



PRINCE'S MEAD

PSHEE, Citizenship and RSE (Relationships and Sex Education) Policy

Author(s):	Gillian Jones
Date:	March 2025
Review Frequency:	Annually
Next Review Date:	March 2026
Sub-Committee	Education
Date of Sub-Committee Agreement:	

Contents

Page 3	Introduction
Page 4	PSHEE structure
Page 5	PSHEE Curriculum in Early Years Foundation Stage (EYFS)
Page 6	PSHEE Curriculum - Whole school
Page 7	Implementation and Teaching strategies of the curriculum
Page 8	Monitoring and Assessment
Page 8	Citizenship and Fundamental British Values
Page 9	Democracy, Individual liberty, mutual respect, protected characteristics
Page 10	Economic Education, Relationships and Sex education (RSE)
Page 11	Delivery of RSE
Page 13	Rights to withdrawal from RSE and Health Education
Page 14	ELSA
Page 15	Special Educational Needs and Disabilities (SEND)

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, and Sex and Health Education (RSE) 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.

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/RSE using the Jigsaw scheme, the mindful approach to PSHEE.

Prince's Mead employs the Early Learning Goals in the EYFS, the Jigsaw scheme and the '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:

Michaelmas 1	Being me in my world	Includes understanding my place in the class, school, and global community as well as devising learning charters
Michaelmas 2	Celebrating differences	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Lent 1	Dreams and Goals	Includes goal-setting, aspirations, and resilience building
Lent 2	Healthy me	Includes drugs and alcohol education, self esteem, and confidence as well as healthy lifestyle choices (off and on line)
Summer 1	Relationships	Includes understanding friendships, family and other relationships, conflict, and communication skills
Summer 2	Changing me	Includes sex education and relationships education in the context of looking at managing change

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

EYFS Curriculum - Jigsaw

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

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.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

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.

Please note that the theme 'Having a baby' in Year 4 will be taught in Year 5 and will swap with the theme self-body image which will be taught in Year 4.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Ages 9-10	Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

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 (RSE) in an age- appropriate way.

PSHEE is allocated 1 x 50-minute lesson each week.

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 RSE 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 (RSE) and Health Education (DfE (Department for Education), June 2019).

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 against the criteria in each jigsaw piece and is given one of the following grades:

- Working towards
- Working at
- Working above

'I Can' statements are provided on the assessment document to guide the class teacher in making accurate assessment records. Assessment of the work completed 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 and Sex Education (RSE)

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.

RSE 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.

RSE 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.

- Through our comprehensive Relationships Education, we aim to provide all pupils with:
- The knowledge and understanding of a variety of relationships
- The ability to identify any concerns they have about a relationship
- Coping strategies and an awareness of how and where to seek support and understanding of their rights and responsibilities within a range of relationships
- An awareness of the process of growing up and the changes they and others will experience
- An understanding of the characteristics of positive relationships

In Key Stage 1, children are taught about special and important people in their lives; similarities and differences; different families; friendship and fairness; cooperation and teamwork skills; feelings and emotions; communicating effectively with others; consent and bullying behaviours.

In Key Stage 2, children extend their learning on the themes covered in Key Stage 1 and build on their knowledge about different types of families and loving relationships; who their support network consists of; unhealthy and healthy relationships; dares, risks, and peer pressure; personal boundaries and secrets; techniques for resolving disputes; collaboration, compromise and sharing responsibilities and the consequences of our actions. In Science lessons children build on their knowledge of life cycles which are explored from a biological perspective.

Delivery of the RSE Curriculum

Like all areas of the PSHEE curriculum, RSE 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 RSE 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

Menstruation

The onset of menstruation for girls can be alarming if they are not prepared. At Prince's Mead school, our RSE 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

RSE 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 RSE 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 RSE programme during the forthcoming year.

Withdrawal from RSE 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 Education.

Teachers are aware that effective RSE 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.

Health Education

Health Education includes substance education, mental health education and safety education. Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and other's health and wellbeing.

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 are encouraged to help younger pupils in the playground.

A friendship bench is clearly signposted on the back terrace which children use.

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.

Playground Activity Leaders (PALS) set up games for all children to play should they choose to.

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

Anti-bullying week is acknowledged through 'Odd Socks Day.' 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

The Head of Wellbeing and 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

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.’