

Personal Social, Health and Economic Education PSHEE Policy (Senior School)

Guiding Principles

Personal, Social, Health and Economic Education at St Mary's is designed to give our students the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become informed, active, responsible citizens. This policy has due regard to the protected characteristics under the Equality Act 2010; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Through our PSHEE programme we aim to help students to:

- Develop their ability to make informed and reasoned decisions;
- Reflect on the spiritual, moral, social and cultural issues they face as they approach adulthood – (see SMSC Policy);
- Reflect on their life experiences and how these help shape them as young people;
- Understand and manage responsibility of a wider range of relationships as they mature (see Sex and Relationships Policy);
- Respect the diversity of and differences between people;
- Understand the need to live healthily;
- Develop personal wellbeing of self-esteem, encouraging self-belief;
- Build resilience to radicalisation by providing an understanding of Fundamental British Values and enabling individuals to challenge extremist views; and
- Take responsibility for future choices.

At St Mary's our students are encouraged to take part in a wide range of activities across and beyond the curriculum, enabling each student to contribute fully to the life of the school.

The aims and objectives of our Personal, Social, Health and Economic Education programme are in line with those in the National Curriculum non-statutory guidelines for PSHEE.

Our approach to PSHEE

At St Mary's the school aims and ethos are embedded through our PSHEE programme. By endeavouring to provide support and challenges we develop thriving, happy students who become confident, respectful and caring members of

the community. Every member of the school staff can contribute to personal development and, therefore, the wellbeing of each young person in the school.

The structure of teaching the senior school programme, including the promotion of Fundamental British Values (Appendix 2) and RSE, which is an integral part of PSHEE and supports whole school ethos, is delivered via a programme of discreet timetabled lessons.

The content delivered is planned in a sensitive manner to ensure that it remains factual, unbiased and inclusive. Years 7, 9 and 11 have 60 minutes per week, and Years 8 and 10 have 30 minutes per week. Wherever possible, a degree of flexibility is built into lessons to allow staff to adapt content and delivery to suit the specific needs of classes, remaining sensitive to any particular needs of individuals. The programme of lessons is reviewed annually to ensure references and information are as up to date as possible and remain relevant to the students. This is supplemented by assemblies, visiting speakers, presentations and off timetable focused events. This gives students access to both school staff and specialists for specific topic areas. Other related learning opportunities include the tackling of certain topics through other subject areas (see PSHEE Curriculum Audit).

The Head of PSHEE is responsible for updating and evaluating the curriculum content and continues to provide ongoing support and guidance for the teaching staff throughout the year, especially where a sensitive topic is planned.

Resources

A Scheme of Work for the Senior School exists in the PSHEE Handbook, both on-line and in hard copy. Resources include lesson plans and documents needed.

Management, Monitoring and Evaluation

It is important that the outcomes for PSHEE are clear and that those are observable. The role of the PSHEE HoD is to:

- Work with members of the SLT to ensure that staff are delivering PSHEE as the core entitlement of all students;
- Monitor the effectiveness of PSHEE as a way of promoting student development; and
- To evaluate the impact of PSHEE on students and to look at ways of improving PSHEE delivery and student development in the school.

Student development and lesson effectiveness are monitored in the following ways:

- Each class teacher is asked to create a Teams Classroom, in which important resources and links can be shared. These Classrooms are shared with the HoD and SLT;
- Teachers are asked to review any written work produced and award House Points;

- Teachers are encouraged to feedback on the effectiveness of lessons, and the student response directly to the HoD;
- The department is also subject to a Departmental Review; and
- The HoD is expected to take note of current events and trends and keep up to date with Government guidelines.

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 others' opinions;
- The ability to form constructive relationships with one another, teachers and other adults;
- Increasing understanding of the impact the individual makes on others;
- Consistent respect for the differences between people, particularly their feeling, values and beliefs; and
- An increasing ability to show initiative and take responsibility.

The teacher may use the following methods for assessment:

- Baseline and summative assessment;
- Self-assessment (checklist, display, questionnaire);
- Peer assessment (role-play, interviewing each other);
- Whole group assessment (brainstorm, worksheets, role-play); and
- Joint teacher-student 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 students' various needs and will match the scheme of work to the age, experiences and maturity of the student. This is also in line with the SEND policy.

Framework for PSHEE

Students will develop knowledge, skills and understanding in the following areas:

- Health and wellbeing;
- Relationships; and
- Living in the wider world.

Health and Wellbeing

Includes the following areas:

- Personal development and identities;
- Emotional Health, Mindfulness and Resilience (see Mindfulness Policy);
- Healthy Lifestyles;
- Drug Education (see separate policy);
- Sex and Relationship Education (see separate policy);
- Diversity, prejudice, discrimination and bullying;
- Personal safety (including internet safety); and
- Road and fire safety.

Relationships

Students are taught:

- Developing and maintaining healthy relationships;
- Recognising and developing relationships;
- Recognising and dealing with negative relationships;
- Consent (in all contexts, including sexual relationships);
- Respecting equally and making a positive contribution to diverse communities; and
- How to identify and access appropriate support.

Living in the Wider World

Students are taught:

- About rights, responsibilities and laws as members of a diverse community both locally and nationally;
- How to make informed choices for the transition through education and into work (careers education and guidance);
- Personal finance, affecting oneself and others; and
- Responsibilities as consumers.

PSHEE and its relationship to other curriculum areas (Scheme of Work Appendix 1)

Some aspects of the PSHEE framework may also be taught and visited in other areas of the curriculum e.g. Science, Computer Science, Religious Studies and English etc. (see Curriculum Audits/Overviews).

Mental Health and Well-being

Through the PSHEE curriculum and assemblies, we also develop the students' understanding of mental health and well-being. It is vitally important that we teach the students 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 students. The students are able to talk to any member of staff, as well as the SEW (Social, Emotional, Wellbeing) Team if they have a worry or concern.

Links

This policy has links to other school policies/procedures on:

- Drugs Education and Managing Drugs related Incidents
- Safeguarding
- Behaviour
- Anti-Bullying Policy
- Mental Health and Wellbeing Policy
- Curriculum Policy
- SEND Policy

In Conclusion

The effective delivery of the PSHEE curriculum at St Mary's provides students with the opportunities to develop through adolescence to adulthood, to become well informed citizens prepared for life beyond secondary education. They should be socially and emotionally aware as well as prepared for the economic challenges of adult life.

Reviewed: Autumn 2020
Next review: Autumn 2021



Appendix 1

PSHEE – Citizenship – Social Emotional Aspects of Learning

This Scheme of Work takes into account the protected characteristics as named on the PSHEE Policy and Equality Act 2010

Year 7	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
	Friendship and Self-esteem	Personal safety and risk awareness	Mindfulness	Health and Hygiene (Part 1)	Health and Hygiene	Financial Education
Topics	The importance of: <ul style="list-style-type: none"> • Friendships • Self-esteem • Bullying • Peer pressure • Race • Religion & belief 	<ul style="list-style-type: none"> • Road safety • Personal safety • First aid 	What is Mindfulness? <ul style="list-style-type: none"> • Playing • Attention • Taming the animal mind • Recognising worry 	<ul style="list-style-type: none"> • Smoking • Healthy Eating & nutrition • Age 	<ul style="list-style-type: none"> • Personal hygiene • Exercise • Active lifestyle • Energy drinks • Periods • Age • Pregnancy & Maternity • Race • Religion • Belief • Sex • Orientation 	<ul style="list-style-type: none"> • Needs and wants • Pocket Money • Value for money • The value of saving
Key concepts	Qualities of a good friendship: <ul style="list-style-type: none"> • Changing friendships • Importance of self-esteem • Dealing with bullying 	<ul style="list-style-type: none"> • Keeping safe on and around roads • Dangers around roads • Impact of road safety advertising 	<ul style="list-style-type: none"> • Training our attention • Anchoring and calming the mind • Ruminating and catastrophizing 	<ul style="list-style-type: none"> • The effects of smoking • Effectiveness of anti-smoking campaigns • Should smoking be legal? 	<ul style="list-style-type: none"> • The importance of personal hygiene • First impressions in the workplace 	<ul style="list-style-type: none"> • Personal budgeting • Social and moral dilemmas about the use of money

	<ul style="list-style-type: none"> • Types of peer pressure • Turning peer pressure into a positive 					
Protected Characteristics	<ul style="list-style-type: none"> • Age • Disability • Gender reassignment • Marriage and Civil Partnership • Pregnancy & Maternity • Race • Religion or belief • Sex and sexual orientation 			<ul style="list-style-type: none"> • Smoking • Healthy Eating & nutrition • Age 	<ul style="list-style-type: none"> • Personal hygiene • Exercise • Active lifestyle • Energy drinks • Periods • Age • Pregnancy & Maternity • Race • Religion • Belief • Sex • Orientation 	

This Scheme of Work takes into account the protected characteristics as named on the PSHEE Policy and Equality Act 2010

Year 8	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
	<ul style="list-style-type: none"> Keeping safe online 	<ul style="list-style-type: none"> Careers, Jobs and Pathways 	<ul style="list-style-type: none"> Human Rights and Freedoms 	<ul style="list-style-type: none"> How to manage your money 	<ul style="list-style-type: none"> Drugs, alcohol and peer pressure 	<ul style="list-style-type: none"> Resilience
Topics	<ul style="list-style-type: none"> Your digital footprint Internet safety Cyber bullying Age 	<ul style="list-style-type: none"> The future pathways and obstacles Skills and qualities Careers Disability Race Sexual orientation 	<ul style="list-style-type: none"> Amnesty International Human rights Child Soldiers Race Religion Age 	<ul style="list-style-type: none"> Needs and wants Budgeting Playing with plastic Age 	<ul style="list-style-type: none"> Peer pressure Learning to say no Alcohol (behaviour, choices and consequences) Cannabis (behaviour, choices and consequences) Race Religion Age Belief 	<ul style="list-style-type: none"> Enough sleep Understanding boundaries and keeping within them Being brave Calming down and self-soothing Religion Belief
Key Concepts	<ul style="list-style-type: none"> Keeping safe online Protecting identity online Consequences of not keeping safe online Issues caused by use of social media Why do people bully? Consequences of cyber bullying 	<ul style="list-style-type: none"> Ambitions for the future/ obstacles that might be encountered Overcoming obstacles What are qualities and skills? Personal skills Applying skills to a career Range of jobs 	<ul style="list-style-type: none"> What is Amnesty International? Campaigning around the world What are Human Rights? Are we entitled to Human Rights? Why are child soldiers used? Life as a child soldier 	<ul style="list-style-type: none"> Differences between needs and wants Process of budgeting Alternative ways to pay without cash Benefits of paying without cash Credit cards 	<ul style="list-style-type: none"> What is peer pressure? Harmful nature of peer pressure Resisting peer pressure How is alcohol measured? Why do people drink alcohol? Consequences of excess drinking What is cannabis? 	<ul style="list-style-type: none"> Why sleep and relaxation is important Why do we need routine and structure to feel safe? Exploring being brave and becoming more resilient Noticing feelings of stress and learning how to calm down

		<ul style="list-style-type: none"> • Strengths and weaknesses of a job role • Job interviews 			<ul style="list-style-type: none"> • Effects of cannabis? • Effects of drug taking 	
Protected Characteristics	<ul style="list-style-type: none"> • Age • Disability • Gender reassignment • Marriage and Civil Partnership • Pregnancy & Maternity • Race • Religion or belief • Sex and sexual orientation 			<ul style="list-style-type: none"> • Needs and wants • Budgeting • Playing with plastic • Age 	<ul style="list-style-type: none"> • Peer pressure • Learning to say no • Alcohol (behaviour, choices and consequences) • Cannabis (behaviour, choices and consequences) • Race • Religion • Age • Belief 	

This Scheme of Work takes into account the protected characteristics as named on the PSHEE Policy and Equality Act 2010

Year 9	Module 1	Module 2	Module 3	Module 4	Module 5
	<ul style="list-style-type: none"> • Drugs and Alcohol 	<ul style="list-style-type: none"> • Health and Wellbeing – Body Image and the Media 	<ul style="list-style-type: none"> • Diversity and difference 	<ul style="list-style-type: none"> • Financial Education 	<ul style="list-style-type: none"> • The Business Game
Topics	<ul style="list-style-type: none"> • Alcohol (behaviour, choices and consequences) • Ketamine • Cannabis 	<ul style="list-style-type: none"> • Self-esteem and the media • Body Image and the media • Eating disorders • Age • Disability • Gender reassignment • Race • Belief • Sex • Sexual orientation 	<ul style="list-style-type: none"> • Prejudice • Discrimination • Stereotypes • Homophobia • Race • Age • Disability • Belief • Religion • Sex • Sexual orientation 	<ul style="list-style-type: none"> • Value of money • Costs and benefits • Consumer rights 	<ul style="list-style-type: none"> • Enterprising and Entrepreneurs • Effective costing and marketing • Design and pitching
Key Concepts	<ul style="list-style-type: none"> • Understand risks of binge drinking • Who’s responsible for binge drinking? • Consequences of drink driving • Laws on drugs • Side effects • Risks • Legalisation viewpoints 	<ul style="list-style-type: none"> • What is self-esteem? • Factors influencing self esteem • Media’s effect on self esteem • The ‘Ideal’ body • Responding to media pressures – own values • What are eating disorders? • Symptoms of eating disorders • Help available for prevention and 	<ul style="list-style-type: none"> • What is prejudice and discrimination? • How are stereotypes formed? • Challenging own pre conceptions • Defining homophobia • Stopping homophobia 	<ul style="list-style-type: none"> • To make informed and appropriate choices as consumers • Advertising language, techniques 	<ul style="list-style-type: none"> • Define enterprise • What key skills are needed to be an entrepreneur? • Team work – producing a product to sell • Good marketing • The 4 p’s of marketing • Design and pitch product

		treatment of eating disorders			
Protected Characteristics	<ul style="list-style-type: none"> • Understand risks of binge drinking • Who's responsible for binge drinking? • Consequences of drink driving • Laws on drugs • Side effects • Risks • Legalisation viewpoints 		<ul style="list-style-type: none"> • What is prejudice and discrimination? • How are stereotypes formed? • Challenging own pre conceptions • Defining homophobia • Stopping homophobia 	<ul style="list-style-type: none"> • To make informed and appropriate choices as consumers • Advertising language, techniques 	

This Scheme of Work takes into account the protected characteristics as named on the PSHEE Policy and Equality Act 2010

Year 10	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
	<ul style="list-style-type: none"> • Positive Relationships • Age • Gender Reassignment • Marriage • Civil Partnership • Race • Religion • Belief • Sex 	<ul style="list-style-type: none"> • RSE • Age • Sex • Sexual orientation • Gender reassignment 	<ul style="list-style-type: none"> • RSE • Pregnancy & Maternity • Marriage • Civil Partnership • Age • Race • Religion 	<ul style="list-style-type: none"> • Hazards in the Workplace • Age • Disability 	<ul style="list-style-type: none"> • Develop personal identity for career progression 	<ul style="list-style-type: none"> • Citizenship: democracy
Topics	<ul style="list-style-type: none"> • Discrimination and stereotyping • Abuse and Domestic violence • Mental health and stress 	<ul style="list-style-type: none"> • Sex and the law • HIV and AIDS • STI's • Sexual identity 	<ul style="list-style-type: none"> • Contraception • Parenting • Pregnancy • Sex • Sexual orientation 	<ul style="list-style-type: none"> • Hazards and risks • Safety signs • Protective equipment • Responsible safe and healthy workplace 	<ul style="list-style-type: none"> • Writing CV • Interview techniques • Talks from post 16 providers • Mock • Applications • Age Disability 	<ul style="list-style-type: none"> • Voting process • History of voting • Women's rights etc. • Political parties • Sex • Religion • Race • Marriage • Civil Partnership
Key Concepts	<ul style="list-style-type: none"> • Identify groups and recognise factors leading to discrimination • Understand different types of abuse and signs 	<ul style="list-style-type: none"> • To know the law on consent • Discuss pressures on teenagers • Consequences of actions regarding underage sex 	<ul style="list-style-type: none"> • To know a range of contraceptives • The stages of pregnancy • Being a teen parent 	<ul style="list-style-type: none"> • Understanding the importance of good health and safety • practices in the workplace 	<ul style="list-style-type: none"> • Self-promotion • Informed choices • Reflecting on • Feedback • Having a back-up plan 	<ul style="list-style-type: none"> • Fairness • Ballot • Using your voice/ democratic right to vote • Making informed choices

	<ul style="list-style-type: none"> • What can you do in an abusive situation • Causes and consequences of mental health and ways to manage it 	<ul style="list-style-type: none"> • Know the difference between HIV and AIDS • Look at a range of STI's 	<ul style="list-style-type: none"> • Choices of an unplanned pregnancy 			
Protected Characteristics	<ul style="list-style-type: none"> • Discrimination and stereotyping • Abuse and Domestic violence • Mental health and stress 			<ul style="list-style-type: none"> • Hazards in the Workplace • Age • Disability 	<ul style="list-style-type: none"> • Develop personal identity for career progression 	

This Scheme of Work takes into account the protected characteristics as named on the PSHEE Policy and Equality Act 2010

Year 11	Module 1	Module 2	Module 3	Module 4	Module 5
	<ul style="list-style-type: none"> • Develop personal identity for career progression • Age • Belief • Sex 	<ul style="list-style-type: none"> • Preparing for the future 	<ul style="list-style-type: none"> • RSE: Healthy and unhealthy relationships • Age • Gender reassignment • Marriage • Civil Partnership • Religion • Race • Sex • Sexual Orientation 	<ul style="list-style-type: none"> • Healthy lifestyles • Sex • Sexual Orientation 	<ul style="list-style-type: none"> • Healthy lifestyles • Age • Race • Religion
Topics	<ul style="list-style-type: none"> • Reflecting upon achievements/ decisions made in Year 10 • Managing uncertainty • Identifying reliable sources of information/ advice 	<ul style="list-style-type: none"> • Managing a budget • Loans/Mortgages • Credit/debit cards • Student finance • Payslips • Bills 	<ul style="list-style-type: none"> • Consent • The benefits of saying No • Strategies to say No • Unwanted attention and harassment 	<ul style="list-style-type: none"> • Managing stress • Relaxation techniques • Communication 	<ul style="list-style-type: none"> • Diet • Sleep • Exercise • Daily routines • Revision • School life balance
Key Concepts	<ul style="list-style-type: none"> • Start carers programme • 5/ 10 year plan • Career paths • Realising the range of opportunities 	<ul style="list-style-type: none"> • Understanding the cost and time of money management • Identifying the range of services available to young people 	<ul style="list-style-type: none"> • Characteristics of healthy and unhealthy relationships • Factors leading to consent • Strategies for managing unwanted attention 	<ul style="list-style-type: none"> • Stress, its causes and recognising stressors • Strategies for managing stress • Accessing the most appropriate support 	<ul style="list-style-type: none"> • Healthy foods • Influence of social media/ technology • Fresh air/ importance of physical activity • Realistic planning

Protected Characteristics	<ul style="list-style-type: none">• Reflecting upon achievements/ decisions made in Year 10• Managing uncertainty• Identifying reliable sources of information/ advice		<ul style="list-style-type: none">• Consent• The benefits of saying No• Strategies to say No• Unwanted attention and harassment	<ul style="list-style-type: none">• Managing stress• Relaxation techniques• Communication	
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Appendix 2

St Mary's School – Promotion of British Values

St Mary's School – Promotion of British Values		
	Evidence Key Stage 3	Evidence Key Stage 4
Democracy	<ul style="list-style-type: none"> • Structure of British Parliament • Visit by local MP • Bastille Day – MFL Year 8 • Taught through literature eg Animal Farm • Current affairs in History (eg Brexit/US election) • No hands up policy in Maths – Student nominations for questions • History <ul style="list-style-type: none"> ○ Year 7 – Magna Carta ○ Year 8 – English Civil war ○ Year 9 – Votes for women • Team leadership in Sports activities • Study of Athens as route of Democracy • Focus on democracy through a number of topics – PSHEE • Secret ballot for Science Fair • Classics – Latin course explores government in Pompeii 	<ul style="list-style-type: none"> • Voting for listeners • Via English Literature texts • R.E – why is it necessary to vote • Voting for Year 11 posts of responsibility eg Head Girl, prefects • Year 10 – Migration through time • Year 11 – British Depth Study 1890-1918 • GCSE History considers democracy in the 1920's
Rule of law	<ul style="list-style-type: none"> • Rules in the wider world – PSHEE • Fire service talks • PSHEE curriculum – variety of topics covered • Discussion on ethical issues in Science eg abortion, stem cell research, GM foods within context of law • Discussion in current affairs eg Supreme Court Judgement @article 50 	<ul style="list-style-type: none"> • Discussion in Science of ethical issues eg in Biology, abortion, GM foods etc all within context of law – opinions. • RE Differences between law and sin • RE-Crime and punishment – Justice • Thinking and reasoning – sentencing and ethical dilemmas • Health and Safety award

	<ul style="list-style-type: none"> • English lessons explore key speaker eg Martin Luther King • Year 7, Norman Conquest • Year 8, Reformation/Civil War • Recognition of roles in Sport, umpiring/refereeing • Health and safety roles • Classics – How Greek/Romanians used the idea of law • Links with community police officer • Art – explore copy write, forgery and rights of artists 	<ul style="list-style-type: none"> • Sports leaders and games captain supporting students learning • Links with community police officer
<p>Individual Liberty</p>	<ul style="list-style-type: none"> • How will this help me in later life, approach to subjects, eg Algebra and trigonometry – link to engineering • Coat of Arms – PSHEE • PSHEE curriculum – variety of topics covered • Option Choice – Year 9 • Stereotyping • Optional homework given in some subjects • Choice of MFL for second language • Looking at respect for others and sensitivity for others in English texts • Classics –Greek/Romans and attitudes to women/slaves and role in society • Global Development Year 9 Geography • Migration within Europe • Art – explore artists and freedom of expression • Choice of form time activities • Choice of materials and projects within textiles • Option choices Year 9 • Issues explored in Modern History eg freedom of speech, trials, concentration camps 	<ul style="list-style-type: none"> • Relationships – PSHEE • Careers • Further education/apprenticeships • French discussion “Liberté, égalité, etc • RE – Human Rights • RE – Attitudes to sex, homosexuality/transgender, gender equality etc • Population change in UK and globally. • Integration • Choice of sports to participate in • Choice of form time activities • GCSE Music choice of composition • Choice of textile design brief

	<ul style="list-style-type: none"> • Science Fair – Students choose own topic to investigate • Science – Discussion on ethical issues in Science eg abortion, stem cell research, GM foods 	
Mutual respect and tolerance of those with differing beliefs and faiths	<ul style="list-style-type: none"> • Buddies and Listeners – all Years. • English Literature/poetry texts • Home Economics – different faiths/attitudes to food • Mutual respect of others fostered in class, respect of others opinions • Science “Big Bang Theory” versus creationism • Symbols of different religions studied in Maths as part of Rotational symmetry • Adaption of PE clothing to individual needs • Classics – Study of Greek/Roman religion in Classics • Respect for others performances in Music • Anti-bullying week • PSHEE curriculum – variety of topics covered • History – racism in Nazi Germany • Science – Discussion on ethical issues in Science eg abortion, stem cell research, GM foods • Drama – explore stereotypes • RE – racism, visit to Hindu Temple 	<ul style="list-style-type: none"> • PSHEE curriculum – variety of topics covered • Festivals and Customs – French, Eid, Diwali, Catholicism, Mardi Gras • Secularism in French Society • Discussion on Hijab ban in French Schools • English Speaking and listening activities • WW1 poetry in English • RE – Discrimination, Bullying, Community Cohesion • Current affairs enrichment group • Migration through time (eg women’s rights) • Cold war • Adaptation of PE clothing to individual needs. • Mutual respect for performance • Study of different genre in music • Study of migration in Geography • Shakespeare study looks at religious controversy and symbolism • Anti-bullying week • Drama – explore stereotypes
British Institution	<ul style="list-style-type: none"> • British Saints Days • Remembrance Day • Mothering Sunday • Monarchy • Church of England • April Fool’s Day • Full English Breakfast/Scones etc • Afternoon tea • English Country Garden 	<ul style="list-style-type: none"> • British Saints Days • Remembrance Day • Mothering Sunday • Monarchy • April Fool’s Day • Bonfire Night • London Fashion Week • Knitting and Stitching Show • Children in Need

	<ul style="list-style-type: none"> • Pantomime • Bonfire Night • London Fashion Week • Knitting and Stitching Show • Children in Need • Red Nose Day 	<ul style="list-style-type: none"> • Red Nose Day
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St Mary's School – Promotion of British Values (Whole School – Cross-Curricular)

	<ul style="list-style-type: none"> • Student Voice • School Council • Visits to: *Iconic British locations <ul style="list-style-type: none"> *Globe Theatre *Dickens World *London Theatres *London *National Gallery • Behaviour Policy/Anti-bullying Policy
Democracy	
Rule of law	<ul style="list-style-type: none"> • Voting for: <ul style="list-style-type: none"> * Digital Leaders * Form Captains * Sports Captains * House Captains * Arts Council * Charity Team
Individual Liberty	

	<ul style="list-style-type: none"> • Eco Reps • Voting for player of the year Sports Awards • Influential UK business women discussed as part of statistics coursework (Business English link) • School rules discussed in tutor time in yearly planner • Equal opportunities policy • Lunchtime lectures eg, Art lectures, Love lectures series • International week • Enrichment Global Citizenship group
<p>Mutual respect and tolerance of those with differing beliefs and faiths</p>	<ul style="list-style-type: none"> • Visits by local Mayor • Head of History, participation in Parliamentary Teacher’s Institute • Code breaking Maths linked to WW11 • Optional enrichment programme where student chooses programme <p>Visits further afield to support values, education:</p> <ul style="list-style-type: none"> * Krakow * Auschwitz * Anne Frank’s House
<p>British Institution</p>	<ul style="list-style-type: none"> • Cross Curricular cultural events 70’s, 80’s & 90’s days <p><u>Assembly Topics</u></p> <ul style="list-style-type: none"> • Differing cultural beliefs • Respect for others • Respect for self • Charities in UK <ul style="list-style-type: none"> Eg Red Nose Jeans for Genes Children in Need Team • Creating and working in teams both in Year groups and across years • Student code of conduct

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| | <ul style="list-style-type: none">• Student induction programme• Competing in sporting activities• Safety of using equipment• Peer assessment opportunities given• Students given opportunities to discuss with staff areas of learning• Clothing adapted to support Students of different religions• Clear classroom rules specific for each subject• E-safety lessons• Opportunities to explore different cultures through variety of day trips and residential |
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