

Inspection Question 4

How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?

How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?

Some of our school values particularly support this.



The Curriculum

Homophobic Bullying - Using Homophobic Language.

Two of our British Values are Mutual Respect and Tolerance.



In our country, the law says that we respect each other.

The Equality Act 2010

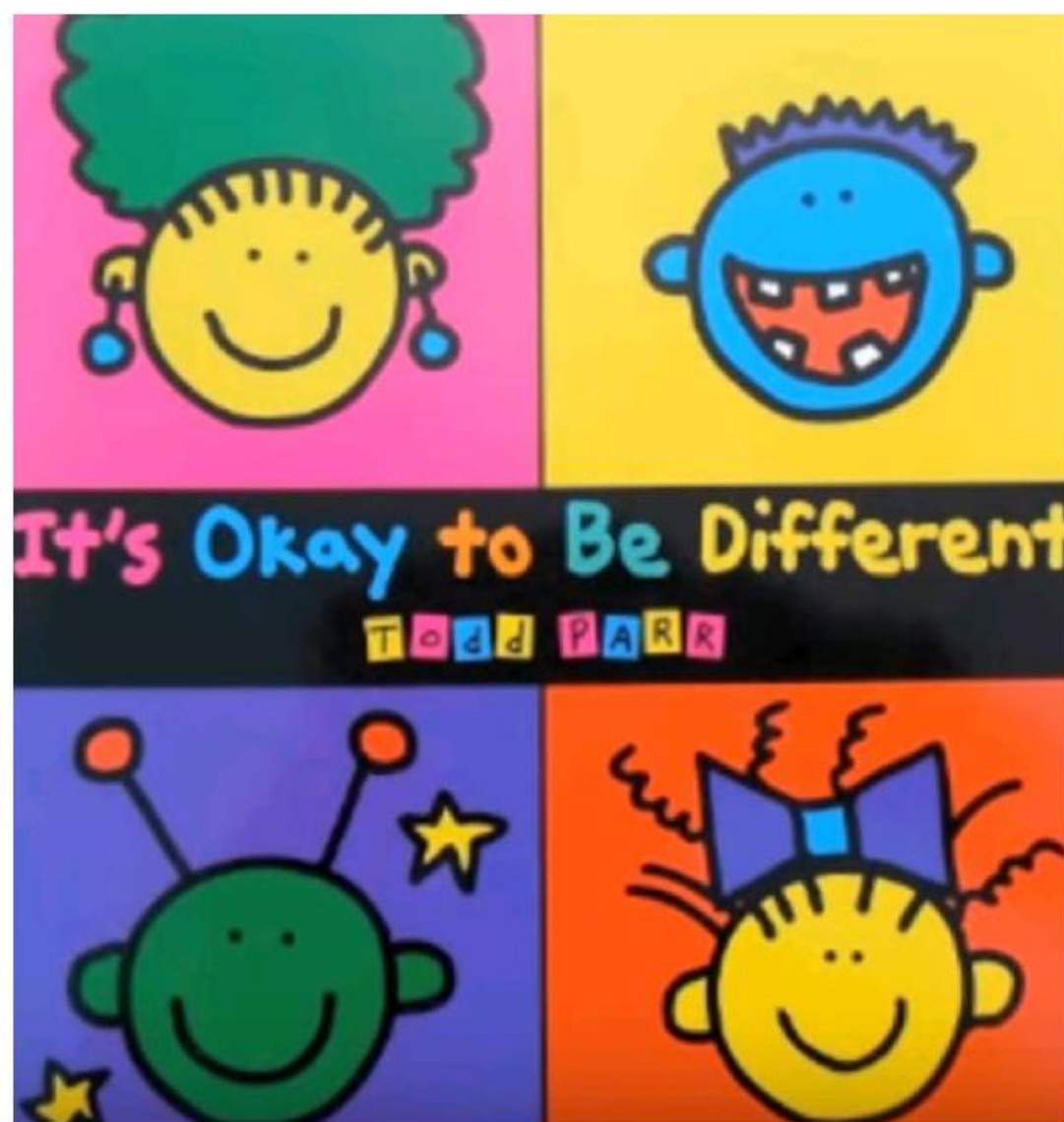
Schools have due regard to:

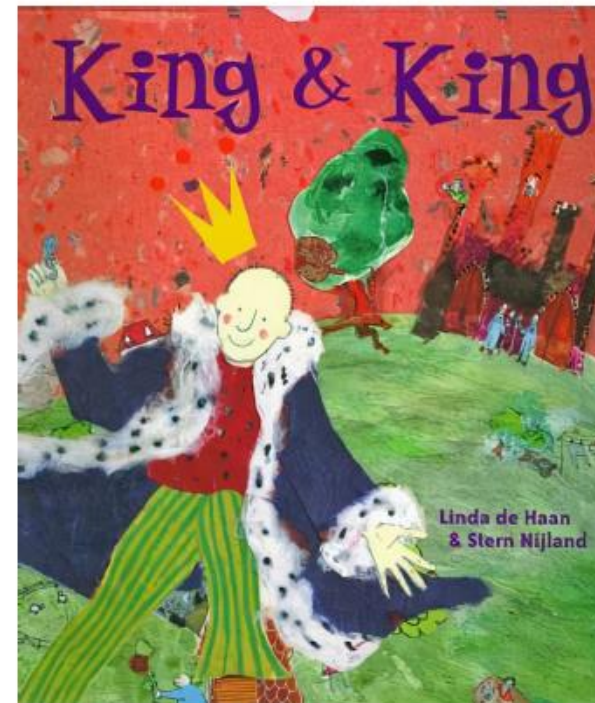
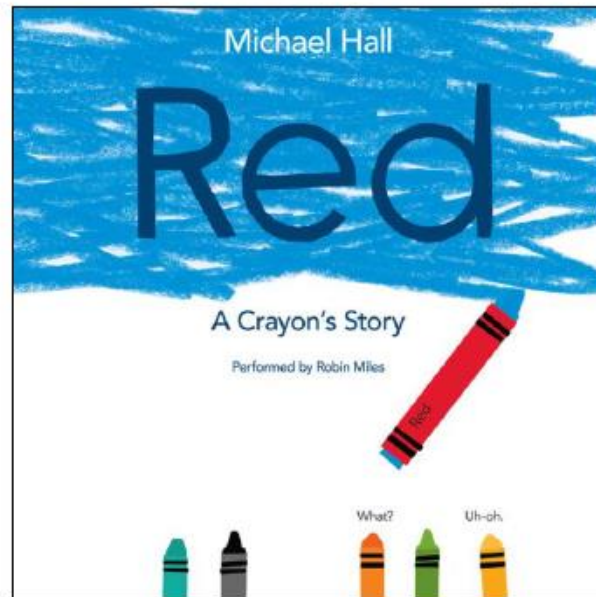
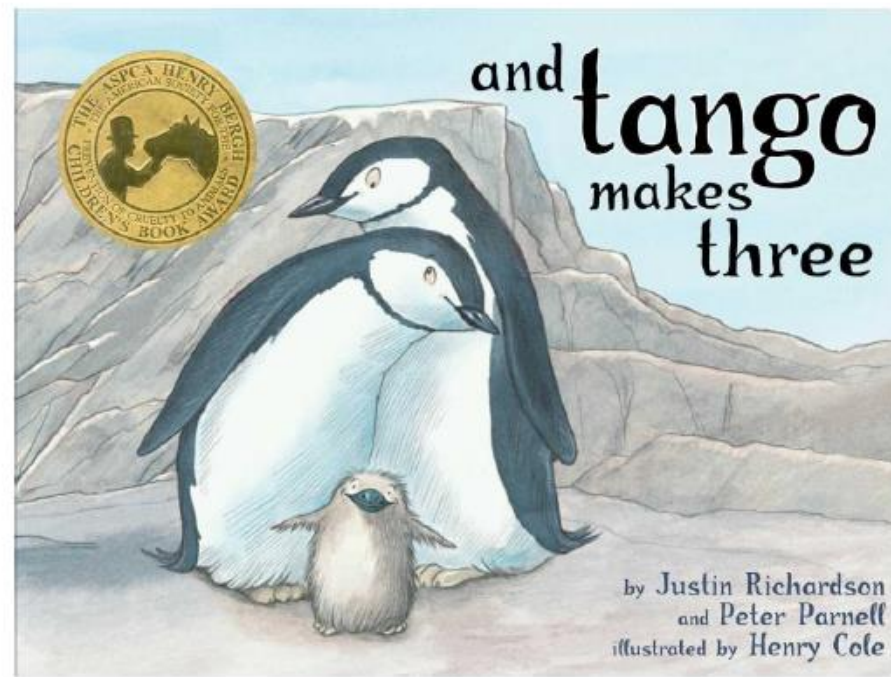
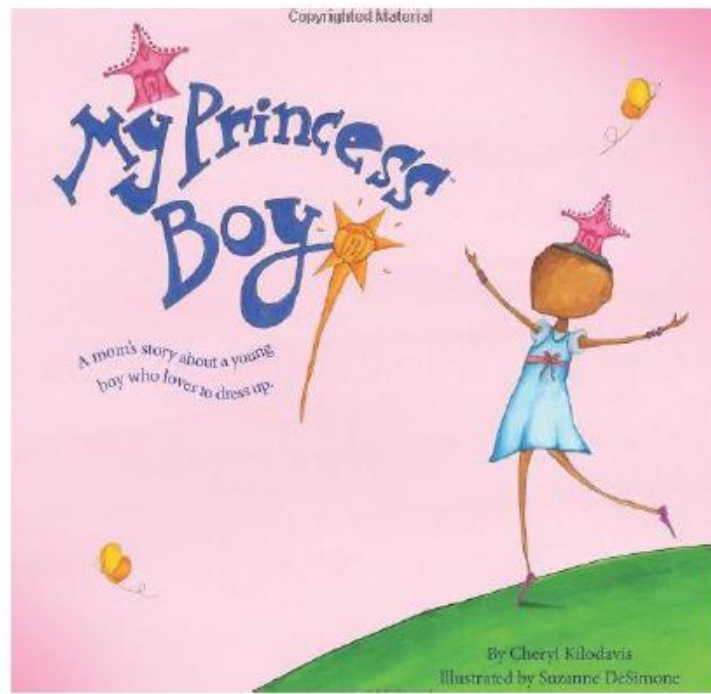
- (a) "eliminate discrimination, harassment, victimisation"
- (b) "advance equality of opportunity"
- (c) "foster good relations between persons who share a relevant protected characteristic and persons who do not share it"

This includes tackling prejudice and promoting understanding.

Our Christian Values tell us that we are all God's children and he loves each and every one of us.







PSHE curriculum

Respect
The Paralympics
Equal opportunities
The Gift of sight
Cultural Diversity in the UK
Martin Luther King
Homelessness
Mary Seacole
Rights and Responsibilities
Respecting all our differences
Scapegoat
Children's Rights
Human rights
Nelson Mandela
Righting wrongs – discrimination against gay people.



RE Curriculum



Odd Sock Day

Anti-bullying week

Holi **Diwali** **Eid**

Advent **Vaisakhi**

Lent

Easter

Black History Month



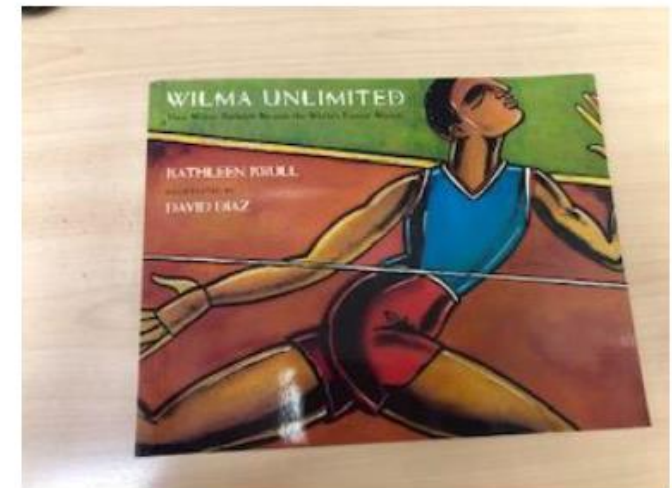
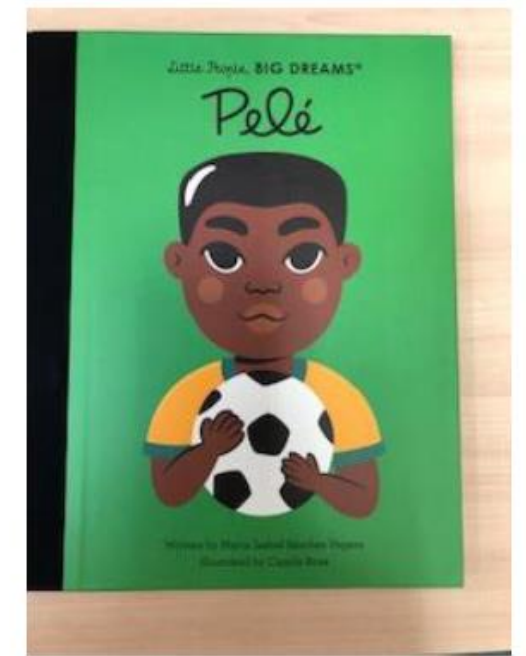
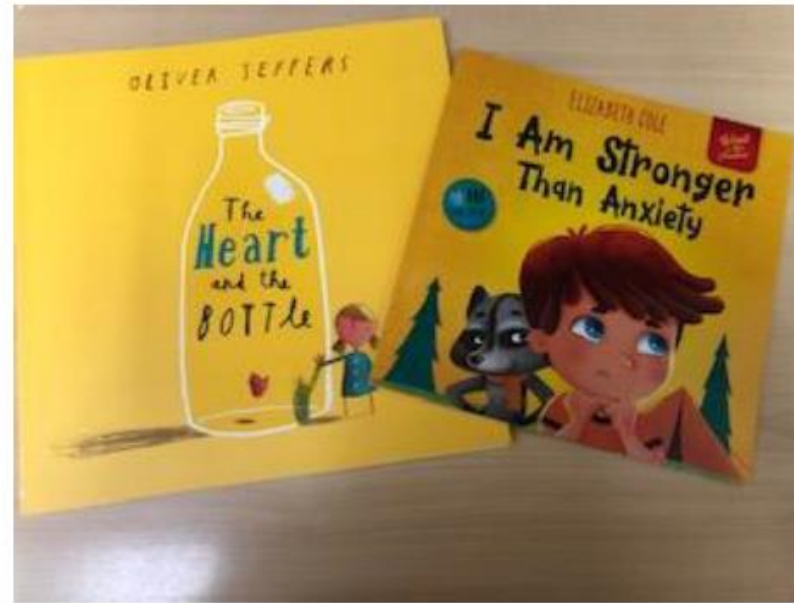
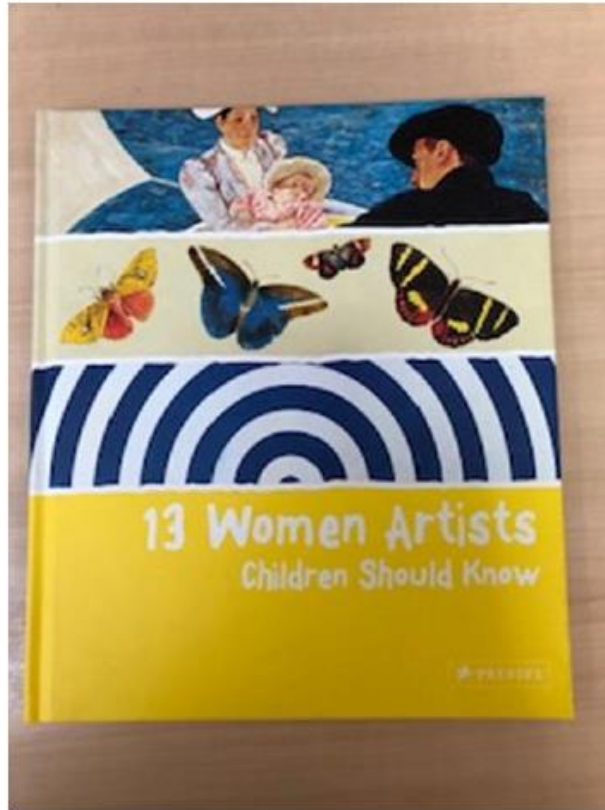
Church Hill @ChurchHillJS · Oct 11, 2021

Some Year 4's helped in Collective Worship today by reading out information about a few amazing black men and women.

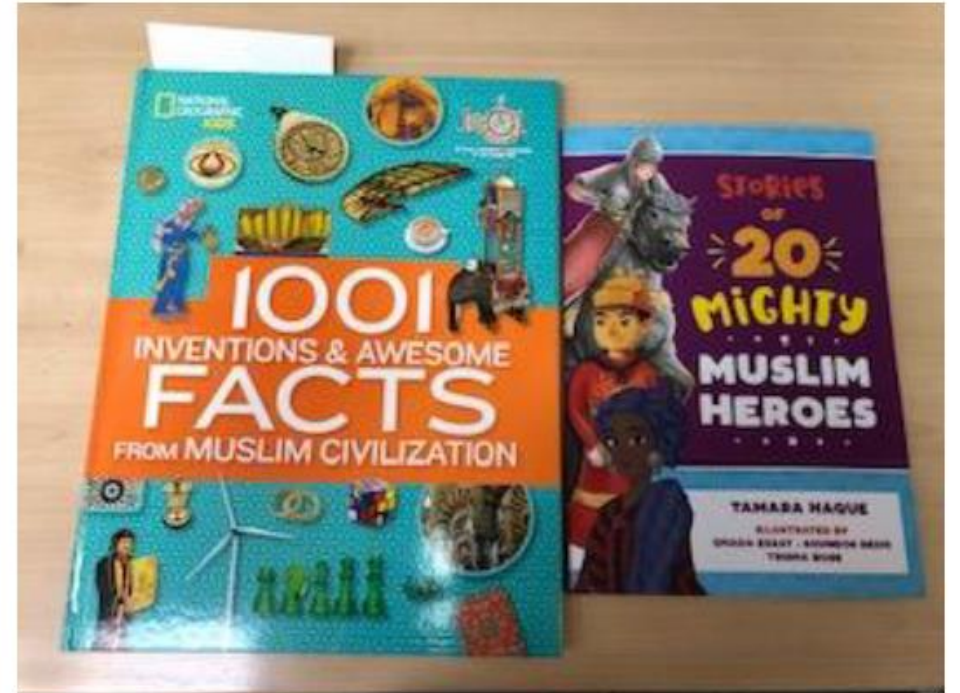
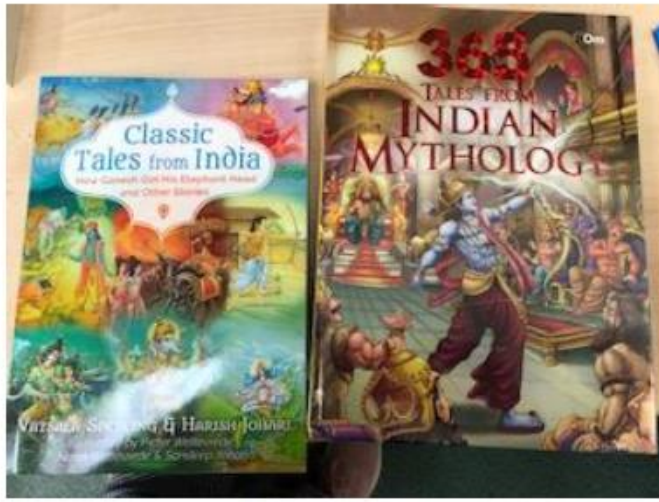
[#BlackHistoryMonth2021](#)



Books



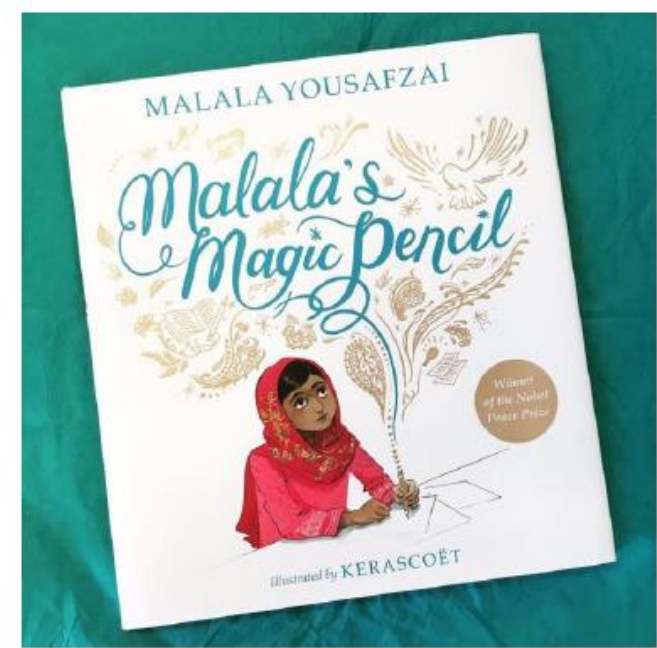
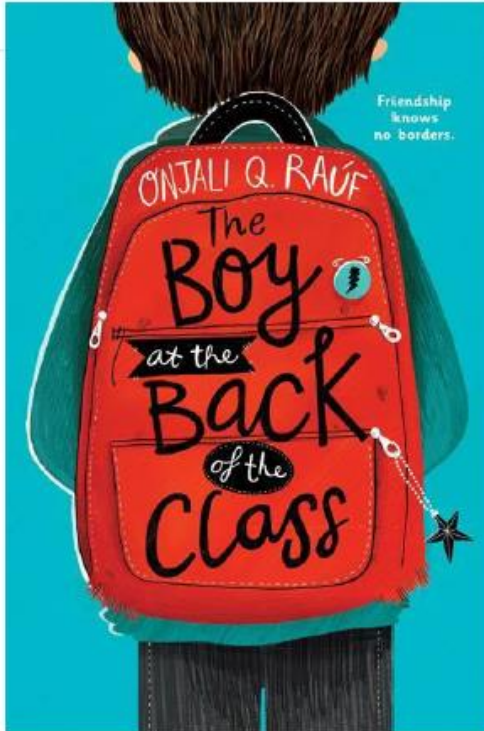
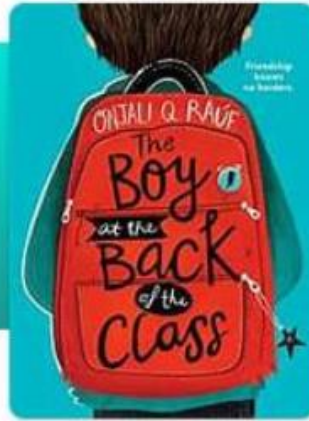
Teachers choose books that will help pupils to understand lives and cultures that are different from their own.



The Boy at the Back of the Class

Look inside

Told with humor and heart, *The Boy at the Back of the Class* offers a child's perspective on the refugee crisis, highlighting the importance of friendship and kindness in a world that doesn't always ma...



"Malala's Magic Pencil" is a beautiful account of a terrifying but inspiring tale. Malala does use a pencil to make her dreams come true, but it has nothing to do with magic.



In *Malala's Magic Pencil*, she describes how, growing up in the beautiful **Swat Valley**, she loved going to class but her right to attend school was threatened just because she was a girl.

Staff Training



School Script



TACKLING HOMOPHOBIC, BIPHOBIC AND TRANSPHOBIC BULLYING

HBTB

Overview

- Research into HBT bullying in schools.
- Why we need to tackle this well.
- Homophobic language and how we can develop a consistent school approach to tackling this.
- Teaching staff only - look at the no outsiders lesson ideas for anti-bullying week and the accompanying books.

Valuing All God's Children

The aim of this guidance is to prevent pupils in Church of England schools and academies from having their self-worth diminished or their ability to achieve impeded by being bullied because of their perceived or actual sexual orientation or gender identity. It is important to note that not only lesbian, gay, bisexual and trans pupils experience homophobic, biphobic and transphobic bullying; this kind of bullying and language can affect all pupils as well as school staff whether they are, or are perceived to be, lesbian, gay, bisexual or trans.

School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible.

World Mental Health Day



Dear Parents/Carers

WEAR YELLOW FOR YOUNG PERSON'S MENTAL HEALTH DAY – FRIDAY 9TH OCTOBER

"2020 hasn't been the year we all imagined it would be, it's been tough. We all need a ray of sunshine right now – #HelloYellow on Friday 9 October is a great opportunity for you and your school to come together for World Mental Health Day, wear yellow and feel hopeful about the future."

This year once again we would like to mark young person's mental health day by wearing yellow, or a touch of yellow in. In addition, we are looking to raise some money for the charity Young Minds and to contribute to the school's new Mental Health Bookshelf (kindly supported by our amazing PTA – further details of this to follow). If you are able to contribute a £1 donation for yellow day then it will be gratefully received and split between these two causes 50:50.

YOUNG MINDS

The charity work to both raise the profile of mental health, provide a support network and phone line and also assist schools and education centres by providing valuable resources to use. Please see the attached link for more information, their parents A – Z guide is very informative and importantly they also focus on ways to help stay mentally healthy and overcome life's challenges as and when they arise.

<https://youngminds.org.uk>

During the day and next week teachers will be talking more frequently to the children about keeping our brains healthy, much of this will, as previously, be approached through the 5 ways to wellbeing.



We know this year has been so hectic for our whole school community and so this feels more important than ever. Each class will be making time to sit talk together; as learning to both express ourselves and listen are fundamental to developing resilience.

GET INVOLVED AT HOME...

This year we really want to encourage parents to take the time to sit with their children and also express themselves!.....so we have attached a 'reminder of why you're amazing sheet below'. Sometimes the smallest things are left not said in our busy world but taking the time to notice, recognise and write down for your child those amazing traits you see in them is fantastic for building their resilience, self-esteem and helping them learn how to express feelings



Get Togethers about
Local, national and
international issues.

Prayers about these issues.

WWF climate
change lesson

Community
links

Parliament workshops.
Children know how to
make positive changes.

Sign language

One World Concert

Fair trade fortnight

Charity work

Quotes and Data

100% of parents feel welcomed into the school.

100% of staff enjoy working here.

100% of staff know who they can speak to if they feel anxious or worried.

100% of staff feel unnecessary workload is being actively reduced.

Quote from staff: "It's a place I feel valued. SLT care about staff wellbeing."

Quotes from staff

"Thank you for the care and support you have given me this year"

Quotes from parents:

"I would like to thank you for the support you have shown the whole family. You really made me feel at ease with asking for help."

OFSTED quotes

Pupils love the house system that leaders have developed to reward good behaviour and hard work. Every pupil is proud of the house they belong to and love the healthy competition to be the winning house. Pupils' behaviour is exemplary as they work and play together.


Pupils at Church Hill Junior School are encouraged to 'let your light shine'. They are taught about how to become caring, responsible and respectful members of their school community.

Governors, staff and pupils speak highly of everything the school has achieved. They have worked closely together through the challenges presented by the pandemic. Staff say that leaders care about their well-being and do all they can to make sure their workload is acceptable.

Staff and parents and carers agree that Church Hill Junior School is a school that puts its pupils first. Staff say that Church Hill is like a second family. Parents are positive about the work of the school. One parent said: 'They are always there for us.'

How do school policies and practice create a culture in which people's wellbeing is enhanced?

Church Hill C of E Junior School



Our Staff Wellbeing Package

Vision: 'Let Your Light Shine' (Matthew 5:16)

Mission Statement: Together Everyone Achieves More

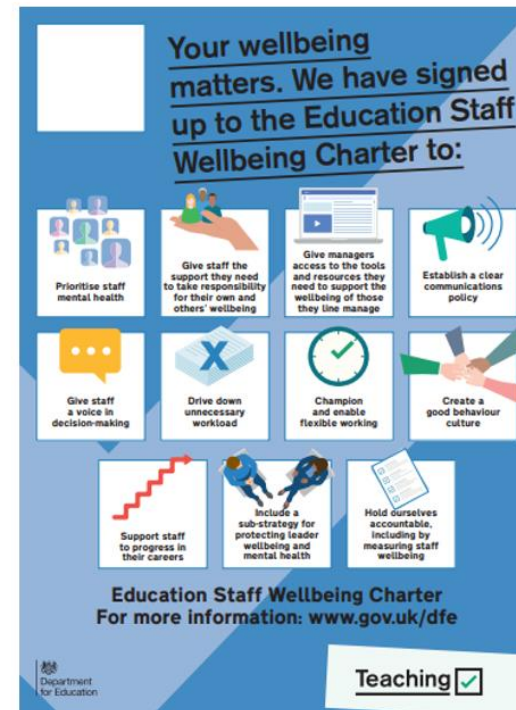
Signed by:

Date:

Approved by Governors

Date:

Signed on behalf of the Governing Body:
(Chair of Governors)



wellbeing(n):
A state of complete physical and mental health that is characterised by high-quality social relationships.¹

Strong Behaviour Policy

House Points

Fair sanctions and many rewards.

When children come to school, they come with the varied expectations and strategies adopted at home or in their community, country or world to promote 'good **behaviour**' and **let their light shine**. As we develop children intellectually, physically, emotionally, spiritually, morally and socially, we aim to reinforce the principles of good behaviour that extend beyond the classroom through promoting the British Value of the Rule of Law.

In our Christian environment, it is important that our Christian Values of compassion, love and forgiveness are evident throughout the school. At Church Hill C of E Junior School, learning about appropriate behaviour, including understanding right and wrong, is based on Christian teaching. Pupils and staff speak of conflict and disagreement being dealt with fairly and compassionately based on Christian principles of forgiveness and a fresh start.

Pupil Premium Policy Statement of Intent

At Church Hill C of E Junior School every child is recognised as a unique individual and this is how we tailor our pupil premium. Through our vision, “Let Your Light Shine” (Matthew 5:16) we aspire for ALL children to celebrate their strengths and be proud of their achievements. Through care and commitment, we are devoted to ensure disadvantaged pupils break the cycle of deprivation. We pride ourselves on ‘knowing our families’ and with this child-centred approach we endeavour that on leaving our school, pupils are able to lead a life rich in knowledge, extra-curricular talents and mental stability. We recognise there is no ‘quick fix’ however our passion shines strong with the mantra that our school can make a difference to combat some of the inequalities within our society.

As a Church of England school, leaders within our setting ‘pursue social justice and wellbeing of all, showing love for the disadvantaged, marginalized and vulnerable’- just as Jesus did through the many references of His good work in the bible. ‘The founding of the National Society saw the Church of England at the vanguard of providing mass education for the poor of the country from 1811 onwards’. This is a legacy we are passionate about carrying forward through the principles of the established religion through our school’s 12 values.

(Church of England Vision for Education,

Deeply Christian, Serving the Common Good Autumn 2016)

Responding to incidents

- Incidents are discussed with the children involved and sanctions put in place
- Parents are informed
- Letters regarding the incident sent home and recorded in personal/social folders
- Log kept of children involved in incidents
- Reported to Governors via Head Teacher's report
- Incidents of HBTB taken very seriously
- Annual assembly tackling HBT language

Anti-bullying policy



ANTI-BULLYING POLICY

Safeguarding Statement

At Church Hill C of E Junior School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm in this way we try to encourage an individual child's light to shine. We do not tolerate any form of anti-social behaviour. This is the responsibility of every adult employed by, or invited to deliver services at our school. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and we have zero tolerance on all types of bullying.

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind (physical, verbal, psychological, homophobic, biphobic, sexual, transphobic or cyber-bullying) is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell a member of staff. Church Hill C of E Junior School has zero tolerance on bullying.

Actively living Christian Values such as respect, responsibility and fairness, encourages staff, pupils and parents to make a difference within our community by letting God's light shine.

The perpetrator/ perpetrators will be asked to genuinely apologise. Additional consequences may take place – inclusion, exclusion, SEAL work with both the target and perpetrator. In this way we encourage an individual child's light to shine again.

If possible, the pupils will be reconciled.

After the incident/incidents have been investigated and dealt with, each case will be monitored by the Headteacher, class teacher, and lunchtime staff to ensure repeated bullying does not take place in our school.

School RSE Charter



**A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION,
RELATIONSHIPS AND SEX EDUCATION (RSE) AND PERSONAL, SOCIAL HEALTH EDUCATION
(PSHE)**

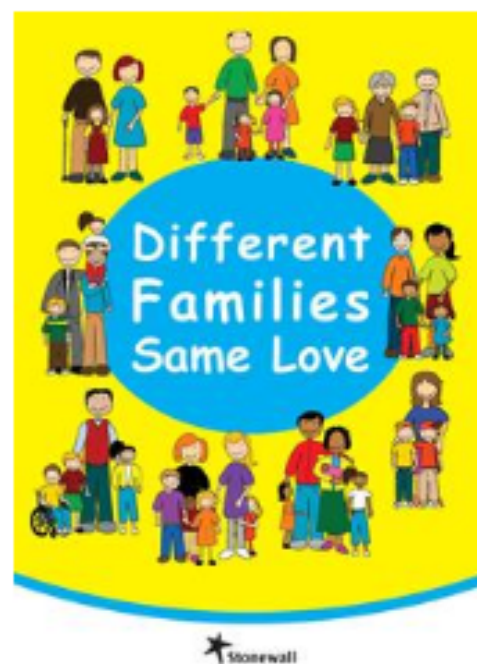
At Church Hill C of E Junior School, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Personal, Social, Health Education (PSHE), which will enable all pupils to flourish and let their light shine.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through stages of our policy development, as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the school's published policies for RSE and PSHE.

3. That **PSHE and RSE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act¹ and will be sensitive to the faith and beliefs of those in the wider school community. PSHE will seek to explain fairly the beliefs and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

¹ The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.



4. **That PSHE and RSE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
5. **That PSHE and RSE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision, British values and Christian values of the school, promote respect for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That PSHE and RSE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. **To take particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about PSHE and RSE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers. There will also be pupil questionnaires completed at least once a year.



CHJS Curriculum Map for RSE

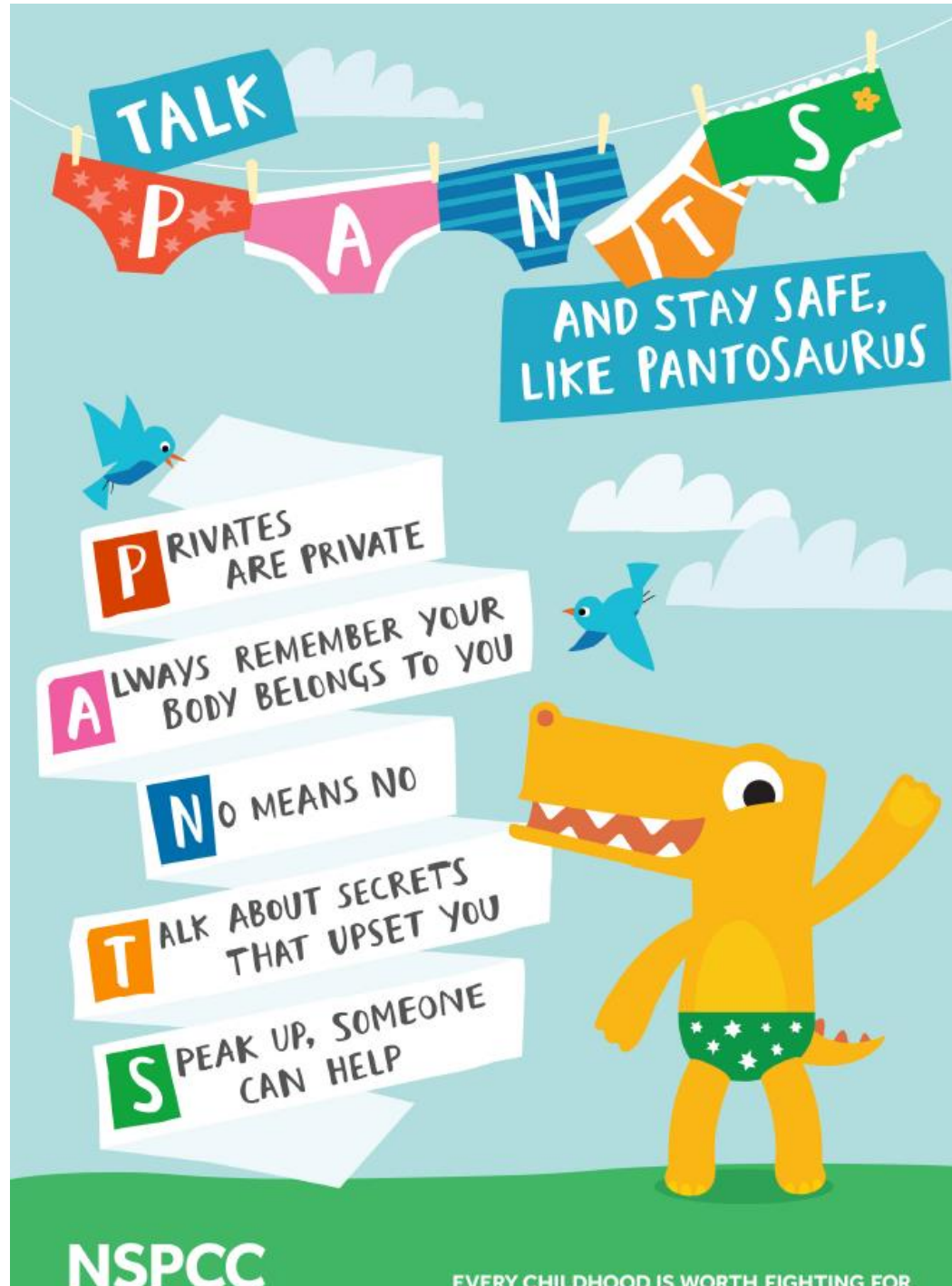


Let your light shine (Matthew 5:16)

Through RSE, children let their light shine when they explore families, relationships, safety, respect and equality. At Church Hill C of E Junior School, we use the Christopher Winter Project scheme for RSE. This resource encourages children to develop skills of listening, empathy, discussions about feelings, relationship with families and friends. These subjects are essential when nurturing a positive sense of self and their connections to others as well as an appreciation for the beauty of relationships and love.

Substantive Knowledge	Year 3	Year 4	Year 5	Year 6
Families and people who care for me	<p>That families are important for children growing up because they can give love, security and stability.</p> <p>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>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 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.</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be life-long.</p>	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	
Caring friendships	How important friendships are in making us feel happy and	That most friendships have ups and downs, and that these	How to recognise who to trust and who not to trust, how to	

<p>Christian Values</p>	<p>Courage – Children develop courage by using age-appropriate vocabulary during RSE lessons.</p> <p>Fairness: Through RSE, children are given various opportunities for healthy debate. This subject promotes respect for people with protected characteristics.</p> <p>Kindness: This value has a central place in all interpersonal relationships and children are able to sensibly compare their own lives with others, showing compassion.</p> <p>Koinonia: When learning about the importance of treating others with respect and kindness, children develop a growing appreciation of the British Values in our democratic society.</p> <p>Responsibility: Children develop the discipline for seeking wisdom.</p> <p>Thankfulness: Children show thankfulness for the natural world and the wonder of creation.</p> <p>Truthfulness: This value is important in all trusting relationships.</p>
<p>Spiritual Development</p>	<p>At Church Hill C of E Junior School, we seek to provide Relationships and Sex Education (RSE) and Personal, Social, Health Education (PSHE), which will enable all pupils to flourish and let their light shine. This light can symbolise a growing sense of self-realisation and their positive relationships. Through RSE, children have an opportunity to shape their concept of themselves as a unique human being as well as growing empathy, concern and compassion for how to treat others. Learners reflect on how their values and principals affect their relationship with others, developing spiritually. Children develop skills of listening, empathy, discussions about feelings, relationship with families and friends. This subject is essential when nurturing a positive sense of self and their connections to others as well as an appreciation for the beauty of relationships and love.</p>



LEARN PANTOSAURUS' FIVE EASY RULES FOR STAYING SAFE

P RIVATES ARE PRIVATE

Your underwear covers up your private parts and no one should ask to see or touch them. Sometimes a doctor, nurse or family members might have to. But they should always explain why, and ask you if it's OK first. Remember, what's in your pants belongs only to you.

A LWAYS REMEMBER YOUR BODY BELONGS TO YOU

No one should ever make you do things that make you feel embarrassed or uncomfortable. If someone asks to see or tries to touch you underneath your underwear say 'NO' – and tell someone you trust and like to speak to.

N O MEANS NO

You always have the right to say 'no' – even to a family member or someone you love. You're in control of your body and the most important thing is how YOU feel. If you want to say 'No', it's your choice.

T ALK ABOUT SECRETS THAT UPSET YOU

There are good secrets and bad secrets. If a secret makes you feel sad or worried, it's bad – and you should tell an adult you trust about it straight away.

S PEAK UP, SOMEONE CAN HELP

It's always good to talk about stuff that makes you upset. If you're worried, go and tell a grown up you trust – like a family member, teacher or one of your friend's parents. They'll say well done for speaking out and help make everything OK. You can also call Childline on 0800 1111 and someone will always be there to listen.

Remember all of these rules and they'll help you stay safe, just like Pantosaurus

Valuing Difference and Keeping Safe Key Stage 2

Scheme of Work

Word Box: Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Relationships Education Respectful relationships (3a)	Learning Intention To identify that people are unique and to respect those differences To explore the differences between male and female bodies Learning Outcomes Know and respect the body differences between ourselves and others Name male and female body parts using agreed words	Lesson 1 Body Differences	<i>It's OK to be different</i> , Todd Parr Pictures of male and female bodies Body Difference matching cards Additional Activities <i>Cinderella's Bum</i> , Nicholas Allan <i>Shapesville</i> , Andy Mills
Relationships Education Caring friendships (2e) Respectful relationships (3b,3d,3f) Being safe (5a,5b,5c,5d,5f,5g)	Learning Intention To consider appropriate and inappropriate physical contact and consent Learning Outcomes Understand that each person's body belongs to them Understand personal space and unwanted touch	Lesson 2 Personal Space	PANTS cards Unwanted Touch scenarios Additional Activities <i>It's my body - a book about body privacy</i> , Louise Spilsbury and Mirella Mariani
Relationships Education Families and people who care for me (1a,1b,1c,1d,1f,) Being safe (5d,5f,5g, 5h)	Learning Intention To explore different types of families and who to go to for help and support Learning Outcomes Understand that all families are different and have different family members Identify who to go to for help and support	Lesson 3 Help and Support	Families pictures Who can I talk to? worksheet <i>The Family Book</i> , Todd Parr Additional Activities <i>Tell Me Again About The Night I Was Born</i> , Jamie Lee Curtis <i>Who's in a Family?</i> Robert Skutch <i>Happy Families</i> , Allan Ahlberg <i>Spark Learns to Fly</i> , Judith Foxon <i>Stranger Danger</i> , Anne Fine

Scheme of Work

Word Box: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings

Statutory Guidance

Health Education

Changing adolescent body (8a)

Key Stage 2 Science

- describe the life process of reproduction in some plants and animals

Learning Intentions and Learning Outcomes

Learning Intention

To explore the human lifecycle

To identify some basic facts about puberty

Learning Outcomes

Understand that puberty is an important stage in the human lifecycle

Know some changes that happen during puberty

Lesson Title

Lesson 1

[Changes](#)

Resources

[Lifecycle whiteboard summary](#)

[Body Parts Bingo cards](#)

[Bingo Flash cards](#)

[Body Changes pictures](#)

[Lifecycle Quiz slides](#)

[Lifecycle Quiz answers](#)

[Additional Activities](#)

[Babies and Children worksheet](#)

Health Education

Mental wellbeing (6a,6b,6c,6d,6f)

Health Education

Changing adolescent body (8a, 8b)

Menstruation (9a)

Key Stage 2 Science

- describe the life process of reproduction in some plants and animals

-describe the changes as humans develop to old age

Learning Intention

To explore how puberty is linked to reproduction

Learning Outcomes

Know about the physical and emotional changes that happen in puberty

Understand that children change into adults to be able to reproduce if they choose to

Lesson 2

[What is Puberty?](#)

Bag containing spot cream, deodorant, shaving foam, menstrual pads/tampon, a love heart

[Puberty Card Sort](#)

[Puberty Card Sort whiteboard summary](#)

[Body Changes worksheet](#)

[Puberty Changes Teacher Guide](#)

Suggested Reading

Where Willy Went, Nicholas Allan

Hair in Funny Places, Babette Cole

Relationships Education

Caring friendships (2b,2c,2d,2e)

Respectful relationships

(3a,3b,3d,3e,3f,3h)

Online relationships (4b,4d)

Learning Intention

To explore respect in a range of relationships

To discuss the characteristics of healthy relationships

Learning Outcomes

Know that respect is important in all relationships including online

Explain how friendships can make people feel unhappy or uncomfortable.

Lesson 3

[Healthy Relationships](#)

[Healthy Friendships cards](#)

[Relationship pictures](#)

Online Respect and Self-Respect video

<https://www.youtube.com/watch?v=mZtXwLzllpk>

Scheme of Work

Word Box: Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Health Education Mental wellbeing (6c, 6d,6f,) Changing adolescent body (8a,8b) Menstruation (9a)	Learning Intention To explore the emotional and physical changes occurring in puberty Learning Outcomes Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence	Lesson 1 Talking About Puberty	Puberty Changes Teacher Guide Puberty Changes worksheet Reproductive System slides Pupil Questions template
Health Education Changing adolescent body (8a,8b) Menstruation (9a)	Learning Intention To understand male and female puberty changes in more detail Learning Outcomes Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production	Lesson 2 The Reproduction System	Reproductive System slides Puberty Changes Teacher Guide Menstrual cycle animation Male Changes Powerpoint Puberty Card Game Puberty Card Game answer sheet Puberty Card Game whiteboard summary Model materials: spaghetti(fallopian tubes) and poppy seeds (eggs) Selection of menstrual product (tampons, pads, liners, re-usables) Pupil questions from Lesson 1 Additional Activities What is the Menstrual Cycle? cards What is the Menstrual Cycle? whiteboard summary Menstruation Card Game Menstruation Card Game whiteboard summary
Health Education Mental wellbeing (6a,6b,6c, 6d,6e,6f,) Changing adolescent body (8a,8b) Menstruation (9a)	Learning Intention To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty Learning Outcomes Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty	Lesson 3 Puberty Help and Support	Kim's Game items and a cloth to cover them (see lesson plan) Kim's Game Teacher Guide Year 5 Puberty Problem Page Year 5 Puberty Problem Page cut-outs Year 5 Problem Page Teacher Guide Pupil questions from Lesson 1 Additional Activities Puberty Bingo cards

Puberty, Relationships and Reproduction Key Stage 2

Scheme of Work

Word Box: Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Health Education Mental wellbeing (6c,6d,6f,6g,6i,6j) Changing Adolescent body (8a,8b)	Learning Intention To consider puberty and reproduction Learning Outcomes Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence	Lesson 1 Puberty and Reproduction	Resources Puberty Changes Teacher Guide Puberty Body Part cards Reproduction questions sheet Reproduction answer cards Reproduction whiteboard summary Additional Activities Year 6 Puberty Problem Page Year 6 Puberty Problem Page Cut-outs Year 6 Puberty Problem Page Teacher Guide
Relationships Education Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e)	Learning Intention Exploring the importance of communication and respect in relationships Learning Outcomes Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important	Lesson 2 Communication in Relationships	Communication and Touch cards Pupil Questions template
Relationships Education Families and people who care for us (1c,1d,1e) Key Stage 2 Science - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents	Learning Intention To consider different ways people might start a family Learning Outcomes Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy	Lesson 3 Families, Conception and Pregnancy	Couple pictures How does a baby start? cards (one set per group) How does a baby start? whiteboard summary Pupil Questions from previous lesson - typed Additional Activities Conception and Pregnancy statements Conception and Pregnancy Quiz Conception and Pregnancy Quiz Answers Reproductive System slides
Relationships Education Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i)	Learning Intention To explore positive and negative ways of communicating in a relationship Learning Outcomes To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong	Lesson 4 Online Relationships	Relationship Question cards Communication Scenario cards Communication Scenarios answers Communication Scenarios whiteboard summary Additional Activities Film clip from www.thinkuknow.co.uk

How is enabling good mental health for all central to the school's work?



Staff wellbeing package

Pastoral Support

Training

Boxall profile

Pastoral Department



Training

ELSA (Emotional Literacy Support Assistant)

Bereavement

Mental Health First Aid

Psychological First Aid

Suicide awareness

Attachment and Trauma Training

Anxiety support

Transition to secondary school



Outdoor Learning & Forest Schools



Church Hill @ChurchHillJS · Jul 8, 2021

Year 3 creating Andy Goldsworthy style nature art!



Staff Wellbeing Programme

[Home](#) / [Staff Wellbeing Programme](#)

This wellbeing programme is structured to support maximum improvement of wellbeing through a series of 6 sessions to be accessed fortnightly. It is suitable for all staff member but we particularly encourage schools to consider their support staff accessing this.

Programme Aims:

- To provide a space for staff to consider their own wellbeing
- To learn more about recognising and prioritising your wellbeing
- To be able to consider and address some of the challenges to wellbeing
- To increase knowledge and understanding of mental health and wellbeing
- To develop further skills, routines and habits to promote good wellbeing



Certificate in the Role of the Senior Mental Health Lead

CERTIFICATE OF COMPLETION

AWARDED TO

Diane Brown

AWARDED ON

9th January 2023

In recognition of successful completion of The National College online learning, helping current and aspiring school leaders to stay updated on the latest policy, practice and research affecting the education sector.



Church Hill C of E Junior School
has achieved

Healthy School PLUS

for completing the
Youth Mental Health First Aid Programme

on the
04 May 2023

A handwritten signature in black ink, appearing to read 'Mike Sandys'.

Mike Sandys
Director of Public Health
for Leicestershire

A handwritten signature in black ink, appearing to read 'Hollie Hutchinson'.

Hollie Hutchinson
Strategic Lead Health
Improvement



Whole Staff Training

Autism

ADHD solutions

Attachment and Trauma

As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times?

Who's driving you?

Counselling for
staff

Worry boxes



Prayer

ELSA

Pastoral LSAs

Outside Agencies

Autism Outreach

Education Psychologist

Specialist Teaching Service

Speech and Language Therapist

Paediatrician

Audiology

Physiotherapists

ADHD solutions

Diagnosis: Dyslexia, Dyscalculia, ADHD, Dyspraxia, Autism, Selective Mutism

Disadvantaged Children

Tutors

school trip funding

In class support

Pupil Premium Reviewer

Laptops for schools

Pastoral support

Lunch time support

Homework club

How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?

Chair has fortnightly
Meetings with Head
Spiritual/wellbeing
support

3 x governor
attend Wellbeing
Action Group

Governor training
Wellbeing in Education
Equality and Diversity