



Academic and Personnel Committee of the Board of Governors of the City of London Freeman's School

Date: THURSDAY, 4 NOVEMBER 2021

Time: 2.00 pm

Venue: CITY OF LONDON FREEMEN'S SCHOOL, ASHTEAD, KT21 1ET

Members: Andrew McMillan (Chairman) Michael Hudson
Deputy Philip Woodhouse Councillor Chris Townsend
(Deputy Chairman) Deputy Elizabeth Rogula
Deputy Roger Chadwick Lady Gillian Yarrow, (co-opted)
Nicholas Goddard
Tracey Graham

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Members of the public can observe the public meeting via this link:

<https://youtu.be/GUnyLuwsCA0>

A recording of the public meeting will be available via the above link following the end of the public meeting for up to one municipal year. Please note: Online meeting recordings do not constitute the formal minutes of the meeting; minutes are written and are available on the City of London Corporation's website. Recordings may be edited, at the discretion of the proper officer, to remove any inappropriate material.

John Barradell
Town Clerk and Chief Executive

AGENDA

Part 1 - Public Agenda

1. **APOLOGIES**

2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**

3. **MINUTES**

To agree the public minutes and summary of the meeting held on 12 May 2021.

For Decision
(Pages 5 - 8)

4. **DEPUTY HEAD'S POLICIES REPORT**

To consider the Deputy Head's Policies report.

For Decision
(Pages 9 - 78)

5. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE SUB COMMITTEE**

6. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

7. **EXCLUSION OF THE PUBLIC**

MOTION - That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act.

For Decision

Part 2 - Non-Public Agenda

8. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 12 May 2021.

For Decision
(Pages 79 - 82)

9. **OUTSTANDING ACTIONS**

To receive the Sub Committee's outstanding actions.

For Information
(Pages 83 - 84)

10. **HEADMASTER'S REPORT**

To receive the report of the Headmaster.

For Information
(Pages 85 - 100)

11. **ACADEMIC REPORT OF THE DEPUTY HEAD**

To receive the Deputy Head's Academic Report.

For Information
(Pages 101 - 162)

12. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE SUB COMMITTEE**

13. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE SUB COMMITTEE AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

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**ACADEMIC AND PERSONNEL COMMITTEE OF THE BOARD OF GOVERNORS
OF THE CITY OF LONDON FREEMEN'S SCHOOL
Wednesday, 12 May 2021**

Minutes of the meeting of the Academic and Personnel Committee of the Board of Governors of the City of London Freemen's School held at Virtual Meeting on Wednesday, 12 May 2021 at 10.00 am

Present

Members:

Andrew McMillan (Chairman)
Deputy Philip Woodhouse (Deputy Chairman)
Deputy Roger Chadwick
Nicholas Goddard
Tracey Graham
Michael Hudson
Councillor Chris Townsend
Lady Gillian Yarrow

Officers:

Roland Martin - Headmaster of the City of London Freemen's School
Stuart Bachelor - Deputy Head, City of London Freemen's School
Paul Bridges - City of London Freemen's School
Polly Dunn - Town Clerk's Department
Sarah Phillips - Town Clerk's Department

1. APOLOGIES

There were no apologies.

2. MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA

There were no declarations.

3. MINUTES

RESOLVED, that the public minutes and non-public summary of the meeting held on 21 January 2021, be approved as an accurate record.

4. DEPUTY HEAD'S REPORT ON POLICIES

Members considered a report of the Headmaster regarding policies.

An apostrophe would be added to correct the "Teachers'", rather than "Teachers", Professional Development Policy.

The School encouraged Governors to volunteer to review the SCR and offered to provide training, so Governors knew what they were looking for when undertaking the check. There were no Covid-19 restrictions presently in place

that prevented Governors (in limited numbers) from visiting the School for this purpose.

The Equality, Diversity & Inclusion Policy had been reviewed in light of good work of an internal Diversity & Inclusion Committee. The Policy would be published on the website to ensure there was transparency around this subject.

RESOLVED, that Governors approve the Teachers' Professional Development Policy, Single Central Register Policy; and Equality, Diversity and Inclusion Policy.

5. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE**

There were no questions.

6. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

There was no other business.

7. **EXCLUSION OF THE PUBLIC**

RESOLVED, That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act.

8. **NON-PUBLIC MINUTES**

RESOLVED, that the non-public minutes of the meeting held on 21 January 2021, be approved as an accurate record.

9. **OUTSTANDING ACTIONS**

Governors received a report of the Town Clerk regarding the Committee's outstanding actions.

10. **REPORT FROM HEADMASTER**

Governors received a report of the Headmaster regarding various School matters.

11. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE**

There were no questions.

12. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE COMMITTEE AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

There was no other business.

The meeting ended at 11.08 am

Chairman

Contact Officer: Polly Dunn
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Committee	Dated: 04112021
Academic and Personnel Committee of the Board of Governors of the City of London Freeman's School	
Subject: Deputy Head's Report on Policies	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	1d, 1e, 3a, 3c, 3d
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	n/a
What is the source of Funding?	n/a
Has this Funding Source been agreed with the Chamberlain's Department?	n/a
Report of: Roland Martin, Headmaster	For Decision
Report author: Stuart Bachelor, Deputy Head	

Summary

This report is for Governor engagement and decision.

- a) Background
- b) Recommendation

Recommendation(s)

Members are asked to:

- Scrutinise the policies in this report;
- Ask questions of the Deputy Head and Headmaster surrounding these policies;
- Approve these Policies.

Main Report

a) Background

1. Members will understand that they are responsible for the School's policies and that oversight of them is an important part of their duties.
2. Policies in need of oversight at this meeting are:

Appendix 1: Assessment, Reporting, Tracking and Feedback Policy
Appendix 2: Special Educational Needs and English as an Additional Language Policy

Appendix 3: PSHE Schemes of Work

3. Contemporary educational research has demonstrated the foremost importance of feedback in accelerating pupils' learning. Improving teacher feedback and how pupils respond to it has therefore been a leading priority of the Deputy Head Academic and the Director of Learning Teaching and Innovation since this policy was last reviewed. The number of significant amendments accordingly means that the Policy is presented afresh and without track changes.

4. The only substantial changes to the SEN/EAL Policy relate to screening of pupils for special educational needs, the most significant of which is the introduction of screening for all pupils in the Lower 6.

5. As Governors are aware, the School appointed into the new role of Head of PSHE in September, the principal aim of which was to move towards specialist teaching of the subject rather than the responsibility lying with Form Tutors. This, together with the imperative to equip children for life in a fast-changing social and technological landscape for young people, has meant that the PSHE Schemes of Work for Upper 3 to Upper 6 are currently under thorough review. Governors are therefore presented with the new programmes of study afresh and without track changes.

b) Recommendation

FOR DECISION

5. It is recommended that Governors approve the Assessment, Reporting, Tracking and Feedback Policy, which is non-statutory. In addition, Governors are requested to recommend that the Board of Governors approve the SEN/EAL Policy and PSHE Schemes of Work.

Appendices

- *Appendix 1: Assessment, Reporting, Tracking and Feedback Policy*
- *Appendix 2: SEN and EAL Policy*
- *Appendix 3: PSHE Schemes of Work*

Stuart Bachelor

Deputy Head

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Assessment, Reporting, Tracking and Feedback Policy

for both the Junior and Senior School

Issue number	1.4
Name and appointment of owner / author	Paul Bridges, Deputy Head (Academic)
Review Body	SLT and Academic & Personnel Sub-committee
Last updated	20th September, 2021
Reason for update	Periodic review
Last reviewed by SLT	September 2021
Last reviewed by Governors	29 th November, 2018
Next SLT review due	June 2024
Next Governor review due	November 2021
Where available	Freemen's Staff SharePoint site, Parent Portal, Governor Portal

EXECUTIVE SUMMARY

The purpose of this policy is to provide clear guidance for teachers on the expectations, purpose and practice of assessment at Freeman's including:

- [Grading](#)
- [Tracking](#)
- [Report Writing](#)
- [Parents' Evenings](#)
- [Feedback](#)
- [Junior School variations to this policy](#)

The underpinning philosophy is that assessment is a tool to facilitate future learning. It should allow students, teachers, departments and the School to evaluate their own practice. It makes clear when and how teachers are expected to record marks and for whom. Where reporting is expected the expectations are stated, and further advice on writing reports can be found in the Written Reports Guidance document

REPORTING AND ASSESSMENT

Grades

To aid effective pupil monitoring, all pupils will be graded every half term.

F1 to U4 will be awarded:

- **Working At**, indicating understanding of subject content by the pupil over the half term
- an Attitude to Learning grade

L5-U6 will be awarded:

- a **Freemen's Target** grade, which remains the same throughout the year
- a **Working towards** grade (examination grade) is the GCSE or A Level grade that the teacher believes the student will achieve at the end of the course
- an **Attitude To Learning grade**

Working At descriptors

1. **Mastery** - The pupil demonstrates a comprehensive understanding of all concepts and skills and can apply them to new contexts
2. **Secure** – pupil has a secure understanding of the main concepts and skills when applied to familiar contexts
3. **Approaching** - The pupil grasps most of the main concepts and skills, is approaching 'Secure' but gaps in knowledge and skills remain
4. **Developing** - Working significantly below the standard expected may be a cause for concern

Attitude to learning descriptions

- A.** A very motivated pupil, who takes full responsibility for their learning, and who always completes work to the best of their ability. He/she demonstrates initiative and has a positive approach to learning
- B.** A hard-working pupil who completes all work on time to a standard that reflects ability. He/she demonstrates some initiative and will seek assistance when required
- C.** A pupil who completes most work to a standard in line with ability but could show more commitment to progress. He/she completes most tasks presented to them on time, but, at present, needs to show more initiative or motivation to develop his/her own learning further
- D.** Likely to be a cause for concern. A pupil who does not yet apply the required effort to fulfil his/her potential. He/she does not complete tasks presented on time to the best of his/her ability. There is, at present a lack of motivation to improve

Working Towards grade - For the examination years (Lower 5-Upper 6):

The Working Towards grade is the GCSE or A Level grade that the teacher believes the student will achieve at the end of the course based on all the work they have completed during their course, up until the published report card. These are used to track how the student is doing on the course. The teacher is assumed to take account of an appropriate amount of progression in making their decision. The Working Towards grades will be awarded based on the appropriate examination criteria for attainment (i.e. A*-U, 9-1).

Freemen's Target Grade

This is a statistical prediction of what each pupil is most likely to achieve based on previous years at the School. It is a HOD-adjusted MIDYS and ALIS grade that is released to students at the end of the Autumn term in L5 and L6. It is used to identify students who are likely to be over or underachieving compared to their Working Towards grade. We do not expect to see major changes after it has been set but a written request to the HOS can be made by a HoD at intervals throughout the year, if they feel the 'Freemen's Target' is inaccurate. A sensible rise or reduction in a 'Freemen's Target' is acceptable but needs to be done with student wellbeing in mind. These adjustments would then be signed off by the HoS and DHA.

TRACKING

Departments should track the students in their subjects, ensuring that the data is used to inform planning, reflection on progress and identify areas for future development.

Subject teachers will award all pupils an ATL (Attitude To Learning) grade and a Working At level at every half term in the year. Heads of Year and Heads of Section can review these to quickly identify pupils who are performing especially well or less well. Where necessary interventions can then be organised.

Pupil data is compared to MIDYIS scores and a performance indicator is calculated to identify under and over-performers. In Upper 5 and the Upper 6 the mock scores are also used. For each test

session equivalent grades are calculated and can be used to see progress over time. In the Sixth Form ALIS data is used as a comparator to actual grades given for tests.

WRITTEN REPORTS

At regular intervals (generally each term), parents will receive either a written report or an oral report at a parents' evening.

Reports are formative and intended to show parents and students how a student might develop. Reports should be written to parents in a clear and straightforward way, avoiding unnecessary jargon. They should be formal in tone rather than colloquial. They should always be honest but should never be used as the first port of call to deliver an uncomfortable message to parents. Please remember that pupils may read reports, so we are writing for multiple audiences.

Out of professional courtesy, colleagues should understand that deadlines are final and the quality of their reports is their responsibility.

Subject Reports

- Should be about 600 characters long.
- Attainment and progress should be referenced within subject areas; effort should be recognised.
- Comments should be kept concise and clear and should be consistent with the message that has been given throughout the term through teachers' marks and comments. Where grades are written on a report, the tone and content of subject report comments must support the grade awarded.
- Content should be positive (skills & effort), constructive (areas for improvement) and give targets.
- All colleagues should proofread their reports; colleagues may wish to find a 'report buddy' and agree to proofread each other's reports.
- Reports should not be written by cutting and pasting.

Form Reports

- Tutors provide the first check of our students' academic development. It is therefore important that a tutor's first sentence sends out an academic message, perhaps providing an overview. For example: *'It is clear from these reports that X is working diligently in most areas, though French would benefit from more application where homework is concerned.'*
- Form reports should refer to whether the pupil is happy, settled, and behaving well. Contributions to other areas of school life will also act as a focus for tutors. Form Tutors are asked to refer to pupils' contributions to extracurricular activities, where relevant.
- With some pupils, it may be necessary to draw parents' attention to their son's or daughter's social skills or social development, particularly where this may be affecting their academic progress or general wellbeing. However, the report should not be the first time that a parent receives this message. We do not hide behind reports; we use them to deliver a message that is consistent with other messages that a parent has received (for example, at a Parents' Evening or in a conversation).

- Form Tutors should proofread and check all the subject comments and targets. If there are substantial errors or missing reports please inform the subject teacher asking for changes to be made or speak to the appropriate Head of Department. If tonal changes are required please edit where apt, we are all prone to making that mistake when tired and dealing with a frustrating pupil and might need another perspective. Kindness and professionalism are needed here!
- Reports should be ready to go before being passed up to your Head of Section.

Personalised Study Target Reports

- The subject comment in the Targeted Reports should consist of 3 targeted points/advice (no more than 3 sentences per targeted point) specific to the pupil and based on your knowledge of them, to help focus their revision. The report should not, therefore, consist of generic subject comments.
- A line should be left between each point. They must not be completed as one paragraph.

Valedictory Reports

- These reports will not contain any generic subject revision comments.
- Games, Music, Drama, House, Form Tutors and Head of Boarding will be required to complete the Valedictory Report.
- Games, Music, Drama, House will want to acknowledge students who have strongly contributed over the last number of years. It is not necessary for each to comment on all the year group.
- If teaching staff wish to say something in particular, such as help in running a society, help on a trip or mentoring younger pupils, then comments should be mailed to the tutor who can include them in the final tutor report.

Boarder Reports

- Will be written by the boarding house staff, with comment invited from Form Tutors and subject teachers.

House Style and grammatical traps

Student names

- Students should be referred to by their preferred name. Where there is a name in brackets (preferred name) it should be used. e.g. Elizabeth (Lizzie) - Lizzie should be used.
- International students will more often than not be referred to by their English name.
- Using the # keystroke in Schoolbase tells the system to insert their preferred name.
- Refer to children as pupils if they are in the Junior School, Students if they are in the Senior School.

Spelling

Please ensure Spell-check is set to English (United Kingdom) to ensure we are consistently spelling words like *focused* (not *focussed*)

Abbreviations, contractions and spellings

Since a report is a formal document to parents, we should avoid abbreviations. For example:

- Had not (not hadn't);
- It is (not it's);
- I am (not I'm)
- examination (not exam);
- should not (not shouldn't);
- Mathematics (not maths);
- homework (not prep or home-work);
- hard-working (not hard working or hardworking)
- Lower 4 (not lower four, Lower Four or L4);
- ampersands (&) should be avoided.

Proper nouns:

- ...have capital letters. You also should use a capital letter for any subject and module title (Biology, Art, The History of Modern Europe). Terms should also be capitalized e.g. 'Summer Term' as should year groups e.g. 'Form 1' and 'Lower 4'. The year group is Lower 4, not L4 or Lower Four. Tutor group is usually a description and does not receive a capital. 'Tutor Time' is only capitalised if it's the name of the lesson e.g. Biology, use 'tutor time' if it describes the time spent with the tutor group.
- Freeman's or School (when used as an abbreviation of City of London Freeman's School) should also have a capital as should House (when used as an abbreviation of Hale House but the noun following is lower case, House debating/House choir) and should be capitalised when referring to boarding House ('life in Walbrook has been productive for X').
- Unit titles also need capitals (The Rise and Fall of Report Writing at Freeman's).

Verb agreement:

Please watch for collective nouns. E.g. 'Lower 4 has been working on Controlled Assessment' (not 'Lower 4 have...') because there is one group of Lower 4. Similarly, 'the girls' swimming team has enjoyed success in regional heats.' There's only one team; it takes a singular verb.

The apostrophe:

Please use it and use it correctly. (James' violin lessons, Hannah's effort in Chemistry, four weeks' work, the boys' squad). Note that there is no apostrophe in dates – it should read 1900s or 1980s.

Commas and semi-colons:

They are there to make sense of related clauses as I expect you know. Adverbial clauses work well when followed by a comma. Semi colons are a little trickier; if you know how to use them, please do.

Pupils/Students – Sections:

- Pupils in Form 1 - Lower 4 are in the Junior School.
- Pupils in Upper 4 – Upper 5 are in the Upper School.

- Students in Lower 6 – Upper 6 are in the Sixth Form, rather than 6th Form or VI Form

'A level' is written differently, so we will call a house style on this one and go for A level. Refer to Pre-U, A levels, AS levels, A2 modules rather than any other variants such as 'A' levels or A-Levels. Where relevant, refer to 'end of year assessment' after the first year of study in the linear A levels.

Gender:

The most obvious sign of a cut and paste. Please make sure that pronouns match.

Spacing:

Only one space between sentences rather than the 1980s style of two after a full stop.

PARENTS' EVENING POLICY

- All year groups have a Parents' evening in the academic year; dates are given in the termly Calendar. An appointments system operates for Parents' Evenings and pupils are given forms to complete, in class, in advance of the evening.
- The Headmaster, Deputies and Head of the Junior School, Head of Upper School and Head of Sixth Form are in attendance as appropriate but are not part of the appointments system unless they happen to teach within the particular year group.
- In addition to the Parents' Evenings, there are informal evenings for year groups at which staff attendance is required
- From time to time, evenings are arranged to inform parents about PSHE issues or major changes to school policy.

Procedure for Parents' evenings If you have concerns about any of the pupils you teach you should make sure the Form Tutor or Head of Section is aware.

- Teachers will receive an email showing all your appointments.
- Appointments will last five minutes.
- Major problems with work or attitude should not be the focus of Parents' Evenings: these should have been raised with the relevant staff and parents well in advance.
- A meal will be provided for colleagues who cannot get home and back to School conveniently; sign-up sheets will be posted in Common Rooms.
- Colleagues should be professionally attired in accordance with the staff guidelines on dress and make sure they are wearing a name badge.
- Where parents have been given timed appointments, a punctual start is essential; colleagues should keep to the appointment time and, at the end of the allotted time, stand and politely indicate that the interview is over.
- Parents may request further consultation and this should be arranged for either the end of the evening or another convenient time.
- Pupils in Upper 4 and above are invited to attend Parents' evenings with parents.
- Colleagues should prepare beforehand, especially if a pupil gives cause for concern.
- Comments should be constructive and provide ways forward for the pupil. Colleagues should be honest and realistic at all times; inaccurate and over-optimistic comments may be quoted when a pupil fails to do as well as parents have been led to believe
- Colleagues should have data to hand such as the value of coursework or the grade boundaries at GCSE and AS/A2, details of the structure of final examinations and so on. Parents may also ask about the standing of a subject with universities or may seek recommendations as to where a subject is best studied. Parents may want comments set in context in terms of the progress of the rest of the year group.
- If a parent becomes confrontational, colleagues should refer them to the Head of Department or a member of SLT.
- If a parent has failed to keep an appointment, check with Reception as to whether the parent is present. Colleagues may leave once all parents have been seen or accounted for.

- If colleagues are unwell and cannot attend a Parents' evening their Head of Department or Year Group and Deputy Head Academic should be informed. A note will be left explaining the absence but also inviting parents to leave contact details if they would like a colleague to make contact.

FEEDBACK POLICY

The purpose of feedback is to improve students' capability. At Freeman's, we are striving to ensure that all students sustain excellent progress through all key stages and student groups and one of the biggest impacts on this, is the feedback they receive in and out of the classroom. We want to ensure that all learners understand their level of achievement in each subject, what they need to do to improve in that subject and how they will close the gap in reaching their potential.

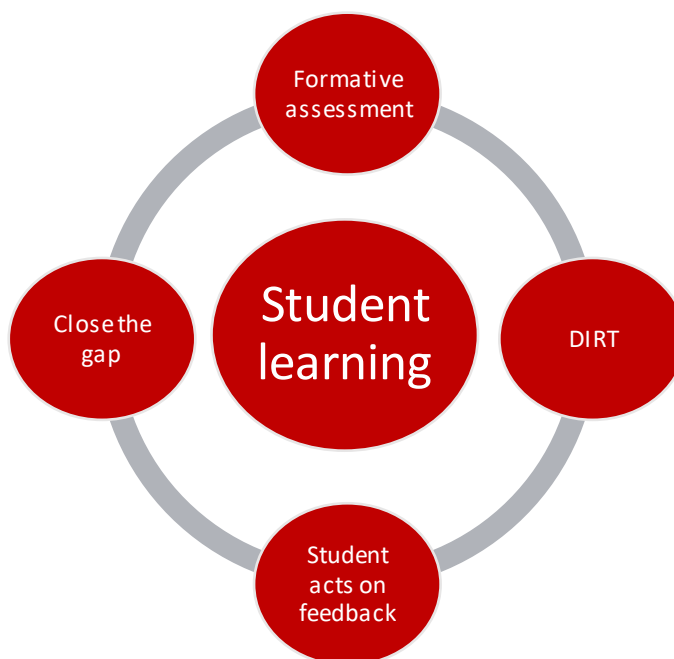
Effective, timely and regular assessment and feedback plays a crucial role in pupil progress. It allows teachers to have a clear understanding of their pupils' abilities, strengths and weaknesses. This in turn helps teachers guide their pupils to make good progress and develop a more independent approach to their own studies, taking responsibility for their own learning.

"Feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning" – Dylan Wiliam – Embedded Formative Assessment

Aims –

- To recognise, encourage and reward student effort;
- To improve a child's confidence in reviewing their own work and setting future targets;
- To ensure that students' work is reviewed, indicating how improvements could be made and identifying where further support may be required
- Feedback will inform curriculum planning and learning and teaching processes;
- To establish a consistent approach across the school in the way feedback is given, so that all students feel valued and have a clear understanding of how well they are doing and how to make progress in each subject area;

- To support staff and provide continued professional learning to make clear what effective feedback is and what it isn't.



Some ways in which feedback can be given at Freeman's -

- Group/whole class feedback;
- Verbal feedback by correcting misconceptions or by interacting with the student through questioning and conversation;
- Peer – students give feedback on other students' work;
- Self – students assess themselves;
- Students providing feedback to the teacher on their progress;
- Written feedback;
- Self-assessment leading to teacher feedback;
- Annotations on targeted children's work to indicate that an area needs to be improved;
- Providing questions that children need to respond to, so that support or extension to the children's knowledge or skills takes place;
- Live feedback via modelling;
- Highlighting literacy errors for children and asking them to work out what the literacy errors are and then correcting them;
- Asking children to read and correct their work as part of a cycle of feedback in lessons.

General guidelines - written feedback

At Freeman's staff give feedback through a range of methods in lessons. The two most prominent examples you will see of this are through formative assessment methods and modelling. When work has been completed, there will be occasions where providing written feedback is required.

Making written comments on student work is not, in itself, providing feedback. Written feedback should aim to be diagnostic, so that it shows where pupils have gone wrong and give guidance about what they should do next. As such, feedback needs to cause students to think and needs to be specific and actionable by the pupils. It should, where possible, also involve a dialogue between the teacher and student. This perspective moves the feedback process away from being an 'after the assessment event' and more towards an ongoing dialogue between the teacher and student. The whole purpose of feedback should be to increase the extent to which students are owners of their own learning.

Above all, written feedback must be manageable for staff and not negatively influence their well-being. Striking a work-life balance that will provide manageable and effective feedback is crucial. We believe that assessment and feedback should be based on a continuum. This means that the type of feedback given will depend on where a pupil is in a particular unit of study at a particular time. For example, at the start of a unit of work, a teacher might give detailed written feedback to encode success. Once a pupil is aware of what "correct" might look like, the teacher is more likely to employ strategies such as delayed feedback (using a marking code, partial feedback etc.). This also means that teachers are not expected to mark everything in the same detail, nor do they have to mark every set of notes.

General guidelines

- The teacher will decide when they provide written feedback. Professional judgement and ensuring a work life balance is crucial;
- Written feedback that has no impact on student learning is not required;
- Students should know what excellent work looks like in each topic, should understand where their own work falls in relation to achieving that piece of work and be supported to develop methods to bridge the gap. To achieve this, students should be aware that ability is incremental, not fixed;
- The type and extent of feedback will vary from subject to subject and will be a product of the teacher's professional judgement, ensuring it is as impactful as possible;
- Feedback will be personal to the individual as often as possible;
- Students should be doing most of the work in the feedback process;
- Written feedback should be formative, i.e. those that mark others (teachers or peers) should provide clear guidance for how to improve. However, when a student has met or exceeded the standard expected, that should be recognised.
- When a piece of work has been marked, teachers could use this information as a "whole class feedback" tool, allowing planning, assessment and schemes of work to be amended to suit the needs of the class and current level of learning;
- At KS4/5, when a piece of work is marked which directly links to exam material, a grade may be used to identify level of attainment alongside written feedback to justify the grade. Grades and marks should not be written on routine pieces of work and any work completed at Key Stage 3;
- Ego involved feedback should be avoided, however feedback which relates to rewarding student effort where there has been a significant improvement can be given. Likewise, sanctions put in place where effort is minimal.

Directed Improvement Reflection Time (DIRT)

DIRT is a great way for students to act upon the feedback that you have given as their teacher. DIRT allows students to reflect/act upon the comments that have been written. Therefore, ensuring the feedback is being put to use and is supporting the progress of our students is key and achieved through DIRT

- A “Task” or “Target” should be set after each round of detailed written feedback. The “Task” should be completed during DIRT. The “Target” should explain what the student needs to do to improve learning and how they need to do go about it, this may lead to a student response. All feedback should cause pupils to think;
- DIRT should be used the lesson following detailed written feedback to allow the students to read, reflect and act on the feedback they have been given;

Top tips

- Keep it focused - clear task instructions, including timing and outlining exact expectations should be given. The “task” which the students complete should come from the teacher’s feedback and the aim of the task is to close the gap between what the student achieved and the expectations of completing the task to their full potential. If students are focused in their DIRT, they will be considerably more effective.
- Targeted feedback - students must receive quality feedback that is targeted and precise across all subjects, so they know how they need to improve so they can recognise common patterns.
- Make verbal feedback matter - when DIRT has a clear focus with quality models, scaffolds and targets for improvement, then students should be sufficiently focused to allow the teacher to undertake quality one to one verbal feedback whilst DIRT is taking place.
- Exploit the power of peers - when peers are analysing the work of one another in DIRT, then guidelines and expectations need to be explicit. Any pairings of students needs to be carefully considered of course, like any good seating plan.



Types of feedback - We acknowledge the different requirements between subjects and there is not a 'one size fits all'. Listed below are the main forms of written feedback

Type	What does it look like?	Frequency	Student expectations
Acknowledge ment (KS3, KS4 and KS5)	Homework or class notes/books have been checked for completion of specific tasks, detail of content and if necessary, issues/misconceptions identified. In addition, some departments have a system of codes to assist their marking.	When the teacher feels it is necessary. As a guide every 3-4 weeks in years 7/8, depending on the number of lessons. Twice a half term in the Upper and Senior School.	DIRT - Respond to the teacher with an action, signature or comment to show that their feedback has been acknowledged, corrections have been made and an effort will be made to implement feedback into their future work
Detailed written feedback (Formative)	This is detailed feedback on the work set, explicitly identifying how the student performed against the objectives of the work and how well they met the success criteria. Written feedback should show where they are in their learning, where they need to be and how they are going to get there. In some cases this could involve a written dialogue between the student and teacher. This can be in the form of a target or task – signified by a “T”. The target, signified by a “T” should relate to the learning process explaining what the student needs to do to improve their learning. A task signified by “T” should be given for the student to complete during DIRT Detailed teacher feedback should then inform future lesson planning.	When the teacher feels it is necessary. As a guide, teachers should do this twice a half term. At KS5 work should be marked and returned within 2 weeks.	Student reflection (Closing the Gap) DIRT - Following detailed teacher feedback, students’ need to reflect on their work and the target or task for improvement, identifying their next step. The target should relate to the learning process explaining what the student needs to do to improve their learning. The task may be used to for completing missing work, correcting errors or rewriting a piece which has not met acceptable standards.
Peer / Self-assessment (Formative/summative) Completed by students	Students should know what to do to develop the learning of themselves and their peers. This can be completed in a formative or summative way.	When the teacher feels it is necessary At least once/twice a half term depending on number of subject hours	Harness the power of collaborative learning, allowing students to learn more by teaching each other or through peer assessment. Students should engage in the process with care, providing accurate and supportive feedback. DIRT - This type of formative assessment should occur on regularly, particularly after the completion of internal exams and end of unit assessments. The pupils should be given the opportunity to discuss work completed by themselves or their peers in detail and to justify the marks/grades/level they have awarded. It is hoped that they will better understand the assessment criteria and why a particular piece of work is of a particular standard and use this to improve on their own work. Pupils need to be able to recognise work of a high standard and judge their own work against it.

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Verbal feedback (Formative)	When staff provide verbal feedback in lesson to all students	Every opportunity during lesson time.	Act on teacher advice, applying feedback to future work
Formal Assessment (Summative)	Students will receive a Grade. In the upper and senior school, this could be identified by a 9-1 or A-E	Once every half term where possible. This will depend on subject hours at certain key stages	Act on the grade they have been given by identifying areas in the subject that need improving and setting targets based on that to make improvements in learning

Staff Roles and Responsibilities in providing effective feedback

“The mistake I was making was seeing feedback as something teachers provided to students they typically did not, although they made claims that they did it all the time. It was only when I discovered that feedback was most powerful when it is from the student to the teacher that I started to understand it better. When teachers seek, or at least are open to, feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged then teaching and learning can be synchronized and powerful.” Hattie, 2009

Students must:

- Read all comments by teachers;
- Students should keep track of the feedback they received and act upon it, something that should be periodically checked by teachers/tutors to ensure the feedback is making a difference;
- Respond positively to comments written by teachers and make improvements;
- Under guidance from teachers, sometimes mark their own or another student's work;
- Put their best effort into all work completed;
- Catch up on work after absence;
- Keep high standards of presentation in book work.

Class Teachers must:

- Ensure work is marked in line with school policy;
- Share success criteria for learning;
- Keep track of students' expected grades/levels to plan effectively and provide appropriate feedback;
- Record all marks and grades either electronically or manually in mark books;
- Ensure that clear explicit objectives are understood by the class;
- Plan opportunities for the different assessment types;
- Feedback targets both written and/or orally;
- Use modelling of answers or demonstrate clear methodology to scaffold student understanding;
- Provide exemplar materials;
- Analyse data at reporting points and identify interventions for individual students or groups of students.
- Teachers should record student achievement to aid with tracking, the writing of reports, the awarding of Working At level grades and for parents' evenings or parental contact;

Heads of Department must:

- Ensure that the department feedback policy is in line with school policy and ensure it is implemented across all teachers and students in the department;
- Establish and use a system to track and identify the achievement of students across each cohort in order to provide feedback to the department and identify necessary student support needs;
- Monitor the quality and regularity of feedback;
- Support individual teachers where appropriate;

- Ensure that all teachers in their department are aware of their students' progress and areas for improvement;
- Ensure all Schemes of Work have built in assessment points (formative and summative);
- Ensure assessment for learning is structured and regular;
- Ensure all members of the department regularly discuss / share / moderate / and monitor assessment of all types;
- Analyse the data produced by class teachers and identify interventions.

Each department should have a separate feedback and assessment policy to supplement the whole school policy. This policy should include details of -

- Frequency of written detailed feedback and monitoring of other work;
- Frequency of homework;
- Details of how to provide feedback for coursework, controlled assessments and KS5 work;
- Criteria by which students work will be assessed;
- The systems which ensure consistency of teachers' assessments within the department;
- Record-keeping and how the department uses student records to inform progress, planning and reporting;
- The use of target setting;
- How students are involved in tracking their own progress;

Leadership Team

- Devise and implement a programme to monitor the implementation of the School Feedback policy;
- Ensure HODs are carrying out their roles in relation to monitoring of feedback to students;
- Provide CPD opportunities and training on effective feedback.

Top Tips for providing written feedback at Freeman's

- The students should be writing more feedback than you
- You do not need to have written something on every page in every book – a tick and 'good' doesn't really benefit the child.
- Have students hand in books with the page open you want to mark - you'll be surprised how much time you save.
- At the beginning of the year plan on your timetable when you are setting homework and when feedback will be given to students;
- As a department, plan your assessed pieces of work so that not all year groups are requiring the same written feedback at the same time (so, for example, if year 9 are writing an essay, year 7 could be peer assessing presentations).
- After providing written feedback on a set of books, identify patterns and trends in the class. At the beginning of the next lesson, start with some whole class feedback that the students can benefit from. This will save time and address misconceptions to the whole group, rather than individuals.

Remember – feedback is planning!

JUNIOR SCHOOL

KS2 Assessment, Marking and Presentation Guidelines

The School fully embraces the Whole School Assessment, Recording and Reporting Policy with the following adjustments, designed to recognise the ages of the pupils involved.

Informal Assessment

- Assessment is continuous and informal, and enables suitable learning targets to be set to meet the needs of all pupils. Informal assessment is an ongoing process during lessons, as teachers assess pupils' knowledge, understanding and skills from their written and practical work and verbal answers to questions.
- Where appropriate, written work is given a positive comment and a suggestion/target as to how the pupil might improve/develop his/her work in the future.
- This comment and target may be written by a teacher, the pupil or a peer.

Formal Assessment (read in conjunction with the School's Assessment Policy)

- Formal written assessment tasks, where appropriate, are set at the end of each topic. These are used to assess the children's skills and understanding of the topics and to inform teachers for future planning. In some cases, the assessment tasks are in the form of tests.

KS2 pupils take PUMA and PIRA tests in the Autumn and Spring terms and the BSTS2 spelling test in the Summer term. In addition, in the Summer term, pupils in years 3-5 take optional SATs style tests in English and Maths, which are published by NFER. All of these tests generate age standardised scores which are used to track progress and measure the attainment of pupils. Year 6 pupils take papers based on the previous year's national curriculum tests. These generate a score out of 120, which is used to measure the attainment of pupils at the end of Key Stage 2.

Reading tests are also taken twice in Form One, in the summer of Lower 2 and in the summer of Lower 3, to track the reading age and progress of the children

- Internal test results are given to the children and are either written in homework diaries or shared with parents at parents' evenings. Class/year averages will no longer be given to pupils or parents. Summer term tests results are published on line via the School website prior to parents' evening. Grades (mastery level and attitude to learning) are communicated to parents in November and June (as well as at the end of the Spring Term via the full report), followed a week later by a parents' afternoon/evening, at which the grades are discussed and further feedback given.
- Each pupil's formal tests are kept in an individual 'lever arch file'. Test scores and other assessment data are inputted on an electronic mark book. Ongoing tracking data is then handed over to the next year group, as part of the year group mark book to allow staff to access historical data easily. A copy of the summer writing assessment is handed on to the next teacher.
- Pupils receive full reports at the end of the Spring Term

Marking

- In general, work should be marked in green pen. Other colours (and pencil), however, are acceptable – but not red.
- Where appropriate, pupils will carry out self and peer assessment. Self-assessment is particularly appropriate at the end of a topic as it encourages pupils to reflect on their

learning and to set their own targets to move their learning forward. Pupil marking is a useful tool (particularly in Mathematics but also in other subjects) as it enables pupils to receive immediate feedback. Pupils should mark their own work in blue/purple pen or blue/grey pencil.

- Each written task should have a learning objective, usually written in the book by the pupil. When marking the task, the teacher should consider whether or not the learning objective has been achieved. If it has, the learning objective should be ticked (or accompanied by a brief comment, sticker or stamp e.g. 'target achieved – well done!'). A double tick (or a 'well achieved/mastered') will indicate that the learning objective has been well achieved. See appendix A for other examples of how achievement of the learning objective can be communicated.
- If it is appropriate to offer a target, then this should be communicated as briefly as possible at the bottom of the work – e.g. T: Remember to check your work for accuracy. See appendix B for other examples of targets. Please note that a target need not be communicated for every piece of work, but only when appropriate (i.e. when the learning objective has not been achieved) and where needed (to move the learning forward).
- There is no requirement to write any further comments. It is not our policy to cover pupil books in ink; any comments or targets should be concise and to the point.
- Grades/scores are not written in pupil books except in the case of some landmark assessments (e.g. science and comprehension). Numerical marks for objective tasks e.g. spelling, tables, and end of unit tests are given and recorded in teachers' mark books/electronic mark books.
- Marking should be up to date.
When books are handed back, pupils should be directed to look at any comments and respond to them – by initialling them to show that they have read and understood them and by responding to any questions or advice given.

Marking of Spellings


Basic spellings (maximum 3 to 5 words per task) which are repeatedly misspelt should be written out for the pupil to then copy out below (maximum three times in an English task – usually just once in other subjects) or next to the work or in the pupil's personal spelling wordbook. The spelling error should be clearly indicated by a circle or underlining and then the correct word inserted, either directly by the error, or in the margin as appropriate. A 'sp' in the margin indicates that there is a spelling mistake. Any comments made by the teacher need to be appropriate to the pupil's developmental stage. Where conducted, oral conferences may be noted by the teacher's initials in the margin. A pupil who has difficulty with spellings should not have every spelling changed as this is very demoralising and will eventually curtail the pupil's creative response and experimentation with exciting vocabulary – this may need to be explained to parents. Initial responses to a pupil's piece of work particularly at the drafting stage should be related to the content ('composition and effect') and should concentrate on the positive aspects of the writing. Later on, during the proof-reading stage, any words that the pupil should know can be 'marked' as suggested above.






Presentation

- Year 3 pupils write in pencil. Some display work is presented using I.C.T.
- Year 4 pupils write in pencil at the start of the year, moving onto blue 'Berol' pen when an individual is ready, as assessed by the form teacher. However, all work in mathematics is written in pencil until the end of Key Stage 2.

- From Year 5, pupils are allowed to move onto blue cartridge ink pens when an individual is ready, as assessed by the form teacher. Some Year 5 (and older) pupils may prefer to continue to use 'Berol' (or similar) pens but not biro pens.
- All work should be dated, and all dates and headings (usually learning objectives) should be underlined with a ruler (in pen from L2 as soon as the class teacher decides that a pupil is ready). 'Full date' should be written for English, History and R.S. while the 'short date' (e.g. 23.5.18) should be used for PSHE, Music, Geography, Science, Maths and DT.
- Dates should be written on the top left hand side of a piece of work (immediately after the margin).
- The learning objective should be written on the line below the date.
- In KS2, one or two lines should be left clear before the pupils start their work.
- Mistakes (in pen) should be crossed out with a single ruler line (also in pen) i.e. no ink eraser or similar should be used except where vital for display work.
- Any worksheets used should be neatly glued into exercise books so that they are completely visible and not folded over.
- Pupils who work on computers must be encouraged to print off work and stick into books or files. This will aid with revision of their work.
- All pupils should have rough books for draft and discussion work.
In their books, pupils should indicate whether work is either class work (CW) or homework (HW).

Types of feedback

Feedback Method	Description
<p data-bbox="204 1133 469 1196">Whole-class feedback sheet</p> 	<p data-bbox="497 1133 1342 1196">Can be used after children have completed assessed work either in class or as homework.</p> <ul style="list-style-type: none"> • The teacher fills out a feedback sheet whilst reading through all of the children's work. There will be detail on what was understood in depth, the misconceptions, the common spelling mistakes, which children need praising, which children need to work on presentation and a section on further challenging tasks to complete. • An image of the completed sheet can be shown to the class using visualiser during whole-class verbal feedback about the piece of work. Also, a photocopy of the sheet can be given to all children to stick into their books next to their work. • DIRT can then be completed, after the whole-class verbal feedback, having used a model answer completed by the teacher/child to show what excellence looks like. DIRT should be carried out in green pen or with DIRT written by the response. • Whole class feedback sheets work best when they are designed with the specific subject and class in mind

<p>Peer-assessment</p> 	<ul style="list-style-type: none"> Children can assess each other's work either by swapping books with a neighbour or by walking around the room to visit a range of different children's' work. Comments can be written by children either directly into books or on post-it notes. Teachers may wish to provide some suggestions of comments to be used on the board, although children can also use their own. DIRT can then be completed after this. The work gets handed back and the child goes through and works on the areas pointed out. This strategy needs the teacher to go through it meticulously and embed it, prior to allowing students to peer assess. Using a visualiser to show how it is done is great practice.
<p>Modelling</p> 	<p>WAGOLL (What a good one looks like)</p> <ul style="list-style-type: none"> Model answers provided to children after they have attempted a task or exam question. This could be annotated by the teacher to show important elements, eg use of key terms, developing points, use of figures. DIRT can then take place. Alternatively, use show call, whereby you put a child's work under the visualiser or put it on the screen and verbally feedback to the class, during or after the work. The children can then use the feedback to improve/add to their work.
<p>Feeding forward</p> 	<ul style="list-style-type: none"> Prior to beginning a task or exam answer, the children are shown an answer (WAGOLL) to a different question and possibly on a different topic, but which contains all of the elements required for the task about to be undertaken. Children can have this in front of them on paper or on the board whilst they undertake the task. DIRT can then take place, either using the original model answer or a model answer prepared by the teacher answering the question undertaken by the children. Feedback can be given live through modelling to show areas of strength and areas for development.
<p>Use of Visualisers</p> 	<p>Visualisers can be used with a range of different feedback techniques and may be a useful way that teachers can enhance the quality and range of feedback methods used. Visualisers can enable teachers to do the following:</p> <ul style="list-style-type: none"> Deal with whole class misconceptions Address issues that arise at the point of assessment. Show examples of good work. (Show Call) Write model answers. Live mark a student answer and demonstrate the thought process of the examiner. Demonstrate a new skill, or point out features of work to be completed. Feeding forward (See above) Engage a whole class in a specific activity.
<p>Verbal Feedback & Questioning</p> 	<ul style="list-style-type: none"> Use a mixture of closed & open questions. Closed are important as they underpin and consolidate student answers. Use of probing and extension of answers to develop verbal response further. Plan a sequence of questions. Make sure keywords are used in verbal answers. No hands up Pausing after asking a question, then choosing a child to answer so that all are thinking about the answer. No opt out – return to children who answered “don't know”



	<ul style="list-style-type: none">• Questioning as part of retrieval practice at start of the lesson to strengthen long term memory.• Give lots of positive comments• Stop class to draw attention to common mistakes.• Stop class to highlight a piece of good work and question class why.
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Special Educational Needs and English as an Additional Language

for both Junior School and Senior School

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1. Introduction

The Special Educational Needs and Disability Policy takes into account the SEN Code of Practice (2014), the Children and Families Act 2014, the Equality Act 2010 and the Joint Council for Qualifications adjustments for candidates with disabilities and learning difficulties. The school recognises that all teachers are teachers of children with special educational needs and will use its best endeavours to meet pupils' special educational needs.

In line with Paragraph 2 of the Independent School Standards Regulations, the School's curriculum and schemes of work take into account the needs of those pupils with a statement / Education, Health and Care Plan (EHCP). This means that such pupils have the opportunity to learn and make good progress.

The School is academically selective and pupils are admitted by competitive examination. Pupils are selected on the basis that they are likely to be able to flourish with the academic curriculum offered. Consequently, the school does not deal with the full spectrum of ability or with the full range of special educational needs. The school admits pupils who have specific learning difficulties, physical or health problems if they are able to meet the entrance requirements.

Some pupils who are selected for places may have a special educational need or disability identified before or after admission to the school. The school is committed to the aim of

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providing a challenging co-educational environment where all pupils are encouraged to reach their potential through an appropriate and challenging curriculum.

A pupil may have a special educational need and benefit from learning support if he/she:

- Has a significantly greater difficulty in learning than the majority of pupils of the same age.
- Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools for pupils of the same age.

Special Educational Needs and Disability can be considered to fall under four broad areas:

1. Communication and interaction (including Speech and Language Communication Difficulties, Autism Spectrum Disorder, ADD/ADHD)
2. Cognition and learning (including Specific Learning Difficulties, Dyslexia, Dyspraxia)
3. Social, mental and emotional health (including Depression, Self-Harm, Anxiety)
4. Sensory and/or physical (including Hearing Impairment, Visual Impairment, Autistic Spectrum Disorder)

A number of pupils in the school are exceptionally able. These pupils may have a specific need but do not fall within the statutory definition of SEND. It is the policy of the school to cater for the special requirements of the most able within the school's academic range by offering them challenging and rewarding work which will stretch them and enable them to fulfil their potential.

A pupil is not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Pupils on the Autistic Spectrum Disorder continuum will be supported and monitored by the Autistic Spectrum Disorder Co-ordinator, who will discuss with the pupil their specific needs and produce a Pupil Learning Plan (PLP). He will also liaise with staff, parents and external agencies.

2. Admission arrangements

Admission to the school is selective; however, in accordance with the Equality Act 2010 the school will not discriminate against a person at any stage of the process. The procedure of selection to the school comprises an assessment of academic abilities and an evaluation of thinking, oral and social skills, with general awareness and confidence also being taken into consideration.

Currently special arrangements may be made during the application process for SEND applicants who are able to provide the school with an up-to-date assessment of need. If candidates have a physical disability or a medical condition, a letter or report from a relevant medical professional is required. In the case of specific learning difficulties, the school requires a report from a Specialist Teacher or an Educational Psychologist demonstrating the impact of the difficulty on exam performance. The report must establish that the pupil meets the criteria set by the Joint Council for Qualifications.

To ensure that appropriate arrangements are made, the Registration Form includes a request for information about any SEND issues a prospective pupil may have.

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If a pupil is accepted into the school with known specific educational needs, the school has a duty of care to meet those needs. The Senior or Junior Learning Support Co-ordinator will liaise with the parents and the pupil on how the needs of the pupil can be best met.

If a pupil is accepted into the school and the special needs become apparent at a later stage the school will assess, in consultation with the parents and the pupil, how best it is able to meet those needs.

3. Implementation

With due regard to the National Code of Practice and the current policies in this School, the procedures used to satisfy the needs of pupils who have, or are suspected of having, learning difficulties or disabilities include:

(i) Identification

Identification comes about in a number of ways:

- Screening (on arrival at the school in Form 1, and in Year 7 and Year 9, or at other points of arrival)
- Information passed on by previous schools
- Notification by parents, often backed up by specialist assessment
- Observation made by any member of staff who has the responsibility for the teaching or guidance of the pupil
- The pupil raises concerns

Teachers identify or register any concern (academic, social, emotional or physical) and consult the Form Teacher who, having collated the relevant information, consults the Head of Year/Subject Department. The Head of Section should also be consulted at this stage. Reference is made to screening information (MidYIS, reading and spelling scores).

(ii) Gathering Information

Evidence will be gathered from the pupil, parents and the pupil's subject teachers.

(iii) Assessment

Low scores or a significant discrepancy in performance will trigger further investigation by a Specialist Teacher or an Education Psychologist after discussion with the pupil and his or her parents.

(iv) Use of outside agencies

If appropriate, and with parental permission, teachers and the Learning Support Co-ordinators may be supported by specialists from outside the School.

(v) Statutory Assessment

For a pupil with a long history of significant need, the Headmaster will consider the need for a statutory assessment and will, if appropriate, request a multi-disciplinary assessment via outside specialists and/or the local educational authority or appropriate agencies.

(vi) Education, Health and Care Plan

A local educational authority may consider the need for an Education, Health and Care Plan (HECP) which replaces a Statement of Special Educational Needs.

If a pupil with an Education, Health and Care Plan joins the School, the School is obliged to follow the plans guidelines through the funding provided by the local educational authority.

The School supplies to the responsible local authority such information as may be reasonably required for the purpose of the annual review of any statement / EHCP.

The School maintains a confidential list of all pupils identified as having learning difficulties or disabilities, which is given to all teaching staff and is available on the school's network. The list includes an outline of each pupil's difficulty and the action taken by the school.

4. Provision

The school will have a graduated response to the identification of special educational needs based on a three-wave model of provision mapping.

Wave 1: quality first inclusive teaching for all students, recognising that every teacher is a teacher of special needs. Each teacher will work with pupils to help overcome barriers to learning. This may include differentiated teaching, personalised learning and high expectations.

Wave 2: additional short-term interventions to support pupils who are underachieving or have a gap in their learning. This may include catch up lessons, revision sessions or study skills sessions.

Wave 3: individualised provision which is long term.

5. Parental Involvement

- Whenever parents contact Learning Support Manager/Junior SEN Co-ordinator to voice concerns about their child, their concerns are recorded and acted upon.
- If the concern arises in the School, parents are involved at the earliest suitable time; for a mild concern, this may be at a Parents' Evening. In more urgent cases, parents may be invited into School to discuss their child's needs.
- Parents' views are incorporated when assessing a pupil and when subsequent reviews are held.

- When possible, parents are involved in the Pupil Learning Plan process, meeting with the Learning Support Manager/Junior SEN Co-ordinator to review targets and discuss strategies being used.
- If a formal assessment by an educational psychologist is recommended to the parents by the school, it is the responsibility of the parents to arrange the appointment and to pay for the assessment.

6. Screening

All pupils new to the Junior School (Y3-Y8) are screened in the first few weeks of their time in the Junior School; these pupils complete a dyslexia-screener using the GL-Assessment program. We also do a standardised reading comprehension test and spelling assessment with all Y3-Y6 during the first half-term. Pupils in Key Stage 2 complete other standardised Reading comprehension, Mathematics, and SPaG assessments during the year. Pupils in Year 7 (U3) take the MidYIS tests in their first term.

Pupils are screened on entry to the Senior School (U4 - Year 9) using the MidYIS Tests, the Helen Arkell Spelling Test, the NGRT online reading assessment and a piece of creative writing.

All Lower Six (Year 12) pupils are screened using the LUCID Exact online screening test. This assesses the speed of word recognition, reading comprehension accuracy, reading comprehension speed, spelling, writing speed and typing speed.

If a pupil's screening result is a cause for concern, and the pupil does not have a previous history of specific need, an initial assessment will be carried out by the Learning Support Manager or Junior School SENCo, for which the school does not charge. Appropriate support may be recommended in the light of the assessment's findings. Pupils who come to the school with a history of special educational needs will have provision made for them based on the findings of the assessment and the pupil's history of provision.

Commented [SB1]: Screening arrangements have been refined since the last Governor review. The screening of L6 pupils is a new and important initiative.

7. INSET

School INSET is provided on a regular basis to update staff on issues such as dyslexia, dyspraxia, Autistic Spectrum Disorder and ADHD/ADD. Local educational authorities provide INSET at the school for staff of pupils with an Education, Health and Care Plan (EHCP). Induction in learning support skills is provided for all staff new to the school.

8. Evaluation, monitoring and reviewing

Evaluation of the general progress of individual pupils is made on a regular basis using the school's monitoring and reporting framework. Pupil Learning Plans are reviewed annually or more frequently if an individual's needs require it. When the Pupil Learning Plans are reviewed, progress will be highlighted and further targets set in consultation with staff, parents and pupil.

Records are kept of all learning support assessments, Access Arrangements and contact with parents. These records are only available to those staff needing to consult them. The information may be used in the preparation of university and job references.

A summary of a pupil's educational psychologist's assessment and Individual Education Plan are available to staff through the school's computer network.

Copies of Learning Support reports are kept in individual pupil files.

9. Access Arrangements

Some pupils diagnosed as having a specific learning difficulty are entitled to access arrangements in external examinations, providing they satisfy the current criteria set down by the Joint Council for Qualifications

Pupils who are eligible for additional time will be allowed it in 'mock' GCSE and A Level examinations. Arrangements will be made to allow additional time in internal tests and examinations. However, it may not be possible to give extra time in all class tests / assessments or internal examinations.

Pupils who are assessed internally for Access Arrangements will be done so by a suitably qualified assessor who has completed a post graduate course at or equivalent to Level 7. A copy of the appropriate qualification will be kept on the staff file and a copy will be kept by the Examinations Officer. External assessors will have their HCPC, or Assessment Practising Certificate, status checked by the Learning Support Manager.

All assessments for Access Arrangements will be carried out following the guidelines provided for the administration and scoring of the tests.

It is the responsibility of the Learning Support Manager to inform the School's Examinations Officer of the exact requirements of each candidate.

The Learning Support Word Processing Policy outlines the School's policy on the provision and use of a word processor in examinations.

10. Responsibilities

The responsibility for giving all pupils the education best suited to them lies with the School Governors. The Headmaster is responsible for formulating the learning support practices and procedures carried out in the School.

The Learning Support Manager is responsible for the day-to-day management of the Learning support provision for all pupils in the school.

The role of the Learning Support Manager includes:

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- Co-ordinating the Learning Support policy and practice in the School
- Responsibility for the day-to-day management of the provision of Learning Support for pupils in the Senior School
- Collecting and co-ordinating information about pupils who need or are suspected of needing Learning Support
- Senior School screening tests
- Liaison with the Junior School SENDCo
- Liaison with parents, particularly concerning pupils in the Senior School who need Learning Support
- Contacting outside agencies when appropriate
- Liaison with the Heads of the Junior School, Upper School and Sixth Form and with Heads of Departments
- Implementing, evaluating and reviewing the Personal Learning Plan (PLP) for any Senior School pupil as required
- Liaison with the Examinations Officer concerning Access Arrangements for candidates in examinations
- Assessing progress in conjunction with the Junior School SEN Co-ordinator
- Evaluating the quality and effectiveness of the School's provision
- Reporting to the Headmaster via the line management structure

The SEN Co-ordinator in the Junior School is responsible for the management and implementation of the provision for all pupils in the Junior School with special needs.

The role of the Junior School SEN Co-ordinator includes:

- Collecting and co-ordinating information about Junior School pupils who have or are suspected of having learning support needs
- Liaison with the Form Teachers and the Head of the Junior School
- Liaison with parents
- Drawing up, implementing, evaluating and reviewing Personal Learning Plans (PLPs)
- Communicating with all staff who may come into contact with the pupil
- Supporting classroom teaching, advising on all aspects of differentiation, teaching and learning styles
- Provision of 1:1 and small group support lessons
- Recording the findings, provision and progress of pupils with Learning Support Needs
- Contacting outside agencies when appropriate
- Assessing progress in conjunction with the Head of the Junior School and the Form Teacher
- Administering a programme of suitable screening tests for new entrants to the Junior School
- Junior School screening
- Reporting to the Learning Support Manager

11. Complaints procedure

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The school takes complaints from parents very seriously and seeks to ensure that they are dealt with thoroughly at the appropriate level.

Most complaints are likely to be minor and to arise from misunderstandings, which can be resolved quickly. Parents who wish to raise a concern or complaint about any aspect of their child's education, including the management of any SEN or disability, may do so using the school's published Complaints Procedure, which is available on request from the school.

Policy for Pupils for whom English is an Additional Language (EAL)

1. Aims

The school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language.

We aim to ensure that all EAL pupils are able to:

- Use English competently and confidently
- Use English as a means of learning across the curriculum
- Build on knowledge that they already have of other languages and cultures
- Be able to access external assessments (i.e. GCSE / A Level)

EAL is not considered a learning difficulty, but the school recognises that a pupil who has EAL may also have SEND needs.

2. Admissions policy

EAL applicants are subject to the same admissions procedure as other applicants. During the marking procedure, specific EAL issues that undermine performance are taken into consideration.

3. Provision

Upon arrival at Freeman's new students with English as an additional language are retested to reassess their English language level and language needs. This includes the Oxford Placement Test, a short essay, to assess writing skills and written communication ability, and a short interview, to assess oral communicative ability. Students are then grouped according to ability. Once grouped, the students are assessed more informally in class and any amendments to setting can be made.

For students whose first language is not English, the school provides courses to develop English language skills and communicative ability delivered by a specialist EAL teacher. Through structured course content the school aims to enhance the students' language proficiency to achieve both academic and social success in an English-speaking environment.

In U4 – U5 students receive a minimum of 2 lessons a week of EAL tuition, in addition to their mainstream English classes. Lower Sixth Form students attend two lessons of IELTS classes per week. Additional lessons can be arranged for those who require further input. In addition, support is offered to assist pupils with specific needs through offering support classes, subject specific support and preparation for university interviews.

Pupils in the Junior School with English as an additional language will be referred to the EAL Co-ordinator for an assessment. Advice will be provided to the class teacher and support lessons will be provided if they are considered necessary.

4. Reporting

All EAL pupils have two written reports a year, at the end of the Autumn and Summer terms. These specify what work has been done, pupil progress, areas of strength and for improvement, and a comment on attitude. We respond to requests at any time for individual progress reports from parents and guardians.

5. List of Examinations

IELTS - International English Language Testing System

This examination is widely accepted and demanded by reputable British universities as proof of English language proficiency.

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FREEMEN'S PSHE KS2 SCHEMES OF WORK

The SOW (from the published 'Jigsaw' scheme) is divided into 6 topics:-

- Autumn Term 1: Being Me in My World
- Autumn Term 2: Celebrating Difference (including anti-bullying)
- Spring Term 1: Dreams and Goals
- Spring Term 2: Healthy Me
- Summer Term 1: Relationships
- Summer Term 2: Changing Me

NB As Jigsaw is based on one hour of PSHE teaching per week, and we have a 30 minute period per week, we will select the most important/relevant topics/pieces per half term on which to focus. **Those chosen this year are highlighted below:**

The concepts explored explicitly in the PSHE curriculum as outlined below are reinforced every day via the relationships between staff and pupils, as well as in lessons learned in assemblies, form periods and other curriculum lessons (e.g. RS).

F1/ Year 3	Topic/Piece	PSHE Education (from National Framework)	Emotional Literacy/Social Skills (from SEAL – Social and Emotional Aspects of Learning)	Statutory Requirements for Relationships Education 2020 The following MUST be included when teaching this topic/piece:-
Autumn Term Induction Topic (Not Jigsaw)	The following topics will be explored during the Autumn Term, in addition to the Jigsaw topics (see next page):- Friendship, school and class rules, lunchtime manners, rewards and sanctions (merits, distinctions and traffic lights system), packing kit bag, school website, underpants rule, internet safety, working with others			<p>Topic 2: Caring Friendships</p> <ol style="list-style-type: none"> 1. how important friendships are in making us feel happy and secure, and how people choose and make friends 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <p>Topic 3: Respectful Relationships</p> <ol style="list-style-type: none"> 3. The conventions of courtesy and good manners 5. that 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 to others, including those in positions of authority. <p>Topic 5: Being Safe</p> <ol style="list-style-type: none"> 2. 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. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. <p>Topic 4: Online Relationships</p> <ol style="list-style-type: none"> 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
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<p>Autumn Term 1: Being Me in My World</p> <p>JMW PLEASE HIGHLIGHT ANY OTHERS YOU DO</p> <p>*Not specifically covered via Jigsaw scheme – but all objectives covered through induction.</p>	<p>1) Getting to know each other</p> <p>NB the following are not specifically covered from Jigsaw but the objectives are covered in the Induction Topic mentioned above:-</p> <p>2) Our Nightmare School</p> <p>3) Our Dream School</p> <p>4) Rewards and Consequences</p> <p>5) Our Learning Charter</p> <p>6) Owning Our Learning Charter</p>	<p>I recognise my worth & can identify positive things about myself & my achievements. I can set personal goals. I know how to use my Jigsaw Journal.</p> <p>I can face new challenges positively, make responsible choices & ask for help when needed.</p> <p>I understand why rules are needed & how they relate to rights & responsibilities.</p> <p>I understand that my actions affect myself and others; I care about other people's feelings.</p> <p>I can make responsible choices & take action.</p> <p>I understand that my actions affect others & try to see things from their points of view.</p>	<p>I value myself & know how to make someone else feel welcome & valued.</p> <p>I recognise how it feels to be happy, sad or scared & am able to identify if others are feeling these emotions.</p> <p>I know how to make others feel valued.</p> <p>I understand that my behaviour brings rewards and consequences.</p> <p>I can work co-operatively in a group.</p> <p>I am choosing to follow the Learning Charter.</p>	
<p>Autumn Term 2: Celebrating Difference</p>	<p>1) Families</p> <p>2) Family conflict</p> <p>3) Witness & feelings</p> <p>4) Witness & solutions</p> <p>5) Words that harm</p>	<p>I understand that everybody's family is different & important to them.</p> <p>I understand that differences & conflicts sometimes happen among family members.</p> <p>I know what it means to be a witness to bullying.</p> <p>I know that witnesses can make the situation</p>	<p>I appreciate my family/the people who care for me.</p> <p>I know how to calm myself down & can use the 'Solve it together' technique.</p> <p>I know some ways of helping to make someone who is bullied feel better.</p> <p>I can problem-solve a bullying situation with others.</p>	<p>Topic 1:Families</p> <p>3. 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.</p> <p>2. 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.</p> <p>6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Topic 3: Respectful Relationships</p> <p>6. about different types of bullying (including cyberbullying), the impact of</p>

	6) Celebrating difference: compliments	<p>better or worse by what they do.</p> <p>I recognise that some words are used in hurtful ways.</p> <p>I can tell you a time when my words affected someone's feelings & what the consequences were.</p>	<p>I try hard not to use hurtful words.</p> <p>I can give & receive compliments & know how this feels.</p>	bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
Spring Term 1: Dreams and Goals	<p>1) Dreams and goals</p> <p>2) My dreams and ambitions</p> <p>3) A new challenge</p> <p>4) Our new challenge</p> <p>5) Our new challenge: Overcoming obstacles</p> <p>6) Celebrating my learning</p>	<p>I can tell you about a person who has faced difficult challenges & achieved success.</p> <p>I can identify a dream/ambition that is important to me.</p> <p>I enjoy facing new learning challenges & working out the best ways for me to achieve them.</p> <p>I am motivated & enthusiastic about achieving our new challenge.</p> <p>I can recognise obstacles which might hinder my achievement & can take steps to overcome them.</p> <p>I can evaluate my own learning process & identify how it can be better next time.</p>	<p>I respect & admire people who overcome obstacles & achieve their dreams & goals (e.g. through disability).</p> <p>I can imagine how I will feel when I achieve my dream/ambition.</p> <p>I can break down a goal into a number of steps & know how others could help me to achieve it.</p> <p>I know that I am responsible for my own learning & can use my strengths as a learner to achieve the challenge.</p> <p>I can manage the feelings of frustration that may arise when obstacles occur.</p> <p>I am confident in sharing my success with others & can store my feelings in my internal treasure chest.</p>	
Spring Term 2: Healthy Me	<p>1) and 2) Being fit & healthy</p> <p>3) What do I know about drugs?</p> <p>4) Being safe</p> <p>5) Being safe at home</p>	<p>I understand how exercise affects my body & know why my heart & lungs are such important organs.</p> <p>I can tell you my knowledge & attitude towards drugs.</p> <p>I can identify things, people & places that I need to keep safe from, & can tell you some strategies for keeping</p>	<p>I can set myself a fitness challenge.</p> <p>I can identify how I feel towards drugs.</p> <p>I can express how being anxious or scared feels.</p>	

	<p>The following is covered in Science Healthy Eating (Autumn Term):-</p> <p>6) My amazing body</p>	<p>myself safe including whom to go to for help.</p> <p>I understand that, like medicines, some household substances can be harmful if not used correctly.</p> <p>I understand how complex my body is & how important it is to take care of it.</p>	<p>I can take responsibility for keeping myself & others safe at home.</p> <p>I respect my body & appreciate what it does for me.</p>	
<p>Summer Term 1: Relationships</p>	<p>1) Family roles & responsibilities</p> <p>2) Friendship</p> <p>3) Keeping myself safe</p> <p>4) Being a global citizen 1</p> <p>5) Being a global citizen 2</p> <p>6) Celebrating my web of relationships</p>	<p>I can identify the roles & responsibilities of each member of my family & can reflect on the expectations for males & females.</p> <p>I can identify & put into practice some of the skills of friendship e.g. taking turns, being a good listener.</p> <p>I know & can use some strategies for keeping myself safe.</p> <p>I can explain how some of the actions & work of people around the world help & influence my life.</p> <p>I understand how my needs & rights are shared by children around the world & can identify how our lives may be different.</p> <p>I know how to express my appreciation to my friends & family.</p>	<p>I can describe how taking some responsibility in my family makes me feel.</p> <p>I know how to negotiate in conflict situations to try to find a win-win solution.</p> <p>I know whom to ask for help if I am worried or concerned.</p> <p>I can show an awareness of how this could affect my choices.</p> <p>I can empathise with children whose lives are different from mine & appreciate what I may learn from them.</p> <p>I enjoy being part of a family & friendship groups.</p>	<p>Topic 1: Families 2. 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.</p> <p>Topic 2: Caring Friendships 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>Topic 5: Being Safe 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>
<p>Summer Term 2: Changing Me</p>	<p>1) How babies grow</p>	<p>I understand that in animals & humans lots</p>		

(NB body changes are explored in L2/Y4)	(introduction to idea of mothers carrying babies and the effect of a new baby in the family)	of changes happen between conception & growing up, & that usually it is the female who has the baby.	I can express how I feel when I see babies/baby animals.	
	2) Babies (how babies develop in the womb)			
	3) Outside body changes (covered in L2)	I understand how babies grow & develop in the mother's uterus. I understand what a baby needs to live & grow.	I can express how I might feel if I had a new baby in my family.	
	4) Inside body changes (covered in L2)	I understand that boys' & girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how bodies change on the outside during this growing up process.	I recognise how I feel about these changes happening to me & know how to cope with those feelings.	
	5) Family/gender stereotypes	I can identify how bodies change on the inside during the growing up process & can tell you why these changes are necessary so that their bodies can make babies when they grow up.	I recognise how I feel about these changes happening to me & know how to cope with those feelings.	All for Topic 4 Family/gender stereotypes:- Topic 1: Families
	6) Looking ahead (a L2 pupils comes to talk about the changes involved in changing year groups. Pupils have time to reflect on moving up to L2.)	I can identify how bodies change on the inside during the growing up process & can tell you why these changes are necessary so that their bodies can make babies when they grow up. I can start to recognise stereotypical ideas I might have about parenting & family roles. I can identify what I am looking forward to in Year 4/Lower 2.	I recognise how I feel when my ideas are challenged & might be willing to change my ideas sometimes. I can start to think about changes I will make when I am in Year 4/Lower 2 & know how to go about this.	3. 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. 4. 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. Topic 3: Respectful Relationships 7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.

L2/ Year 4	Topic/Piece	PSHE Education (from National Framework)	Emotional Literacy/Social Skills (from SEAL –	Statutory Requirements for
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			Social and Emotional Aspects of Learning)	Relationships Education 2020 The following MUST be included when teaching this topic/piece:-
Autumn Term 1: Being Me in My World	<p>1) Becoming a Class 'Team'</p> <p>2) Being a School Citizen</p> <p>3) Rights, Responsibilities and Democracy</p> <p>4) Rewards and Consequences</p> <p>5) Our Learning Charter</p> <p>6) Owning Our Learning Charter</p>	<p>I know my attitudes and actions make a difference to the class team. I know how to use my Jigsaw Journal.</p> <p>I understand who is in my school community, the roles they play and how I fit in.</p> <p>I understand how democracy works through the school council.</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>I understand how groups come together to make decisions.</p> <p>I understand how democracy and having a voice benefits the school community.</p>	<p>I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued.</p> <p>I can take on a role in a group and contribute to the overall outcome.</p> <p>I can recognise my contribution to making a Learning Charter for the whole school.</p> <p>I understand how rewards and consequences motivate people's behaviour.</p> <p>I can take on a role in a group and contribute to the overall outcome.</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it.</p>	<p>Topic 3: Respectful Relationships</p> <p>3. the conventions of courtesy and manners.</p> <p>5. that 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 to others, including those in positions of authority.</p>
Autumn Term 2: Celebrating Difference	<p>1) Judging by Appearances</p> <p>2) Understanding influences</p> <p>3) Understanding Bullying</p> <p>4) Problem-solving</p> <p>5) Special Me</p> <p>6) Celebrating difference: how we look</p>	<p>I understand that, sometimes, we make assumptions based on what people look like.</p> <p>I understand what influences me to make assumptions based on how people look. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but am not sure.</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.</p> <p>I can identify what is special about me and value the ways in which I am unique.</p>	<p>I try to accept people for who they are.</p> <p>I can question why I think what I do about other people.</p> <p>I know how it might feel to be a witness to, and a target of, bullying.</p> <p>I can problem-solve a bullying situation with others.</p>	<p>Topic 3: Respectful Relationships</p> <p>7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>

		I can tell you a time when my first impression of someone changed when I got to know them.	I like and respect the unique features of my physical appearance. I can explain why it is good to accept people for who they are.	
<p>Spring Term 1: Dreams and Goals</p> <p>Finish this unit early – ie before end of HT – then start next unit before Half Term as lots to get through</p>	<p>1) Hopes and Dreams</p> <p>2) Broken Dreams</p> <p>3) Overcoming Disappointment</p> <p>4) Creating New Dreams</p> <p>5) Achieving Goals</p> <p>6) We Did It!</p>	<p>I can tell you about some of my hopes & dreams.</p> <p>I understand that sometimes hopes & dreams do not come true & that this can hurt.</p> <p>I know that reflecting on positive & happy experiences can help me to counteract disappointment.</p> <p>I know how to make a new plan & set new goals even if I have been disappointed.</p> <p>I know how to work out the steps to take to achieve a goal, & can do this successfully as part of a group.</p> <p>I can identify the contributions made by myself & others to the group's achievement.</p>	<p>I know how it feels to have hopes & dreams.</p> <p>I know how disappointment feels & can identify when I have felt that way.</p> <p>I know how to cope with disappointment & how to help others cope with theirs.</p> <p>I know what it means to have a positive attitude.</p> <p>I can enjoy being part of a group challenge.</p> <p>I know how to share in the success of a group & how to store this success experience in my internal treasure chest.</p>	
<p>Spring Term 2: Healthy Me</p> <p>Start this unit early – ie before end of previous HT - as lots to get through</p>	<p>1) My friends and me</p> <p>2) Group Dynamics</p> <p>3) Smoking</p> <p>4) Alcohol</p> <p>5) Healthy friendships</p>	<p>I can recognise how different friendship groups are formed, how I fit into them & the friends I value the most.</p> <p>I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader/follower, & understand the roles I take on in different situations.</p> <p>I understand the facts about smoking & its effects on health, & also some of the reasons some people start to smoke.</p> <p>I understand the facts about alcohol & its effects on</p>	<p>I recognise when other people's actions make me feel embarrassed, hurt or inadequate & I can help myself to manage these emotions.</p> <p>I am aware of how different people & groups impact on me and can recognise the people I most want to be friends with.</p> <p>I can relate to feelings of shame & guilt & know how to act assertively to resist peer/self-pressure.</p>	<p>Topic 2: Caring Friendships</p> <p>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>3. that healthy friendships are positive and welcoming</p>

	6) Celebrating my inner strength and assertiveness	<p>health, particularly the liver, & also some of the reasons some people drink alcohol.</p> <p>I can recognise when people are putting me under pressure & can explain ways to resist this when I want.</p> <p>I know myself well enough to have a clear picture of what I believe is right & wrong.</p>	<p>I can relate to feelings of shame & guilt & know how to act assertively to resist peer/self-pressure.</p> <p>I can identify feelings of anxiety & fear associated with peer pressure.</p> <p>I can tap into my inner strength & know how to be assertive.</p>	<p>towards others, and do not make others feel lonely or excluded.</p> <p>5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>
Safety (must be done at some point this HT)	NB: NOT FROM JIGSAW:- Staying Safe	(NOT from PSHE Ed/National Framework) Discuss: In what ways can we keep ourselves as safe as possible – in the summer, and the future in general? Mention: sun safety, road safety, 'stranger danger'.		<p>Topic 5: Being safe</p> <p>4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>5. how to recognise and report feelings of being unsafe or feeling bad about any adult</p>
Summer Term 1: Relationships	<p>1) Relationship Web</p> <p>2) Love and Loss (and touch upon pieces 3 and 4 here)</p> <p>3) Memories</p> <p>4) Are Animals Special?</p> <p>5) Special Pets</p> <p>6) Celebrating my relationships with people & animals</p>	<p>I can identify the web of relationships that I am part of, starting from those closest to me & including those more distant.</p> <p>I can identify someone I love & can express why they are special to me.</p> <p>I can tell you about someone I know whom I no longer see.</p> <p>I can explain different points of view on an animal rights issue.</p> <p>I understand how people feel when they love a special pet.</p> <p>I know how to show love & appreciation to the people & animals that are special to me.</p>	<p>I know how it feels to belong to a range of different relationships & can identify what I contribute to each of them.</p> <p>I know how most people feel when they lose someone or something they love.</p> <p>I understand that we can remember people even if we no longer see them.</p> <p>I can express my own opinion & feelings on this.</p> <p>I can understand that losing a special pet brings feelings that can be hard to cope with, but it can be helpful to celebrate special things about the pet.</p> <p>I can love & be loved.</p>	<p>Topic 1: Families</p> <p>1. that families are important for children growing up because they can give love, security and stability.</p> <p>Topic 2: Caring Friendships</p> <p>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</p>

Summer Term
2: Changing Me

<p>From Y3 folder:-</p> <p>3) Outside body changes (changes that happen during puberty – changes that you can control and not control (covers changes such as developing breasts/pubic hair etc/penis growing etc)</p>	<p>I understand that boys' & girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how bodies change on the outside during this growing up process.</p>	<p>I recognise how I feel about these changes happening to me & know how to cope with those feelings.</p>
<p>4) Inside body changes (puberty in more detail: explaining the purpose of testicles and ovaries and other parts of the reproductive system).</p>	<p>I can identify how bodies change on the inside during the growing up process & can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p>	<p>I recognise how I feel about these changes happening to me & know how to cope with those feelings.</p>
<p>From Y4 folder:-</p> <p>3) Girls & Puberty (more detail about menstruation)</p>	<p>I can identify how bodies change on the inside during the growing up process & can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p>	<p>I recognise how I feel about these changes happening to me & know how to cope with those feelings.</p>
<p>Also: separate session for boys and girls and any questions are answered.**</p>	<p>I can describe how a girl's body changes for her to be able to have babies when an adult, & that menstruation is a natural part of this.</p>	<p>I have strategies to help me cope with the physical & emotional changes I will experience during puberty.</p>
	<p>** this gives the girls an opportunity to discuss menstruation in more detail with a female member of staff. Tampons, towels and pads are passed around.</p>	<p>** this give the boys the opportunity to talk about their body changes with a male member of staff.</p>

Year 5		PSHE Education (from National Framework)	Emotional Literacy/Social Skills (from SEAL – Social and Emotional Aspects of Learning)	Statutory Requirements for Relationships Education 2020 The following MUST be included when teaching this topic/piece:-
Autumn Term 1 Families and people who care for me – MUST be covered at some point this HT – ideally after Jigsaw piece 1.	NB: NOT FROM JIGSAW:- Families (1 week)	(NOT from PSHE Ed/National Framework) Discuss: Why are families important? What are the benefits of living in a family unit? Why do people decide to marry? Are all the families the same? (discuss respect for differences) What should we do if we feel unhappy or unsafe in our families? (see LJJ's Sept 2019 NSPCC assembly)		Topic 1: Families and people who care for me 1. Families are important for children growing up because they can give love, security and stability. 2. 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. 3. 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. 4. 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. 5. that marriage represents a formal and legally recognised commitment of two people- of the same or different sex- to each other which is intended to be lifelong. Couples can get married in a civil or a religious ceremony; in a large number of places of worship, only a man and a woman can get married (rather than a same-sex couple). For some people, the single life is a positive choice. 6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Autumn Term 1: Being Me in My World	1) My year ahead 2) Being me in Britain 3) U2/Y5 Responsibilities	I can face new challenges positively and know how to set personal goals. I understand my rights and responsibilities as a British citizen.	I know what I value most about my school and can identify my hopes for the school year. I can empathise with people in this country whose lives are different from my own. I can empathise with people in this country	

	<p>4) Rewards and Consequences</p> <p>5) Our Learning Charter</p> <p>6) Owning Our Learning Charter</p>	<p>I understand my rights and responsibilities as a British citizen and a member of my school.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel.</p> <p>I understand how an individual's behaviour can impact on a group.</p> <p>I understand how democracy and having a voice benefits the school community and how to participate in this.</p>	<p>whose lives are different from my own.</p> <p>I understand that my actions affect me and others.</p> <p>I can contribute to the group and understand how we function best as a whole.</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it.</p>	
<p>Autumn Term 2: Celebrating Difference</p> <p>**Much of this involves repetition (and overlap with RS), so just do ONE lesson on this unit (touch on bullying, racism and recap of L2 work on this) and then start next unit</p>	<p>BUT SEE **</p> <p>1) Different cultures</p> <p>2) Racism</p> <p>3) Rumours and name calling</p> <p>4) Types of bullying</p> <p>5) Does money matter?</p> <p>6) Celebrating difference across the world</p>	<p>I understand that cultural differences sometimes cause conflict.</p> <p>I understand what racism is.</p> <p>I understand how rumour-spreading and name-calling can be bullying behaviours.</p> <p>I can explain the difference between direct and indirect types of bullying.</p> <p>I can compare my life with people in the developing world.</p> <p>I can enjoy the experience of a culture other than my own.</p>	<p>I am aware of my own culture.</p> <p>I am aware of my attitude towards people from different races.</p> <p>I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p> <p>I can appreciate the value of happiness regardless of material wealth.</p> <p>I respect my own and other people's cultures.</p>	<p>Topic 3: Respectful Relationships</p> <p>2. practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>
<p>Spring Term 1: Dreams and Goals</p>	<p>1) When I Grow Up (my dream lifestyle)</p>	<p>I understand that I will need money to help me achieve some of my dreams.</p>	<p>I can identify what I would like my life to be like when I am grown up.</p>	

Start this unit early – ie before end of Autumn Term – then start next unit before Half Term as lots to get through:

2) Investigate Jobs and Careers	I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.	I appreciate the contributions made by people in different jobs.
3) My Dream Job (why I want it and the steps to get there)	I can identify a job I would like to do when I grow up and understand what motivates me & what I need to do to achieve it.	I appreciate the opportunities that learning and education are giving me & understand how this will help me to build my future.
4) Dreams and Goals of Young People in Other Cultures		
5) How We Can Support Each Other		I can reflect on how these relate to my own.
6) Rallying Support	<p>I can describe the dreams & goals of young people in a culture different from mine.</p> <p>I understand that communicating with someone in a different culture means we can learn from each other & I can identify a range of ways we could support each other.</p> <p>I can encourage my peers to support young people here & abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.</p>	<p>I appreciate the similarities & differences in aspirations between myself and young people in a different culture.</p> <p>I understand why I am motivated to make a positive contribution to supporting others.</p>

Spring Term 2: Healthy Me

Start this unit early as mentioned above – as lots to get through

1) Smoking	I know the health risks of smoking & can tell you how tobacco affects the lungs, liver & heart.	I can make an informed decision about whether or not I choose to smoke & know how to resist pressure.
2) Alcohol		
3) Emergency Aid	I know some of the risks from misusing alcohol, including anti-social behaviour, & how it affects the liver & heart.	I can make an informed decision about whether or not I choose to drink alcohol & know how to resist pressure
4) Body Image	I know & can put into practice basic emergency aid	I know how to keep myself calm in emergencies.

	<p>5) My Relationship with Food</p> <p>6) Healthy Me</p>	<p>procedures (including recovery position) & know how to get help in emergency situations.</p> <p>I understand how the media & celebrity culture promotes certain body types.</p> <p>I can describe the different roles food can play in people's lives & can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>I know what makes a healthy lifestyle including healthy eating & the choices I need to make to be healthy & happy.</p>	<p>I can reflect on my own body image & know how important it is that this is positive & I accept & respect myself for who I am.</p> <p>I respect & value my body.</p> <p>I am motivated to keep myself healthy & happy</p>	
<p>Summer Term 1: Relationships</p> <p>** As part of the 'staying safe' topic, ask the pupils what they would think if someone (a stranger or someone they knew) were to offer them a 'free' gift – e.g. money/phone etc. What would they do? (Introduce the idea of being groomed or exploited (e.g. 'County Lines' – explore useful strategies to protect themselves from this) – see background info from Children's Society</p>	<p>1) Recognising Me (wk 1)</p> <p>2) Getting On and Falling Out (wks 2 and 3)</p> <p>3) Girlfriends and Boyfriends</p> <p>4) Girlfriends and Boyfriends</p> <p>5) Relationships and Technology ** (wks 4 and 5)</p> <p>6) Relationships and Technology</p>	<p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p>I understand how it feels to be attracted to someone and what having a boy/girlfriend might mean.</p> <p>I understand how it feels to be attracted to someone and what having a boy/girlfriend might mean.</p> <p>I understand how to stay safe when using technology to</p>	<p>I know how to keep building my own self-esteem.</p> <p>I know how to stand up for myself and how to negotiate and compromise.</p> <p>I understand that relationships are personal and there is no need to feel pressured into having a boy/girlfriend.</p> <p>I can recognise the feeling of jealousy, where it comes from and how to manage it.</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others.</p> <p>I can recognise and resist pressures to use</p>	<p>Topic 2: Caring Friendships</p> <p>4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>Topic 5: Online Relationships</p> <p>1. that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>2. 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</p> <p>3. the rules and principles for keeping safe online, how to recognise risks, harmful</p>

		<p>communicate with my friends.</p> <p>I understand how to stay safe when using technology to communicate with my friends.</p>	<p>technology in ways that may be risky or may cause harm to myself or others.</p>	<p>content and contact, and how to report them</p> <p>4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p>
<p>Summer Term 2: Changing Me</p> <p>See separate plans for this (start with L2 work) on LJJ's powerpoint – and see info on next page - although also use DVD to enhance teaching and learning</p>	<p>1) Self and Body Image</p> <p>2) Puberty for Girls</p> <p>3) Puberty for Boys</p> <p>4) Conception</p> <p>5) Looking ahead</p> <p>6) Looking ahead to L3/Y6</p>	<p>I am aware of my own self-image and how my body image fits into that.</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how boys' and girls' bodies change during puberty.</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</p> <p>I can identify what I am looking forward to when I am in Lower 3/Year 6.</p>	<p>I know how to develop my own self-esteem.</p> <p>I understand that puberty is a natural process that happens to everybody and that it will be ok for me.</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p> <p>I appreciate how amazing it is that human bodies can reproduce in these ways.</p> <p>I am confident that I can cope with the changes that growing up will bring.</p> <p>I can start to think about changes I will make next year and know how to go about this.</p>	<p>NB Sex Education is not statutory, but please note the following requirements (as mentioned in the Freeman's RSE Policy 2020) in the boxes below (on next page):-</p>
		<p>From Freeman's RSE Policy 2020:</p>	<p>General topic</p>	<p>Learning outcome: Pupils should know...</p>
	1.	<p>Having a baby</p>		<p>• that the mature male</p>

			<p>reproductive organs produce sperm and the female ones eggs</p> <ul style="list-style-type: none"> • that a baby begins to grow in the womb when a sperm fertilises an egg • that fertilisation happens when a man and a woman are “happy to share a specially close and loving embrace which allows the sperm to be released from the penis into the vagina”
	2.	Puberty and physical attraction	<ul style="list-style-type: none"> • in detail the changes, both physical and emotional, that happen at puberty [first covered in L2 but not in the context of sex education] • strategies for coping successfully with these changes (both emotionally and practically) • that changes at puberty are linked to being able to have a baby • that it is natural, as they approach and go through puberty, to begin to “fancy” other people, but also that there is not and should not be any pressure in this respect • that some people “fancy” people of the same sex

L3/ Year 6	Topic/Piece	PSHE Education (from National Framework)	Emotional Literacy/Social Skills (from SEAL – Social and	Statutory Requirements for Relationships Education 2020
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			Emotional Aspects of Learning)	The following MUST be included when teaching this topic/piece:-
Autumn Term 1: Being Me in My World	<p>1) My year ahead</p> <p>2) Being a Global Citizen 1</p> <p>3) Being a Global Citizen 2</p> <p>4) The Learning Charter</p> <p>5) Consequences</p> <p>6) Owning Our Learning Charter</p>	<p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them.</p> <p>I know that there are universal rights for all children but for many children these rights are not met.</p> <p>I understand that my actions affect other people locally and globally.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.</p> <p>I understand how an individual's behaviour can impact on a group.</p> <p>I understand how democracy and having a voice benefits the school community.</p>	<p>I feel welcome and valued and know how to make others feel the same.</p> <p>I understand my own wants and needs and can compare these with children in different communities.</p> <p>I understand my own wants and needs and can compare these with children in different communities.</p> <p>I understand that my actions affect myself and others: I care about others' feelings and try to empathise with them.</p> <p>I can contribute to the group and understand how we function best as a whole.</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it by modelling it myself.</p>	
Autumn Term 2 Personal Safety – MUST be covered at some point this HT	NB: NOT FROM JIGSAW:- Personal Safety (1 week)	<p>(NOT from PSHE Ed/National Framework)</p> <p>Discuss:</p> <p>Privacy – and when is it ok not to keep a secret?</p> <p>Appropriate/inappropriate and unsafe physical contact - and what to do if feel unsafe about an adult.</p> <p>Whom to go to for help or advice – and how to report concerns or abuse. (see LJJ's Sept 2020 NSPCC assembly)</p>		<p>Topic 5: Being Safe</p> <p>2. 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</p> <p>3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>5. how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>6. how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>7. how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>

				8. where to get advice, for example family, school or other sources.
Autumn Term 2: continued: Celebrating Difference	<p>1) Am I normal?</p> <p>2) Understanding disability</p> <p>3) Power Struggles</p> <p>4) Why bully?</p> <p>5) Celebrating difference</p> <p>6) Celebrating difference</p>	<p>I understand that there are different perceptions about what normal means.</p> <p>I understand how having a disability could affect someone's life.</p> <p>I can explain some of the ways in which one person or a group can have power over another.</p> <p>I know some of the reasons why people use bullying behaviours.</p> <p>I can give examples of people with disabilities who lead amazing lives.</p> <p>I can explain ways in which difference can be a source of conflict and a cause of celebration.</p>	<p>I can empathise with people who are living with disabilities.</p> <p>I am aware of my attitude towards people with disabilities.</p> <p>I know how it can feel to be excluded or treated badly by being different in some way.</p> <p>I can tell you a range of strategies in managing my feelings in bullying situations & for problem solving when I am part of one.</p> <p>I appreciate people for who they are.</p> <p>I can show empathy with people in either situation.</p>	<p>Topic 3: Respectful Relationships</p> <p>1. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>Topic 3: Respectful Relationships</p> <p>6. 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.</p>
Spring Term 1: Dreams and Goals Finish this unit early – ie before end of HT – then start next unit before Half Term as lots to get through	<p>1) Personal Learning Goals</p> <p>2) Steps to Success</p> <p>3) My Dream for the World</p> <p>4) Helping to Make a Difference (combine with piece 5)</p> <p>5) Helping to Make a Difference</p> <p>6) Recognising Our Achievements</p>	<p>I know my learning strengths & can set challenging but realistic goals for myself (e.g. one school goal and one out of school goal).</p> <p>I can work out the learning steps I need to take to reach my goal & understand how to motivate myself to work on these.</p> <p>I can identify problems in the world that concern me & talk to other people about them.</p> <p>I can work with other people to help make the world a better place.</p> <p>I can describe some ways in which I can work with other people to help make the world a better place.</p>	<p>I understand why it is important to stretch the boundaries of my current learning.</p> <p>I can set success criteria so that I will know whether I have reached my goal.</p> <p>I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations.</p> <p>I can empathise with people who are suffering or living in difficult situations.</p>	

		I know what some people in my class like or admire about me & can accept their praise.	I can identify why I am motivated to do this. I can give praise & compliments to others when I recognise their contributions and achievements.	
<p>Spring Term 2: Healthy Me</p> <p>Start this unit early – ie before end of previous HT - as lots to get through</p>	<p>1) Food</p> <p>2) Drugs</p> <p>3) Alcohol</p> <p>4) Emergency Aid</p> <p>5) Emotional and Mental Health</p> <p>6) Managing Stress</p>	<p>I know the impact of food on the body e.g. creating energy, giving comfort and altering mood.</p> <p>I know about different types of drugs, their uses & their effects on the body (particularly the liver and the heart).</p> <p>I can evaluate when alcohol is being used responsibly, anti-socially – or being misused.</p> <p>I know & can put into practice basic emergency aid procedures (e.g. the recovery position) & know how to get help in emergency situations.</p> <p>I understand what it means to be emotionally well & can explore people's attitudes towards mental health/illness.</p> <p>I can recognise when I feel stressed & the triggers that cause this. I understand how stress can cause alcohol misuse.</p>	<p>I am motivated to give my body the best combination of food for my physical and emotional health.</p> <p>I am motivated to find ways to be happy & cope with life's situations without using drugs.</p> <p>I can tell you how I feel about using alcohol when I am older & my reasons for this.</p> <p>I know how to keep myself safe to avoid emergencies and also how to deal with them if they happen.</p> <p>I know how to help myself feel emotionally healthy & can recognise when I need help with this.</p> <p>I can use different strategies to manage stress and pressure.</p>	<p>Topic 3: Respectful Relationships 4. the importance of self-respect and how this links to their own happiness.</p>
<p>Summer Term 1: Relationships</p> <p>** As part of this topic, ask the pupils what they would think if someone (a stranger or someone they knew) were to offer them a 'free' gift – e.g. money/phone etc. What would they do? Introduce the idea of being groomed or exploited (e.g. 'County Lines'): explore</p>	<p>1) My Relationship Web</p> <p>2) Love and Loss 1 (combine pieces 2 and 3 here – and link to RS)</p> <p>3) Love and Loss 2</p> <p>4) Power and Control **</p>	<p>I can identify the most significant people in my life so far.</p> <p>I know some of the feelings we can have someone dies or leaves.</p> <p>I understand that there are different stages of grief & that there are different types of loss that cause people to grieve.</p>	<p>I understand how it feels to have people in my life that are special.</p> <p>I can use some strategies to manage feelings associated with loss & can help other people to do so.</p> <p>I can recognise when I am feeling those emotions,</p>	<p>Topic 2: Caring Friendships 1. how important friendships are in making us feel happy and secure.</p> <p>Pieces 5 and 6:</p>

<p>useful strategies to protect themselves from this. See separate info sheet.</p>	<p>5) Being Safe with Technology 1</p> <p>6) Being Safe with Technology 2</p>	<p>I can recognise when people are trying to gain power or control.</p> <p>I understand how technology can be used to try to gain power or control, and I can use strategies to prevent this from happening.</p> <p>I can use technology positively and safely to communicate with my friends and family.</p>	<p>and have strategies to manage them.</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p> <p>I can take responsibility for my own safety and well-being.</p> <p>I can take responsibility for my own safety and well-being.</p>	<p>Topic 3: Respectful Relationships</p> <p>6. 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.</p> <p>Topic 4: Online Relationships (recap 1 – 4 from U2)</p> <p>1. that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>2. 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</p> <p>3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>5. how information and data is shared and used online</p> <p>Topic 5: Being Safe</p> <p>1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>
<p>Summer Term 2: Changing Me</p> <p>NB Jigsaw only used for weeks 1 and 2 (Pieces 2 and 3) as Sex Ed taught in U2.</p>	<p>1) (Jigsaw piece 2): Puberty</p> <p>2) (Jigsaw piece 3) Girl Talk/Boy Talk</p>	<p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>I can ask the questions I need answered about changes during puberty.</p>	<p>I can express how I feel about the changes that will happen to me during puberty.</p> <p>I can reflect on how I feel about asking the questions and about the answers I receive.</p>	
<p>Friendships and Relationships</p>	<p>NB: NOT FROM JIGSAW:- 3 and 4) Safe and respectful relationships</p>	<p>(NOT from PSHE Ed/National Framework)</p> <p>Discuss:</p> <p>How do friendships make us feel?</p> <p>How do we choose and make friends?</p> <p>What are the characteristics (and benefits) of friendships?</p> <p>What are the signs of a healthy friendship/relationship?</p> <p>How can we keep these relationships healthy</p>		<p>Topic 2: Caring Friendships</p> <p>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>

		(explore permission-seeking and boundaries)?	<p>Topic 3: Respectful Relationships</p> <p>8. the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>Topic 5: Being safe</p> <p>1. what sorts of boundaries are appropriate in friendships with peers and others?</p>
Safety	NB: NOT FROM JIGSAW:- 5) Staying Safe	(NOT from PSHE Ed/National Framework) Discuss: In what ways can we keep ourselves as safe as possible – in the summer, and the future in general? Mention: sun safety, road safety, 'stranger danger'.	<p>Topic 5: Being safe</p> <p>4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>5. how to recognise and report feelings of being unsafe or feeling bad about any adult</p>

LJJ

Jan 2021

TERM	A/B	AUTUMN TERM			TERM	A/B	SPRING TERM			TERM	A/B	SUMMER TERM		
WEEK		HEALTH & WELLBEING			WEEK		RELATIONSHIPS			WEEK		RELATIONSHIPS		
		Drugs & Alcohol					Discrimination					Identity & Relationships		
30-Aug	A	Intro to L4 PSHE			03-Jan	A	Managing influences on beliefs & decisions			18-Apr	B	Positive healthy relationships		
06-Sep	B	Understanding drugs			10-Jan	B	Group-think & persuasion			25-Apr	A	Gender identity & sexual relationships		
13-Sep	A	Over-consumption of energy drinks			17-Jan	A	Self-worth & confidence			02-May	B	Developing relationships/consent & the law		
20-Sep	B	Relationship between habit & dependence			24-Jan	B	Gender - identity, transphobia & discrimination			09-May	A	Legal & moral duties/effective communication		
27-Sep	A	How to use medications safely			31-Jan	A	Homophobia & biphobia			16-May	B	Sexting		
04-Oct	B	Assessing the risks			07-Feb	B	Racism & religious discrimination			23-May	A	Introduction to contraception		
11-Oct	A	How to manage influences												
19-Oct	B	Positive social norms & attitudes												
Half-Term					Half-Term					Half-Term				
		LIVING IN THE WIDER WORLD					HEALTH & WELLBEING					LIVING IN THE WIDER WORLD		
		Community & Careers					Emotional Wellbeing					Digital Literacy		
01-Nov	A	Equality of opportunity in life & work			21-Feb	A	Mental Health			06-Jun	B	Online communication & social networking		
08-Nov	B	Challenging stereotypes & discrimination			28-Feb	B	Body Image			13-Jun	A	Online grooming		
15-Nov	A	Different types & patterns of work			07-Mar	A	Daily wellbeing & managing emotions			20-Jun	B	Media reliability		
22-Nov	B	Future careers - aspirational goals			14-Mar	B	Digital resilience			27-Jun	A	Digital literacy		
29-Nov	A	Proud to be me & career choices			21-Mar	A	Unhealthy coping strategies			04-Jul	B	Gambling hooks		
06-Dec	B	Labour Market information			28-Mar	B	Healthy coping strategies							
13-Dec	A	Exploring careers												

L4/Yr8 Long Term Overview 2021/22

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TERM	A/B	AUTUMN TERM			TERM	A/B	SPRING TERM			TERM	A/B	SUMMER TERM		
WEEK		HEALTH & WELLBEING			WEEK		RELATIONSHIPS			WEEK		RELATIONSHIPS		
		Mental Health					Healthy Relationships					Addressing Extremism & Radicalisation		
30-Aug	A	No lesson			03-Jan	A	Relationships & sex expectations			18-Apr	B	Communities, inclusion, respect & belonging		
06-Sep	B	Intro to L5 PSHE			10-Jan	B	Sex, gender & relationships			25-Apr	A	The Equality Act - diversity & values		
13-Sep	A	Managing challenges and developing resilience			17-Jan	A	Opportunities & risks of online relationships			02-May	B	Influence of social media		
20-Sep	B	Dealing with change - Strategies to promote safeguard			24-Jan	B	Impact of media & pornography			09-May	A	Managing conflicting views & misinformation		
27-Sep	A	Reframing negative thinking			31-Jan	A	Ethical & legal implications relating to consent			16-May	B	Challenging discrimination		
04-Oct	B	Promoting emotional wellbeing			07-Feb	B	Relationship challenges			23-May	A	Extremism & radicalisation		
11-Oct	A	Recognising mental ill-health and when to get help												
19-Oct	B	Providing support and accessing help												
Half-Term					Half-Term					Half-Term				
		LIVING IN THE WIDER WORLD					HEALTH & WELLBEING					LIVING IN THE WIDER WORLD		
		Financial Decision Making					Exploring Influence					Independent Project		
01-Nov	A	The impact of financial decisions			21-Feb	A	Influence of role models - positive & negative			06-Jun	B	Project work		
08-Nov	B	Preventing & managing debt			28-Feb	B	Media impact on perceptions of gang culture			13-Jun	A	Project work		
15-Nov	A	Data & the influence of targeted advertising			07-Mar	A	Impact of drugs & alcohol			20-Jun	B	Project work		
22-Nov	B	Managing gambling influences			14-Mar	B	Keeping self, others safe & seeking help- substanc			27-Jun	A	Presentations/feedback		
29-Nov	A	Relationship between gambling & debt			21-Mar	A	Managing peer influence			04-Jul	B	Presentations/feedback		
06-Dec	B	The law & illegal financial activities			28-Mar	B	Exit strategies - pressurised & dangerous situations							
13-Dec	A	Managing risk relating to financial activities												

L5/Yr10 Long Term Overview 2021/22

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TERM	A/B	AUTUMN TERM			TERM	A/B	SPRING TERM			TERM	A/B	SUMMER TERM		
WEEK		HEALTH & WELLBEING			WEEK		RELATIONSHIPS			WEEK		LIVING IN THE WIDER WORLD		
30-Aug					03-Jan					20-Apr				
06-Sep		Transition into 6th Form (1)			10-Jan		Relationship Values			25-Apr		Media Literacy and Digital Resistance		
13-Sep		(Self-Concept)			17-Jan					02-May				
20-Sep		Transition into 6th Form (2)			24-Jan		Consent			09-May		Financial Choices		
27-Sep		(Relationship Values)			31-Jan					16-May				
04-Oct		Wellbeing & Managing Stress			07-Feb		Bullying Abuse & Discrimination			23-May		Choices and Pathways		
11-Oct							(LGBTQ+ History Month)					(Exam anxieties/managing stress)		
19-Oct		Managing Risk & Personal safety			Half-Term					Half-Term				
		(Alcohol and Tobacco)					HEALTH & WELLBEING					RELATIONSHIPS		
Half-Term					21-Feb		Sexual Health			06-Jun		Exam Week		
		LIVING IN THE WIDER WORLD			28-Feb					13-Jun		Contraception & Parenthood		
01-Nov		Safe Drive Stay Alive			07-Mar		Healthy Lifestyles			20-Jun				
08-Nov		Managing risk & personal safety			14-Mar		(Personal health & wellbeing)			27-Jun		Challenge Week		
15-Nov		(Travel - Rules & Laws/Car Maintenance)			21-Mar		Mental Health & Emotional Wellbeing			04-Jul				
22-Nov		Setting Goals			28-Mar		(MH issues & how to support)							
29-Nov		(Choices and Pathways)												
06-Dec		Personal Finance												
13-Dec		(Employment Rights & Responsibilities)												

L6/Yr12 Long Term Overview 2021/22

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TERM	A/B	AUTUMN TERM			TERM	A/B	SPRING TERM			TERM	A/B	SUMMER TERM		
WEEK		HEALTH & WELLBEING			WEEK		RELATIONSHIPS			WEEK		RELATIONSHIPS		
		Transition & Safety					Diversity					Building Relationships		
30-Aug	A	Introduction to U3 PSHE/Transition into Year 7			03-Jan	A	Identity, Rights & Responsibilities			18-Apr	B	Self-worth & Self-efficacy		
06-Sep	B	Dealing with Change			10-Jan	B	Living in a diverse society			25-Apr	A	Qualities & behaviours of positive relationships		
13-Sep	A	Emotions & being positive			17-Jan	A	How to challenge			02-May	B	Recognising unhealthy relationships		
20-Sep	B	Friendships			24-Jan	B	Signs & Effects of all types of bullying			09-May	A	Challenging media stereotypes		
27-Sep	A	Study Skills			31-Jan	A	How to respond to bullying			16-May	B	Romantic relationships		
04-Oct	B	Personal Safety - travel			07-Feb	B	How to support others			23-May	A	Consent		
11-Oct	A	Responding to an emergency												
19-Oct	B	Basic First Aid												
Half-Term					Half-Term					Half-Term				
		LIVING IN THE WIDER WORLD					HEALTH & WELLBEING					LIVING IN THE WIDER WORLD		
		Developing Skills & Aspirations					Health & Puberty					Financial Decision making		
01-Nov	A	Enterprise skills			21-Feb	A	Healthy lifestyle choices			06-Jun	B	Safe financial choices		
08-Nov	B	Personal Skills			28-Feb	B	Managing influences - caffeine, smoking & alc			13-Jun	A	Ethical & unethical business practices		
15-Nov	A	Careers & your future			07-Mar	A	Managing physical & emotional changes - pub			20-Jun	B	Consumerism		
22-Nov	B	Careers - abilities & qualities			14-Mar	B	Personal Hygiene			27-Jun	A	Saving, spending & budgeting		
29-Nov	A	Equality of Opportunity			21-Mar	A	Inappropriate & unwanted contact			04-Jul	B	Managing risk-taking behaviour		
06-Dec	B	Challenging stereotypes			28-Mar	B	FGM & How to access help & support							
13-Dec	A	Values & Career choices												

U3/Yr7 Long Term Overview 2021/22

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TERM	A/B	AUTUMN TERM	TERM	A/B	SPRING TERM	TERM	A/B	SUMMER TERM
WEEK		HEALTH & WELLBEING	WEEK		RELATIONSHIPS	WEEK		RELATIONSHIPS
		Peer influence, substance use & gangs			Respectful Relationships			Intimate Relationships
30-Aug	A	No lesson	03-Jan	A	Families & parenting	18-Apr	B	Readiness for sexual activity - choices
06-Sep	B	Intro to U4 PSHE	10-Jan	B	Healthy Relationships in the home	25-Apr	A	Consent - myths, misconceptions & rights
13-Sep	A	Transition into Upper School	17-Jan	A	Conflict & its causes - family & friends	02-May	B	Risks of STIs/contraception
20-Sep	B	Exploring attitudes to drug use	24-Jan	B	Conflict resolutions	09-May	A	Consequences of unprotected sex
27-Sep	A	Drugs, the Law & managing risk	31-Jan	A	Relationship Changes	16-May	B	Attitudes to pornography/sexual images
04-Oct	B	Drugs, alcohol and their effects	07-Feb	B	How to access help & support	23-May	A	Securing personal information online
11-Oct	A	Managing influence						
19-Oct	B	Risk in relation to gangs & knife crime						
Half-Term			Half-Term			Half-Term		
		LIVING IN THE WIDER WORLD			HEALTH & WELLBEING			LIVING IN THE WIDER WORLD
		Setting goals			Healthy Lifestyle			Employability Skills
01-Nov	A	Transferable skills, abilities & interests	21-Feb	A	Relationship between physical & mental health	06-Jun	B	Rights & Responsibilities
08-Nov	B	How to demonstrate strengths	28-Feb	B	Lifestyle Balance	13-Jun	A	Skills for enterprise & employability
15-Nov	A	Different types of employment & career pathways	07-Mar	A	Informed healthy eating choices	20-Jun	B	Constructive feedback/supporting progress
22-Nov	B	Feelings relating to future employment	14-Mar	B	Managing influences on body image	27-Jun	A	Managing 'personal brand' online
29-Nov	A	Meaningful realistic future goals	21-Mar	A	Healthy choices	04-Jul	B	Support for concerns of life online
06-Dec	B	GCSE & post-16 options	28-Mar	B	Responsibility for physical health - cancer awareness			
13-Dec	A	Skills for decision making						

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TERM	A/B	AUTUMN TERM			TERM	A/B	SPRING TERM			TERM	A/B	SUMMER TERM		
WEEK		HEALTH & WELLBEING			WEEK		RELATIONSHIPS			WEEK		RELATIONSHIPS		
		Building for the future					Communication in Relationships					Families		
30-Aug	A	Introduction to U5 PSHE			03-Jan	A	MOCKS			18-Apr	B	Different families & parental responsibility		
06-Sep	B	The importance of sleep			10-Jan	B	MOCKS			25-Apr	A	Fertility & pregnancy		
13-Sep	A	How to balance time online			17-Jan	A	MOCKS			02-May	B	Honour-based violence & forced marriage		
20-Sep	B	Nature, causes & effects of stress			24-Jan	B	MOCKS			09-May	A	STUDY LEAVE		
27-Sep	A	Future opportunities - safe content online			31-Jan	A	Relationship challenges and abuse			16-May	B			
04-Oct	B	Managing judgement & challenging stereotypes			07-Feb	B	Gender identity, expression and sexual orient			23-May	A			
11-Oct	A	Maintaining a healthy self-concept/Developing self-efficacy												
19-Oct	B	No lesson												
Half-Term					Half-Term					Half-Term				
		LIVING IN THE WIDER WORLD					HEALTH & WELLBEING							
		Next steps					Independence							
01-Nov	A	Application processes			21-Feb	A	Emergency first aid (alcohol/drugs)			06-Jun	B			
08-Nov	B	Skills for further education			28-Feb	B	Assessing emergency & non-emergency situa			13-Jun	A			
15-Nov	A	Skills for employment			07-Mar	A	Change, loss, grief & bereavement			20-Jun	B			
22-Nov	B	Skills for future opportunities		Interviews/CV writing	14-Mar	B	Lifestyle cancer links/importance of screening			27-Jun	A			
		RELATIONSHIPS		Communication in Relationships	21-Mar	A	Body cosmetic and aesthetic alterations			04-Jul	B			
29-Nov	A	Personal values			28-Mar	B	Accessing Health Services including sex clinics							
06-Dec	B	Assertive Communication												
13-Dec	A	How to challenge unwanted attention (offline & online)												

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TERM	A/B	AUTUMN TERM			TERM	A/B	SPRING TERM			TERM	A/B	SUMMER TERM		
WEEK		LIVING IN THE WIDER WORLD			WEEK		RELATIONSHIPS			WEEK		LIVING IN THE WIDER WORLD		
30-Aug	A	Introduction to U6 PSHE			03-Jan		MOCK A LEVELS			20-Apr		Employment Rights and Responsibilities		
06-Sep	B				10-Jan		MOCK A LEVELS			25-Apr		(Financial advice - external speaker)		
13-Sep	A	Financial Choices			17-Jan		Self-Concept			02-May		Media literacy and digital resilience		
20-Sep	B	(Planning expenditure & budget)			24-Jan		(Body Image/pressure to conform)			09-May		HEALTH & WELLBEING		
27-Sep	A	Student loans & financial contracts			31-Jan		Bullying, Abuse and Discrimination			16-May		Mental Health & Wellbeing		
04-Oct	B	(Gains & risk of debt/gambling)			07-Feb		(Aggressive social situations)			23-May		(Exam anxieties/managing stress)		
11-Oct	A	Drugs, Alcohol & Tobacco/consent					(Celebrate LGBTQ+ History Month)							
19-Oct	B	(Impact of use & associated risks)			Half-Term					Half-Term				
							HEALTH & WELLBEING							
Half-Term					21-Feb		Healthy Lifestyles			06-Jun		A LEVELS		
		LIVING IN THE WIDER WORLD			28-Feb		(Illnesses that affect young adults)			13-Jun		A LEVELS		
01-Nov		Choices & Pathways			07-Mar		Managing risk & Personal Safety			20-Jun		A LEVELS		
08-Nov		(Presentation skills & Interviews)			14-Mar		Online and offline/first aid			27-Jun				
15-Nov		RELATIONSHIPS			21-Mar		Sexual health			04-Jul				
22-Nov		Relationships and Sexual Health			28-Mar		(Reducing risk of STIs/Accessing advice)							
29-Nov		(Values - respect and emotions)					OFs speaker/Uni Panel							
06-Dec		HEALTH & WELLBEING												
13-Dec		(Exam anxieties/managing stress)												

U6/Yr13 Long Term Overview 2021/22

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