



# PRINCE'S MEAD

## **PSHEE, Citizenship and RSHE (Relationships Sex and Health Education) Policy**

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Date:	March 2026
Review Frequency:	Annually
Next Review Date:	March 2027
Sub-Committee	E&W

## **Contents**

<b>Page 3</b>	<b>Introduction</b>
<b>Page 4</b>	<b>PSHEE structure</b>
<b>Page 5</b>	<b>PSHEE Curriculum in Early Years Foundation Stage (EYFS)</b>
<b>Page 6</b>	<b>PSHEE Curriculum - Whole school</b>
<b>Page 7</b>	<b>Implementation and Teaching strategies of the curriculum</b>
<b>Page 7</b>	<b>Monitoring and Assessment</b>
<b>Page 8</b>	<b>Citizenship and Fundamental British Values, Democracy, Individual liberty, Mutual respect</b>
<b>Page 9</b>	<b>Protected characteristics</b>
<b>Page 9</b>	<b>Economics Education</b>
<b>Page 10</b>	<b>Relationships, Sex education and Health (RSHE) Aims</b>
<b>Page 11</b>	<b>Relationships and Health Education – Statutory requirements</b>
<b>Page 12</b>	<b>Delivery of RSHE, Menstruation</b>
<b>Page 13</b>	<b>Sexual identity, Rights to withdrawal from Sex Education</b>
<b>Page 14</b>	<b>Answering Questions, Staffing, Additional well-being and safety initiatives</b>
<b>Page 15</b>	<b>ELSA, Bullying, Special Educational Needs and Disabilities (SEND), Equality</b>

## Introduction

This document is a statement of the aims, principles and strategies for teaching and learning Personal, Social, Health, Economic Education, (PSHEE) Citizenship and Relationships, Sex and Health Education (RSHE) at Prince's Mead.

This policy was developed through a process of consultation with Teaching staff, Governors, Parents, and children and is reviewed on an annual basis to reflect changes in the curriculum, the delivery of the subject, improved resourcing, and advances in technology.

This policy applies to all pupils in the school, including those in the Early Years Foundation Stage.

We are required by law to teach **Relationships Education** and **Health Education** to all primary-aged pupils. We deliver these statutory subjects within our broader PSHE programme. Where we teach about human reproduction (sex education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools.

Our PSHE curriculum also includes age-appropriate aspects of **economic education**, preparing children to understand spending, saving and the world of work, and **citizenship education** including British Values, helping children understand their rights, responsibilities and role in society.

This policy explains our whole-school approach to PSHE education and how we meet our statutory requirements.

## Policy Statement

The ethos of our school with its established school values, called CROWN values (Courage, Curiosity, Ambition, Kindness and Respect), strives to develop the self-knowledge, self-esteem, and self-confidence of each child in our care. The Crown values, which evolved through agreement between staff, Governors, and pupils, are implicit in all we do and say. We use positive language and set good examples to our children.

We have links with the wider community through sporting, musical, creative, and charitable activities. The children are given the opportunity to organise and direct fundraising events and present information to others in class situations and assemblies.

Personal, social, health and economic education and citizenship refer to those aspects of school life - its thinking, planning, teaching, and organisation - explicitly designed to contribute to the process of growing up, getting on with other people, the formation of values and the preparation of the child for responsibility in adult life. This includes helping pupils to understand:

- Their behaviour
- Health and Development including physical and mental well being
- Relationships with others including within families and the wider community
- How to make decisions and moral judgements
- Citizenship
- Recognising and knowing how to deal with the various forms of abuse including online

- An understanding of the value of money and finance

### PSHEE Structure

At Prince’s Mead we choose to deliver PSHEE/RSHE using the Jigsaw scheme, the mindful approach to PSHEE.

Prince’s Mead employs the Early Learning Goals in the EYFS, ‘Think Equal’ series of books which allow pupils to think about diversity by learning about children from diverse cultures.

From Year 1 onwards Jigsaw offers a comprehensive programme for Primary PSHEE including statutory Relationships, Sex and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw properly equips a whole-school approach to PSHEE. Jigsaw lessons also include mindfulness, allowing children to advance their emotional awareness, concentration, and focus.

Jigsaw consists of six half-term units of work (puzzles), each containing six lessons (pieces) covering each academic year. Every piece has two learning Intentions, one specific to PSHEE (including Relationships and Health Education) and the other designed to develop emotional literacy and social skills. The Jigsaw pieces are entitled:

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.

Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, Year 5, human reproduction in Science and Sex education in Year 6.

### **Early Years Foundation Stage (EYFS)**

In Nursery and Reception, Personal, Social and Emotional Development is a Prime Area of Learning and Development in the Early Years Foundation Stage Curriculum (2017). Children work towards the Early Learning Goals in the elements of 'Self-Regulations' 'Managing Self' and 'Building Relationships.'

The relevant Early Learning Goals are:

#### **Self-Regulation:**

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### **Managing Self**

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs including dressing, going to the toilet, and understanding the importance of healthy food choices.
- Building Relationships
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers

- Show sensitivity to their own and to others' need

### **Key Stage 1 Curriculum - Jigsaw**

In Key Stage 1, all children access a fun and varied curriculum. There are dedicated 'Learning for Life' (PSHEE) lessons, but many facets of PSHEE are also covered during circle time and other class discussions as matters arise. Lessons will be adapted and pitched at the right level for the maturity of the class.

### **Key Stage 2 Curriculum -Jigsaw**

In Key Stage 2, pupils have one dedicated 'Learning for Life' (PSHEE) lesson per week. Jigsaw's scheme of work continues throughout KS2 (Key Stage 2) building upon the foundations made during KS1 (Key Stage 1). Issues pertinent to a particular class or year group, as well as concerning current affairs, are discussed when matters arise to support the emotional needs and understanding of pupils, in addition to their curriculum lessons.

Puzzles are launched at the same time, with each year group studying the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes.

The various teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation and the Early Years (EYFS) planning is aligned to the National Early Years Framework (England).

### **Implementation of the curriculum**

We are confident that our PSHEE (learning for life) programme covers all aspects of Relationships, Sex and Health education (RSHE) in an age- appropriate way.

Certain PSHEE related strands are covered during our Monday and Friday Prayers, as well as during weekly House meetings such as healthy eating, achieving goals, resilience and bullying. In addition, we are mindful of the need to actively promote fundamental British Values within assemblies, PSHEE lessons and house prayers.

The Head of Wellbeing will liaise with Heads of House to co-ordinate assemblies which either introduce new topics and or support the PSHEE, Citizenship and RSHE topics being taught each half term.

The policy is also informed by relevant guidance and advice, including:

The statutory guidance Relationships Education, Relationships and Sex Education (RSHE) and Health Education (DfE (Department for Education), July 2025).

Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies (DfE, July 2013, updated 2017)

DfE and ACPO drug advice for schools: Advice for local authorities, Headteachers, school staff and governing bodies, September 2012.

## **Teaching strategies**

The curriculum is delivered by the Form Teachers and in some cases, where the timetable permits, by the HoD of PSHEE. Throughout the year we use the framework and resources provided by the Jigsaw Scheme. An emphasis is placed on mindfulness, relationships, friendships, and respect for others. The most appropriate strategies for the age groups will be used. These may include:

- circle time
- collaborative work
- drama and stories
- videos
- worksheets
- display
- teacher led discussion
- pupil led discussion
- poster prompt activities
- guided and open-ended written tasks
- role plays
- case studies
- talks by outside speakers

At Foundation Stage (Nursery and Reception) personal, social, and emotional development is an integral part of the curriculum. The curriculum is topic based and varies from year to year.

## **Monitoring and Evaluation**

The Head of Wellbeing will monitor delivery of the programme through observation and discussion with teaching staff and pupils to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted based on:

- Pupil and teacher evaluation of the content and learning process
- Staff meetings to review and share experiences

## **Assessment**

PSHEE is assessed every half term by the subject teacher (normally the Form Tutor). The Jigsaw Scheme provides the basis of our assessment model. Every pupil is assessed by the Teacher against the criteria in each jigsaw piece and is given one of the following grades:

- Working towards
- Working at
- Working above

Every pupil in Years 3-6 are given the lesson objectives before they begin the unit of work and then after it has been taught to assess their own understanding and learning

Assessment of the work completed, children's assessment of themselves and participation in activities / discussions then provide the evidence needed to justify the grading.

The Head of PSHEE then uses the assessment tracking document to review PSHEE teaching and learning and to determine any future interventions needed. As PSHEE is often based on discussion, role play and circle time, there are very little activities that are written. Written tasks are often used for display purposes and celebration of the children's ideas.

### **Citizenship and Fundamental British values**

Citizenship and the teaching of fundamental British Values helps children to develop as members of school, local, regional, national, and global communities. It is concerned with issues of right and wrong, rights and responsibilities, fairness, rules and laws, power and authority, equality and difference, communities and identities, democracy, conflict, and cooperation. As children grow and develop, this helps them to think and talk about issues relating to these concepts as they encounter them in their own lives and in the lives of others, and as depicted in the media and in literature. At Prince's Mead, it is normal practice to encourage pupils to respect themselves and other people, regardless of race, religion, ethnicity or culture. The children are set a uniform example and high standard by every member of the teaching, caretaking, administration, and support staff. This ensures that the Fundamental British Values are not only promoted, but in fact a way of life.

### **Democracy**

We seek to promote democratic values wherever possible in school life. Pupils have the opportunity to have their voices heard through our School Council and pupil questionnaires. All the children contribute to the production of a class charter, which is agreed upon by both the pupils and the class teacher. Recording these charters in exercise books or displaying them in the classroom is democracy in action and reminds the entire class of their obligations, promises and the rule system. Additionally, the School Food Committee meets with a staff member and the views of the pupil body regarding the meal options are discussed as well as the School's Eco committee who meet weekly to discuss and implement innovative ideas to help save our planet.

### **The Rule of law**

The importance of laws, whether they govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws; that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities and inspirational speakers also reinforce this message. Whilst all staff members prioritise positive reinforcement; awarding merit badges, courtesy badges, and Headmaster's Commendations regularly, there is a system of sanctions in place outlined in the behaviour policy. (See Rewards and Sanctions Ladder in the Positive behaviour policy). Indeed, all children are aware of this and that there are also consequences to breaking school rules and laws.

### **Individual Liberty**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through of provision of a safe environment and empowering education. Pupils are encouraged to know, understand, and exercise their rights and personal freedoms and how to exercise these safely; for example, through our E-Safety and PSHEE lessons. Whether it be through

choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

### **Mutual Respect**

Prince's Mead children treat each other with respect. At Prince's Mead, we foster a love of learning within an environment in which each child can feel a sense of belonging. This is premised on respect for one another which is frequently expanded upon in house prayers, Friday prayers and posters throughout the school.

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and are supported by learning in Religious Education and PSHEE. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. Children learn about all the major world religions and visit various places of worship to cement their understanding and respect for these beliefs and institutions. At Prince's Mead, we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

We believe that an understanding of how citizens can influence decision-making through the democratic process is achieved within the curriculum by:

- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;

An understanding of the importance of identifying and combatting discrimination

Much of this aspect of learning is delivered during PSHEE lessons, in full assemblies, by visiting speakers to the school and in the way we operate on a daily basis with an adherence to tolerance, understanding and empathy towards others.

### **Protected Characteristics**

PSHEE provision encourages respect for other people, paying particular regard to protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. These characteristics are not discriminated against by staff in their teaching both in and out of the classroom.

### **Economic Education**

Through activities such as 'Enterprise' in Year 6, pupils come to understand the value of money, the importance of budgeting and the development of a project to generate a profit.

Opportunities to learn about finance exist in maths lessons, in EYFS creative play and through events organised by the Prince's Mead Association as well as curriculum PSHEE lessons.

## **Spiritual, Moral, Social and Cultural Development (SMSC)**

This is an integral part of the PSHEE and Citizenship programme as highlighted in the Departmental Aims and Objectives. Pupils are encouraged to work collaboratively and to share their experiences, thereby developing their interpersonal skills, their knowledge of the world in which they live and an awareness of their role in a multicultural society. (Please see the SMSC policy for more detail).

## **Relationships, Sex Education and Health Education (RSHE)**

### **Statutory Requirements and Curriculum Framework**

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed. Our curriculum addresses all statutory requirements including:

A detailed mapping document showing how the Jigsaw programme covers every statutory outcome is available to view on request.

### **Aims**

The Relationship and Sex Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017 and KCSIE (Keeping Children Safe in Education) 2021, make Relationships Education compulsory for all pupils receiving primary education. Personal, Social, Health and Economic Education (PSHEE) continues to be compulsory in independent schools.

RSHE at Prince's Mead focuses on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.

RSHE also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enable pupils to form a strong early understanding of the features of relationships that are likely to

lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

When teaching about families, teachers are sensitive and have a good knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children.

## **Relationships Education**

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- Families and people who care for me - That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

## **Health Education**

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of primary school, our children will understand:

- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.

- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

### **Delivery of the RSHE Curriculum**

Like all areas of the PSHEE curriculum, RSHE is taught by Class Tutors or the HoD Of PSHEE, during PSHEE lessons. For Years 1 to 6, we follow recommended objectives from the Jigsaw programme. At times, we may combine other resources to those provided within the Jigsaw framework.

Pupils are taught in a combination of mixed and same gender lessons. They are encouraged to use correct terminology and can ask any questions they have. We also ensure pupils have opportunities to write down, or submit online, questions in advance in case they feel too embarrassed to ask in front of their peers.

We aim to ensure that:

- All children, including those who develop earlier than average, know about puberty before they experience the onset of physical changes
- Children learn how a baby is conceived and born before they leave primary school.
- Specific RSHE lessons are delivered in Years 5 and 6, the format for these sessions is whole class teaching as well as single sex sessions where the boys are taught by a Year 5 or 6 Form Tutor and the girls by Matron. The topics covered in these lessons include:
  - Body changes at puberty for children in mixed classes
  - Periods and personal hygiene for girls in Years 5 and 6 with Matron
  - Body changes and personal hygiene for boys in Years 5 and 6 with, where possible a male tutor
  - Body care for all
  - Reproduction and parenthood in Year 6

### **Menstruation**

The onset of menstruation for girls can be alarming if they are not prepared. At Prince's Mead school, our RSHE programme includes preparation for menstruation. We will make adequate and sensitive arrangements to help girls cope with the school environment and ensure that it is conducive to privacy when dealing with sanitary requests and disposal. Depending on the needs of

the cohort and the preferences of our parents, we understand that it can be necessary to carry out the discussion on periods with the girls at the end of year 4.

In Years 5 and 6 The Head of Science will go over more fully the scientific basis for animal and human reproduction. The following subjects are covered:

- The structure and function of the human reproductive organs
- Sexual maturity after puberty
- Conception, gestation, and birth

RSHE is also delivered through the Science curriculum, (see the Science policy). Prince's Mead, aims to enable pupils to understand the physical and emotional changes boys and girls experience through puberty to adult life as well as the process of human reproduction.

The curriculum should help pupils in the following ways:

- To help children cope with the emotional and physical changes of adolescence
- To provide information and guidance on sex education and where to seek sources of help
- To have the knowledge to make informed decisions as they grow into adulthood
- To respect others without prejudice

### **Sexual Identity and sexual orientation:**

It is our aim to provide RSHE that is relevant and sensitive to all our children's needs. We acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. Incidents of homophobic bullying will be dealt with according to our Antibullying policy.

The school will inform parents during the Curriculum evening in September, of the topics their child will be taught within the RSHE programme during the forthcoming year.

### **Withdrawal from RSHE lessons**

Parents have a right to withdraw their children from specific sex education lessons beyond the curriculum for science and that included within the Statutory Relationships Education. Those parents wishing to exercise this right are invited to email the headmaster who will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The school will document this process and ensure that a record is kept.

If a pupil is withdrawn from sex education, the school will ensure that a pupil receives appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from the part of the curriculum that specifically teaches about Relationships and Health Education.

Teachers are aware that effective RSHE delivery may bring an understanding of what is and what is not acceptable in a relationship and consequently a disclosure of a child protection issue by a child.

The staff member will immediately inform the Headmaster, the Designated Safeguarding Lead, or the Deputy Designated Safeguarding Lead. Members of staff cannot promise confidentiality under any circumstances.

### **Answering difficult questions**

All teachers are given advice on how to answer difficult questions that the children may pose. We offer a graduated, age-appropriate programme of Relationships Education and teachers can decide which questions are appropriate to answer in a whole class setting and which may require one-to-one or small group discussion.

### **Staffing Resources**

All staff work together with regard to this subject when they address pastoral and academic issues with their classes.

Parents and local people of many professions regularly come to school to address the pupils about their careers, interests and topical issues.

### **How do we help create a unified and caring environment?**

During assemblies (Monday and Friday Prayers and weekly Pre-Prep assemblies) we address a range of issues concerned with living together as a community in unity, linking this with Bible stories and Jigsaws schemes of work.

We discuss other religions and encourage the children to learn about diverse cultures.

A strong link is established between teachers and their classes, children know they can speak in confidence and that fears will be dealt with.

Our weekly CROWN awards system rewards strong academic work and respectable behaviour in conjunction with our Crown values.

In Key Stage 1 children are rewarded for a week's good behaviour, with a period of 'Golden Time'.

Older children who are designated Playground Activity Leaders (PAL's) are encouraged to help younger pupils in the playground play fairly, include others and encourage kindness through organised games.

There is an ongoing programme of PSHEE within the school.

Parents are always welcome to discuss problems and are contacted by staff when necessary.

Play equipment is available for the children at break time.

Children are reminded about bullying in a general forum situation e.g., assembly time or PSHEE.

Anti-bullying week is acknowledged through 'The power of good' Children recognise that it is Ok to be different.

Friendship Fridays and Matey Mondays are a place to meet for children who struggle with friendships.

### **Additional Well-Being and Safety Initiatives**

Our Deputy Head Pastoral, The Head of Wellbeing, our ELSA (Emotional Literacy Support Assistant) and School Councillor as well as Matron work closely with pupils. The Head of Wellbeing also owns and co-ordinates the use of our school dog, Monty. Monty can be used as a listening ear, a reward, or a non-threatening companion as well as a playmate. (Monty is always accompanied by an adult).

### **ELSA (Emotional, Literacy Support Assistant)**

We have a fulltime qualified Child Counsellor and ELSA on site who works 1:1 with children, once a week. Children are referred to the ELSA by staff who raise a concern.

### **Anti-Bullying Policy**

Please refer to the school's Anti-Bullying policy.

### **Teaching about Bullying:**

Within the scheme of work for PSHEE, many aspects of positive behaviour are addressed, as are the strategies to deal with tricky situations. Themes include: friendships, dealing with conflict, leadership, power, and trust. These are further emphasised in regular school assemblies. Children are taught about behaviour and what is considered anti-social behaviour including direct reference to what is considered as bullying. Within this framework discussions should include advice on differentiating between "teasing" and "bullying."

### **Special Education needs and Disabilities SEND**

RSE must be accessible for all pupils. Teaching will be differentiated and personalised to ensure that the content is accessible for all pupils, including those with SEND (Special Educational Needs and Disability). Teaching will be sensitive, age appropriate, developmentally appropriate and delivered with reference to the law. When designing and teaching RSE, the school will take into consideration that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND.

Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

### **Equality**

The school will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect, regarding the protected 'Characteristics in the Equality Act 2010.'