

## **Personal, Social, Health, Economic Education (PSHEE) Policy Lower School**

This document is a statement of the rationale, aims and objective of the teaching of PSHEE at St Mary's School.

At St Mary's we offer a broad and balanced curriculum that promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It values the importance of PSHEE in preparing them for the opportunities, responsibilities and experiences of adult life. We believe that our pupils need to learn about different emotions and the importance of how to manage their own feelings. It is important to help pupils develop social skills and resilience which will enable them to cope with, and deal with, different situations they are faced with in life. We are also aware of the way that PSHEE supports many of the principles of Safeguarding.

Personal, social, health, and economic education (PSHEE) is the planned provision to promote the pupils' personal, social and emotional development, as well as their health and well-being.

We aim to;

- give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives
- help them understand how they are developing personally and socially and tackle many of the moral, social and cultural issues that are a part of growing up.
- instil the important values of respect and courtesy that will stand the pupils in good stead throughout their lives
- give the pupils an understanding of the rights and responsibilities that are part of being a good citizen
- introduce them to some of the principles of prudent financial planning and understanding

The Non-statutory National Curriculum guidelines for PSHEE and Citizenship for KS1 and KS2 provides the overall framework for what pupils should be taught. The four main themes are:

- Develop confidence and responsibility
- Prepare pupils to play an active role as citizens
- Develop a healthy, safer lifestyle
- Develop good relationships and respect others

Pupils are encouraged to show respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

### **British Fundamental Values**

At St Mary's we actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and belief. These are embedded across the curriculum (Appendix 2).

### **PSHEE Curriculum**

At St Mary's the scheme of work that we follow incorporates PSHEE Education, Citizenship and Social, Emotional Aspects of Learning (SEAL). It is a spiral curriculum which covers a two year programme. This allows for a wider and deeper coverage of topics. Year A focuses mainly on

personal and interpersonal relationships and health issues and Year B widens to include social and economic relationships including international relationships. We also cover safety (including e-safety), health education (Sex, relationships education and Drugs Education), difference and diversity, personal relationships, the environment, financial capability, globalisation, social injustice, growth and change.

(Curriculum maps showing coverage can be found in the appendix 1)

We will adapt and modify the curriculum as and when the need arises. This could be due to current affairs or the differing needs of the girls which need to be addressed.

### **Time Allocation**

- Weekly discrete PSHEE lessons
- Form time
- Assemblies
- Links to other subject e.g. Science, Geography
- Informal discussions take place when the need arises
- Assistant Director of Lower School (Pastoral) – focussed individual intervention when needs arise

As a school we set high expectations for all our pupils which are consistently applied.

### **Assessment**

Formal assessment/marking in PSHEE is not undertaken as in other subjects. This would be inappropriate as young people's self-esteem, for example is not linear, but may rise and fall according to the complexities of developing life.

Evidence of learning comes from:

- Consistent high standards in behaviour and positive attitude shown in class and around the school.
- A demonstration of courtesy, trustworthiness and respect for property
- The ability to form constructive relationships with one another, teacher and other adults
- Increasing understanding of the impact the individual makes on others
- Consistent respect for the differences between people, particularly their feelings, values and beliefs
- An increasing ability to show initiative and take responsibility

Class teachers will be responsible for evaluating work that the pupils complete in class. The PSHEE subject coordinator is responsible for ensuring the scheme of work is implemented as agreed.

The class teacher may use the following methods for assessment:

- Self-assessment (checklist, display, questionnaire)
- Peer assessment (role-play, interviewing each other)
- Whole group assessment (brainstorm, worksheets, role-play)
- Joint teacher-pupil assessment (reflection and involvement in school, ability to work within the group, circle time)

### **Equal Opportunities**

We are sensitive to the diversity of backgrounds in our school community. We are aware of the pupils various needs and will match the scheme of work to the age, experiences and maturity of the pupil. This is also in line with the SEND policy.

### **Relationships Education**

We believe that Relationship Education is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships. In our school, we believe that there is a need to teach age developmentally appropriate sex education as part of our Relationship Education.

## **Definition of Relationships Education (statutory guidance Sept 2020)**

At St Mary's we define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

To cover the curriculum content in the Relationship Curriculum Guidance, we will equip the pupils to build positive and respectful relationships on and off-line. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- Realise their health, wellbeing and dignity
- Build self-esteem and self-worth
- Explore and value their personal identity and the identity and the identities of others
- Explore a range of family structures including LGBT+ families and others family structures
- Understand and make sense of the real-life issues they are experiencing in the world around them
- Manage and explore difficult feelings and emotions
- Consider how their choices affect their own wellbeing and that of others
- Develop as informed and responsible citizens
- Understand and ensure the protection of their rights throughout their lives

## **Definition of Sex Education**

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

We take the approach that Relationships and sex education are best approached in an integrated way.

Many aspects of sex education are complimented by our curriculum for science where children learn about the main external body parts and changes to the human body as it grows from birth to old age, including puberty.

In the Health Education curriculum, pupils learn about puberty and menstruation. We deliver this content to years 5 and 6 in order that the girls can learn about menstruation in advance of them starting their first period.

The sex education programme builds upon the content already delivered through the Science and Health Education curriculum and is the foundation for helping children to stay safe and understand more about their sexual health and wellbeing.

Pupils naturally ask questions about sex and their bodies, and be curious about where they come from. We believe that it is safer and better for children to receive age-appropriate and medically accurate information from trained teachers rather than learn inaccurate and harmful information through peers or online.

When we inform the pupils through relationships education about sexual issues, we do this with regard to morality and individual responsibility, and in a way, that allows the pupils to ask and explore moral questions.

Relationships education is delivered as part of the PSHEE curriculum in our school.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of the parents who have withdrawn their children from this context.

The scheme of work will be delivered in a non-judgemental, factual way using the correct medical terms where appropriate, for example when teaching about the external body parts. These will be

used from Year 3 onwards unless introduced by a pupil during the lesson. Staff will not express their personal views or beliefs when delivering the curriculum.

### Working with parents

It is important that parents are made aware of the Relationships Education policy along with the scheme of work so that they can support their daughters through further discussions at home that have taken place in school. We will consult with parents prior to sex education lessons. This will be by sharing the policy with parents and offering a question and answer session by the Assistant Director of Lower School (Academic).

### Parental right to request their child be excused from sex education

Parents/carers have the right to withdraw their child from sex education delivered as part of the Relationships Education. They do not have the right to withdraw their child from Relationships Education. However, parents/carers are not allowed to withdraw their daughter from the elements of sex education that are taught within the science curriculum.

Although parents/carers have this right it is our aim to encourage parents to see the value of sex education, and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

If a parent/carer wishes their child to be withdrawn from sex education lessons, they should discuss this with the Director of Lower School or Principal, and make it clear which aspects of the programme they do not wish their child to participate in. Following this discussion, if the parent wishes to still continue with the withdrawal of their daughter in sex education lessons it must be put in writing for the school to record. The school will comply with the wishes of the parents/carers in this regard.

Please see below an overview of the teaching in each year group under each subject area.

Year group	Science	Sex Education (outcomes for pupils)
Year 1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (including neck, head, arms, elbow, legs, knees, face, ears, eyes, hair, mouth, teeth etc)	To know how to keep clean and look after oneself To understand that babies become children and then adults Know that there are boy and girl babies To know that there are different types of families To know which people we can ask for help (key vocabulary: clean, similar, different, family, boy, girl, male, female, private parts)
Year 2	Notice that animals, including humans, have offspring which grow into adults Find out and describe the basic needs of animals, including humans, for survival water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	To understand that some people have fixed ideas about what boys and girls can do To describe the difference between male and female babies To describe some differences between male and female animals To describe the physical differences between males and females (key vocabulary: Similar, different, sex, gender, roles, stereotypes, boy, girl, male, female, private parts)
Year 3	Identify that animals, including humans need the right types and	To know some differences between male and females

	<p>amounts of nutrition, and that they cannot make their own food, they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>To name male and female body parts using agreed scientific words</p> <p>Identify different types of touch that people like and do not like</p> <p>Understand personal space</p> <p>To talk about ways of dealing with unwanted touch</p> <p>To understand that all families are different and have different family members</p> <p>To identify who to go to for help and support</p> <p><i>(key vocabulary: Stereotypes, gender roles, similar, different, male, female, private parts, penis, vagina, family, fostering, adoption, relationship)</i></p>
Year 4	<p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>To describe the main stages of the human lifecycle</p> <p>To describe body changes that happen when a child grows up (predominantly focus on girls)</p> <p>To discuss male and female body parts using agreed scientific words</p> <p>To know some of the changes which happen to the body during puberty</p> <p><i>(key vocabulary: Puberty, lifecycle, physical, breasts, pubic hair, emotional, feelings)</i></p>
Year 5	<p>Describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals</p> <p>Describe the changes as humans develop to old age</p> <p><i>(should learn about the changes experienced in puberty)</i></p>	<p>To explain the main physical and emotional changes that happen during puberty</p> <p>Ask questions about puberty with confidence</p> <p>Understand how puberty affects the reproductive organs</p> <p>To describe how to manage physical and emotional changes</p> <p>Understand how to keep clean during puberty</p> <p>Explain how emotions change during puberty</p> <p>To know how to get support and help during puberty</p> <p><i>(key vocabulary: Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, sweat, breasts, spots, pubic hair, facial hair, underarm hair)</i></p>
Year 6	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>To describe how and why the body changes during puberty in preparation for reproduction</p> <p>To talk about puberty and reproduction with confidence</p> <p>To know what form of touching is appropriate</p>

	Describe the ways in which nutrients and water are transported within animals, including humans	<i>(key vocabulary: womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, internet safety)</i>
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### **Answering Pupil Questions**

Relationships Education explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to explore natural curiosities about themselves, their bodies and relationships with others.

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Parents will be informed when the relationship education element of the curriculum will be taught to the pupils and will have access to lesson content outline at the yearly curriculum meetings and any other time upon request. It will form part of an annual well-being day. This will take place within the Spring Term.

### **Safeguarding**

Relationships Education helps children to understand the difference between healthy and abusive relationships and how to get help if they are experiencing, or have experienced, abuse. It also helps pupils to understand their rights and what services are available to support their physical and mental health.

If a pupil makes reference to being involved in sexual activity then the teacher will take this reference seriously, and deal with it in line with the schools safeguarding policy. Pupils will not be questioned by staff but their concerns will be reported to the Designated Safeguarding Lead.

### **Mental Health and Well-being**

Through the PSHEE curriculum and assemblies, we also develop the pupils understanding of mental health and well-being. It is vitally important that we teach the pupils how to manage stressful times in their lives and how important it is to have 'down time.'

At St Mary's we pride ourselves on strong pastoral care of our pupils. The pupils are able to talk to any member of staff as well as the Assistant Director of Lower School (Pastoral) if they have a worry or concern. The Assistant Director of Lower School (Pastoral) works with pupils to understand how situations have arisen and helps them to develop strategies for improving relationships with others.

This policy should also be read in-conjunction with:

- Anti-bullying Policy
- Behaviour Policy
- British Values statement
- Curriculum Policy
- Safeguarding Policy
- SEND policy
- SMSC policy

Reviewed on: Autumn 2020  
Next Review: Autumn 2021





**PSHEE – Citizenship – Social Emotional Aspects of Learning – Philosophy**

<b>Year 1 (Year A)</b>	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	We're All Stars!	Be Friendly, Be Wise	Living Long, Living Strong	Daring to be Different	Dear Diary	Joining In and Joining Up
PSHEE/C/SEAL	Community Rights and responsibilities Getting to know each other Working together	Making and sustaining friendships Conflict resolution Anti-bullying Keeping safe at home and outdoors	Growing and caring for ourselves; valuing difference and keeping safe; Puberty Healthy eating and exercise Goal-setting and motivation	Identity and self esteem Difference and diversity Peer influence and assertiveness	Comfortable and uncomfortable feelings Problems in relationships Anti-bullying Help and support	Needs and responsibilities Participation Local democracy Voluntary groups Fund-raising activities
Philosophy (First Stories for Thinking)	The Shirt of Happiness Pg 62 (Happiness)	The Angry Lion Pg 36 (Anger)	The Mirror of Truth Pg 52 (Keeping fit)	The Town Mouse and the Country Mouse Pg 30 (Differences)	Feeling the Elephant Pg 65 (Knowing)	Mercury and the Axe Pg 44 (Telling the Truth)

Through our teaching we also aim to develop the following attributes within St. Mary's Pupils

**Resilience    Resourcefulness    Reflectiveness    Reasoning    Responsible**



**PSHEE – Citizenship – Social Emotional Aspects of Learning – Philosophy**

<b>Year 2 (Year B)</b>	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	It's Our World	Say No!	Money Matters	Who Likes Chocolate?	People Around Us	Growing Up
PSHEE/C/SEAL	The wider community and local democracy  Rights and responsibilities  Environmental awareness and sustainability issues	Drugs Education: medicines and legal drugs  Drugs Education: illegal drugs and risk-taking behaviour  Feeling safe  Anti-bullying	Understanding finance and money  Shopping and budgeting  Risk and debt  Goal-setting and motivation	Fair trade  Globalisation Inequalities  Hunger and poverty  Media and stereotyping	Global citizenship  Different identities around the world  Challenging prejudice  Support networks – relationships and families	Differences; Growing up; Puberty and reproduction  Managing change Preparing for transition
Philosophy (Stories for Thinking)	Buddha and the swan Pg 24 (Animal rights)	When Fingal faced a bully Pg 30 (Bullying)	How much land does a man need? Pg109 (Wants and needs)	The workers in the vineyard Pg 44 (Fairness)	Kam's mirror Pg 112 (Who am I?)	The metamorphosis Pg 33 (Change)

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**PSHEE – Citizenship – Social Emotional Aspects of Learning – Philosophy**

<b>Year 3 (Year A)</b>	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	We're All Stars!	Be Friendly, Be Wise	Living Long, Living Strong	Daring to be Different	Dear Diary	Joining In and Joining Up
PSHEE/C/SEAL	Community Rights and responsibilities Getting to know each other Working together	Making and sustaining friendships Conflict resolution Anti-bullying Keeping safe at home and outdoors	Growing and caring for ourselves; valuing difference and keeping safe; Puberty Healthy eating and exercise Goal-setting and motivation	Identity and self esteem Difference and diversity Peer influence and assertiveness	Comfortable and uncomfortable feelings Problems in relationships Anti-bullying Help and support	Needs and responsibilities Participation Local democracy Voluntary groups Fund-raising activities
Philosophy	'Saying Nice Things' Pg 30 (Being Positive)	Whose Turn Is It? Pg 78 (Helping Others)	Banner Activity Pg 105 (Qualities)	The Emperor's New Clothes Pg 116 (Truthfulness)	'Truth or Lie?' Pg 98 (Questioning)	'Titanic dog' 134 (Questioning)

Through our teaching we also aim to develop the following attributes within St. Mary's Pupils

**Resilience    Resourcefulness    Reflectiveness    Reasoning    Responsible**



**PSHEE – Citizenship – Social Emotional Aspects of Learning – Philosophy**

<b>Year 4 (Year B)</b>	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	It's Our World	Say No!	Money Matters	Who Likes Chocolate?	People Around Us	Growing Up
PSHEE/C/SEAL	The wider community and local democracy  Rights and responsibilities  Environmental awareness and sustainability issues	Drugs Education: medicines and legal drugs  Drugs Education: illegal drugs and risk-taking behaviour  Feeling safe  Anti-bullying	Understanding finance and money  Shopping and budgeting  Risk and debt  Goal-setting and motivation	Fair trade  Globalisation Inequalities  Hunger and poverty  Media and stereotyping	Global citizenship  Different identities around the world  Challenging prejudice  Support networks – relationships and families	Differences; Growing up; Puberty and reproduction  Managing change Preparing for transition
Philosophy	Whose Horse? Pg 45 (Justice/Fairness)	Spotlight on Smoking Pg 65 (Health)	Treasures of a Wise Man Pg 91 (Possessions)	Debate – wk 6 Chocolate is bad for you?'	The Masks of Life Pg 112 (Emotions)	Douglas Bader Pg 103 (Perseverance)

Through our teaching we also aim to develop the following attributes within St. Mary's Pupils

**Resilience    Resourcefulness    Reflectiveness    Reasoning    Responsible**



**PSHEE – Citizenship – Social Emotional Aspects of Learning – Philosophy**

<b>Year 5 (Year A)</b>	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	We're All Stars!	Be Friendly, Be Wise	Living Long, Living Strong	Daring to be Different	Dear Diary	Joining In and Joining Up
PSHEE/C/SEAL	Community  Rights and responsibilities  Getting to know each other  Working together	Making and sustaining friendships  Conflict resolution  Anti-bullying  Keeping safe at home and outdoors	Growing and caring for ourselves; valuing difference and keeping safe; Puberty  Healthy eating and exercise  Goal-setting and motivation	Identity and self esteem  Difference and diversity  Peer influence and assertiveness	Comfortable and uncomfortable feelings  Problems in relationships  Anti-bullying  Help and support	Needs and responsibilities  Participation  Local democracy  Voluntary groups  Fund-raising activities
Philosophy	The Rocks of Life Pg 26 (Life's Challenges)	The Lists Pg 116 (Cause/Effect)	What The Rich Man Asked? Pg 128 (Giving)	Name or Person? Pg 88 (Self)	'Can We Conker Violence' Pg 104 (Political Correctness)	'Tally Ho' Pg 144 (Hunting)

Through our teaching we also aim to develop the following attributes within St. Mary's Pupils

**Resilience    Resourcefulness    Reflectiveness    Reasoning    Responsible**



**PSHEE – Citizenship – Social Emotional Aspects of Learning – Philosophy**

<b>Year 6 (Year B)</b>	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	It's Our World	Say No!	Money Matters	Who Likes Chocolate?	People Around Us	Growing Up
PSHEE/C/SE AL	The wider community and local democracy  Rights and responsibilities  Environmental awareness and sustainability issues	Drugs Education: medicines and legal drugs  Drugs Education: illegal drugs and risk-taking behaviour  Feeling safe  Anti-bullying	Understanding finance and money  Shopping and budgeting  Risk and debt  Goal-setting and motivation	Fair trade  Globalisation Inequalities  Hunger and poverty  Media and stereotyping	Global citizenship  Different identities around the world  Challenging prejudice  Support networks – relationships and families	Differences; Growing up; Puberty and reproduction  Managing change Preparing for transition
Philosophy	Keeping to the Rules Pg 64 (Justice)	Discuss - Is it acceptable to carry a knife?	Do charities make a difference? Discuss	Picture 1 – discuss	Is it right to stay friends with someone even if you don't want to? Or Picture 2 – Discuss	'What's Eating You?' pg 140 (Health)

Through our teaching we also aim to develop the following attributes within St. Mary's Pupils

**Resilience    Resourcefulness    Reflectiveness    Reasoning    Responsible**



### St Mary's School – Promotion of British Values

St Mary's School – Promotion of British Values			
	Evidence EYFS	Evidence Key Stage 1	Evidence Key Stage 2
<b>Democracy</b>	<ul style="list-style-type: none"> <li>• Voting on what are our favourite foods etc</li> <li>• Daily leader and helper/job every day</li> <li>• Turn taking in different games</li> <li>• Children given opportunities to express own opinion within the class daily</li> </ul>	<p>PSHEE – It's our World</p> <ul style="list-style-type: none"> <li>• Take part in decisions that affect them and communities</li> <li>• What is fair and unfair</li> </ul> <p>Understand that people have a say in what happens locally and nationally</p>	<ul style="list-style-type: none"> <li>• Year 6 responsibilities – Head girls, prefects, charity committee etc</li> <li>• Government/Royalty and Parliament</li> <li>• Local government</li> <li>• Magistrates Court</li> </ul> <p>PSHEE – Joining in and Joining Up</p> <ul style="list-style-type: none"> <li>• Begin to understand how people can participate in democracy in UK and how they can change things</li> <li>• Describe key features of political and justice systems in UK – consider what is fair and unfair to different groups</li> </ul>
<b>Rule of law</b>	<ul style="list-style-type: none"> <li>• People who help us Police Fireman Paramedics Nurses Doctors</li> <li>• Understanding rules School Classroom Forest School</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to the fire station</li> <li>• School rules</li> <li>• Classroom rules</li> <li>• Playground rules – games</li> <li>• Forest School rules</li> <li>• What rules would you make?</li> </ul> <p>Queen and Parliament</p>	<ul style="list-style-type: none"> <li>• Visit to Houses of Parliament</li> <li>• What is a law?</li> <li>• What is parliament?</li> <li>• School rules</li> <li>• Classroom rules</li> <li>• The Normans</li> <li>• The Civil War</li> <li>• Recognition of rules in Sport</li> <li>• Forest School rules</li> </ul>

			<ul style="list-style-type: none"> <li>• Crucial Crew (Year 6)</li> <li>• Ancient Greece</li> </ul>
<b>Individual Liberty</b>	<ul style="list-style-type: none"> <li>• Celebrate our differences, what are our favourite foods etc</li> <li>• Choosing fruits at snack time</li> <li>• Celebrating each other's achievements within class</li> </ul>	<p>Philosophy lessons – respect for each other, debating issues</p> <p>PSHE E- Dear Diary</p> <ul style="list-style-type: none"> <li>• Supporting each other</li> </ul> <p>PSHEE - We're All Stars</p> <ul style="list-style-type: none"> <li>• Looking after each other</li> <li>• Making choices</li> </ul> <p>PSHEE – Daring to be different</p> <ul style="list-style-type: none"> <li>• Likes and dislikes</li> <li>• Feeling Proud</li> <li>• Being special</li> <li>• Recognising worries</li> <li>• Staying calm and relaxed</li> <li>• Standing up for myself</li> </ul> <p>Florence Nightingale/Grace Darling</p> <p>Choice of ingredients to be used in DT projects</p> <p>Forest School – choice of activities</p>	<p>Philosophy lessons – respect for each other, debating issues</p> <p>PSHEE- Dear Diary</p> <ul style="list-style-type: none"> <li>• Taking responsibility</li> <li>• Forgiveness</li> </ul> <p>PSHEE - We're All Stars</p> <ul style="list-style-type: none"> <li>• Exploring feeling</li> <li>• Communication skills</li> <li>• Having opinions</li> </ul> <p>PSHEE – Daring to be different</p> <ul style="list-style-type: none"> <li>• Standing up for myself</li> <li>• Differences of opinion</li> <li>• Agreeing and disagreeing</li> <li>• Risky choices</li> <li>• Standing out from the crowd</li> <li>• Being assertive</li> </ul> <p>Choice of ingredients to be used in DT projects</p> <p>Forest School – choice of activities</p> <p>Victorians – suffragettes</p>
<b>Mutual respect and tolerance of those with differing beliefs and faiths</b>	<ul style="list-style-type: none"> <li>• Festivals and customs</li> <li>Chinese New Year</li> <li>Diwali</li> <li>Easter</li> <li>Christmas</li> <li>Holi</li> </ul>	<p>Forest School curriculum</p> <p>PSHEE</p> <ul style="list-style-type: none"> <li>• Identify groups and communities they belong to</li> <li>• Understand similarities and differences</li> </ul>	<p>Forest School curriculum</p> <p>RE Curriculum</p> <ul style="list-style-type: none"> <li>• Humanism</li> <li>• Christianity</li> <li>• Judaism</li> <li>• Hinduism</li> <li>• Islam</li> </ul>

	<ul style="list-style-type: none"> <li>• Listening to each other</li> <li>• Girls from other year groups to share personal experiences of their own celebrations and faiths</li> <li>• Tasting food from different cultures</li> </ul>	RE Curriculum <ul style="list-style-type: none"> <li>• Festivals and customs</li> </ul>	<ul style="list-style-type: none"> <li>• Buddhism</li> <li>• Sikhism</li> </ul> Music <ul style="list-style-type: none"> <li>• Respect for others performances in Music</li> </ul>
<b>British Institution</b>	<ul style="list-style-type: none"> <li>• Guide Dogs</li> <li>• Remembrance Day</li> <li>• The Church of England</li> <li>• Bonfire Night</li> <li>• Sports Day</li> <li>• School menu</li> <li>• Family Service</li> <li>• Museums</li> </ul>	<ul style="list-style-type: none"> <li>• Monarchy</li> <li>• Great Fire of London</li> <li>• Fire Service</li> <li>• Remembrance Day</li> <li>• The Church of England</li> <li>• Sports Day</li> <li>• Bonfire Night</li> <li>• Mothering Sunday</li> <li>• Thinking Day</li> <li>• School menu</li> <li>• Family Service</li> </ul>	<ul style="list-style-type: none"> <li>• The Health Service</li> <li>• The Monarchy</li> <li>• WWII</li> <li>• Parliament</li> <li>• Remembrance Day</li> <li>• After tea</li> <li>• The Church of England</li> <li>• Sports Day</li> <li>• Mothering Sunday</li> <li>• Thinking Day</li> <li>• School menu</li> <li>• Family service</li> </ul>



## St Mary's School – Promotion of British Values (Whole School – Cross-Curricular)

<b>Democracy</b>	<ul style="list-style-type: none"> <li>• Student Voice</li> <li>• School Council</li> <li>• Visits to: *Iconic British locations             <ul style="list-style-type: none"> <li>*Globe Theatre</li> <li>*Dickens World</li> <li>*London Theatres</li> <li>*London</li> <li>*National Gallery</li> </ul> </li> <li>• Behaviour Policy/Anti-bullying Policy</li> </ul>
<b>Rule of law</b>	<ul style="list-style-type: none"> <li>• Voting for:             <ul style="list-style-type: none"> <li>* Digital Leaders</li> <li>* Form Captains</li> <li>* Sports Captains</li> <li>* House Captains</li> <li>* Arts Council</li> <li>* Charity Team</li> </ul> </li> <li>• Eco Reps</li> <li>• Voting for player of the year Sports Awards</li> <li>• Influential UK business women discussed as part of statistics coursework (Business English link)</li> <li>• School rules discussed in tutor time in yearly planner</li> <li>• Equal opportunities policy</li> <li>• Lunchtime lectures eg, Art lectures, Love lectures series</li> <li>• International week</li> <li>• Enrichment Global Citizenship group</li> <li>• Visits by local Mayor</li> <li>• Head of History, participation in Parliamentary Teacher's Institute</li> <li>• Code breaking Maths linked to WW11</li> </ul>
<b>Individual Liberty</b>	

	<ul style="list-style-type: none"> <li>• Optional enrichment programme where student chooses programme</li> </ul>
<p><b>Mutual respect and tolerance of those with differing beliefs and faiths</b></p>	<p>Visits further afield to support values, education:</p> <ul style="list-style-type: none"> <li>* Krakow</li> <li>* Auschwitz</li> <li>* Anne Frank's House</li> </ul> <ul style="list-style-type: none"> <li>• Cross Curricular cultural events 70's, 80's &amp; 90's days</li> </ul> <p><u>Assembly Topics</u></p> <ul style="list-style-type: none"> <li>• Differing cultural beliefs</li> <li>• Respect for others</li> <li>• Respect for self</li> <li>• Charities in UK <ul style="list-style-type: none"> <li>Eg Red Nose</li> <li>Jeans for Genes</li> <li>Children in Need</li> <li>Team</li> </ul> </li> </ul>
<p><b>British Institution</b></p>	<ul style="list-style-type: none"> <li>• Creating and working in teams both in Year groups and across years</li> <li>• Student code of conduct</li> <li>• Student induction programme</li> <li>• Competing in sporting activities</li> <li>• Safety of using equipment</li> <li>• Peer assessment opportunities given</li> <li>• Pupils given opportunities to discuss with staff areas of learning</li> <li>• Clothing adapted to support pupils of different religions</li> <li>• Clear classroom rules specific for each subject</li> <li>• E-safety lessons</li> <li>• Opportunities to explore different cultures through variety of day trips and residential</li> </ul>