

Fulwood and Cadley Primary School



PSHE British Values Policy

Date policy last reviewed: 2nd December 2024

Subject Leader: Mr Corlett		
Head Teacher:	Mrs France	Date: November 2023
Governing Body:		Date: November 2023

Contents:

1. Statement of Intent
2. Legal framework
3. Role and Responsibilities
4. The National Curriculum
5. PSHE Curriculum Aims
6. Teaching, Learning and Assessment
7. British Values
8. Monitoring and Review

PSHE Curriculum Intent Statement

At Fulwood and Cadley Primary School, **PSHE (Personal, Social, Health, and Economic) education** equips pupils with the knowledge, skills, and attributes necessary to stay healthy, safe, and well-prepared for life and work. Our comprehensive PSHE curriculum, which integrates **RSE (Relationships and Sex Education)**, **SMSC (Spiritual, Moral, Social, and Cultural education)**, and **British Values**, is designed to achieve these outcomes.

Through our thoughtfully planned and engaging scheme of work, pupils develop essential life skills, enabling them to manage their lives effectively now and in the future. We emphasize the importance of teaching the science of mental well-being and fostering healthy habits in a fun and positive manner.

The skills and knowledge pupils acquire during their time at Fulwood and Cadley will not only ensure their safety and health but will also empower them to thrive as confident individuals, compassionate family members, and responsible members of society. The curriculum equips pupils with the confidence and ability to make informed, responsible decisions on sensitive issues they may encounter throughout their lives. It also enhances their understanding of safe, respectful relationships and raises awareness about maintaining personal physical and mental health.

In addition to core PSHE topics, our curriculum includes **mindfulness sessions** that support children's emotional well-being. These sessions help pupils manage barriers to learning, enabling them to reach their full potential. By embedding resilience, self-awareness, and respect into our teaching, we prepare pupils for a fulfilling future, both academically and personally.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance, including but not limited to the following:

- DfE (2019): *PSHE Programmes of Study: Key Stages 1 and 2*
- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019): *Relationships Education, Relationships and Sex Education (RSE), and Health Education*
- DfE (2023): *Keeping Children Safe in Education (KCSIE)*

This policy also operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Teaching and Learning Policy
- British Values Policy
- SMSC Policy
- Relationships and Health Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

These documents collectively support the effective implementation of our PSHE curriculum and ensure a comprehensive, consistent approach to the welfare and education of all pupils.

Roles and responsibilities

The Governing Board

The governing board is responsible for:

- Ensuring a broad, balanced, and high-quality PSHE curriculum is implemented across the school.
- Ensuring the PSHE curriculum is inclusive and accessible to all pupils, including those with SEND.
- Monitoring and evaluating the impact of the PSHE curriculum on pupils' learning and well-being.

The Headteacher

The headteacher is responsible for:

- Appointing an appropriate and knowledgeable subject leader for PSHE.
- Establishing and sustaining high-quality, expert PSHE teaching across all phases, informed by research on effective pedagogy and how pupils learn.
- Ensuring the PSHE curriculum is coherent, structured, and aligned with the school's overall vision and values.
- Embedding approaches that respect the distinct nature of PSHE as a subject, underpinned by expertise in the discipline.
- Promoting effective use of formative assessment to guide teaching and learning in PSHE.
- Providing access to professional networks, training, and communities for subject leaders and staff to develop expertise.
- Ensuring assessment methods are valid, reliable, and proportionate, providing a clear picture of pupils' understanding and progress in PSHE.
- Creating an inclusive culture where all pupils, including those with SEND, can access and succeed in the PSHE curriculum.

The Subject Leader

The subject leader is responsible for:

- Supporting staff in providing engaging and effective learning opportunities in PSHE.
- Enhancing colleagues' expertise and confidence in delivering the PSHE curriculum.
- Managing resources effectively, conducting annual audits, and ensuring appropriate deployment.
- Liaising with teachers across all phases to maintain consistency and progression in PSHE teaching.
- Communicating developments in PSHE to staff and the senior leadership team (SLT).
- Leading staff meetings, facilitating training, and organizing continuing professional development (CPD) in PSHE.
- Monitoring and evaluating the quality of PSHE teaching and learning across the school.
- Advising on the integration of PSHE within cross-curricular and extracurricular activities.
- Ensuring robust standards for assessing and recording pupils' performance in PSHE.

Teachers

Teachers are responsible for:

- Implementing the PSHE curriculum in line with this policy.
- Planning and delivering engaging lessons that employ diverse teaching methods.
- Ensuring the progression of pupils' knowledge, skills, and values in PSHE.
- Collaborating with the subject leader on resources, support, and curriculum updates.
- Monitoring and assessing pupils' progress and reporting during designated assessment periods.
- Addressing any concerns related to the delivery of PSHE with the subject leader or SLT.

Participating in training to enhance their PSHE teaching.

The SENCO

The SENCO is responsible for:

- Working with the subject leader to adapt the PSHE curriculum to meet the needs of pupils with SEND.
- Organizing and delivering training for staff on supporting SEND pupils within PSHE.
- Advising on incorporating PSHE objectives into individual education plans (IEPs) where relevant.
- Supporting staff in utilizing TAs effectively to meet the diverse needs of pupils.
- Offering guidance on strategies to promote inclusivity and accessibility in PSHE lessons.

Pupils

Pupils are responsible for:

- Engaging actively in PSHE lessons and completing tasks to the best of their ability.
- Behaving in accordance with the **Pupil Code of Conduct**, fostering a respectful and inclusive learning environment.

This updated framework ensures clarity in roles and supports the effective delivery of a robust and inclusive PSHE curriculum.

The National Curriculum

The national curriculum is adhered to for all PSHE teaching at Fulwood and Cadley Primary School. **Personal, Social, Health, and Economic (PSHE) education** remains an essential part of every pupil's education, ensuring they acquire the knowledge and skills needed to navigate life confidently and responsibly.

Statutory Status

PSHE is now a statutory subject, and its framework ensures that teachers deliver high-quality, evidence-based lessons. While PSHE encompasses a wide range of areas, teachers retain the flexibility to adapt the curriculum to meet the specific needs of their pupils, reflecting the diverse communities they serve.

Core Principles

Schools are expected to design their PSHE programmes to:

- Equip pupils with a robust understanding of risk and how to manage it effectively.
- Provide pupils with the knowledge and skills necessary to make safe, informed, and responsible decisions in all aspects of their lives.
- Reflect and build on statutory content outlined in the national curriculum and key guidance.

Areas of Focus

PSHE teaching should incorporate and build upon:

- **Relationships and Sex Education (RSE):** Including respect, consent, and safe relationships.
- **Health Education:** Covering physical well-being, mental health, and the impact of diet and physical activity on lifestyle.
- **Economic Education:** Introducing financial literacy and decision-making.
- **Risk Education:** Including drug and alcohol awareness and strategies for staying safe online and offline.

Expectations for Schools

While schools are encouraged to tailor their PSHE programmes to meet local needs, they are also expected to integrate statutory requirements effectively. This includes addressing areas such as:

- **Safeguarding:** Using PSHE to reinforce understanding of risks and protective factors.
- **Cross-curricular Links:** Aligning PSHE with other subjects, including Science, PE, and Citizenship, to provide a cohesive educational experience.

Through this approach, PSHE education fosters well-rounded, informed individuals who can thrive academically, socially, and emotionally. This ensures all pupils are equipped to lead safe, healthy, and fulfilling lives.

PSHE Curriculum Aims

Pupils will learn to:

- Understand and adopt healthy lifestyle practices, including physical, mental, and emotional well-being.
- Navigate the online world safely, understanding how to behave responsibly and protect themselves from potential risks.
- Identify dangers they may face in and beyond school and develop strategies to stay safe in various environments.
- Understand the law, the consequences of risky behaviours, and their rights and responsibilities as citizens.
- Develop responsibility, independence, and resilience, preparing them for future roles in society and the workplace.
- Respect and value diversity by appreciating different cultural, ethnic, religious, and gendered perspectives in the school and wider community.
- Recognize and demonstrate socially acceptable behaviour in school and society.
- Act as constructive, active, and engaged members of society.
- Understand the principles of democracy and their role within it.
- Build strong, respectful relationships with peers and adults.
- Develop self-confidence, self-esteem, and a sense of self-worth.
- Make positive, informed decisions as they encounter challenges and opportunities in life.
- Recognize their right to speak up about issues, respect others' rights to do the same, and foster effective communication skills.

Teaching methods and learning style

A variety of teaching methods and learning styles are employed to deliver the PSHE curriculum:

- **Pupil-Led Learning:** Lessons emphasize active participation through discussion, group work, and collaborative activities.
- **Safe and Supportive Environment:** Clear ground rules are established for discussions, ensuring a respectful and inclusive atmosphere. Guidelines include:
 - Showing respect for differing viewpoints, even when disagreeing.
 - Keeping comments focused on the subject, not personal in nature.
- **Real-Life Enrichment:** Visiting speakers, such as health professionals, police officers, or other experts, are invited to share real-world insights. Teachers closely monitor these sessions to ensure alignment with the school's values and policy aims, with discretion to intervene if necessary.
- **Respectful Inquiry:** Pupils' questions, unless deemed inappropriate, are answered with respect and care, fostering curiosity and critical thinking.

This approach ensures pupils are actively engaged, supported in their learning journey, and equipped with the knowledge and skills needed for lifelong success and well-being.

Timetabling and cross-faculty involvement

The school continues to prioritize PSHE as a core component of the curriculum, delivered through both timetabled lessons and cross-faculty collaboration:

- **Direct Teaching:** PSHE is allocated specific curriculum time and is delivered by class teachers to ensure consistent, high-quality teaching.
- **Integration with Pastoral Care:** PSHE and pastoral care teams work closely together to address pupil well-being. This collaboration helps pupils feel safe and supported in sharing concerns or vulnerabilities.

Safeguarding, Reports of Abuse, and Confidentiality

Peer-on-Peer Abuse

All staff are trained to recognize and respond to all forms of peer-on-peer abuse, which may include:

- **Bullying**, including cyberbullying.
- **Physical abuse**, such as hitting, kicking, or hair-pulling.
- **Sexual violence**, including rape, assault by penetration, and other forms of sexual assault.
- **Sexual harassment**, such as sexual comments, online harassment, or jokes that contribute to a pattern of abuse.
- **Upskirting**, as defined by the Voyeurism (Offences) Act 2019.
- **Sexting**, also referred to as youth-produced sexual imagery.
- **Initiation/hazing violence and rituals**, which may involve physical or emotional harm.

Indicators of Serious Violent Crime

Staff are vigilant in identifying indicators that may signal a pupil's involvement in or risk from serious violent crime, including:

- Increased absences, changes in friendships, or associations with older individuals or groups.
- Significant declines in academic performance or emotional well-being.
- Signs of self-harm or unexplained injuries.
- Unexplained gifts or possessions, which may suggest coercion or involvement with criminal networks.

Honour-Based Violence (HBV) and Mandatory Reporting

Staff are trained to respond to concerns of **honour-based violence (HBV)**, including forced marriage and female genital mutilation (FGM).

- Teachers have a statutory duty under the Serious Crime Act 2015 to report suspected cases of FGM directly to the police.

Managing Safeguarding Disclosures

Staff follow **Keeping Children Safe in Education (KCSIE)** guidance on handling disclosures of abuse or neglect.

- Confidentiality is maintained appropriately, with information shared only with the DSL (or deputy) and relevant agencies, such as children's social care.
- Staff are instructed never to promise confidentiality to pupils, as this may conflict with safeguarding obligations.

Teaching Safeguarding in PSHE

- Safeguarding topics are addressed throughout the PSHE curriculum, and pupils are regularly reminded of how to raise concerns about themselves or others.
- Lessons emphasize the importance of reporting sensitive or personal issues to a trusted adult, whether a teacher or another staff member.

External Agency Involvement

- External visitors, such as health professionals or law enforcement, support the delivery of safeguarding topics. Agreements are made in advance regarding how they will handle safeguarding disclosures.

Sensitive Topics

- When addressing topics such as self-harm or suicide, teachers are trained to approach them sensitively and avoid material that could unintentionally normalize or instruct harmful behaviour. This includes:
 - Avoiding detailed descriptions, methods, or sensationalized content.
 - Using preventative, supportive approaches to address mental health concerns.
- These updates ensure that PSHE teaching remains robust, safeguarding-focused, and aligned with current statutory guidance.

Tailoring PSHE

The school remains committed to ensuring that PSHE is accessible, inclusive, and relevant for all pupils, incorporating adjustments based on initial assessments and individual needs:

Initial Assessments:

- Discussions and activities during early PSHE lessons assess pupils' baseline knowledge and understanding.
- The teaching programme is adjusted to reflect the class's composition, including varying levels of knowledge, understanding, and maturity.

Individual Tailoring:

- Teaching is tailored to account for **ability, age, readiness, and cultural backgrounds**, ensuring that lessons are relevant and respectful of diversity.
- Pupils with **SEND** receive PSHE education through carefully adapted content and delivery, ensuring accessibility and meaningful engagement.

Relationships and Health Education:

- The school integrates **relationships and health education** into its timetabled PSHE programme, adhering to the statutory guidance and the school's **Primary Relationships and Health Education Policy**. This approach ensures pupils develop essential life skills in a structured and comprehensive manner.

By adapting PSHE to meet the needs of all pupils, the school fosters an inclusive environment that supports personal development and well-being for every learner.

KS1 and KS2 Programmes of Study

The PSHE programme of study is designed to support pupils' personal, social, and emotional development across all stages of primary education. The curriculum will be delivered through three key themes: Health and Wellbeing, Relationships, and Living in the Wider World. Each term will focus on one of these themes to ensure comprehensive coverage throughout the year.

Health and Wellbeing:

Pupils will learn how to take care of their physical and mental health, understand the importance of a healthy lifestyle, and develop skills for managing stress and emotions. They will explore topics like personal hygiene, nutrition, safety, and emotional resilience.

Relationships:

This theme will cover aspects of healthy relationships, including understanding positive friendships, family relationships, and respectful behaviour. Pupils will explore communication skills, empathy, and the importance of mutual respect in relationships, as well as address issues like bullying and conflict resolution.

Living in the Wider World:

Pupils will gain an understanding of the wider community and their role within it. Topics will include respecting diversity, understanding different cultures and religions, the importance of democracy and the rule of law, financial education, and developing skills for responsible citizenship.

The school has adapted the PSHE Association's Scheme of Work to deliver a rigorous and extensive curriculum that aligns with national expectations and reflects the needs of our pupils. The curriculum will evolve to ensure that it remains relevant and comprehensive, promoting the personal development of every child.

Families and people who care for me

Pupils will be taught the following:

- The importance of families for children when growing up, as they can provide love, security and stability
- 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
- That others' families within the school or in the wider world may look different from their own, but those differences should be respected, 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 growing up
- 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

Pupils will be taught the following:

- The importance of friendships in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, such as mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely and excluded
- That most friendships have ups and downs, which can often be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and not to trust, how to judge when a friendship causes them to feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

Respectful relationships

Pupils will be taught the following:

- The importance of respecting others, even when they differ from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve/support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in schools and in wider society they can expect to be treated with respect by others, and should show this respect to others in return, including those in positions of authority
- About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how these can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils will be taught the following:

- That sometimes people behave differently online or pretend to be someone they are not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (including when anonymous)
- The rules and principles for keeping safe online, recognising risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online

Being safe

Pupils will be taught the following:

- What sorts of boundaries are appropriate in friendships with peers and others (including online contexts)?
- About the concept of privacy and the implications of it from both children and adults; including that it is not always right to keep secrets in relation to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical, and other forms of, contact
- How to respond safely and appropriately to adults they encounter (in all contexts, including online) whom they do not know
- How to recognise and report feeling bad or unsafe around an adult
- How to ask for advice or help for themselves or others, and to persist until heard
- How to report concerns or abuse, and the vocabulary needed to do so
- About the dangers they may face, both in and around school and beyond, and how they can keep themselves safe.
- Where to get advice, e.g. family, school, other sources

Mental wellbeing

Pupils will be taught the following:

- That mental wellbeing is a normal aspect of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness, surprise) and scale of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness

- Simple self-care techniques, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests
- Isolation and loneliness can affect children and so it is very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), including whom in the school they should contact if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It is common for people to experience mental ill health. For many of these people, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

Pupils will be taught the following:

- How the internet acts as an integral part of life for most people, with many benefits
- About the benefits of rationing time spent online, the risks of spending excessive time on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- Why social media, some computer games and online gaming, etc. are age restricted
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- How to be a discerning consumer of information online, recognising that information (including that from search engines) is ranked, selected and targeted
- Where and how to report concerns and get support concerning issues online

Physical health and fitness

Pupils will be taught the following:

- The characteristics and mental/physical benefits of leading an active lifestyle
- The importance of including regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- The risks associated with leading an inactive lifestyle (including obesity)
- How and when to seek support, such as which adults to speak to in school if they have health concerns

Healthy eating

Pupils will be taught the following:

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning/preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (such as obesity and tooth decay) and other behaviours (such as the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

Pupils will be taught the following:

- The facts about legal/illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

Pupils will be taught the following:

- About safe/unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good quality sleep for good health and that a lack of sleep can influence weight, mood and ability to learn
- About dental health and the benefits of good oral hygiene and dental flossing, such as regular check-ups at the dentist
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing

Changing adolescent body

Pupils will be taught the following:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing and key facts concerning the menstrual cycle

Economic wellbeing and being a responsible citizen

Pupils will be taught the following:

- How to contribute to the life of the classroom, and how to help create and follow group and class rules
- That everyone has individual needs and the responsibilities to meet them (such as being able to take turns, share, and understand the need to return things that have been borrowed)
- That they belong to various groups and communities such as family and school
- What improves and harms their local, natural and built environments and about some of the ways people look after them

- The different purposes for using money, including concepts of spending and saving, managing money, being a critical consumer and how money comes from different sources
- The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices
- How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people
- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- To know that there are some cultural practices which are against British law and universal human rights, such as FGM
- To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
- That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and towards the environment
- To resolve differences by considering alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- Recognising what being part of a community means, and about the varied institutions that support communities locally and nationally
- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- To appreciate the range of national, regional, religious and ethnic identities in the UK
- To consider the lives of people living in other places, and people with different values and customs
- To explore and critique how the media present information

Teaching, Learning and Assessment

- The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.
- Pupils' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, in order to monitor progress.
- Lessons are derived from PSHE Association in order to ensure a rigorous and broad curriculum is delivered to all children.

British Values

At Fulwood and Cadley, the promotion and integration of British Values remain central to our ethos. These values are taught not only as part of the curriculum but are woven throughout every aspect of pupils' educational experiences. These include:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

Implementation Across the School

British Values are embedded in pupils' education through:

- Assemblies focused on key values and themes.
- Extra-curricular activities that encourage participation and engagement.
- Wider opportunities, such as educational visits, workshops, and work experience placements.
- Access to literature and resources that explore these values.
- The promotion of spiritual, moral, social, and cultural (SMSC) understanding.

Aims and Objectives

Our policy and practices aim to ensure that pupils:

- Understand how citizens influence decision-making in a democracy.
- Appreciate that the rule of law is essential for personal safety and societal well-being.
- Recognize the separation of powers and the roles of different public institutions.
- Understand the protection offered by law to hold diverse faiths and beliefs.
- Accept and respect those with different beliefs, avoiding prejudicial or discriminatory behaviour.
- Understand the importance of identifying and combatting discrimination.

Promoting Core Values

Democracy

- Pupils are educated about the principles of democracy, its advantages, and challenges, particularly within the UK system.
- **Opportunities for pupil voice:** Feedback is encouraged through school councils, questionnaires, and class discussions.
- Pupils are empowered to contribute to decisions about their education and school life, fostering a sense of civic engagement.

The Rule of Law

- The importance and purpose of laws are emphasized, ensuring pupils understand how laws protect individuals and society.
- **Engagement with authorities:** Visits from police officers and other public figures help contextualize the role of law in society.
- Pupils learn to reflect on their behaviour and its impact, guided by the school's **Behaviour Policy**.
- Classroom debates and the creation of school rules foster understanding and respect for legal frameworks.

Individual Liberty

- Pupils are encouraged to make informed, autonomous choices within a safe and supportive environment.
- Education about rights, freedoms, and safe decision-making is integrated into **PSHE**, **RSHE**, and online safety curriculums.
- The school promotes a culture where individual interests and preferences are respected.

Mutual Respect and Tolerance

- Respect for all individuals, regardless of background or protected characteristics, is a core expectation.
- Pupils learn about diversity in British society through the curriculum and extra-curricular activities.
- **Cultural exchange and celebration:** Pupils are encouraged to share their beliefs and experiences, enhancing peer learning.
- Assemblies and discussions address issues such as prejudice-based bullying, reinforcing the importance of empathy and acceptance.
- Disrespectful behaviour is addressed through the **Behaviour Policy**, while positive behaviour is celebrated.

Challenging views that go against British values

- The school actively addresses opinions or behaviour that contradict British Values, whether demonstrated by pupils or staff.
- Discriminatory behaviour is not tolerated and is managed in line with the Behaviour Policy.
- Prevent Duty Policy: Referrals are made for pupils identified as being at risk of radicalization.

Staff training

- All staff are trained during induction to understand and uphold British Values.
- Ongoing professional development opportunities are provided to reinforce their knowledge and responsibilities.

PSHE Policy including British Values – 2024 – 2025

Review Date: November 2025

Mr Corlett

PSHE Lead