



# Copperfield Academy

PSHCE, SRE and D&A Policy September 2019  
Review: September 2020

## *Copperfield Core Values*

### *Creativity, Team Spirit, Enquiry, Independence, Communication and Reflection*

#### **Our Vision**

Through a positive caring environment, we provide the opportunity for every child to reach their full potential.

At Copperfield Academy we see Personal, Social, Health and Citizenship Education (PSHCE) as being at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community

At Copperfield Academy SRE is defined as learning about physical, moral and emotional development, love and care towards others and about the teaching of sex. Through the teaching of sex and relationships education children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding. Children are also taught about personal space and privacy.

#### **Teaching of PSHCE: Aims, Approach and Equal Opportunities**

At Copperfield we use 'Character Education strands, which were chosen in response to the UK government's report into Character Education.

Pupils will be resilient, community spirited, have good morals, understand and follow British Values, be able to problem solve within a team and be confident and happy individuals.

Strands taught;

- Resilience
- Citizenship and community spirit
- Moral Compass
- British values
- Problem solving, co-operation and teamwork
- Confidence, self-worth and happiness

Many of the strands identify and teach those virtues that underpin the larger concept or value. Each strand is delivered by a spiral curriculum approach with children in each year group learning about the same ethical value through its supporting virtues in a year-by-year progressive way.

Please see the overleaf below that outline the spiral main virtues covered within each strand.

<b>Resilience</b>		
<b>Year</b>	<b>Lesson</b>	<b>Virtues or values covered</b>
<b>Reception</b>	Bouncing back to happiness	Resilience, happiness
<b>Year 1</b>	Resilient to friendships	Flexibility, friendliness
<b>Year 2</b>	How to avoid feeling overwhelmed	Curiosity, understanding
<b>Year 3</b>	Recovering from a setback	Resilience, confidence
<b>Year 4</b>	Setbacks as stepping stones to success	Determination
<b>Year 5</b>	Positive self-talk	Positivity
<b>Year 6</b>	Digital resilience	Self-control, truthfulness, understanding

<b>Citizenship and community spirit</b>		
<b>Year</b>	<b>Lesson</b>	<b>Virtues or values covered</b>
<b>Reception</b>	Caring for my friends and the place where I live	Caring
<b>Year 1</b>	Helping others, and who helps me?	Helpfulness
<b>Year 2</b>	It feels good to be generous!	Generosity
<b>Year 3</b>	What makes a good neighbour	Neighbourliness, friendliness
<b>Year 4</b>	Unity in diversity: Celebrating our differences	Unity
<b>Year 5</b>	Our world community	Tolerance, understanding
<b>Year 6</b>	What is my role as a citizen?	Respect

<b>Moral Compass</b>		
<b>Year</b>	<b>Lesson</b>	<b>Virtues or values covered</b>
<b>Reception</b>	The Trousers of truthfulness	Truthfulness
<b>Year 1</b>	What is honesty?	Honesty
<b>Year 2</b>	Acts of kindness	Kindness
<b>Year 3</b>	Courage and bravery	Courage
<b>Year 4</b>	Test your self-control	Self-control
<b>Year 5</b>	Being trustworthy	Trustworthiness
<b>Year 6</b>	Fairness and Justice	Fairness, justice

<b>British values</b>		
<b>Year</b>	<b>Lesson</b>	<b>Virtues or values covered</b>
<b>Reception</b>	How to be polite and courteous	Courtesy
<b>Year 1</b>	Is it fair play?	Fairness, respect
<b>Year 2</b>	Understanding we are all different	Tolerance
<b>Year 3</b>	Rules in our community	Respect
<b>Year 4</b>	Responsibility for my choices	Liberty
<b>Year 5</b>	Respecting other people's cultures and beliefs	Tolerance
<b>Year 6</b>	Why is democracy important?	Co-operation, respect

<b>Problem solving, co-operation and teamwork</b>		
<b>Year</b>	<b>Lesson</b>	<b>Virtues or values covered</b>
Reception	Co-operative classrooms	Co-operation
Year 1	Working together	Co-operation, teamwork
Year 2	Is teamwork important?	Teamwork, appreciation
Year 3	What makes a good team?	Listening, consultation, leadership
Year 4	Project management	Orderliness, understanding, motivation
Year 5	Problem solving	Patience, creativity
Year 6	Working together to help	Service

<b>Confidence, self-worth and happiness</b>		
<b>Year</b>	<b>Lesson</b>	<b>Virtues or values covered</b>
Reception	Brave as a lion	Bravery
Year 1	Using my courage	Courage
Year 2	What gives me joy?	Joyfulness
Year 3	I have confidence!	Confidence
Year 4	Everyone makes mistakes	Forgiveness
Year 5	What makes me shine?	Self-confidence
Year 6	Being kind and friendly feels good	Kindness

### **Equal Opportunities**

Copperfield Academy promotes the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude. Teaching will take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure that all can access the full PSHCE education provision. We promote social learning and expect our students to show a high regard for the needs of others. PSHCE education is an important vehicle

for addressing both multicultural and gender issues and for ensuring equal opportunities for all.

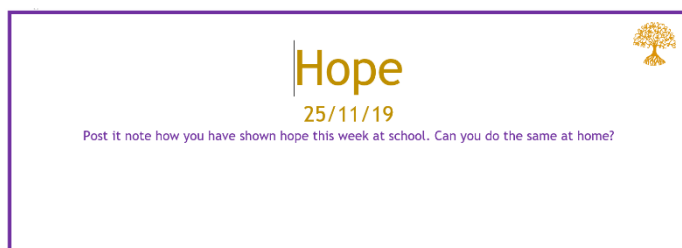
Our PSHCE education programme recognises that pupils will bring prior learning and real life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our students. We liaise with local professional agencies (e.g. school nurse) and outside visitors (e.g. police and fire service) to enable us to prioritise learning within our programme and to ensure it is relevant.

### **Wider school and community**

At Copperfield Academy PSHCE is taught through Value assemblies every Monday (separate assemblies for KS1 and KS2).

Values assemblies on a Monday will focus on different values (please see Values Assemblies on the shared drive for different values that have been covered).

Linked to values assemblies are exit posters that each class complete throughout the week related to that value.



*Example of class exit poster for pupils and staff to complete each week (evidence kept in SMSC folder)*

### **Subject Review and Monitoring:**

The PSHCE education coordinator will monitor the planning, teaching and learning of PSHCE education regularly to ensure it is relevant, current and both meeting learners' needs and stretching their thinking. Observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The PSHCE Subject Leader will hold staff meetings, as well as using e-mail, to keep staff informed of new initiatives, ideas and resources. The scheme of work and policy will also be reviewed according to the review cycle.

## **Sex, Relationships Education**

### **What Is Sex and Relationship Education?**

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Pupils will understand how to build and maintain positive, enjoyable, respectful, loving and non-exploitative relationships, to stay safe on and offline and to take responsibility for their body, relationships and well-being. SRE education is delivered within the school's nurturing and sensitive ethos and approach, underpinned by our values and as part of our PHSCE curriculum. This policy should be considered in conjunction with: PHSCE, RE, behaviour, anti-bullying, safeguarding and computing (e-safety).

### **Principles and Values**

SRE should:

- . Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- . Be an entitlement for all pupils in our care.
- . Encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- . Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of diversity.
- . Encourage pupils and staff to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- . Generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- . Recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- . Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

## **Sex and Relationships Education Programme**

Sex and Relationship Education in this school has three main elements:

### **Attitudes and Values**

- . Learning the importance of values, individual conscience and moral choices.
- . Valuing family life, stable and loving relationships, and marriage.
- . Learning about the nurture of children.
  
- . Demonstrating the values of respect, love and care.
- . Exploring, considering and understanding moral dilemmas.
- . Developing skills including negotiation and decision-making.
- . Challenging myths, misconceptions and false assumptions.

### **Personal and Social Skills**

- . Managing emotions within relationships confidently and sensitively.
- . Developing positive self-esteem and confidence.
- . Developing and demonstrating self-respect and empathy for others.
- . Making informed choices with an absence of prejudice.
- . Developing an appreciation of the consequences of choices made.
- . Managing conflict.
- . Empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults.

### **Knowledge and Understanding**

- . Learning and understanding about physical and emotional development at appropriate stages
- . Understanding how to be healthy, emotions and relationships, and reproduction.
- . Learning about where to go for help or advice in school and how to access a range of local and national support agencies.

### **Organisation and Content of Sex and Relationship Education**

Copperfield Academy specifically delivers relationship and sex education through its PHSCE Programme, 'The Christopher Winter Project'.

The school's SRE policy and PSHCE scheme of work should be made available for parents to review. These are available on request by parents. Prior to the delivery during Year 5 and 6, parents will be given an outline of the activities to be covered in SRE provision. The school will inform parents of the Sex Education resources used



in Years 5 and 6 and will give parents the opportunity to view any materials that will be used with the children.

The responsibility for co-ordinating SRE lies with the PHSCE Subject Leader in conjunction with the Senior Leadership Team.

Staff leading SRE sessions will establish 'ground rules' with the group/class being taught at the outset of any session. Confidentiality and sensitivity will be discussed as part of this. All staff have received child protection training. Where appropriate, staff will use a 'deflective statement'. For example, "That's a really interesting question. We will come back to that later." This will enable the member of staff to consult a member of the SLT, this policy or appropriate authority for guidance before responding.

### **Specific Issues:**

#### **Inclusion**

**Ethnic, Cultural and Religious Groups** We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/carers to discuss any concerns with the Head Teacher.

**Students with Special Needs** We will ensure that all young people receive relationship and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

**Sexual Identity and Sexual Orientation** We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

#### **Withdrawal**

Any parent wishing to discuss this aspect of the curriculum in more detail should contact the Head teacher.

## **Drug and Alcohol Education**

The aim of drug education is to provide pupils with opportunities to develop their knowledge, skills, attitudes, and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

At Copperfield Academy we use the *Christopher Winter Project* for Drug and Alcohol Education Years 1-6

As part of Personal, Social, Health and Economic (PSHE) Education, Years 1-6 will receive lessons on Drug & Alcohol education. The Christopher Winter Project education programme is recommended by the DfE. The 3 lessons will take place during this Spring 1 and are taught by class teachers.

**Year 1 and 2** classes learn about health and personal safety with a focus on medicines and everyday household substances found in most homes.

**Years 3 and 4** cover smoking and alcohol. This includes understanding why people use these legal drugs, the effects they have on our bodies and how to resist use.

**Year 5 and 6** children focus on legal and illegal substances, with an emphasis on the drugs most commonly used by early teenagers.

Lessons are age appropriate and all schemes of work include a focus on recognising unsafe and risky situations, how to manage these and developing the skills to ask for help (please see curriculum map/lesson plans).

## **Withdrawal**

Any parent wishing to discuss this aspect of the curriculum in more detail should contact the Head teacher.

Review of policy: Annually

PSHCE Leader: Alistair Kiff  
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