opportunities, responsibilities and experiences of adult life and to prepare them for transition into further education and training post 16.

### **Implementation of Aims**

- The curriculum is broad and balanced, offering the range of subjects in the National Curriculum including at GCSE: English Language, English Literature, Mathematics, Business Studies, Computing, Drama, French, Geography, Graphic Design, History, Music, RS, and Sciences: Biology, Chemistry and Physics.
- All pupils are taught Arts, Humanities, ICT and Science with cross-curricular links created where possible. Combined with the extra-curricular programme, this ensures that all pupils receive a balanced and well-rounded education with plenty of opportunities to develop their individual talents.
- All pupils access the same Schemes of Work. Delivery is, however, differentiated according to the needs and ability of each child. This is mainly achieved through differentiated group and individual work and targeted feedback. Teaching assistants help either within the classroom with a particular group or by withdrawing a group or individual from the class. From Reception through to Year 5 every child reads individually at least three times a week and if possible every day.
- The Head of Seniors oversees the senior curriculum, the Head of Juniors oversees the curriculum for Key Stage 1 and 2, and the Head of Early Years oversees the EYFS curriculum. The Headmistress, SLT and Subject Coordinators regularly review the curriculum with the curriculum leaders.
- The Head of Seniors, Head of the Juniors and Head of EYFS consult to ensure continuity from the Early Years Foundation Stage through to Key Stage 4. The Subject Coordinators are responsible for ensuring continuity throughout the Key Stages and for checking content across the different subjects.
- The school SENDCo is responsible for assessing the needs of pupils throughout the School with special needs such as Dyslexia and for advising teachers on providing for individual needs. The SENDCo gives advice to staff, parents and pupils, liaises with external agencies and monitors and develops special needs provision within all age ranges of the School. Class teachers ensure that pupils whose first language is not English receive extra individual support in English, if necessary.
- Class and specialist subject teachers are responsible for identifying those pupils who require special help, including those categorised as gifted or talented and for providing appropriate differentiated learning activities within lessons. The SLT, the appropriate Subject Coordinator and the class teacher will ensure that the educational programme offers suitable challenges to the gifted and talented pupils. A register of gifted and talented pupils is kept and reviewed annually.
- The SLT oversees and regularly reviews the provision of extra-curricular activities, ensuring a balance of opportunities to pupils. Sport, Art, Music, Drama, Languages and other activities are made available to enhance the curriculum.
- The PSHE coordinator plans a programme during form time and PSHE time to educate the pupils in their personal, social, moral, cultural and spiritual development. A number of speakers are invited to take assembly during the year to talk about different religions, life issues and charities. Outside health

visitors, nurses or other experts are invited to talk to Key Stage 2, 3 and 4 pupils about health issues, sex education and issues such as internet safety and drugs. Health issues are also covered in Science lessons. More details can be found in the PSHE Schemes of Work.

- The Head of Juniors works with the class teachers in Key Stages 1 and 2 to ensure that pupils are prepared thoroughly for all external assessments and teacher assessments.
- Creativity is encouraged in every aspect of the curriculum. Pupils are encouraged to contribute their own ideas and to think for themselves. Initiative and creative ideas are encouraged throughout the curriculum.
- The curriculum is enhanced by educational visits and special events/visitors in school, which support study in school. Pupils learn to cultivate self-discipline, self-esteem, responsibility and tolerance.

## **Curriculum Organisation**

### ***Early Years Foundation Stage (Kindergarten and Reception)***

The curriculum taught in Kindergarten and Reception meets the requirements set out in the Early Learning Goals. Curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences. French is taught from Reception.

All pupils need the support of parents and staff to make good progress. The school strives to build positive links with parents of each child through our open door policy and by keeping them informed regularly about how what the children are taught and how they are progressing. Where applicable we provide the two year developmental check for children in Kindergarten during the term in which they turn three.

The school fully supports the principle that young pupils learn through play and by engaging in well planned and structured activities. Teaching in Reception builds on the experiences of the pupils in their Kindergarten learning. The development of skills by each child is assessed termly in Reception. This assessment forms an important part of the future curriculum planning for each child and is evidenced in the children's portfolios.

In the final term of Reception, the EYFS Profile is completed and shared with parents. This reports the children's progress against the Early Learning Goals. Teachers in Reception and Year 1 work together in the Summer Term to ensure a smooth transition from EYFS into Year 1 and each individual pupil's achievements and next steps for progress are shared.

### ***Juniors (Years 1 to 6)***

The curriculum for Year 1 to 6 is based on the National Curriculum and is planned in three phases. A long term plan is agreed for each Key Stage in each subject, which indicates what topics are to be taught in each term and to which groups of pupils. These long term plans are reviewed on an annual basis.

The medium term planning provides clear guidance on the objectives and teaching strategies for each topic. National programmes of study are used to inform the long-term and medium-term planning the medium-term planning in the foundation subjects. Teachers evaluate pupil achievement and understanding and reflect on how successful the lesson was. The Headmistress, SLT and relevant Subject Coordinators discuss the medium-term plans on a termly basis. They are used for future planning and analysis of pupils' progress, and provide the Subject Coordinators with an overview of their subject across all the age groups within the school.

Short-term plans are written on a weekly or daily basis and recorded. These include the learning outcomes for each lesson and identify the resources and activities are to be used. These plans also include information regarding differentiated tasks and the use of the learning support staff in the classroom.

From Key Stage 1, the National Curriculum subjects are taught separately and French, ICT, Music and PE are taught by specialist teachers. Within Humanities, some classes may choose to concentrate on a History topic for one half term and then switch to a greater emphasis on Geography in the next half term. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects. Cross-curricular links from Key Stage 2 subjects occur when appropriate.

### **Seniors (Years 7 to 11)**

At Key Stage 3 (Years 7 to 9) pupils study the following subjects: English, Mathematics, Science, Design Technology, French, Spanish, History, Geography, Religious Education, Art, Music, Drama, Physical Education, Computing and PSHE (a programme that delivers personal, social, health, citizenship, enterprise and careers education).

Pupils complete their KS3 Mathematics and Science courses over two years and then embark upon GCSE courses in these subjects at the beginning of Year 9. All students make a guided choice at the beginning of Year 9 and choose their three option subjects for GCSEs in Years 10 and 11 from a wide range.

At Key Stage 4 all pupils study the core curriculum of English language, English literature, Mathematics, Science (double or triple GCSE), PE and PSHE. Pupils start the option subjects chosen in Year 9. Most students will go on to gain 8 or 9 GCSEs. Some students will study fewer and will be given support through our Study Support programme, which supports those students in KS4 who have identified SEN or EAL needs.

### **Relationships Education**

Relationships Education is mandatory in schools from September 2020. The school teaches the Jigsaw programme for all pupils in PSHE lessons. The curriculum for RSE meets national and local guidelines and is inclusive and age appropriate. See the PSHE section for more detailed information.

### **Careers Guidance**

Careers education, information, advice and guidance is provided through the PSHE programme to all pupils. In addition, Year 10 pupils undertake a week's work experience away from school and there is a programme of guest speakers and mock interviews conducted by relevant businesspeople. See the Careers section for more detailed information.

### **Safeguarding**

The school teaches pupils through the curriculum as part of PSHE, and also through special events such as safer internet training, how to keep themselves safe within school and in the wider world. See the Safeguarding Policy for more detailed information.

### **Fundamental British Values**

The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. See the SMSC Policy for more detailed information.

### **Inclusion within the Curriculum**

The curriculum is designed to be accessed by all pupils who attend school. The school does all it can to meet the individual needs of the pupils and complies with the requirements set out in the SEND Code of Practice and takes account of the Equality Act 2010.

If a child displays signs of having special needs, then their teacher makes an assessment of this need by completing the SEN Identification form. In many instances, the class teacher is able to provide the resources, differentiated tasks and educational opportunities that meet the child's needs within normal class organisation with the assistance of the Learning Support staff. This also applies to any child identified as 'gifted and/or talented' in any curriculum area.

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- more able pupils
- pupils with low prior attainment
- pupils with SEN
- pupils with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving. The school is committed to making reasonable adjustments to meet the needs of pupils who have disabilities, as it is to meeting the needs of all groups of pupils in the school.

See the SEND Policy and EAL Policy for more detailed information.

### **The Role of the Principals**

The role of the Principals is to ensure there is:

- A robust framework in place for setting curriculum policies and aspirational targets.
- Enough teaching time provided for pupils to cover the National Curriculum and other statutory requirements.
- Proper provision made for pupils with different abilities and needs, including children with special educational needs (SEN)
- Implementation by the school in the relevant statutory assessment arrangements
- Active participation in decision-making about the breadth and balance of the curriculum
- The provision of independent, impartial careers guidance, and that this is appropriately resourced.

### **The Role of the Headmistress**

The Headmistress is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects that the school chooses to offer, have aims and objectives that reflect the aims of the school and indicate how the needs of individual students will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed annually.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum.
- The school's procedures for assessment meet all legal requirements.
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Governing Body is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

### **The Role of the Subject Coordinator**

The role of the Subject Coordinator is to:

- Provide a strategic lead and direction for the subject throughout Key Stages 1, 2, 3 and 4.
- Support and advise colleagues on issues related to the subject.
- Monitor pupils' progress in the subject area including the less able and the gifted and/or talented.
- Provide efficient resource management for the subject.
- Help organise trips and visits where appropriate.

### **Monitoring and Reviewing**

The Headmistress is responsible for the day-to-day organisation of the curriculum and monitoring the way the Curriculum is implemented. Responsibility for the implementation of the aims also lies with the Head of Seniors, Head of Juniors, Head of EYFS, Subject Coordinators and the SENDCo.

The Senior Leadership Team monitors the teaching of the curriculum throughout the school by conducting learning walks, lesson observations, data analysis and work scrutinies.

Each subject Department Improvement Plan is developed, implemented and reviewed annually by the appropriate subject co-ordinator, overseen by Line Managers, the SLT and the Headmistress. This is a key part of the whole school strategic improvement and review process.





# Normanhurst School

## Assessment Policy – EYFS

Assessments are made with regard to the DfE “Statutory Framework for the Early Years Foundation Stage” and the ‘Development Matters’ contained within the document leading to the ‘Early Learning Goals’. Copies of the “Statutory Framework for the Early Years Foundation Stage” are available in Lower Kindergarten, Upper Kindergarten and Reception.

### Profiles

An individual pupil profile is kept on each pupil and assessment is mainly by observations. Evidence and achievements are recorded in a ‘learning journey’. The profile and learning journey covers the seven areas of learning:

Prime areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

It is the key workers’/teachers’ responsibility to ensure that the profile is kept up-to-date and passed to the child’s next key worker/teacher. The learning journey is available to the parents. The confidential notes for the child’s next teacher in another school can only be passed on with parental permission.

Observations are made during the pupil’s first few weeks at school, with particular reference to the area of ‘Personal, Social and Emotional Development’. Thereafter, observations are made to support the child’s individual learning journey.

Learning journeys and profiles are ongoing. They are completed as frequently as possible and staff should ensure that a child’s profile is up-to-date at the end of each term i.e. Autumn, Spring and Summer. If a pupil leaves the school, the profile is passed on to the next setting.

The Head of EYFS and/or SENDCo will be informed if any child causing for concern in any of the areas of learning. See the Special Educational Needs Policy for the EYFS Department for more detailed information.

### Aims

Assessments are made to:

- inform planning on a short-term and long-term basis for activities
- provide information on each child’s progress and learning needs
- identify pupils’ strengths and next steps for progress
- identify any special educational needs

## **Record Keeping**

- Notes and observations on individual pupils are confidential and kept as school records and are available to parents on request. All records are passed to the child's next teacher for their information, who, once they have been read, will file these in the child's personal file kept in the school office.
- The majority of reporting to parents and carers is done verbally and informally when the pupil is brought to school in the morning or collected at the end of the day.
- A written 'settling report' is sent home at the end of the pupil's first full 3 weeks and a report at the end of the academic year.
- There is a formal parent / teacher meeting in the Spring Term.
- SEN documentation is kept with the SENDCo and individual class records are kept with the class teacher.
- Reading records are kept in a reading record book that goes home regularly. Both parents and teachers write comments in these books. It is a record of books read, suggestions for improvement and any difficulties encountered.
- Where appropriate, the child's work is marked promptly in discussion with the child, with regard to the learning intentions.
- Individual pupil profiles are kept by the Reception teacher to serve as a record of pupils' achievement for that academic year.
- The following are passed to the Reception team from Kindergarten:
  - Individual pupil profile with evidence, including notes and observations
  - Any behaviour and welfare issues.
  - Reading record book.
  - Special Educational Needs records, where appropriate.
- The following are passed to the Year 1 team from Reception
  - Individual pupil profile with evidence, including notes and observations
  - Any behaviour and welfare issues.
  - Reading Record Book
  - Special Educational Needs records, where appropriate
  - Reading Progress Tests and results (if applicable)

## **Assessment – EYFS Progress Check at age two**

If the child has spent the majority of his/her time at school by the time he/she reaches the age of three, the school reviews his/her progress, and provides parents and/or carers with a short written summary of their child's development in the prime areas. These are usually written and given to parents at the end of the Autumn, Spring or Summer Terms. If parents require a report before this time, they are asked to contact their keyworker.

If there are significant emerging concerns, or an identified special educational need or disability, the school develops a targeted plan to support the child's future learning and development involving other professionals (for example, the SENDCo) as appropriate.

The summary highlights areas in which some additional support might be needed and focuses particularly on any areas where there is concern that a child may have a developmental delay (which may indicate a special educational need or disability). It also describes the activities and strategies the staff intend to adopt to address any issues or concerns. Staff discuss with parents and/or carers how the summary of development can be used to support learning at home.

## **Assessment – Early Years Foundation Stage Profile**

Throughout the Foundation Stage, as part of the learning and teaching process, each child is assessed with reference to the EYFS and the scale points of the EYFSP. These assessments are made on the basis of observations and knowledge of the whole child. By the end of Transition, the Early Years Foundation Stage Profile sums up

that knowledge. In Reception the profile is completed throughout the year to track individual achievements and set future targets.

Assessments against the scales are finalised during the Summer Term, summarising each child's development. At the Autumn Term parents' evenings, the Early Years Foundation Stage Profile is explained to parents. In the Spring and Summer Terms, at both the parents' evenings and in the final reports to parents, in discussions and in the final written report, staff focus on the achievements (E=emerging; Ex=expected; Exc=exceeding) of the individual child against the 17 Early Learning Goals. Parents and/or carers are invited to comment on these.

Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

The Early Year Foundation Stage Profile forms the basis for reports to parents and final scores are sent to the London Borough of Waltham Forest as required. The school permits the local authority to enter the premises to observe the completion of the EYFS Profile, and permits the local authority to examine and take copies of documents and other articles relating to the Profile and assessments. The school takes part in all reasonable moderation activities specified by the local authority and provides the local authority with such information relating to the EYFS Profile and assessment as they may reasonably request. If requested, the school incorporates parents' and/or carers' comments into children's records.

See the EYFS Policy and Data Protection Policy for more detailed information.

### **Reporting to Parents**

- Where applicable, for the children in Kindergarten, we provide the two year developmental check to parents during the term in which they turn three.
- The majority of reporting to parents and carers is done orally when the pupil is brought to school in the morning or collected at the end of the school day.
- A written report on how children are settling in is sent home in the early part of the Autumn Term.
- A Parents' Meeting takes place at the end of the Spring Term.
- Written reports are sent home at the end of the Autumn and Summer Terms.
- In the final term of Reception the EYFS Profile is completed and shared with parents. This reports the children's progress against the Early Learning Goals.
- Parents are welcome to make individual appointments to see teachers on a formal or informal basis, should they have an area of concern or wish to discuss their child's progress. The Head of Juniors and Headmistress are also available by appointment.



# Normanhurst School

## Assessment and Marking Policy – Years 1 to 11

### Background

The school recognises that all pupils are able to be independent and successful learners when they are both confident about what they know and understand and when they know what next steps to take to make progress and improve on their previous best. This involves a number of formative and summative assessment strategies including modelling, individual and group tasks, feedback and target setting with the guidance of teachers. Our reporting procedures provide useful information on progress for pupils, parents and teachers and are based on the concepts of equality, diversity, clarity, consistency and openness.

### Purpose

The purpose of this policy is to set a high standard of assessment practice by:

- Subject areas indicating assessment methods in schemes of work and supporting teachers to practise assessment for learning
- Ensuring accuracy and consistency in assessment.
- Using assessment of pupils' work to motivate and encourage their learning.
- Using pupil data to ensure individual and class progress towards minimum expected grades/levels.
- Keeping accurate, transferable records.
- Analysing nationally assessed test and examination results by subject, teaching group, gender and ethnicity to diagnose areas of underachievement and help improve performance.

### Principles

- Subject Coordinators and Class Teachers should review their Schemes of Work annually.
- They should ensure that a variety of assessment for learning methods are used.
- Teachers should follow the School Marking Policy.
- Subject Coordinators and SLT are expected to use assessment evidence to help diagnose the effectiveness of teaching and pupil achievement.
- The school will use prior attainment information to set minimum expected targets for progress.
- The school will use prior attainment information to measure pupil progress and analyse their performance in the CEM tests and GCSE examinations.

### Reports to Parents

- Parents will receive regular reports that provide information on the level of attainment and progress as well as information on attendance and punctuality. The calendar for reporting is produced in September. There is a minimum of one contact per term either through interim reports, full reports or parents' meetings.
- All Reports are copied and stored in the pupils' personal files kept in the Office. Subject reports include comments on achievement and progress as well as targets for improvement.
- In Year 6, Reports are also sent to the Secondary Schools to which parents may have made application for entry in the following September.
- The School operates an open door policy whereby parents may make appointments with teachers at mutually convenient times, in order to discuss matters of individual concern.

### Juniors (Years 1 to 6) Reporting Programme:

- Informal Settling-in Parents' Meeting – Autumn Term
- Full Reports with attainment and progress levels – End of Autumn Term
- Parents' Meeting – Spring Term
- Full Reports with attainment and progress levels – End of Summer Term

### Seniors (Years 7 to 11) Reporting Programme:

- Informal Settling-In Parents' Meeting – Autumn Term (for Year 7)
- Progress Reports (Short Form) – End of Autumn Term (for Years 1-10)
- Parents' Meeting – Spring Term (for Years 7-11, including Year 9 Options Evening)
- Full Reports – January after the Mock GCSE Exams (for Year 11s)
- Full Reports – End of Summer Term (for Years 1-10)

### **Marking Policy**

Marking is sometimes done while a task is being carried out, through discussion between the child and teacher. Verbal feedback is considered very important. All work is checked regularly by the teacher for immediate feedback. Class teachers are responsible for ensuring that their pupils' books are checked frequently for correct recording and presentation of class work and homework. Learning support staff may help with this during lessons but all marking outside lesson time should be done by the class teacher or subject specialist.

Marking has several roles to play:

- It gives regular and frequent feedback to pupils and parents on how well pupils are managing the demands of classwork and homework
- It praises success and fosters the desire to master skills
- It diagnoses weaknesses and suggest solutions
- It alerts teachers and parents to any changes in a pupil's performance
- It gives teachers a record that can inform discussion between teachers and pupils
- It provides information for teachers to report to parents on the progress pupils have made
- It enables teachers to reflect on the effectiveness of their teaching and therefore informs future lesson planning and learning objectives
- Feedback may also be given orally, not always in writing

### **Marking of Classwork and Homework**

The counter productiveness of over correcting must not be ignored as such an approach can easily undermine creativity, interest and enthusiasm. Work should be marked and assessed regularly in all subjects.

### **General Points**

- Teachers should reward effort, progress and achievement with a Housepoint on a regular basis to celebrate pupils' success.
- Teachers should write the Housepoint (1hp) in the book as well as record it on the Engage system.
- Teachers may use stickers/stamps/postcard home etc to encourage pupils.
- Marking is usually done in red pen in the juniors and seniors, apart from in Art when pencil is used.
- Self-assessment is usually done in green pen in the juniors and seniors
- Peer assessment is usually done in purple pen in the juniors and green pen in the seniors
- Lesson objectives are underlined in green when it has been met successfully
- An orange dot is put next to the lesson objective if a pupil needs additional support in the next available lesson to achieve it.

### **Peer Assessment**

Teachers make positive use of self and peer assessment opportunities during lessons (age appropriate) as a valuable method of providing feedback to pupils about their work and achievement of their targets.

### **Teacher Feedback Comments**

Feedback to pupils about their progress in all subjects is achieved through the effective marking of work. Comments should further extend pupils' learning or address misconceptions, and should link to the appropriate learning objective (appropriate to their age and reading ability). Regardless of prior attainment, all pupils have the potential to receive the maximum reward for progress made.

Teachers should regularly identify what a pupil has done well. This may include knowledge, understanding or skills shown. Teachers should also provide regular next steps to enable individual pupils to make further progress or improve their learning. Time should be given in class for pupils to respond to these targets.

### **Tests**

Tests are to be marked by the teacher, and examination papers will need to be marked in accordance with the mark scheme and subsequently discussed with the pupils. In the case of mental Mathematics, tests can be marked by pupils and checked by the teacher.

Work should be marked with regard to the specific learning intention, detailing the child's level of success in achieving the differentiated success criteria. Strategies for improvement ('next steps') should be written by the teacher. Time should then be given for the children to read these comments and discuss them if necessary so that they can act upon them in the future.

### **Attainment Marks**

KS1/2- In the Juniors, the effort comments and targets for improvement or next steps for progress form the key part of marking and assessing learning. Numerical scores are also used in some subjects (eg maths, literacy, spellings) to indicate the attainment reached.

KS3 – Levels in Years 7 to 9 will be determined by each subject's 'progress map'. Each subject's progress map will track students throughout Key Stage 3. These progress maps will be used as mark schemes for each subject, and thus will be used by subject teachers to determine a level. This is graded on a 9-1 GCSE system (9 being the highest, 1 being the lowest) in order to enable a smooth transition between Key Stages 3 and 4. The level descriptors are based on the GCSE Subject Specifications, but are aimed at an appropriate level for Key Stage 3.

KS4 - These grades are subject specific and should reflect the skill descriptors in the GCSE Subject Specification. Therefore, where a grade is given on a piece of work, it represents the GCSE level for that particular piece

Teachers may, if they wish, give a numerical mark as well where that represents the marking criteria in the GCSE examination. Using '+' or '-' indicates more precisely the grade. Some work, for example note taking, exercises or preparatory work will not necessarily need a grade as it is not specifically GCSE grade material. A numerical mark and comment may be used instead.

### **Summative Assessments**

For Summative Assessments, eg, termly assessment tests, end of unit tests, reading tests, standardised tests and GCSE style tasks, teachers should criteria-based level descriptors or GCSE gradings. In Key Stage 1 and 2, a variety of termly summative assessments are used in English reading, writing and Maths, with end of unit assessments for Science.

## **Marking in specific subjects**

### **Reception**

- Work should be dated by the teacher or teaching assistant
- Teachers should use a red pen for marking
- Missing capital letters and full stops should be corrected depending on the stage of the year
- The appropriate symbol indicating whether the work was completed independently (I), with adult support (WS) or with full 1:1 adult support should be included
- A good standard of presentation should be encouraged in all pieces of work, and commented on when appropriate.

### **Key Stage 1**

- Each piece of work should have a date and a lesson objective ('LO')
- Teachers should use a red pen for marking
- The symbol 'sp' should be used to indicate spelling mistakes and a maximum of three corrections may be made at the end of a piece of work
- Missing capital letters and full stops should always be corrected and circled
- The LO should be underlined in green to indicate a child has met the learning objective
- The LO should be dotted with an orange marker, if a pupil needs additional support in the next available lesson to achieve the LO.
- Teachers should regularly identify what a pupil has done well
- Guidance for future improvement and progress should be written by the 'next steps' symbol. However, verbal 'next steps' are often more appropriate in Year 1 due to the age of the child. The teacher should indicate on the piece of work if verbal feedback was given.
- The appropriate symbol indicating whether the work was completed independently, with some adult support or with full 1:1 adult support should be included
- Information indicating whether the work was completed with a partner or in a group can be included if appropriate
- Neat, correctly formed handwriting and a good standard of presentation should be encouraged in all pieces of work, and commented on when appropriate.

### **Key Stage 2 - English, Science, Humanities (topic), RE and PSHE**

- Children should write the date in words and underline the LO and date on every piece of work.
- Teachers should use a red pen for marking
- The symbol 'sp' should be used to indicate spelling mistakes and a maximum of four corrections may be made at the end of a piece of work
- The teacher may fill in missing punctuation where appropriate. Missing capital letters and full stops should always be corrected and circled
- The LO should be underlined in green to indicate a child has met the learning objective
- The LO should be dotted with an orange marker, if a pupil needs additional support in the next available lesson to achieve the LO.
- Teachers should regularly identify what a pupil has done well
- Guidance for future improvement and progress should be written by the 'next steps' symbol.
- The appropriate symbol indicating whether the work was completed independently, with some adult support or with full 1:1 adult support should be included.
- Information indicating whether the work was completed with a partner or in a group can be included if appropriate.
- Neat, correctly formed handwriting and a good standard of presentation should be encouraged in all pieces of work, and commented on when appropriate.

## Maths

- Children should write the numerical date and underline the LO and date on every piece of work
- Teachers should use a red pen for marking
- The LO should be underlined in green to indicate a child has met the learning objective
- The LO should be dotted with an orange marker, if a pupil needs additional support in the next available lesson to achieve the LO.
- Teachers should regularly identify what a pupil has done well
- Guidance for future improvement and progress should be written by the 'next steps' symbol
- Next steps should be a reasoning question or higher level thinking question
- Incorrect answers should be marked with a 'dot' and children should correct their work in green
- Children may mark work under guidance of a teacher when appropriate using a green pen/pencil
- Peer marking will be completed in purple pen

## French, Computing, Music, Art, DT, PE

These subjects often require less formal marking and rely more on continual verbal feedback. When marking is required, a green pen should be used to write positive comments in a 'bubble' and guidance for future improvement and progress should be written by the 'next steps' symbol.

## Agreed Notation – Key Stages 1 and 2

- All teachers should use the agreed notation for marking pupils' work.
- At Key Stage 1, the teacher may at his or her discretion use notation suitable to the age and needs of the pupil. This includes a set of target stamps
- In Key Stage 2, the teacher may introduce the use of notation in marking on a gradual basis, according to the needs of the child. The use of target stamps may continue, as appropriate to the pupil.
- Agreed notation – to use where appropriate for pupils:

<b>sp:</b>	Spelling correction should be underlined/circled with <b>sp</b> in margin
<b>p:</b>	Punctuation errors should be circled with <b>p</b> in margin
<b>O:</b>	Capital letter errors should be circled
<b>—:</b>	Grammar errors should be underlined in orange
<b>?:</b>	Unclear meaning should be shown with <b>?</b> in margin
<b>^^:</b>	Omission should be shown with <b>^^</b> where it occurs
<b>//:</b>	Missing paragraph should be shown with <b>//</b> in text and <b>np</b> in margin
<b>VF</b>	Verbal feedback should be indicated using <b>VF</b>
<b>NS</b>	Next steps should be indicated using <b>NS</b> and circled

## Spelling

There are many different methods of highlighting spelling corrections. Pupils may find one particular method of learning spellings easier than another. Spellings should not be ignored but pupils should be expected to choose a method of correction that they find successful. These guidelines should be as follows:

- Select misspelt words that you would like to see corrected (subject areas might like to concentrate on key words)
- Use 'sp' in the margin and underline or circle the part of the word that is misspelt
- Provide the correct spelling and ask the pupil to write it out and/or use the Look, Say, Cover, Write, Check way of memorising the spelling

The school recognises that the correction of spellings may take a different focus with our dyslexic pupils who have a specific learning difficulty in recognising the correct spelling of words. For younger Junior classes, the teacher may focus on the spelling of commonly used words or subject-specific vocabulary.



### **Written Comments and Feedback**

- Written comments are a powerful way of praising the pupil and suggesting ways to improve. We also recognise the importance of verbal feedback.
- Good teachers build time into their lessons to circulate and make formative comments to their pupils.
- Pupils' workbooks or files should include regular legible written comments.
- The comments should address why progress was judged to be good or otherwise and may give pointers as to how further progress can be made. These targets lay out next steps for the pupil and should be SMART.
- Pupils should be given time to respond to comments and targets.

### **Subject Area Responsibilities**

- Classwork and homework should be marked regularly.
- Assessment in practical subjects can also be given on the basis of a pupil's participation and contribution to lessons, eg in drama, PE, speaking and listening activities.
- Subject areas should have key pieces of work in each unit that are used for summative assessment, such as: tests and GCSE style tasks. These assessments should reflect the assessment criteria descriptors where applicable or GCSE gradings.

### **Current attainment grades**

Current attainment grades will support the monitoring of individual pupil progress. Teachers will ensure accurate and consistent grading by judging work against objective criteria GCSE grade descriptors.

### **Recording Marks**

All teachers must keep an accurate and up to date record of the attainment and progress marks and be able to make their records available when requested. Marks must be recorded in the teacher planner provided, unless the teacher uses an electronic method.

Marks from key assessments tasks taken throughout the year will be recorded individually by teachers in order to provide information on progress across all areas of the curriculum so that achievement can be raised. The marks will be passed to the Head of Juniors or Curriculum Deputy. Pupil progress will be discussed regularly at Junior and Senior Department meetings.

The following records are kept:

- *Class teacher records*  
These consist of both formative and summative assessments, including end of unit tests and end of year exams, which are used to guide planning and the appropriateness of the work presented to the class, group or individual.
- *Pupils' subject books*  
These are a record of work covered and the progress made. They provide constructive feedback to the pupils' through marking. Work Scrutiny is part of whole school self-evaluation and books are scrutinised by staff in Staff Development Meetings, Department Meetings and SLT on a regular basis.
- *Reading records*  
These are used from Reception to Year 6 for parents and staff to write comments in. They provide a record of books read, suggestions for improvement, evaluations and any difficulties encountered.
- *Assessment Records*  
These are kept by the Head of Juniors and the Curriculum Deputy to enable the school to track progress effectively over time and to identify pupils who may need additional support.

**Baseline Data**

At the end of each academic year, end of year data is discussed with the next teacher and passed on. This system is to help ensure continuity and consistency in the school.

The central recording of data from summative assessments is used to track progress across the system. In the seniors benchmark data is derived from MidYIS and YELLIS. These results are shared with pupils and parents in the form of a GCSE chances graph. This enables the school to set meaningful targets and to address underachievement quickly and effectively.



# Normanhurst School

## Homework Policy

### Introduction

The school promotes the setting of regular homework for the following reasons:

- To consolidate and reinforce learning that has taken place at school
- To develop the skills, confidence and motivation needed of independent learning and self directed study
- To extend the learning and enhance curriculum provision
- To involve parents in their child's learning through support and monitoring
- To encourage independent learning and self-discipline
- To assist individual pupils to progress at a rate suitable to their own ability

### Principles

- The learning intentions for each homework should be clearly identified to the pupils being set the homework in their student planner
- Homework needs to be properly differentiated to ensure that Gifted and Talented pupils are extended and SEN and EAL pupils are adequately supported
- Where homework is not completed, this needs to be recorded by the teacher and an appropriate sanction given
- Form Tutors and relevant SLT will keep an overview of homework completion

### The Types of Homework set

These can take a wide range of options, such as:

- Reading
- Spellings
- Researching and investigations
- Learning and revising
- Factual and imaginative writing
- Illustration
- Information retrieval
- Preparation for lessons and follow-up
- Drafting
- Project work

### Juniors

Key Stage 1 pupils (Years 1 and 2) should spend around 30 minutes each evening on homework, provided this is within their own ability range as the timing of all activities is flexible to the individual needs of the pupil. Key Stage 2 pupils (Years 3 to 6) should spend approximately 30-45 minutes on homework each evening (inclusive of 15 minutes reading).

English, Maths and Science form an important foundation the children's homework will reflect this, although other subjects may be given for homework should the class teacher consider it appropriate.

Weekly homework will normally include spellings and Maths drills (including tables). On occasions, pupils may be given the opportunity to undertake research work in certain subjects such as Science or Humanities and this may involve using the internet.

Junior teachers will upload weekly homework onto Seesaw and pupils are expected to complete their homework on this platform. Parents are expected to log onto Seesaw to confirm that set homework has been completed satisfactorily. Pupils will be given a Maths book and English book for them to complete their homework in.

Parents should communicate any concerns in relation to homework to the pupil's class teacher in the first instance, after which concerns may be directed to the Head of the Juniors.

### **Seniors**

All pupils have a Student Planner. Each pupil is expected to record accurately the homework that has been set as well as the date by which it is due. The homework diary can be used to communicate with the subject teacher over homework issues. Parents are asked to sign the diary on a weekly basis, having checked that all work has been completed satisfactorily. The School cannot emphasise enough the importance of parents monitoring their child's progress with regard to homework.

Homework is differentiated at this level providing extension, enrichment or consolidation according to the pupil's need. As a guideline, pupils in Years 7-9 are expected to spend about 30 minutes per subject. In Years 10-11 this should rise to at least 1 hour.

### **Parental Support**

We ask parents to:

- Provide a private, quiet place for your child to complete homework
- Ensure that your child completes all the set homework on a daily basis
- Help your child with their homework as appropriate
- Check the presentation of your child's work
- Check and assist as appropriate with spellings
- Test what has been learnt to help with reinforcement
- Ask your child to explain some of the work to you
- Give active encouragement and praise to your child, testing them on their knowledge as and when appropriate
- Write a note to each teacher whose homework was not completed or attempted, explaining any reasons as appropriate
- Support the school in disciplinary matters related to homework. Missing homework must be completed at the earliest opportunity, whether under parents' supervision or during detention at School.



# Normanthurst School

## Spiritual, Moral, Social and Cultural (SMSC) Policy

It is our aim to ensure that the requirements for SMSC are fully met since they underpin the mission statement, ethos, values, culture and learning experience we provide for all our children in ensuring that we develop the whole person. Normanthurst School celebrates the cultural and religious diversity of our community.

### Aims

- Our goal is to encourage an appreciation of life-long learning and a desire to participate in and contribute to the community so that pupils become fulfilled and responsible citizens.
- In all sections of our school we aim to promote the Spiritual, Moral, Social and Cultural Awareness and Development of all of our pupils.
- To use every opportunity to develop self-confidence, respect and courtesy in all pupils.
- To teach our pupils what it means to be a good human being and the kind of society that makes that possible.
- To expect the best of our pupils and ourselves. This underpins all the behaviour management procedures, curriculum provision and delivery.
- To provide a safe caring family atmosphere in which every individual can grow and develop.
- To promote respect and harmony amongst all.

SMSC development appears in all areas of the curriculum but especially in Assemblies, Religious Education, Circle Time, Citizenship, Personal, Social and Health Education. Playtime, Lunchtime, After School Club, Charity work, House Activities, School Council and our range of extra-curricular activities all contribute to our pupils' SMSC development.

### Principles

It is our aim to develop in every young person the values, skills and behaviours they need to get on in life. All children receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as reliance and grit, which underpin success in education and employment. The school ensures that principles are actively promoted that:

#### 1. *Enable pupils to develop their self-knowledge, self-esteem and self-confidence*

The school does all it can to help its pupils develop into self-assured, confident, happy, positive young people. Pupils are taught to articulate their feelings and justify them in both informal and formal settings, and are given responsibility and trust to develop their confidence. The school develops these traits by celebrating achievement and encouraging pupils to have the confidence to undertake difficult tasks and have a wide range of experiences. Pupils are also encouraged to question things that prevent them developing into confident adults – particularly lack of aspiration and unfair discrimination. Adults and older pupils in the school act as role models for younger pupils.

#### 2. *Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England*

The school tries to ensure that pupils understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching supports the rule of English civil and criminal law. Pupils are made aware of the difference between the law of the land and religious law.

3. *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*

The school aims to develop pupils who know how to act responsibly, and who become more independent as they grow older. Pupils are shown the value and importance of making a positive impact on the lives of other people. Pupils are given responsibility within school and are encouraged to serve other people in the wider community.

4. *Enable pupils to acquire a broad general knowledge of and respect for public institutions and services*

Pupils are taught how public institutions (eg Parliament, the police force, the Post Office) and services (eg healthcare, welfare services and education) operate. Pupils should understand how public services have evolved and how they relate to the daily lives of pupils and their families. Educational visits and work experience in relevant organisations can enhance pupils' experience in this area.

5. *Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures*

Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. The school fosters an awareness of the tenets of all the principal religions represented in Great Britain and we try to prepare pupils to interact easily with people of different cultures and faiths. We help them to gain knowledge and respect for their own and other cultures, including customs, traditions, dress and food. We develop opportunities for pupils through links with other organisations, as well as the content of curriculum.

6. *Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010*

All schools are already required to comply with the Equality Act 2010. However, if a school did not follow the requirements of the Equality Act, the only recourse was for an individual to seek a judgement against the school in the appropriate court or tribunal. By including this requirement in the standard the Secretary of State has the power to take regulatory action where a school is in breach of its requirements. There is absolutely no change to the duties that any school has under the Equality Act – this change is purely one of enforcement. This change does not extend equality requirements, nor does it discriminate against any religion or undermine religious freedoms. The standard does not mean, for example, that schools must promote alternative lifestyles or same sex marriage. Rather, it requires respect for other people, even if they choose to follow a lifestyle that one would not choose to follow oneself.

7. *Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.*

We help our pupils to understand why democracy is perceived within England as the fairest form of political organisation and why taking part in democracy is a good thing.

The school precludes the promotion of partisan political views in the teaching of any subject in the school and takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils:

- while they are in attendance at the school
- while they are taking part in extra-curricular activities that are provided or organised by or on behalf of the school
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere
- they are offered a balanced presentation of opposing views.

## **Provision**

Much of our provision is inter-related and there is much overlap. However for the purpose of considering School improvement and auditing provision they are considered distinctly. Teachers consider SMSC in their SOW and in the way they deliver their lessons.

Special opportunities include:

- Educational trips such as visits to the local galleries, museums and theatre, school plays and musical events
- School Events such as the super-learning days, House days, charity events, the summer barbecue and Book Week.
- School Councils and Student Focus Groups
- Visits to the school by the outside professionals including drugs and SRE trainers, the local police, a School Nurse, and representatives from charities.
- Visitors in assembly, including representatives from different faiths
- Assemblies taken by pupils, covering topics such as recycling and looking after the environment
- Celebrating achievements of our pupils in and out of the classroom
- Certificates in assembly, Pupil of the Week awards, Headmistress's awards are given to pupils every week
- Prefect responsibilities
- Visits to the local library, the local old people's home and other links with the local community.
- Charity events and links with the local charities.
- Special curriculum days in school eg NRICH Maths day
- Entering competitions such as Photography, Art, Short Stories and Poetry
- Sports events with the Borough and with ISA, such as Swimming Galas, Netball Tournaments, Cross-Country events and Sports Day
- Outward Bound trips and camps
- Ski trips and languages trips
- Duke of Edinburgh Award Scheme and UK Challenge for seniors
- Public events such as Prize Giving and Open Days

### **Spiritual Awareness and Development**

Our pupils are given opportunities to learn about and learn from other religions throughout their schooling in RE lessons. Here they explore values and beliefs of the six major world religions and the way they affect people's lives. Pupils study spiritual perspectives as part of the GCSE RE course taken by all senior pupils. Pupils are encouraged to ask questions and to use their imagination.

Opportunities to develop their own spirituality through creativity in Art, Music, Poetry and Drama are provided. There is a programme of visits to places of worship such as: St Paul's Cathedral, The Jewish Museum and a synagogue, local churches and The Hindu temple at Neasden.

Our programme of Assemblies each week takes a co-ordinated approach to exploring particular themes and topics of a religious and moral nature. There is an emphasis on involving pupils and members of staff in leading assemblies. Visiting speakers from local churches and faith representatives are a regular feature. Festivals of various faiths are included. There is a Harvest Festival Service in the URC local church and traditional Carol and Easter Services in the parish church.

We aim to be a 'giving school'. The School has a Charity Committee arranging a programme of activities to fundraise for its annual and nominated charities for the year. All pupils are encouraged to get involved. A traditional feature of the School is the Annual Sponsored Walk held in the Summer Term where the whole School goes out for the afternoon and walks in Epping Forest.

### **Moral Awareness and Development**

Through our consideration of moral issues in Assemblies, PSHE, Citizenship lessons and R.E. our pupils are able to consider and make informed decisions about moral and ethical issues without fear of prejudice. Lively discussion and debate is encouraged in lessons enabling our pupils to express their own values and to show respect for those of others. We have a clear moral code as a basis for good behaviour, respect of others, which is promoted throughout the school. Pupils were involved in drawing up the statement: At Normanhurst we are respectful, we are responsible, we are the best that we can be.

High standards of manners and courtesy are expected and pupils are corrected as necessary. Through our family atmosphere older pupils are encouraged to help younger pupils. There is a friendship corner for younger pupils. Where problems arise, circle time is used effectively - particularly in the Juniors.

Our pupils are encouraged to show respect for the laws of the land. We have good relations with our community police officers and they come to our assemblies periodically throughout the year including around Halloween and November 5<sup>th</sup>. Drugline provide Assemblies for KS3 and KS4 pupils to supplement our own PSHE lessons.

The mentoring and pastoral systems provide opportunities for resolution of conflict and issues of pupil welfare.

Buddying systems are in place for new pupils and in the juniors to promote a sense of mutual responsibility within the school community and to encourage openness.

### **Social Awareness and Development**

The growth of the individual right through from Kindergarten to age 16 is paramount. We provide a very high adult/pupil relationship so that all our pupils can receive individual attention and their needs can be met. We foster good relations between teachers and their pupils as well as pupil to pupil. Pupils are taught PSHE by their form tutors. There are many opportunities for our pupils to develop socially in the classroom: through pair work, group work, team work; through discussion and debate, being able to ask any question without being ridiculed; working independently; through teamwork in sport, where pupils of differing ages and gender often play in school teams together. Opportunities to compete in local and national sporting activities are high on our agenda.

We provide many leadership opportunities through the Head Boy, Head Girl and Prefect System. Younger pupils are used to guide prospective and new pupils and their families around the School, particularly at our annual Open Morning and Open Evening events, and to make them feel part of the family. The House system exists to enable pupils to work, compete and play together. The reward and behaviour systems are integral to the House System. Celebratory assemblies with the awarding of certificates and the use of the 'Golden Book' in the Juniors create opportunities to develop self esteem. The annual Speech Day and Certificate Evenings are prestigious occasions in the School calendar.

We have developed a School Travel Plan to encourage pupils to travel to school safely and, particularly in the Senior School, independently. Through our close liaison with the London Borough of Waltham Forest, we now have a lockable bike shed for some 8 bikes and encourage pupils to attend bicycle safety sessions if they wish to ride to School.

All Year 10 pupils participate in our Work Experience scheme for one week. They gain valuable experience of a real workplace and are often motivated to reach new heights on their return.

The student voice is important. There is a School Council, which comprises a Junior Council from Years 1-6 and a Senior Council from Year 7 upwards. This gives pupils the opportunity to represent their year group and to work together across both the Junior and Senior School. The School Council discusses pupils' concerns and suggestions and makes recommendations to the SLT. They learn how to chair and participate in a formal meeting, plan agendas and take minutes. They also involve their classmates by reporting back and taking their peer group's point of view to the Council. The Prefects will attend periodic meetings and a representative from the School Charity Committee attends each School Council meeting.

There are many extra-curricular opportunities available for pupils to develop their interests, such as Choirs, Orchestra, Drama, Art, Craft, Karate and sports. Pupils are encouraged to show their talents by entering a variety of national competitions. These include: Art, Science, General Knowledge, Poetry and Story Writing. Pupils are given the opportunity of instrumental lessons and to also take the LAMDA awards, developing their confidence in public speaking.



There are a wide range of educational visits, for example to the fire-station, farms, historical sites, religious buildings, Epping Forest, theatres, galleries and overseas trips.

All pupils from aged 14 upwards are encouraged to take part in the Duke of Edinburgh Award Scheme.

There is a programme for pupils identified as Gifted and Talented. There is both a Junior and Senior School co-ordinator who work together to support staff in differentiating work in the lesson in order to meet these pupils' needs. Gifted and Talented pupils have activities with pupils from the other Oak-tree schools and local independent schools as part of their development. There is a termly enrichment trip for pupils on the register.

### **Cultural Awareness and Development**

We celebrate the range of cultures represented within the School and recognise the contributions made by each one of them. There are opportunities to celebrate our different cultural traditions, for example the Festive Fun Day in the Autumn Term in the Early Years Department and assemblies at festival times. Pupils are encouraged to share their experiences, which enables the whole school community to have a genuine appreciation for each other.

We give importance to the Arts at Normanhurst recognizing the contribution they make to our own pupils. In English, pupils study texts from other cultures alongside the classics. In Art, different cultures are explored; here they can develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople. Cultural development is gained through access to World music, and an understanding of the categories within Western music. Insight is gained into different ways of life through the study of the six major world religions.

We place great importance on developing our pupils' language skills through Modern Foreign Languages. The teaching of languages helps our pupils to learn about the lifestyle and culture of France and Spain. French is taught from Year 1 and Spanish is taught from Year 7. Languages Day is celebrated with special events.

There is an enrichment programme of visits to theatres, museums, art galleries, places of worship and concerts. There are opportunities to travel to other countries. Overseas trips include, for example, Ski Trips and trips to France or Spain.

We recognise the challenges of the cultures in which our young pupils are growing up and we raise awareness of various issues such as radicalisation, cyberbullying and mental health.

Individual pupils' gifts and talents are recognised and opportunities provided to develop them, including participation in Assemblies with speaking and listening activities, playing instruments, singing and writing for the School Newsletter.

### **Fundamental British Values**

The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We aim to educate our pupils to have:

- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom to hold other faiths and beliefs is protected in law

- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combatting discrimination.

Some of the ways in which we teach our children about these values is by:

- including in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- ensuring that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- using opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- using teaching resources from a wide variety of sources to help pupils understand a range of faiths
- considering the role of extra-curricular activities, including any run directly by pupils, in promoting fundamental British values.

### *Democracy*

Our school is a democracy for all its stake holders. All staff have a voice and, most importantly, so do the children. The voices of children are heard through our School Council and Pupil questionnaires. Elections for School Council representatives and for senior pupil positions of responsibility are carried out in each class. Children are always able to voice their opinions and we foster an environment where children are safe to disagree with each other. All staff have an open door policy to share their views and opinions. Our large support and inclusion teams ensure that this can happen.

Democracy is currently shown by:

- the choosing of pupils for positions of responsibility
- holding mock elections
- links with local politicians including our local MP, Rt Hon Iain Duncan Smith, and visits to the Houses of Parliament
- pupil questionnaires.

In the Early Years simple stories are told that demonstrate democracy.

### *The rule of law*

Rules are important in our school and we all have shared responsibility for them. Whether they be class rules, school rules, or rules/laws of the world they are consistently reinforced. An understanding of rules and the importance of them is part of our ethos. We refer to them daily as well as in specific school assemblies. Pupils are taught the value and reasons behind rules and laws; it is important for us that all children realise the value of them to keep us safe. Visits from authorities such as the Police; Fire Service; local counsellors and local community support officers are regular parts of our schools lives and help reinforce our high expectations of behaviour both inside and outside of school.

The rule of law is currently shown across the school as follows:

- Seniors have visits from CEOP and the local police team regarding aspects of the law including Anti-Social Behaviour, illegal drugs, laws concerning use of the internet
- Juniors also have visits from the local police to talk about road safety, and keeping safe online in Year 6
- Infants visit the local fire station
- The Early Years are arranging a visit from the police.

### *Individual liberty*

Our pupils are actively encouraged to take risks and make choices. They do this knowing that they are in a safe and supportive environment where they are free to make mistakes. As a school we provide boundaries for young pupils to enable them to make choices safely, they are encouraged to know, understand and exercise their rights and personal freedoms. Challenge and choice are key parts of all our lessons, we encourage pupils and staff to 'take a risk' in their learning in a safe, managed environment. We also offer numerous extra-curricular clubs and opportunities. Pupils are given the freedom to make choices at every step of their school lives with us, knowing that our schools are safe places to explore individual choice and liberty.

Individual liberty is reflected in activities such as:

- Crucial Crew
- Assemblies
- PSHE lessons
- sex education
- e-safety.

In the Early Years much emphasis is placed on being healthy and staying safe. Childline posters are on display and pupils are encouraged to approach any member of staff if they wish to discuss any personal issues. The school has two Designated Safeguarding Officers: the Headmistress and Assistant Head (Pastoral).

### *Mutual respect and tolerance of those with different faiths and beliefs*

Our Ethos and Visions are at the core of how we educate the children. We believe these to be key to developing mature and responsible young people. They are referred to in all lessons and displayed around the school. The children are constantly reminded of these values through our Behaviour Policy, our assemblies and our PSHE programme. The school promotes respect for others, including for children, parents and staff.

We believe that children should have a clear understanding of their place in the culturally diverse society in which we live, with opportunities to experience diversity. We work closely with members of different faiths and religions who share their knowledge to enhance learning and acceptance within our schools. We regularly go on trips to various places of worship, such as to synagogues or mosques. In addition to this our RE and PSHE, lessons foster an ethos of acceptance, of working with others and of respecting others opinions despite our own situations or beliefs. Whilst actively promoting British Values we will also ensure that we shall challenge any pupils, staff or parents if expressing opinions contrary to fundamental British Values, including 'extremist' views.

### **Political Indoctrination**

We are proud of our diverse community and aim to incorporate a multitude of different faiths and beliefs into our education. Our curriculum is balanced and aims to reflect the nature of the world in which we live. For example, if marriage were to be discussed in lessons, we would expect our teachers to reflect the fact that marriage for same sex couples is part of the law of this country even if they are not required to endorse it.

We recognise that Article 9 of the European Convention on Human Rights guarantees freedom of thought, conscience and religion, and that religion or belief is a protected characteristic under the Equality Act 2010.

Our teachers aim to ensure that their conduct recognises their responsibilities under those duties to others. They are expected to respect the rights of others and to respect those with different beliefs; expressing a view in an unprofessional way that involves singling out pupils on grounds of sexuality, or presenting extreme views without balance on a topic such as marriage for same sex couples, would be considered inappropriate.



# Normanhurst School

## Junior PSHE Policy

### Including Relationships Education

#### Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Within the Independent Schools Standards Regulations, a PSHE curriculum:

- Reflects the school's aim and ethos; and
- Encourages respect for other people, paying particular attention to the protected characteristics set out in the Equality Act 2010.

In line with those regulations, the school has a separate written statement of the Relationships and Sex and Relationships Policy, which is contained within the PSHE Policy. We consult with parents about the policy, and provide a copy of the policy on the website. A printed copy is also provided free of charge to anyone who asks.

An amendment to the Children and Social Work Act 2017 made Relationships Education at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects.

PSHE aims to encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010. It takes account of (amongst other things) the ages of pupils and their learning abilities in order to deliver the curriculum appropriately. The protected characteristics as listed in section 4 of the Equality Act 2010 are as follows:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

Everyone has at least some characteristics that are included in this list (for example, age and sex).

At school, we teach PSHE as a whole-school approach to underpin children's personal development and because we believe that this also supports their learning capacity. The school uses the Jigsaw Programme which offers us a comprehensive, carefully thought-through Scheme of Work, and which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website as well as within this document, and is shared with parents.

The programme also supports the “Personal Development” aspects required under ISI Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality responsibilities, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

We are confident that the Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, Jigsaw will provide us with materials to ensure all statutory duties are fulfilled.

This PSHE Policy is informed by DfE guidance on Relationships, Sex and Health Education (as above), [preventing and tackling bullying](#) (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), [Drug and Alcohol Education](#) (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), [safeguarding](#) (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and [Keeping Children Safe in Education, 2019](#)) and [equality](#) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

### **Aim of the PSHE policy**

Our PSHE Policy aims to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

### **Moral and Values Framework**

The PSHE programme reflects the school aims and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

### **Objectives/Pupil learning intentions:**

The PSHE curriculum will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a global and democratic society
- Become healthy and fulfilled individuals

## Global Issues, Fundamental British Values and ‘Spiritual, Moral, Social and Cultural Development

Pupils learn about global issues which link to Fundamental British Values and the wider community, enabling them to develop their spiritual, moral social and cultural understanding. They are encouraged to reflect on the ‘global learning issues’ such as understanding, explaining and considering solutions for worldwide poverty and development issues.

### How is PSHE organised in school?

Jigsaw is the scheme of work used to bring together PSHE Education, emotional literacy, social skills and spiritual development. It includes the statutory Relationships Education. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to June/July. Each Puzzle has six Pieces (lessons) which work towards an ‘end product’, for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children’s needs today); and one is based on emotional literacy and social skills development to enhance children’s emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today’s world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children’s development. This is mapped on each Piece and balanced across each year group.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Learning Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

We allocate one lesson per week to PSHE in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- assemblies and special events
- praise and reward system
- the school’s aims and values
- through relationships child to child
- adult to child and adult to adult across the school.

We aim to ‘live’ what is learnt and apply it to everyday situations in the school community. Class teachers usually deliver the weekly lessons to their own classes. There is a PSHE coordinator who oversees the curriculum and monitors the implementation of the scheme of work.

## Assessment

Each Puzzle (unit of work) has a built-in assessment task, usually in Lesson (Piece) 6. This task provides the opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their opinions. In addition, as part of the Help me Reflect section of every Jigsaw lesson, children can complete a self/peer assessment using the My Jigsaw Journey/Learning resource that accompanies each lesson. All assessed work can be collated as part of the children's learning.

Each Puzzle (unit of work) has a set of three level descriptors for each year group:

1. Working towards
2. Working at
3. Working beyond

## Recording and tracking progress

To support the teacher in tracking each child's progress throughout the year, there is a Pupil Tracking Grid. After each Puzzle is completed, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond the expected level, and highlights the appropriate descriptor box on that child's overview sheet. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each Puzzle.

## Relationships Education and Sex & Relationships Education Policy

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). This includes children learning about the '*changing adolescent body*'. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019). There is a statutory duty for Independent schools to provide PSHE and we must meet the Independent School Standards as set out in the Independent Schools Standards Regulations (ISSRs).

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommends:

*"... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."*

(Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

The school teaches science in line with the National Curriculum expectations. This means that children learn about 'how a baby is conceived and born' before the end of Year 6. The school also teaches about puberty before the end of Year 6, including the physical and emotional changes, predominantly through the science scheme of work.

Relationships Education helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety.

## What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools covers 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, although some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

### **Sex Education in school**

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'. However, 'Sex Education is not compulsory in primary schools'. (p. 23)

In the juniors (Years 1-6) we can determine the content of sex education. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

We believe children should understand the facts about human reproduction by the end of Year 6, so reproduction is covered as part of the Science curriculum in Years 5 and 6, and also in PSHE lessons. In addition, we believe that children need to be well informed about puberty and the physical and emotional changes in adolescence. This is taught within the PSHE curriculum in the 'Changing Me' Puzzle (unit).

### **Parents' Right to Withdraw from RSE lessons**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education. (DfE Guidance p.17). We conclude that sex education refers to Human Reproduction, and therefore we inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) eg:

- Year 4, Lesson 2 (Having a baby))
- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 4 (Conception, birth)

Those parents/carers wishing to exercise this right will need to make the request in writing and see either the Headmistress or the PSHE Coordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the specific sex education lessons until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school's sex education programme or who wish to deliver sex education to their children at home. Parents and carers cannot withdraw from any aspect of Relationships Education covering the changing adolescent body (puberty).

Sex and relationships topics can occasionally arise incidentally in other subjects, such as Science, Geography, History, RE, English, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

### **Involving parents and carers**

The school believes that it is important to have the support of parents, carers and the wider community for the PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the PSHE programme through:

- Parent information meetings
- Information leaflets and curriculum information
- Access to the PSHE policy on the school website

The school believes that parents should be given the opportunity to understand the purpose and content of Relationships Education. We consult with parents, aim to communicate well and provide opportunities for parents to understand and ask questions about the school's approach so that parents are confident in the curriculum.



### **Pupil Consultation**

- It is useful for pupils to be consulted on their own personal, social and citizenship development. We find opportunities to ask pupils either in form time, PSHE lessons or through the school council what sort of person they would like to be by the time they leave this school: what qualities, skills, attitudes, values are important to them as people.
- We develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. playground monitors, peer mentoring systems.

### **External contributors**

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the PSHE programme. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for age appropriate content of the lessons.

### **Girls' understanding of sanitary products and disposal in school**

As part of lessons on puberty, girls will be made aware of the procedures in place for accessing and disposing of sanitary products.

### **The Learning Environment for PSHE**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in lessons. This includes the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues occasionally arise in learning from real-life experience. Teachers are prepared through staff training to handle issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address are likely to include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are raised, pupils are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around Relationships Education and PSHE-related issues are varied. However, while personal views are respected, all issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal Relationships Education and PSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers should use their skill and discretion in this area and refer to the Senior Leadership Team and Designated Safeguarding Lead if they have concerns.

Our school believes that Relationships Education and PSHE should meet the needs of all pupils, answer appropriate questions and offer support. In PSHE lessons that cover Relationships Education, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT and bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

### **Training and support for staff**

All staff have regular PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

### **Dissemination**

This policy is available on our school website where it can be accessed by parents. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

### **Confidentiality and Child Protection/Safeguarding Issues**

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead, or one of the Deputies, who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the members of staff with responsibility for Child Protection issues.

### **Equality**

The Equality Act 2010 covers the way the curriculum is delivered, and schools must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people.

We aim that the Relationships and Sex Education aspect of PSHE will foster positive relationships between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. We recognise our duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying).

The DfE Guidance 2019 (p. 15) states,

*“Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics... At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.*

We promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships and Sex Education.

## **Differentiation/SEN**

PSHE is differentiated to be accessible for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece (lesson) to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces (lessons) suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

There is an effective whole school plan to ensure a smooth transition from the Early Years, through the school.

## **Monitoring and evaluation of PSHE**

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- The Junior PSHE Coordinator is Mrs Prior
- The Senior PSHE Coordinator is Mr Clair
- The Headmistress is responsible for monitoring and evaluation.

## **Monitoring and Review of Relationships and Sex Education**

The Senior Leadership Team, Headmistress and Principals monitor the Relationships and Sex Education (RSE) policy on an annual basis. They give serious consideration to any comments from parents about the sex education programme, and respond to all such comments.

The Principals require the PSHE Coordinators to keep a written record, giving details of the content and delivery of the RSE programme that is taught in the school.

The Principals scrutinise materials to check they are in accordance with the school's ethos. Parents and carers have the right to see [sample materials](#) used within the teaching of RSE and can do so by meeting with the PSHE Coordinator/Headmistress or by attending any information meetings the school chooses to hold about this curriculum area.

## **The role of the Principal**

It is the responsibility of the Group Managing Principal to ensure that the school fulfils its statutory obligations, and to ensure that:

- all pupils make progress in achieving the expected educational outcomes in regard to Relationships Education and PSHE;
- PSHE is well led, effectively managed and well planned;
- the quality of PSHE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Parents are also consulted on the RSE policy and have the opportunity to express their views. Parents are also informed about the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

### Links to other policies and curriculum areas

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate:

- Science curriculum
- Curriculum Policy
- Equal Opportunities Policy
- Safeguarding Policy
- Anti-bullying policy
- Behaviour Policy
- ICT Policy and Safer Internet Use Policy
- RE Policy
- SMSC Policy
- Special Educational Needs and Disability Policy

### Overview of the Scheme of Work for Relationships and Sex Education

The focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of Year 6:

	<b>Pupils should know...</b>	<b>Our PSHE Scheme...</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The ceremony through which a couple get married may be civil or religious).</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles (units)</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>

<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

The grid below shows specific RSE content for each year group:

**Age**

<p>4-5</p>	<p>Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.</p>
<p>5-6</p>	<p>Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology); respecting my body and understand which parts are private.</p>
<p>6-7</p>	<p>Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us);trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.</p>

7-8	<p>Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.</p>
8-9	<p>Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.</p>
9-10	<p>Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; Internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.</p>
10-11	<p>Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.</p>

### Overview of the Scheme of Work for Physical Health and Mental Wellbeing Education

We focus on teaching the characteristics of good physical health and mental wellbeing. Teachers are clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

By the end of Year 6:

	Pupils should know	Where this is covered
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Healthy Me</li> <li>Relationships</li> <li>Changing Me</li> <li>Celebrating Difference</li> </ul>

	<ul style="list-style-type: none"> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of healthy meals.</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Changing Me</li> <li>Healthy Me</li> </ul>

The grid below shows specific Health Education content for each year group:

**Age**

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- 4-5 Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
- 5-6 Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
- 6-7 Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
- 7-8 Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving  
Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others; healthy and safe choices; body changes at puberty.
- 8-9 What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams;  
overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
- 9-10 Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.
- 10-11 Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image;  
body image; impact of media; discernment; puberty; reflections about change; respect and consent

## Policy Review

This policy is reviewed annually.



# Normanhurst School

## Senior PSHE Policy

### Including Senior Relationships and Sex Education

#### Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Within the Independent Schools Standards Regulations, a PSHE curriculum:

- Reflects the school's aim and ethos; and
- Encourages respect for other people, paying particular attention to the protected characteristics set out in the Equality Act 2010.

In line with those regulations, the school has a separate written statement of the Relationships and Sex Education Policy, which is contained within the PSHE Policy. We consult with parents about the policy, and provide a copy of the policy on the website. A printed copy is also provided free of charge to anyone who asks.

An amendment to the Children and Social Work Act 2017 made Relationships Education at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects.

#### PSHE

At school, we teach Personal, Social, Health Education as a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity.

Jigsaw provides a programme which offers us a comprehensive, carefully thought-through Scheme of Work bringing consistency and progression to our students' learning in this vital curriculum area.

The overview of the programme can be seen at the end of this policy and on the website.

The PSHE programme also supports the "Personal Development" aspect required under the ISI Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our young people.

#### Statutory RSE and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all pupils receiving secondary education...Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8.

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils’ understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

*Secretary of State Foreword, DfE Guidance 2019 p.4-5.*

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

*DfE Guidance p.8*

“All schools must have in place a written policy for Relationships and Sex Education.”

*DfE Guidance p.11.*

We value PSHE as a way to support students’ development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships , Sex and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, as our chosen teaching and learning programme and tailor it to our students’ needs. The table at the end of this policy called ‘**Overview of Scheme of Work and RSE by Year**’, shows exactly how we meet the statutory RSE requirements.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC)
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

## What do we teach, when do we teach it and who teaches it?

### Whole-school approach

The Jigsaw Programme covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. The table below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year.

Term	Unit	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

We allocate one lesson to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways:

- assemblies and collective worship,
- praise and reward system,
- through relationships student to student, adult to student and adult to adult across the school.
- We aim to 'live' what is learnt and apply it to everyday situations in the school community.
- Class tutors and the PSHE subject coordinators plan and deliver the weekly lessons.

### Relationships and Sex Education (RSE)

"The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like...it should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships... Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. RSE should provide clear progression from what is taught in primary school in Relationships Education. Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect." *DfE Guidance page 25*

"In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of The Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. We expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum." *DfE Guidance page 15*

"Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future." *Sex Education Forum, 2020*

### **What does the DfE statutory guidance on Relationships Education expect young people to know by the time they leave secondary school?**

RSE in secondary schools will cover 'Families', 'Respectful relationships including friendships', 'Online and media', 'Being safe' and 'Intimate sexual relationships, including sexual health'. The expected outcomes for each of these elements can be found further on in this policy. The way the PSHE Programme covers these is explained in the tables at the end of this policy.

It is important to explain that whilst the Relationships unit covers most of the statutory Relationships Education, the Changing Me unit covers much of the Sex Education and the Healthy Me unit covers much of the Health Education, some of the outcomes are also taught elsewhere in the scheme of work. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

### **Health Education**

"It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves." *DfE Guidance page 35.*

Health Education in secondary schools covers 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'. The expected outcomes for each of these elements can be found further on in this policy. The way the programme covers these is explained in the tables at the end of the policy.

It is important to explain that whilst the Healthy Me unit covers most of the statutory Health Education, some of the outcomes are taught elsewhere, e.g. emotional and mental health is nurtured every lesson through mindfulness practice and respect is enhanced through the use of the Jigsaw Charter. Again, the tables show how the whole-school approach spirals the learning and meets all statutory requirements and more.

### **Sex Education**

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level. Most of the DfE outcomes relating to Sex Education sit within the 'Intimate and sexual relationships, including sexual health' section of the guidance and include aspects like:

- the facts about reproductive health
- the facts about the full range of contraceptive choices
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted
- how to get further advice
- consent and the law

The PSHE Programme reflects this, making it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education. The grid below shows which lessons cover which aspects of the DfE outcomes.

### **Parents' right to request their child to be withdrawn from Sex Education**

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE... except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those Terms". *DfE Guidance pages 17/18.*

Should parents wish to discuss withdrawing their child from Sex Education, they are advised to contact the Headmistress.

## Monitoring and Review

The Principals monitor this policy on an annual basis with the Senior Leadership Team, giving serious consideration to any comments from parents about the PSHE (RSHE) programme. The Principals scrutinise and review teaching materials to check they are in accordance with the school's ethos.

## Inclusion and SEND

We take care to ensure the teaching of PSHE is inclusive and we make provision for all students' needs. PSHE is differentiated and personalised by the PSHE Coordinators and form tutors in discussion with the SENDCo and Learning Support Team as necessary.

## Equality

### This policy informs the school's Equal Opportunities Policy

The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

We promote respect for all and value every individual student. We also respect the right of our students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.

## Overview of the Scheme of Work

Year/age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting	Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support

Year 8 (12-13)	Self-identity, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, race and religion, prejudice, LGBT+ bullying	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation Blood donation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression.	Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes
Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk	Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control	Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals	Improving health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells	Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumour-mongering, abuse in teenage relationships. Legislation, support and advice	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.

Year 11 (15-16)	<p>Equality in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of unfair treatment on mental health,</p> <p>misuse of power, campaigning for equality</p>		<p>Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, education and training options, long-term relationship</p> <p>dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong.</p>	<p>Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths,</p> <p>identifying a range of health risks and strategies for staying safe</p>	<p>Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health,</p> <p>safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support</p>	
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### Overview of Scheme of Work and Relationships & Sex Education by Year

By the end of secondary school pupils should know the topics in the table below. These are taught in an age-appropriate way through the jigsaw scheme of work:

Topic	Year in which the topic is covered
<b>Family</b> There are different types of committed stable relationships	Year 7, Year 8, Year 9, Year 11
How these relationships might contribute to human happiness and their importance in bringing up children	Year 7, Year 8, Year 9, Year 10, Year 11
What marriage is, including legal status e.g. that marriage carries legal right and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony	Year 7, Year 8, Year 10, Year 11
Why marriage is an important relationship choice for many couples and why it must be freely entered into	Year 8, Year 10, Year 11
The characteristics and legal status of other types of relationships	Year 7, Year 8, Year 10, Year 11
The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting	Year 7, Year 11
How to determine whether other children, adults or sources of information are trustworthy: judge when a family friend, intimate or other relationship is unsafe (and recognise this in others' relationships); how to seek help of advice, including reporting concerns about others if needed.	Year 7, Year 8, Year 9, Year 10, Year 11
<b>Respectful relationships, including friendships</b> Characteristics of positive and healthy friendships (in all contexts including online) including trust, respect, honesty, kindness, generosity; boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.	Year 7, Year 8, Year 9, Year 10, Year 11



Practical steps to take in a range of different contexts to improve or support respectful relationships.	Year 7, Year 8, Year 9, Year 10, Year 11
How stereotypes, in particular based on sex, gender, race, religion, sexual orientation or disability, can cause damage e.g. encourage prejudice	Year 7, Year 8, Year 9, Year 10, Year 11
In school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect, including to people in positions of authority and tolerating other people's beliefs.	Year 7, Year 8, Year 9, Year 10, Year 11
Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	Year 7, Year 8, Year 9, Year 10, Year 11
Some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	Year 8, Year 9, Year 10, Year 11
What constitutes sexual harassment and sexual violence and why these are always unacceptable.	Year 10, Year 11
The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	Year 7, Year 8, Year 9, Year 10, Year 11
<b>Online and Media</b> Their rights and responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts.	Year 7, Year 8, Year 9, Year 10, Year 11
Online risks including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	Year 7, Year 8, Year 9, Year 10, Year 11
Not to provide material to other that they would not want shared further and not to share personal material which is sent to them	Year 7, Year 8, Year 10, Year 11
What to do and where to get support to report material or manage issues online.	Year 7, Year 8, Year 9, Year 10, Year 11
The impact of viewing harmful content.	Year 7, Year 8, Year 9, Year 10, Year 11
That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.	Year 8, Year 9, Year 10, Year 11
Sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	Year 8, Year 9, Year 10, Year 11
How information and data is generated, collected, shared and used online.	Year 7, Year 8, Year 10, Year 11
<b>Being Safe</b> The concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic violence, forced marriage, honour-based violence, and FGM, and how these can affect current and future relationships.	Year 7, Year 8, Year 9, Year 10, Year 11
How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	Year 7, Year 8, Year 9, Year 10, Year 11
<b>Intimate Sexual Relationships including Sexual Health</b> How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	Year 7, Year 8, Year 9, Year 10, Year 11
All aspects of health can be affected by choices they make in sex and relationships, positively or negatively, eg physical, emotional, mental, sexual health and wellbeing	Year 7, Year 8, Year 9, Year 10, Year 11
The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	Year 7, Year 9, Year 11

That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	Year 7, Year 8, Year 9, Year 10, Year 11
That they have a choice to delay sex or to enjoy intimacy without sex.	Year 7, Year 8, Year 9, Year 10, Year 11
The facts about the full range of contraceptive choices, efficacy and options available.	Year 9, Year 11
The facts around pregnancy, including miscarriage.	Year 7
There are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options including keeping the baby, adoption, abortion and where to get further help)	Year 7, Year 9, Year 11
How the different sexually transmitted infections (STIs) including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing.	Year 9, Year 10, Year 11
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	Year 9, Year 10, Year 11
How the use of drugs and alcohol can lead to risky sexual behaviour.	Year 8, Year 9, Year 10, Year 11
How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	Year 7, Year 9, Year 11
<b>Mental Health and Wellbeing</b> How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Year 7, Year 8, Year 9, Year 10, Year 11
That happiness is linked to being connected to others.	Year 7, Year 8, Year 9, Year 10, Year 11
How to recognise the early signs of mental wellbeing concerns.	Year 7, Year 8, Year 9, Year 10, Year 11
Common types of mental ill health (e.g. anxiety and depression)	Year 7, Year 8, Year 9, Year 10, Year 11
How to critically evaluate when something they do or are involved in has a positive or negative affect on their own or others' mental health.	Year 7, Year 8, Year 9, Year 10, Year 11
The benefits and importance of physical exercise, time outdoors, community participation, and voluntary or service-based activities on mental wellbeing and happiness.	Year 7, Year 8, Year 9, Year 10
<b>Internet Safety and Harms</b> The similarities and differences between the online world and the physical world, including: the impact of unhealthy of obsessive comparison with others online (including setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks relating to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.	Year 7, Year 8, Year 9, Year 10, Year 11
How to identify harmful behaviours online (including bullying, abuser harassment) and how to report and find support.	Year 7, Year 8, Year 9, Year 10, Year 11
<b>Physical Health and Fitness</b> The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	Year 7, Year 8, Year 9, Year 10, Year 11
The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health including cancer and cardio-vascular ill health.	Year 7, Year 8, Year 9, Year 10
About the science relating to blood, organ and stem cell donation.	Year 10
<b>Healthy Eating</b> How to maintain healthy eating and the links between a poor diet and health risks including tooth decay and cancer.	Year 8, Year 10
<b>Drugs Alcohol and Tobacco</b>	Year 7, Year 8, Year 11

The facts about legal and illegal drugs and their associated risks, including the link between drug use and the associated risks including serious mental health conditions.	
The law relating to the supply and possession of illegal substances.	Year 7, Year 8, Year 9, Year 10, Year 11
The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	Year 7, Year 8, Year 9, Year 10
The physical and psychological consequences of addiction, including alcohol dependency.	Year 7, Year 8, Year 9
Awareness of the dangers of drugs which are prescribed but still present serious health risks.	Year 7, Year 8, Year 9, Year 10
The facts about the harms from smoking tobacco (particularly linked to lung cancer), the benefits of quitting and how to access support to do so.	Year 7, Year 8, Year 9, Year 10
<b>Health and Prevention</b> Personal hygiene, germs including bacteria, viruses and how they are spread, treatment and prevention of infection and about antibiotics.	Year 7, Year 8
About dental health and the benefits of good oral hygiene including regular visits to the dentist	Year 8, Year 10
Late seniors: the benefits of self-examination and screening.	Year 10, Year 11
The facts and science relating to immunisation and vaccination.	Year 7, Year 8
The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood, and ability to learn.	Year 7, Year 8, Year 9, Year 10, Year 11
<b>Basic First Aid</b> Basic treatment for common injuries.	
Life-saving skills and how to administer CPR	Year 7, Year 8, Year 11
The purpose of defibrillation and when one might be needed.	Year 9, Year 11
<b>Changing Adolescent Body</b> Key facts about puberty and the changing adolescent body; menstrual wellbeing.	Year 7, Year 8, Year 9, Year 10
The main changes that take place in males and females, and the implications for emotional and physical health.	Year 7, Year 8, Year 9, Year 10

## Policy Review

This policy is reviewed annually.



# Normanhurst School

## Religious Education Policy

Religious Education at Normanhurst School is taught through an enquiry-based model in which children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, can be enhanced.

This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

The School uses 'Discovery RE', which is a creative set of RE planning for the juniors.

Through the RE Scheme of Work pupils have opportunities to access challenging RE through a wide range of key questions. Lessons adopt an enquiry-based approach to teaching and learning, in pupils not only learn knowledge, but crucially develop an understanding of the world of religion and how beliefs impact on daily lives.

The RE course in both the juniors and seniors is designed to help children develop into empathic, confident students who can discuss, debate, ask questions and seek answers in a compassionate way. This will enable them to make a difference in the world they inherit and will give them the opportunity to gain an informed understanding of religious beliefs and world views.

The curriculum framework for RE breaks down the aims of RE into 3 strands:

1. Know about and understand a range of religions and worldviews, so that they can:
  - Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individual
  - Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
  - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
  - Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
  - Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
  - Appreciate and appraise varied dimensions of religion or a world view.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
  - Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
  - Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
  - Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

These 3 strands are designed to ensure that RE contributes to education by ‘provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human’, so that pupils can ‘learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ’ and ultimately ‘participate positively in our society with its diverse religions and world views’.

We believe that RE makes a strong contribution to the education of each child by encouraging them to develop skills of critical thinking and analysis, as well as developing attitudes like empathy, sensitivity and understanding whilst being able to stand up for their own beliefs and challenge injustice around them.

More information and schemes of work can be found in the RE Department Handbooks.



# Normanhurst School

## Teaching and Learning Policy

The school aims to provide a broad and balanced curriculum for all its pupils and to enable each one of them to achieve his or her full potential. The curriculum aims to provide effective learning opportunities for every pupil taking account of the Early Learning Goals, National Strategies, the National Curriculum and the Every Child Matters agenda.

Through the policies, schemes of work and approaches to teaching and learning, the school aims to equip pupils for further education after Year 11.

### The classroom should provide:

- A safe, positive and stimulating environment
- An atmosphere in which pupils feel valued
- A place where pupils behave well and show respect for other people and property
- Opportunities for pupils to work independently or collaboratively, as required to do
- Opportunities where pupils are encouraged to take an active part in and contribute towards lessons, showing initiative and taking responsibility
- Clear organisation to encourage the development of independent learning

### Lessons should:

- Be well planned and structured, with clear direction
- Incorporate a three-part structure with starter and plenary
- Be stimulating and set at a lively pace
- Aim to be imaginative and innovative
- Capture and maintain the pupils' attention, encouraging pupils to be focused and remain on task
- Draw on pupils' existing knowledge and provide continuity and progression for all pupils
- Give pupils opportunities to think, plan and draw conclusions for themselves
- Involve opportunities for 'deep learning' and the development of thinking and learning skills
- Demonstrate that learning intentions have been clearly identified, expressed and conveyed to the class
- Be enhanced by stimulating and appropriate resources
- Be structured to allow time for review and feedback, to explore what has happened, be able to explain and discuss what they have learnt and to draw conclusions.
- Ensure that the best possible use is being made of the teacher's time, and when appropriate, the support teacher's time, to give maximum attention to individual pupils and groups.
- Include tasks which are:
  - Carefully prepared
  - Purposeful and challenging
  - Appropriately differentiated
  - Clearly explained and presented
  - Assessed by clearly defined criteria

**Evaluation** is a vital part of the teaching and learning process in order to make progress and raise achievement. Teachers should prioritise giving feedback to pupils on their learning and next steps for progress.

**Regular on-going assessment** is necessary to ensure continuity and progression, and to inform future planning. Assessment takes place in a number of ways, informal and formal. See the Assessment Policy for more detailed information.

Most members of the teaching staff are expected to take responsibility for a class. Class teachers take on a pastoral role and should be available to support their pupils with any day-to-day issues that might occur.

Teachers should be available to see parents, or choose to contact them by telephone, should the need arise. Staff should consult with a member of the SLT or Headmistress as appropriate when approached by a parent by telephone or letter or if they wish to communicate with a parent. Any letter received and copies of letters sent (except routine absence notes) should be passed to the Headmistress for reference before filing in the pupil's file.

A brief written record should be made on the relevant pro-forma of any interview or significant conversation with a parent. It should be dated and signed and passed to the Headmistress to be kept on file.

### **Responsibilities of a Classroom Teacher**

Individual job descriptions are available for all teachers. General responsibilities include the following:

- The preparation and delivery of lessons to meet the appropriate needs of all pupils in the class to reflect the principles of the National Curriculum
- The careful marking of pupils' work and fast turnaround
- The pastoral responsibility of all pupils in the class
- The preparation of regular reports to parents on the progress of pupils
- Participation in Open Evenings, Parents' Meetings, Prize Giving, Celebration of the Year etc
- The encouragement of good discipline in class and around the School
- Attendance at staff meetings and similar functions as set by the Headmistress
- Assistance in the provision of cover for staff absence
- The setting of good examples of tidiness in their teaching areas and up-to-date vibrant displays of pupils' work

Other reasonable duties will be undertaken as set by the Headmistress.



# Normanhurst School

## Use of Teaching Assistants Policy

### Introduction

Support staff contribute greatly to our teaching provision. They help our pupils to learn and to gain full access to the curriculum.

### Aims

The main aims of support staff are to:

- maximise the pupils' learning progress through assisting generally
- promote full curriculum access for pupils with any kind of physical or learning difficulty, such as impaired hearing or poor concentration
- undertake a range of administrative and clerical tasks, including photocopying, record-keeping and putting up displays
- perform a wide range of other tasks, including playground supervision and changing library books, and any other duties requested by the Headmistress

Support staff are employed by the school and are offered as either full time or part-time posts.

### Calibre of Support staff

Support staff who work at the school:

- are aware that the school has a place in educating pupils in spiritual, moral, social and cultural development
- understand the role of the teacher as primary educator to the child at school
- understand their role as a support to the teacher/s, other support staff and agencies serving the pupils
- are increasingly familiar with the purpose and scope of the relevant requirements of the curriculum
- strive to become increasingly effective in developing pupils' language, reading, numeracy and other skills
- have knowledge and understanding of the curriculum at a level which will assist effective teaching of the basic skills
- use their knowledge and understanding in supporting work with pupils and in helping to assess their progress through basic skills

### The role of the class teacher

It is the responsibility of the class teacher to inform support staff of activities for the following week. Support staff will have work set by class teachers and should leave enough time to become familiar with the task BEFORE starting work with the pupils. It is important that everyone is clear about the objectives of the lesson at the outset, so that progress towards the objectives can be assessed at the end of the lesson.

A teacher may require support staff to work alongside him/her in the classroom in delivering the main class work or differentiated work with a specified group of pupils, with one or two specific pupils, or in the quiet area outside the room. If support staff are outside the classroom, they need to be aware of how long to take for the lesson and when to return to the class if appropriate



**The main tasks of support staff are to:**

- Hear individual readers – discuss cover title, author, characters, plot, correct miscues, encourage expression, fluency, check for comprehension
- Hear group readers. Individuals read round group, one page / paragraph each
- Support whole class activities when appropriate
- Support group work with objectives set by teacher
- Support individuals with special needs in liaison with teacher and higher support teacher
- Support individuals with specific task set by teacher
- Observe and record the participation of individuals during group or class work
- Take down or put up display work (pupil support is, however, the priority)
- Carry out administrative tasks set by teacher
- Attend relevant training sessions
- Cover for the class teacher in emergency or short term situations, as directed by the Headmistress or member of the SLT.

**Recording activities**

Class teachers have already formed detailed plans for the lessons available in the classroom and will explain to support staff the activity taking place together with the name or names of any specific child to be monitored or given differentiated work. Support staff should note individual pupils who exceed or fail to meet the required standard together with an evaluation of their task. All comments should be discussed with the class teacher at the earliest opportunity.

**Performance Management**

All support staff will take part in the annual Performance Management programme. Support staff will have an initial meeting with the Line Manager responsible for their Performance Management in the Autumn Term and arrange further meetings, including lesson observations, at mutually agreed times during the year. All Performance Management forms will be strictly confidential and at the end of the cycle will be given to the Headmistress.

**Behaviour and Discipline**

All pupils should treat support staff with the same courtesy and respect that they give to the class teacher. If any child is persistently misbehaving, the matter should be reported to the class teacher.

**Deployment**

Support staff work throughout the School. Hours allocated to support staff are for work anywhere within the School and not for a particular age group. Occasionally, a specific pupil may have additional hours allocated to them and these hours will be negotiated with the staff concerned.

The SENDCo, in discussion with the SLT, distributes the hours of support available to the classes based on class size and number of pupils identified with special needs who will benefit from differentiated work (see SEND Policy). Once a timetable is agreed for individual support staff a copy should be given to the Headmistress.

**Training**

As part of developing support staff, they are entitled to training to become increasingly proficient in the areas outlined above. Training is available through on the job help, paired work, individual study, inset days and courses run by outside agencies. All initial applications for courses should be made to the SENDCo and should also be discussed at Performance Management meetings.



# Normanhurst School

## Handwriting Policy

### Aims

As a school, our aims in teaching handwriting are that the pupils will:

- Experience coherence and continuity in learning and teaching across the EYFS and School.
- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Take pride in the presentation of their work and therefore write with a sense of enjoyment and achievement.
- Achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Use their skills with confidence in real life situations.
- Develop a fluent, joined handwriting style by the end of Year Two.

### Teaching and Learning

We teach handwriting as a specific skill rather than as an independent task. Little and often is the most successful way with additional, independent practice. Correct pencil hold and letter formation are taught throughout the school.

Basic structure of a handwriting session:

- Relaxation
- Posture check, feet flat on the floor, back touching the chair
- Teacher modelling
- Children practicing independently with teacher model, then from memory

Sessions should be fun, varied and multi-sensory. In all classes a range of writing implements, line guides, word lists and dictionaries are provided. A model of the agreed handwriting style should be displayed in all classrooms.

In the **Lower Kindergarten and Upper Kindergarten** the children are encouraged to:

- Develop gross motor control
- Develop fine motor control
- Use a range of mark making tools such as pencils, pens and crayons, with confidence and enjoyment
- Develop a recognition of pattern to develop free flowing hand movements
- Develop a language to talk about shapes and movements
- The main handwriting movements involved in the three basic letter shapes; l, c, and r

In **Reception** the children continue to develop their knowledge, skills and understanding from Nursery in addition to:

- Learning letter formation alongside phonics using the Read Write Inc. scheme
- Learn letter formation using 'shape families'
- The emphasis is upon movement, pencil grip, correct posture, the positioning of the paper and the organisation of the writing space.

By the end of **Year 2**, children should be joining.

We aim for children to develop a clear and fluent style and by the end of key Stage 2 be able to adapt their handwriting for the following purposes:

- A neat legible hand for finished presented work
- A faster script for notes
- Print for labelling maps and diagrams

### **Inclusion**

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision. Teachers of children whose handwriting is limited by problems with fine motor skills should liaise with the SENDCo to develop a programme designed for the individual child. This may involve extra handwriting sessions and access to extra resources. Other areas that could be considered are posture, lighting, angle of table etc. Outside agencies can be contacted where appropriate.

Teachers are aware of the specific needs of **left-handed pupils** and make appropriate provision:

- paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case
- pencils should not be held too close to the point as this can interrupt pupils' line of vision
- pupils should be positioned so that they can place their paper to their left side
- left-handed pupils should sit to the left of a right-handed child so that they are not competing for space
- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

### **The role of parents and carers**

Parents and carers are introduced to the school's handwriting style through a leaflet. Class booklets and parents handbooks will include a copy of our letter formation sheet. The Early Years Foundation Stage staff play an important role in communicating this at an early stage, to ensure that parents are informed and encouraged to offer good models to their children by using only capital letters for the beginning of their names.

All members of staff (including teaching assistants, supply teachers, and students) are provided with appropriate handwriting models and are expected to promote the agreed handwriting style by their own example.

### **The contribution of handwriting to other aspects of the curriculum**

The growth in the use of word processing and desktop publishing has increased pupils' awareness of the importance of presentation and the variety of handwriting styles/fonts available. Pupils are encouraged to evaluate a range of fonts and to select whatever is appropriate to suit particular purposes.

Teachers discuss handwriting and presentation in all subjects and aim to model good handwriting themselves. Teachers are explicit about different types of handwriting for example, personal note-taking or best handwriting for presentation, but remember not all the children will be able to achieve this in Key Stage one. Teachers give handwriting a high priority in classroom displays. ***The use of rubbers is discouraged. Mistakes are indicated by marking through with one neat horizontal line.***

Teachers aim to make handwriting lessons relevant to the curriculum by providing a purpose to the work where possible, encouraging the children to view handwriting as part of an overall presentation policy.



# Normanhurst School

## Display of Work Policy

Displays reflect and influence the ethos of the individual classrooms and the school as a whole. Where appropriate, they will reflect the multicultural diversity of our society.

Work displayed in school should be for the following reasons:

- to celebrate learning achievement and effort
- to focus on and value pupil's work engendering a sense of pride, worth and self esteem
- to create a stimulating learning environment
- to share work with parents and the wider community
- to share information with pupils

We should be able to find the following types of display:

- ongoing work
- the results of study, pictures, writing, models, charts and graphs
- starting points which resource topics and which children can use for research, e.g. artefacts, natural and made objects, pictures, collections, books, photographs, plants and animals

When displays are assembled, the following guidance should be followed:

- work in public areas should be mounted
- all work should have high quality labels, with clear, simple lettering which give explanations and ask questions
- all boards should be backed with fadeless paper and borders
- children's names should be placed on the mount or below it
- work should be displayed in a variety of ways but care should be taken when choosing backgrounds and borders so that these do not distract the viewer from the work
- work should be visible to the intended audience, e.g. if for children, it should be where they can see it
- the best of ALL children's work should be displayed at some time.

Displays should be replaced frequently (ideally half termly) to continue to stimulate interest and curiosity. Teachers should make sure that their corridor displays clearly show the class, year group, pupil's name on or next to their work and have a brief explanation of the pupils' work. Teachers must also take responsibility for the upkeep of presentation as corners and edges can easily be damaged through general wear and tear.

### **Equal opportunities**

All pupils should have equal opportunities to view and use displays in the classroom and on the corridors around school. Special consideration should be given making displays accessible to visually impaired children.

This can be achieved by:

- Displaying their work at their eye level
- Double mounting their work on contrasting colours (for some black and yellow is very effective)
- Use of different materials such as drapes and 3-D objects that the pupils can feel