

Curriculum Policy

Audience

This policy has been written so that all staff follow our expectations for our interpretation of the National Curriculum.

How we plan and teach

The school takes a skills-based approach to teaching the curriculum, which aims to enable our children to take an active part in their life as a citizen of Great Britain. It covers all aspects of the revised National Curriculum. In today's work climate, there is now a need to shift the focus of the curriculum to lifelong skills and preparing children for life after school. Children need to achieve, but they also need confidence and resilience to do this. We believe that the personal, social, emotional, spiritual and moral development of the child should be given high priority and is viewed as an integral part of the whole curriculum experience. With this in mind, we have decided upon a thematic, whole school approach to the curriculum, which enables us to ensure progression in learning from Years 1 to 6. Children in the Early Years Foundation Stage also follow a thematic curriculum, based upon the children's interests and the statutory requirements of the EYFS.

Curriculum Drivers

We have two key drivers, which we believe are particularly important in giving our school its identity. Our first curriculum driver is Physical Activity, which we passionately believe can play a crucial role in child development. We offer our children as many opportunities as possible to take part in physical education and an extensive range of sports, whilst also seeking out opportunities to include active elements to lessons across our entire curriculum. Our second key driver is Values Education, which also runs through everything we do. We believe that helping our pupils to develop strong values will give them the platform to go on and make a success of their future lives. Teachers are expected to have our two curriculum drivers at the forefront of their minds when they are planning their lessons. Every opportunity should be made to make cross-curricular links to include our key drivers.

Procedure

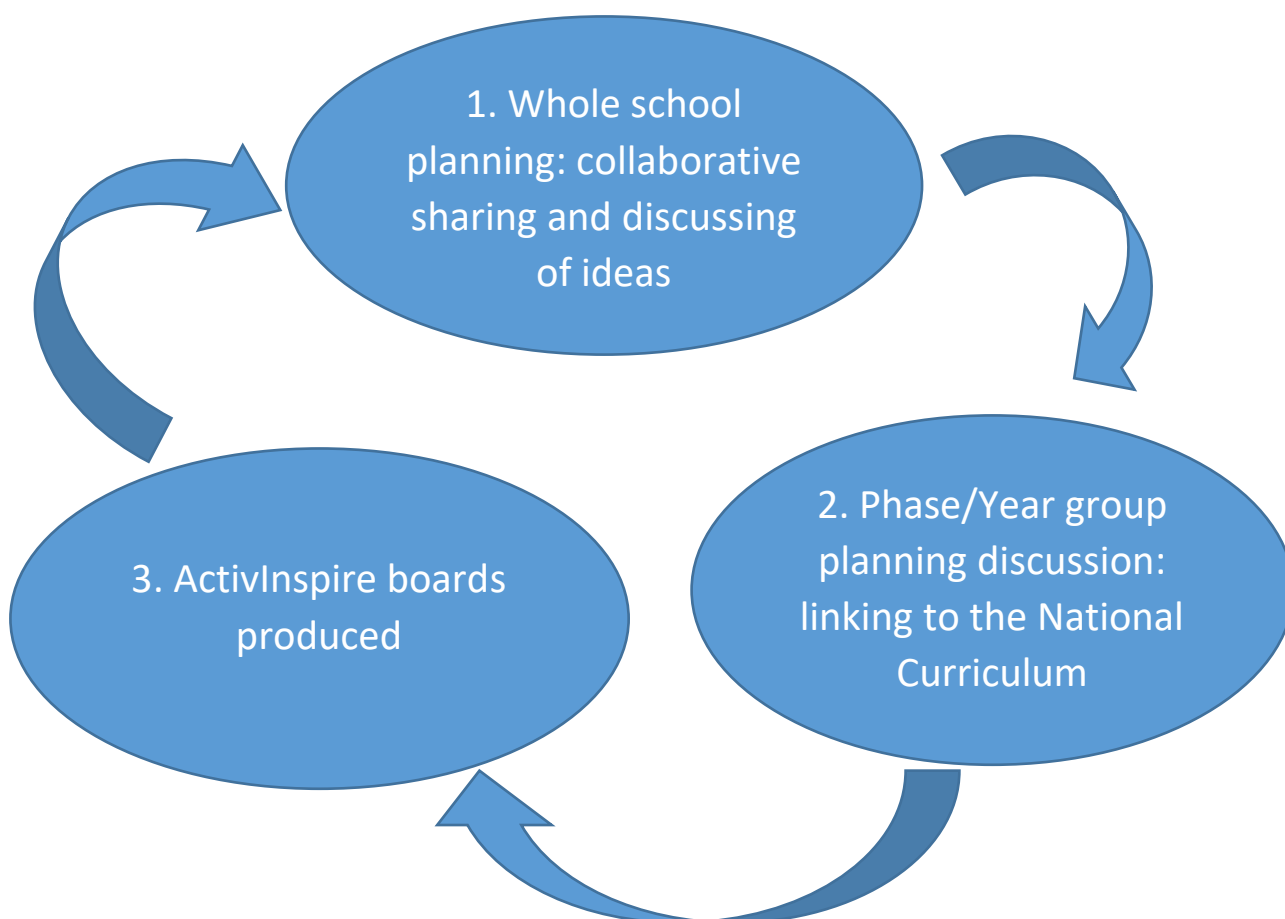
Planning

We believe that children should be integral to the planning process, so that they can take ownership of their learning and in turn develop independence. Each new whole school topic is launched with a 'WOW Day'. On this day, there will be a whole school workshop, where children will get the opportunity to immerse themselves into the new topic. Teachers will cover an aspect of the new topic in their classrooms and throughout the day, children will have the opportunity to visit each classroom, giving them the chance to experience the range of areas that could be covered. Each class will then decide what interests them the most and will plan what they will be focussing on accordingly. In addition, parents are encouraged to add their thoughts and ideas for each topic into the 'Suggestion Box', which will be located next to the school reception area.

An overview of the topic is produced, which outlines the various 'aspects' of the Topic to be covered and the amount of time to be spent on it:

MAGNIFICENT ME	
Homework Project	<i>Information to be given soon.</i>
Week 1	All about Me <u>Wow Day</u> During the Christmas holidays post each child an invitation to a red-carpet event on the first day of term. Everyone should wear their best clothes. On the morning put out red carpets and have photographers ready to take photos as children walk in. Every child makes a silhouette of their profile and writes a 'Who am I' poem/description. Silhouettes put across the whole school. Start Art. Start Science (to be taught throughout the topic)
Week 2	All about me Complete artist study. By the end of the week, children should have a portrait in the style of their artist completed.
Week 3	My Heritage What makes you, you?
Week 4/5/6	How do I keep Healthy? <u>R.E Day</u> Heathy food – cooking Internet safety Sex and Relationships First aid course Anti- bullying Exercise
Week 7+	When I grow up I want to be... Careers Fair (lots of preparation needed, staff need to organise this in the first week back or before Christmas, if time.) This should include a fair with people from as any careers as possible. Focussed assemblies Trips to places of work/university etc.

Once we have collected the parent's and children's ideas, teachers will work together to group ideas. Wherever possible planning at West Heath is collaborative. We believe that this is the most effective way of bringing our curriculum 'alive'. Teachers then work either in phases, or year groups (depending upon the nature of the aspect being covered) to produce planning boards, using ActivInspire. These must clearly outline the learning outcome to be shared with the children and the success criteria that children will follow. It should be evident on these boards they key skills children have been taught in order to meet the learning outcome (refer to Appendix 1 for guidance). Planning boards have replaced short-term planning on paper. It is saved on the staffshare area (J: drive), in the relevant year group folder for monitoring purposes and future use.



Evidence

At West Heath Primary School, we use class Topic Scrapbooks to evidence children's learning journey and progress (refer to Appendix 2). Each page outlines the National Curriculum objective(s) that have been covered in that particular lesson; this includes cross-curricular coverage. Examples of children's work is added to the scrapbook, along with their comments, which should indicate knowledge and skills learnt. As Values Education is at the core of our curriculum, children can also point out any values they have used each lesson. Photographs of children at work can also be added to the scrapbook, accompanied by captions. All work is named, so that we can be sure that children from a range of abilities have work evidenced. Any work not presented in the scrapbook, or used on display, is put into a folder for the children to take home at the end of the academic year.

Assessment

Assessment of all curriculum areas is completed using the schools online tracking system, Classroom Monitor. The assessment of non-core subjects will be updated throughout the topic to reflect what has been taught. For further details, please refer to the Assessment Policy.

The role of the Curriculum leader is to:

- Provide a strategic lead and direction for the curriculum;
- Provide staff with guidance for each new whole school topic, including an outline for each WOW day;
- Support and offer advice to colleagues on issues related to the curriculum;
- Ensure that all curriculum subjects are assessed using Classroom Monitor;
- Provide efficient resource management for the curriculum;
- Coordinate cross curricular links with Maths, Science, English, PE and PSHE subject leaders;
- Produce and update a curriculum map showing curriculum coverage.

The school gives the curriculum leader non-contact time each term, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations for attainment.

Non-negotiable

There are some key aspects of our curriculum which are non-negotiable!

- Plans for English and Maths are produced on a weekly basis and saved on the school server, in the appropriate Year group folder, by Monday morning for monitoring.
- In Reception and Year 1, pupils will take part in the Read Write Inc. phonics programme.
- From Year 2 onwards, the children will follow the Language and Literacy programme.
- Guided reading in Years 1 to 6 will take place four times each a week.
- P.E is taught by a specialist P.E coordinator supported by sports coaches. All pupils will be expected to take part in PE unless permission has been granted by the Head Teacher for them not to do so.
- MFL is taught as a discreet subject.
- Music lessons are provided by Services for Education: Music service.
- Pupils can arrive at school between 8.30am and 8.50am. During this time, pupils are expected to read silently. This must also happen when the children come into class after lunch.
- Staff will plan outcome based lessons, in line with our skills based approach. Planning will be completed on the school's planning format.
- Every effort should be made to teach Maths practically, using concrete objects and real life scenarios.
- Teachers planning, preparation and assessment timetable is non-negotiable.

Monitoring, evaluation and review.

The quality and effectiveness of the curriculum will be monitored and evaluated through a rigorous programme of whole school self-evaluation.

Topic scrapbooks will be monitored on a 3 week cycle.

The school will review this policy bi-annually and assess its implementation and effectiveness.

The policy will be promoted and implemented throughout the school.

Appraisal targets may be linked to key priorities within our curriculum development plan.

Computing Policy

Planning

A Computing curriculum map will be provided by the Computing leader, clearly identifying the coverage of the Computing programmes of study. The Curriculum map will identify the programme of study, for each year group, that should be the focus for each half term. It will also offer guidance in terms of appropriate resources to use, and potential activity ideas in order to meet the required outcome. The curriculum map will be available in the Computing folder in the StaffShare drive (J drive).

Additional medium term planning will also be provided for each year group, by the Computing leader, outlining explicit outcomes and teacher input for the designated programme of study. All medium term planning will be made available in the Computing folder in the StaffShare drive (J drive), along with pre-created examples to be used as reference points, or teacher models, if appropriate.

The discrete teaching of Computing will occur on a half-termly basis in the form of a Computing day; however, where appropriate, Computing programmes of study should be covered in other areas of the curriculum.

Evidence

Each class teacher will be required to create a Computing folder, within his or her class folder, in the StudentShare drive (T drive). It is in here that the children will save their Computing work, so that pupil, teacher and the subject leader can access it. Sub-folders should be created for a new focus each half term, in order to keep work organised.

At the end of each half term, examples of good work, from a range of abilities, need to be handed in to the subject leader, and this will be collated and displayed in the Computing scrapbook, and on display in the media area. Good work can consist of a print out, a print screen or a photograph, with a short explanation regarding the work.

Assessment

Computing will be assessed using Classroom Monitor. Please refer to the Curriculum Policy and Assessment Policy.

Resources

All equipment will be maintained, updated and monitored by the ICT Operations Manager. If any resource or piece of equipment is found to be faulty, this needs to be reported immediately to the ICT operations manager via **email**.

IPads and laptop are stored in the IPad and laptop trollies in the media area. These are available to 'book' by using the booking calendar which is available on each member of staffs email account. On occasion, IPads and laptops will be necessary for aspects of the Computing curriculum, and in these instances, classes who need these resources for their focus will have priority.

ICT Operations Manager will be responsible for the key to the trollies, and in the case of his absence, it will be held in the school office.

Appendix 1- ActivInspire Board Planning

The screenshot shows the ActivInspire Studio interface. The main workspace is a grid. On the left, there is a vertical blue bar. The main area contains the following text:

Friday 9th February

By the end of this lesson, I will be able to take repeat readings and record my findings, including conclusions

On the right, there is a yellow sticky note with the following text:

Key Vocab

- Heart
- Lungs
- Blood
- Oxygen
- Vein
- Artery
- Exercise

The bottom of the screen shows the Windows taskbar with various icons and the system clock displaying 16:52 on 04/06/2018.

This page shows the date of the lesson, the learning outcome to be shared with the children and key vocabulary relevant to the lesson.

The screenshot shows the ActivInspire Studio interface. The main workspace is a grid. In the center, there is a large yellow oval containing the following text:

On average, how many times do you think your heart will beat in your lifetime?

The bottom of the screen shows the Windows taskbar with various icons and the system clock displaying 16:54 on 04/06/2018.

This is an example of a question that was used at the very start of the lesson to engage the children and instantly get them talking.

ActivInspire - Studio

File Edit View Insert Tools Help Staying Alive * CLASSFLOW Connect Page 6 of 13 Best Fit

Resting breathing rate	Resting heart rate	Breathing rate after 2 mins of exercise	Heart rate after 2 mins of exercise
18	65	42	65

What do you notice about my results?
What should we do about it?

16:58 04/06/2018

This page clearly shows modelling that had taken place prior to the investigation and some key questions that were asked.

ActivInspire - Studio

File Edit View Insert Tools Help Staying Alive * CLASSFLOW Connect Page 9 of 13 Best Fit

Success Criteria:

1. Carry out your investigation according to your plan
2. Repeat the data for a fair test
3. Record the results in a table
4. Write a conclusion, scientifically explaining your results

17:00 04/06/2018

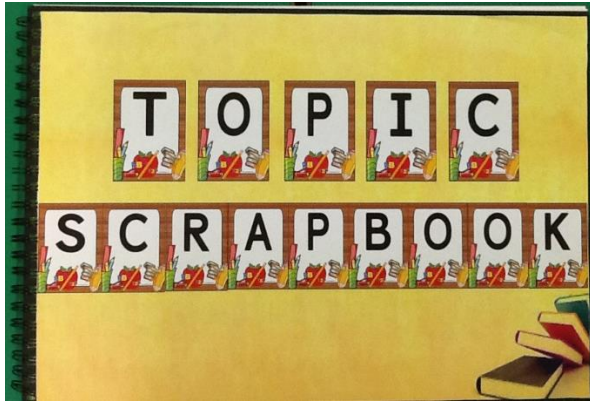
This shows the success criteria that was shared with the children in order to help them achieve the learning outcome.

Appendix 2- Topic Scrapbook Guidance

At West Heath Primary School, we use a Topic Scrapbook to evidence National Curriculum coverage of the foundation subjects: History, Geography, Art and Design and Design Technology. Wherever possible, we also evidence cross-curricular links we have made between our whole school topic and PSHE.

Each class has their own Topic Scrapbook.

There should a front cover, indicating what this Scrapbook is for:



A page, or double page, should be used to clearly mark the whole school topic, the class number and the year group the book belongs to:



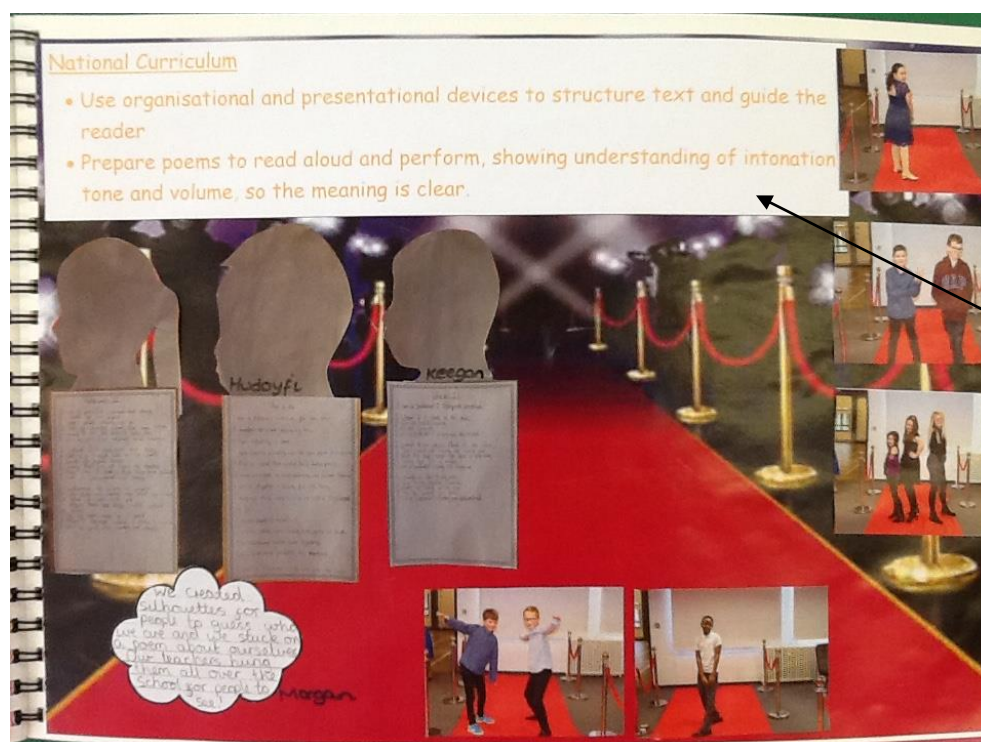
Each topic will be launched with a 'WOW' day. The purpose of these days is to engage the pupils and create a sense of excitement for the whole school topic. Evidence of 'WOW' day outcomes are expected to be in the scrapbook alongside comments made by the children. These could include, but not exclusively, what they enjoyed and why, what they learnt and what they are most looking forward to learning about in that particular topic:



It is expected that the **children, not teachers**, will write these comments. Teachers must check for spelling and grammatical errors.

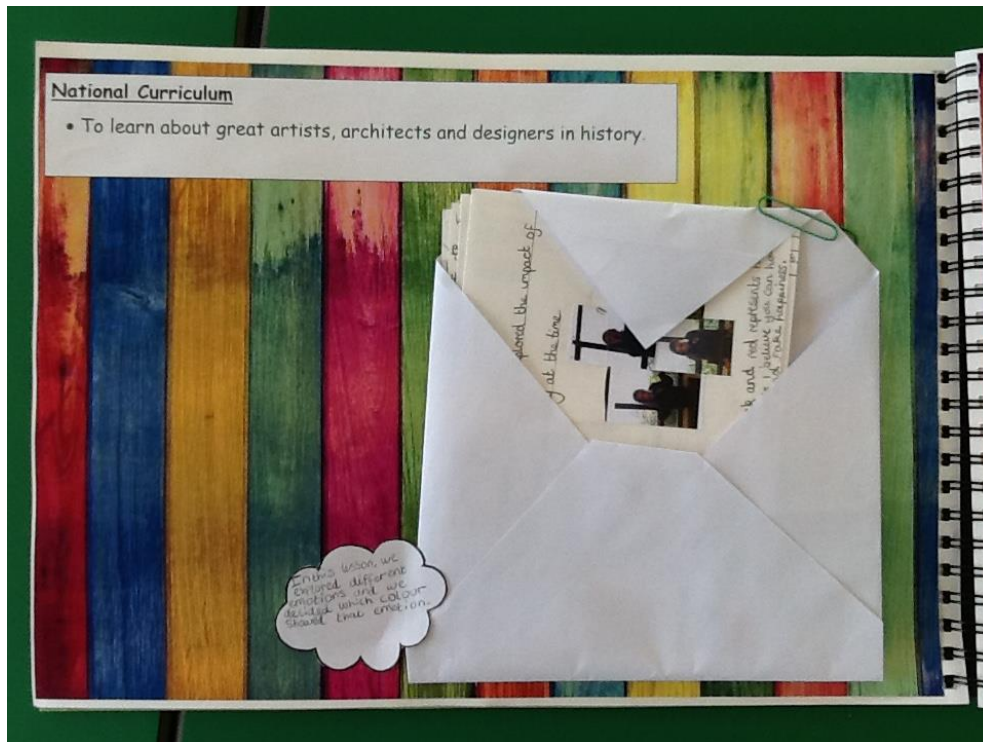
The comments must be named and throughout the topic, a wide range of children should have their comments and thoughts evidenced.

Though the primary purpose of WOW days is to excite and engage our pupils, it is expected that the activities planned will link to the National Curriculum. Therefore, National Curriculum objectives are expected to be evidenced.

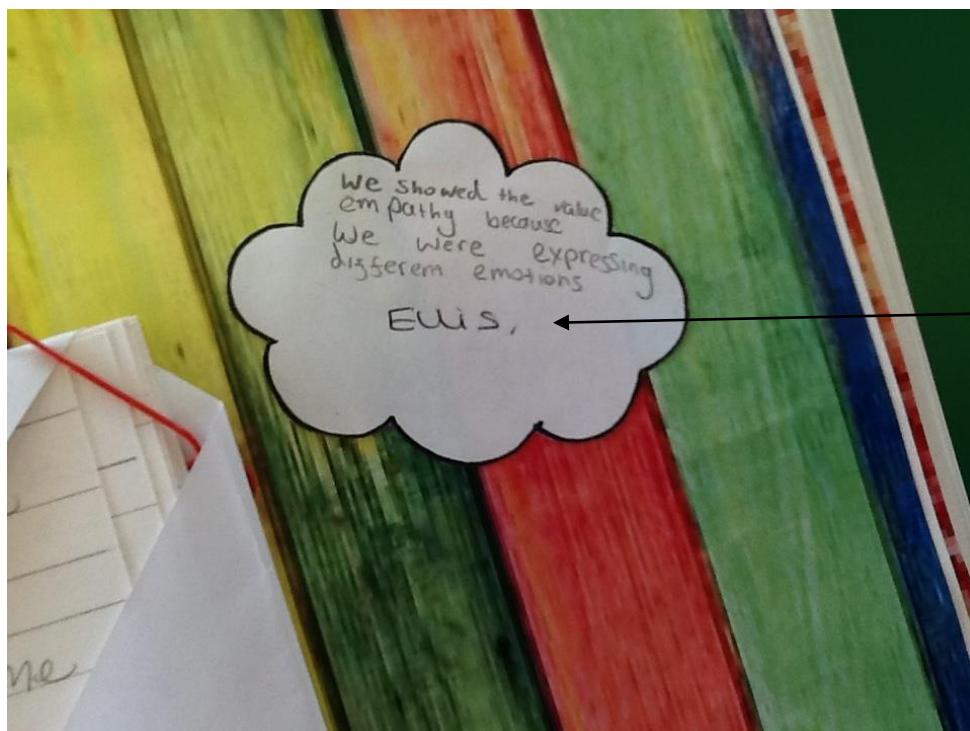


English National Curriculum objectives covered on a WOW day.

It is an expectation that the National Curriculum objective(s) are displayed clearly and boldly across the top of the page. All cross-curricular National Curriculum links should also be evidenced.



These cross-curricular links may include links to R.E disposition, Rights Respecting Schools and PSHE. Wherever possible, school values that children have shown and used should be recognised and celebrated.



Comments made by a child about the values that they have had to show in order to be successful in this lesson.

West Heath Primary School recognises that photographs are a valuable resource for evidencing learning. Photos taken of children should show them at work and not 'posing' for the camera. They should be used as a means of tracking a learning journey. The photos should be accompanied with children's comments (outlining what they learnt).

Classroom display boards are also expected to be regularly updated with photos of children learning across the curriculum. This will be monitored every half term.



Science Policy

Planning Procedures

Teachers are expected to produce their planning with the support of the Rising Stars 'Switched on Science' scheme of work. Teachers do not have to rely solely on the scheme and they can create planning and resources of their own, as long as the National Curriculum scheme of work is correct for the Year group.

The Science coordinator will provide each year group with a long-term plan, outlining which Switched on Science topic they should follow for each half term. As West Heath champions a cross-curricular approach, where possible, the Science topic will be matched to the whole school topic as closely as possible. The Switched on Science planning can be found in the J: Drive, Curric-Science folder.

Teachers must complete medium-term planning for each Science topic. It must be completed by the deadline set and saved in an easily accessible location within the year groups folder on J: drive.

It is expected that teachers deliver Science for 90 minutes each week. This does not have to be in one block and could be timetables over 2 sessions.

Assessment

Science is assessed using Classroom Monitor. Please refer to the Curriculum and Assessment policies.

Resources

All resources are stored centrally in the Science cupboard at the top end of the KS2 corridor (next to the girls' toilets). Resources are organized into labelled boxes and must be put back at the end of the lesson. Staff are responsible for informing the Science coordinator when resources are running low.

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Religious Education and Collective Worship Policy

It is a legal requirement that all registered school age pupils take part in an act of worship each day. Within our school, there are children from Christian backgrounds, children from other religious backgrounds and children from non-religious backgrounds. We recognise that in asking our children to worship, we have to consider the backgrounds that they come from and it is not the practice of West Heath Primary to preach to or convert pupils. The faith background of both the staff and pupils' families is respected at all times. The Head Teacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body. Parents have a right to withdraw their children from collective worship. If a parent asks for their child to be wholly or partly excused from attending collective worship at the school, the school must comply unless the request is withdrawn. Any parent who wishes to exercise this right should consult the Head Teacher. Teachers may also withdraw from worship.

Planning and Evidence

Through our teaching of Religious Education at West Heath, we aim to expand our children's spiritual, moral and cultural development and prepare pupils for a future in society.

Each half-term we devote a whole day of the school timetable to RE. The RE co-ordinator provides each year group with a specific disposition and a religious tradition, taken from the Birmingham Agreed Syllabus for the teaching of Religious Education. The learning outcomes and activities of the day will be based around these dispositions and traditions. The RE co-ordinator will also provide teachers with suggested activities, which will act as the Medium Term Planning.

The aim of our RE days is to raise the profile of the subject. By devoting a full day each half term to the subject, we are ensuring that the school meets its statutory requirements. However, teachers should also seek out other opportunities to teach RE across the curriculum.

Work from each RE Day must be evidenced in the class Curriculum Scrapbook, which will be monitored regularly by the RE coordinator.

In addition to the RE days, three of our assemblies each week will be dedicated to the teaching of our school values. Religious stories and teachings will be used regularly during these assemblies.

At West Heath, we will evaluate our acts of collective worship against some of the following:

- involvement, enjoyment, attention, reaction of pupils
- the growth of respect and tolerance within the school community
- positive response to shared experiences
- an atmosphere which matches the theme
- a contribution to individual and community sense of well-being
- appropriate behaviour
- a place in the overall plan of the school
- enrichment of pupils' experiences.

West Heath Primary School PSHE and Citizenship Policy

Aims:

The aims of PSHE and Citizenship fall into 3 core themes: Health & Wellbeing, Relationships and Living in the Wider World.

Procedure:

PSHE and Citizenship cannot always be confined to specific timetabled time. PSHE and Citizenship is delivered within a whole school approach which includes:

- Circle Time
- Teaching PSHE and Citizenship through other curriculum areas
- Specialised assemblies
- PSHE and Citizenship activities and school events
- Pastoral care and guidance
- Visiting speakers
- Continued understanding through the use of our Value Words.

Planning and Teaching

Once a week, classes will have a circle time from 9:00- 9:30am in which a range of issues relevant and appropriate for the class will be discussed. At the start of every half term, teachers will conduct a pupil voice questionnaire in their circle time. The results of these questionnaires should be analysed put onto a SMART board to guided circle time discussions. In addition to the weekly sessions, teachers are expected to use their professional judgement to have circle times as and when they are needed to address concerns. Any concerns arising from circle times must be passed on to the safeguarding team and dealt with accordingly.

Circle times should be organised in such a way that children are able to participate in an open, friendly forum, where expectations are agreed and understood. When a child has interrupted another individual speaking, they will be issued with yellow card as a warning. If they repeat the behaviour, they will be given a red card and must be given some time outside of the circle to reflect upon their behaviour.

Whole school Values initiative

One of the school's key drivers is Values, which underpins the curriculum. Respect, Cooperation, Empathy, Resilience, Determination, Honesty and Excellence are the agreed upon school values. Each class has a values box and children are awarded the appropriate slip whenever they are showing that value. On a Thursday, the slips need to counted up and a tally should be given to Mrs Clews by 4pm. The results across the school are discussed in assembly on a Friday.

Evidence

Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work in a class scrapbook. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in making a decision. The PSHE coordinator will look at scrapbook evidence once a term to ensure consistency.

Drug Education.

At West Heath Primary School, the Drugs Education Plan will be delivered through a range of teaching styles including, whole school, whole class group, circle time, philosophy for children and role play activities.

We will ensure that any outside agency will be delivering the same message at the school.

A member of the school staff will attend Drugs Education course and will disseminate any relevant information to whole staff, as appropriate. The following guidance was consulted.

- National Curriculum (Science, PSHE) 2014
- Drug Education and management of drug related incidents (BBC and HEV) 1999
- Drug Proof

Aims and Objectives of our Drug Education Programme:

- Drug education can bring about an understanding of the drugs with which our pupils may come into contact.
- Through drug education we aim to build their self-esteem, skills and the understanding of their own role in preserving their health and welfare.
- In addition to building our pupils competence, we also aim to build their confidence in using their knowledge and skills to make careful decisions.
- To support the school's endeavour to maintain the safety and well-being of all pupils.
- To enable pupils to make healthy, informed choices and to be responsible for their own actions.
- To give children the knowledge of how and when to get help from adults.
- To provide clear guidance for staff, parents and governors.

Definition:

A drug is defined as a substance that can change the way a human body works, either physiologically or psychologically. This policy will encompass all drugs:

- Alcohol
- Tobacco
- Other legal drugs, e.g. caffeine
- Over the counter medicines e.g. pain killers, cough medicine, prescribed medicines for short/long term illness.
- Volatile substances e.g. aerosols, butane, petrol.
- Illegal drugs, e.g. cannabis, Ecstasy, Heroin, LSD.

Knowledge and Understanding:

Key Stage 1:

- School rules relating to medicines
- Basic information about how the body works and ways of looking after the body.
- The role of medicines (both prescribed and over the counter) in promoting health and the reasons people use them.
- Understanding that all drugs can be harmful if not used properly.
- Simple safety rules about medicines and other substances used in the home, including solvents.
- Consideration of alcohol and tobacco, their general effects on the body and on behaviour.
- People who are involved with medicines, such as health professionals, pharmacists, shop keepers.
- People who can help children when they have questions or concerns.

Key Stage 2:

- School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs.
- More detailed information about the body, how it works and how we take care of it.
- Different types of medicines, both prescribed and over the counter. Illegal and legal drugs including their form, their effects and their associated risks.
- Introduction to the law relating to the use of legal and illegal drugs.
- People who can help children when they have questions or concerns.
- Danger from handling discarded syringes and needles.

Skills:**Key Stage 1:**

- Communicating feelings, such as concerns about illness and taking medicines.
- Following simple safety instructions.
- When and how to get help from adults.

Key Stage 2:

- Valuing oneself and other people
- Attitudes and beliefs about different drugs and people who may use or misuse them.
- Responses to media and advertising presentations of alcohol, tobacco and other legal drugs.
- Taking responsibility of one's own safety and behaviour.

Procedure

The overall planning and delivery of the programme will be co-ordinated by the PSHE Co-ordinator. It will be delivered through the Science and PSHE curriculum.

The provision of Drug Education in the curriculum has been highlighted as part of the drive to provide a healthy school for all. It is the responsibility of all staff, parents and governors to discuss drug education with children.

Sex and Relationship Education

The school curriculum aims to promote pupils' self-esteem and emotional well-being, help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community. Schools teaching with regards to Sex and Relationship Education.

- Reducing teenage pregnancies
- Delaying early sexual activity
- Reducing sexually transmitted infections
- Anti-homophobia and sexuality

Procedure

SRE is a legal requirement. The school will teach sex and relationship education from Reception to Year 6. There will be a focus on puberty in Year 5, term 2 through the Science and PSHE scheme around the theme of change.

Aims

- To provide clear guidance for parents, staff and governors.
- For pupils to develop an understanding that SRE is a gradual developmental process that is supported by a partnership between home and school. In Primary school we will provide a foundation for further work at secondary school.
- To help young people to respect themselves and others.
- To support pupils through their physical, emotional and moral development.
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being.
- To help pupils understand the significance of marriage and stable relationships and its importance for family life.
- Delaying early sexual activity
- Anti-homophobia and sexuality
- To help pupils move more confidently and responsibly into adolescence.
- To address issues of media influence e.g. TV, mobile phone messages, videos, computer games, advertising.
- To address issues of bullying and anti-racist issues.

We endeavour at all times to ensure that there is no stigmatisation of children based on their home circumstances. Age appropriate themes will be used at all times.

Moral and Values Framework

The SRE programme will reflect the school philosophy and ethos to encourage the following values:

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school and the community

Content: Preparing children for puberty

Research shows that children are often very concerned about the changes they are experiencing or approaching. It also shows that children cannot always rely on parents or carers to prepare them for puberty. At West Heath we will prepare pupils for puberty by:

- Giving them accurate information about physical and emotional changes that take place at puberty. This will be taught in Years 5 and 6. The aim of the topic will be to ensure that pupils have a basic knowledge of what happens to each gender during puberty.
- Girls will be taught how to cope with menstruation and about the practicalities of dealing with the changes to their bodies. This will include, providing sanitary disposal facilities in the KS2 Girls toilets and for all girls to know where in school they can go to obtain emergency supplies.

Parent withdrawal

The Science aspects of the National Curriculum, sets out the biological elements of sex education, which school must provide for all pupils e.g. describing changes as humans develop to old age. However, it is widely recognised that sex education should be more than solely Science if it is to meet the children's needs. Parents have the right to withdraw their child from those elements of the SRE programme that **do not** form part of the National Curriculum, namely puberty and menstruation.

If parents/carers have any questions or concerns regarding the SRE programme they should please discuss these with the class teacher or PSHE Co-ordinator.

This policy identifies opportunities for SRE to be incorporated into schemes of work. Themes covered at West Heath are:

Key Stage 1

- Recognise and compare the main external parts of the human body
- Recognise similarities between themselves and others
- Identify and share their feelings with others
- Recognise and identify safe and unsafe situations
- Identify and be able to talk to someone they trust
- Be aware that their feelings and actions have an impact on others
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will learn:

- That animals including humans grow and reproduce
- That humans and animals can produce offspring and these grow into adults
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- Ways in which they are alike and different from others
- That they have some control over their bodies and actions
- Why families are special for caring and sharing
-

Key Stage 2

- Express opinions
- Listen to and support others
- Respect other people's views and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and to whom they can ask for help
- Be confident in a wide range of situations such as seeking new friends
- Recognise their own worth and the positive things about themselves
- Balance the stresses in life in order to promote both their own mental health and well-being and that of others
- See things from other people's point of view
- Discuss moral issues
- Listen and support friends and manage friendship problems

- Recognise and challenge stereotypes for example in relation to gender
- Recognise the pressure of unwanted physical contact and know ways of resisting it

Pupils will learn:

- That life processes common to humans and other animals include growth and reproduction.
- About the main stages of the human life cycle.
- About the physical changes that take place during puberty
- The many relationships in which they are involved
- How the media impact on forming attitudes
- About keeping themselves safe when involved with risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying and know why it is unacceptable.