

# Staines Preparatory School



## PSHEE Policy

**September 2024**

## Introduction

Personal, Social, Health, Citizenship and Economic Education (PSHE) enables and encourages children to become well-rounded, healthy, independent and responsible members of society. Pupils are given the opportunity to share their thoughts, ideas, opinions and feelings on a range of issues in a safe environment, as well as being introduced to others' views and ideas. PSHE promotes pupils' Spiritual, Moral, Social and Cultural (SMSC) development and provides a context to explore and embed the key Fundamental British Values (FBV). Through learning about their rights and responsibilities, children are encouraged to participate positively as members of the school and the wider community, leading them to become more informed and contributing citizens of their world and our society. This also helps to develop their sense of self-worth, belonging and social awareness. We are aware of the protected characteristics under the Equality Act (2010) and emphasise the importance of respect for all, advocating non-discrimination, including any against age, disability, Gender reassignment, Marriage and Civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex or Sexual orientation. The diverse topics, ideas and views presented and discussed through PSHE help pupils to appreciate what it means to be a positive member of a multicultural society, treating themselves and others with respect and tolerance, regardless of their differences.

## Aims & Objectives

PSHE aims to help children:

- To develop understanding of how to lead a healthy lifestyle (including positive physical, mental and emotional health and wellbeing).
- To understand how to keep themselves and others safe.
- To understand the importance of good relationships built upon mutual respect.
- To become independent, responsible and contributing members of the community.
- To learn how to become positive and active participants of our democratic society.
- To make sensible and informed decisions regarding personal and social issues.
- To develop self-awareness, self-confidence and self-esteem.
- To develop strong relationships within the school and the wider community.
- To contribute to pupils' social, moral, spiritual and cultural development.
- To explore and embed the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- To encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010

**NB.** PSHE relates to and overlaps with other areas and policies at Staines Preparatory School, including the Relationship and Sex Education (RSE) policy, Anti-Bullying policy, Child Protection policy, Preventing Radicalisation Policy, Pupil Mental Health policy, ICT Acceptable Use policy, Visiting Speaker policy, Smoking, Drugs and Alcohol related incidents policy and Equal Opportunities policy.

## Planning & Curriculum Details

Our PSHE syllabus seeks to reflect and support the aims and ethos of the school, helping children to develop into respectful, responsible and resourceful lifelong learners. PSHE is taught as part of the curriculum throughout the school. Early Years (Nursery and Reception) teach PSHE as an integral part of their topic work throughout the year, linking to the objectives set out in the Early Learning Goals (ELGs) of the Foundation Stage of the National Curriculum. PSHE is taught as a timetabled subject in the Lower and Upper School as a 40-minute lesson. The PSHE curriculum and scheme of work is informed and supported by the 'Jigsaw' programme throughout the school, providing clear objectives in line with the National Curriculum and progression within and between each Year and Key Stage. Planning is taken from 'Jigsaw' and adapted by teachers to best suit the needs of the children.

## Sustainability

As a school we are having a whole school focus on sustainability and are incorporating this focus and approach into the curriculum and making links with subjects. Please refer to the Curriculum Policy for more details on sustainability and the curriculum.

## **Statutory Relationships and Health Education**

*“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”*

DfE Guidance p.8

*“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools. In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”*

Secretary of State Foreword DfE Guidance 2019 p.4-5

*“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”*

DfE Guidance p.8

*“All schools must have in place a written policy for Relationships Education and RSE.”*

DfE Guidance p.11

At SPS we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use ‘Jigsaw’ as our chosen teaching and learning programme and tailor it to your children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows how Jigsaw (and therefore our school) meets the statutory Relationships and Health Education requirements. This programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported. The ‘Jigsaw’ scheme and our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

- Character Education 2019 The DfE's non statutory framework guidance sets out six-character benchmarks and considers various aspect of character is a useful resource

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

### Relationships Education

According to DfE guidelines, Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. The expected outcomes for each of these elements can be found further on in this policy (see appendix i). The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education. It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum. More information can be found in the Relationships and Sex Education (RSE) Policy.

### Health Education

According to DfE guidelines, Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'. The expected outcomes for each of these elements can be found further on in this policy (see appendix i). The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education. It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured using mindfulness, social skills are grown every lesson through activities and discussions and respect is enhanced through discussions and the use of class charters. Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit). Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more. Public Health England's Better Health: Every Mind Matters resources, Rise Above and Promoting children and young people's emotional health and well-being: a whole-school and college approach is used to support Pupil Mental health - see the Pupil Mental Health policy for further information.

### Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools' (p. 23). Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'. At SPS, we believe children should understand the facts about human

reproduction before they leave primary school so Sex Education (i.e. understanding human reproduction) will be covered as part of the PSHE and Science curriculum. More information can be found in the Relationships and Sex Education (RSE) Policy.

### Use of Resources

The 'Jigsaw' scheme is the main resource, but this is supplemented with useful and relevant material from other agencies where applicable. Teachers also make use of appropriate material and videos from the internet to support the children's learning and understanding.

### Assessment and recording

Teachers assess children's work and progress in PSHE by making informal judgments as they observe them during lessons and through questioning and discussions. Progress is gauged against specific learning objectives set out in the 'Jigsaw' scheme and in the National Curriculum. This is recorded using an online assessment tool against the framework set out in 'Jigsaw'. Guidelines are outlined in the National Curriculum and the DfE statutory guidance (effective September 2020) with regard to what pupils are expected and required to know, understand and be able to do at the end of each Key Stage and by the time they finish at SPS.

### Provision for SEN/EAL/More Able pupils and different learning styles

PSHE is taught to all children in the school, regardless of their ability or needs. Teachers provide learning opportunities that match individual and group needs, appropriate to children's age and ability. Active learning is encouraged, with children engaged in paired, group and class discussions, investigations, practical activities and problem solving. These can be modified to support and/or extend children.

### Monitoring

The PSHE Coordinator is responsible for monitoring the standards of children's work and the quality of the teaching, as well as providing support, guidance and information to colleagues to develop and improve the subject on an ongoing basis.

### Spiritual, Moral, Social and Cultural provision (SMSC)

In PSHE lessons and throughout the school, teachers actively seek and create opportunities to develop pupils' spiritual, moral, social and cultural aptitude and understanding. The schools follows ['Political Impartiality in Schools \(2022\)'](#) guidelines when teaching.

Spiritual	<ul style="list-style-type: none"> <li>- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life.</li> <li>- their interest in and respect for different people's faiths, feelings and values.</li> <li>- sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> <li>- use of imagination and creativity in their learning willingness to reflect on their experiences.</li> </ul>
Moral	<ul style="list-style-type: none"> <li>- ability to recognise the difference between right and wrong and to apply this in their own lives, recognise legal boundaries and respect the civil and criminal law of England.</li> <li>- understanding of the consequences of their behaviour and actions.</li> <li>- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>
Social	<ul style="list-style-type: none"> <li>- use of a range of social skills in different contexts, including working or socialising with people from different religious, ethnic and socio-economic backgrounds.</li> <li>- willingness to participate in various communities and social settings, cooperating well with others and being able to resolve conflicts effectively</li> <li>- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</li> <li>- development and demonstration of skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul>
Cultural	<ul style="list-style-type: none"> <li>- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.</li> <li>- understanding and appreciation of the range of different cultures within the school and further afield as part of their preparation for life in modern Britain.</li> </ul>

	<ul style="list-style-type: none"> <li>- knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</li> <li>- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</li> </ul>
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Examples and evidence of activities to support children’s SMSC development at the school can be found in appendix ii of this document.

### **Embedding Fundamental British Values**

SPS actively promotes Fundamental British Values in line with the Prevent Strategy (2011). Examples of how these values are promoted in PSHE and throughout the school include:

Democracy	<p>Pupil voice is significant in regard to life at Staines Prep. Our School Council, regular questionnaires and ‘open door policy’ means pupils have a great amount of input in regard to what and how they learn, which promotes pupil voice.</p> <p>Consultations with pupils are also conducted throughout the year. We know that the formation of the school council and the active participation of our pupils will sow the seeds for a more sophisticated understanding of democracy in the future.</p>
The Rule of Law	<p>Our pupils will encounter rules and laws throughout their entire lives. We want our pupils to understand that whether these laws govern the class, the school, the neighbourhood or the country, they are set for good reasons and must be adhered to. This understanding of the importance of rules will be consistently reinforced through Assemblies and our curriculum. The involvement of our pupils in understanding the Rewards and Sanction Policy helps them to understand the reasons behind the rules and the consequences if they are broken. Throughout the year we welcome visits from members of the wider community. We believe that clear explanations and real-life stories emphasise the importance of the rule of law for our pupils.</p>
Individual Liberty (and Personal Responsibility)	<p>We invest a great deal of time in creating a positive culture in our school, so that children are in a safe environment where choices and freedoms are encouraged. In lessons, learning tasks are often left for the child to decide upon. We encourage children to choose the task that will challenge them, giving them more freedom to determine their own learning. We offer a range of clubs which pupils have the freedom to choose from, based on their interests. Through our E-Safety, Challenge Day and Teacher/Form time, we educate children on their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely. We believe that valuing choice and freedom in daily school life will foster a value for individual liberty as the children embark upon their adult lives.</p>
Mutual respect and tolerance of different faiths and beliefs	<p>At Staines Prep, we offer a culturally rich and diverse curriculum in which all major religions are studied and respected. We strongly believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of daily school life, we demonstrate tolerance and help children to become knowledgeable and understanding citizens. Mutual respect is also at the core of our school life. Pupils learn to treat each other and staff with great respect. This is evident when walking around the school and in the classrooms.</p>

Further evidence and examples can be found in appendix ii of this document.

## APPENDIX I

### Statutory outcomes and how they are met

**Relationships Education in Primary schools – DfE Guidance 2019** The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme. The guidance states that, by the end of primary school:

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• R2 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.</li> <li>• R3 that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</li> <li>• R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</li> <li>• R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>• R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships</p> <p>Changing Me</p> <p>Celebrating Difference</p> <p>Being Me in My World</p>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships</p> <p>Celebrating Difference</p> <p>Being Me in My World</p>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	<p>Relationships</p> <p>Changing Me</p> <p>Celebrating Difference</p> <p>Being Me in My World</p>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• R24 how information and data is shared and used online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships</p> <p>Changing Me</p> <p>Celebrating Difference</p>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• R32 where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships</p> <p>Changing Me</p> <p>Celebrating Difference</p>

### Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.



By the end of primary school:

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</li> <li>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online).</li> <li>• H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Healthy Me</p> <p>Relationships</p> <p>Changing Me</p> <p>Celebrating Difference</p>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.</li> <li>• H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• H15 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.</li> <li>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• H17 where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships</p> <p>Healthy Me</p>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>	<p>All of these aspects are covered in</p>

	<ul style="list-style-type: none"> <li>• H19 the importance of building 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.</li> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>lessons within the Puzzles</p> <p>Healthy Me</p>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Healthy Me</p>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Healthy Me</p>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• H31 the facts and science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Healthy Me</p>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Healthy Me</p>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Changing Me</p> <p>Healthy Me</p>

**APPENDIX II**  
**Evidence of SMSC & FBV at SPS**

**Examples of evidence for SMSC development at SPS:**

Spiritual	<p>RE lessons from Year 1-6 explore a range of different religious faiths, beliefs and traditions, treating these with respect and encouraging children to share their own knowledge and experience.</p> <p>Local visits to places of worship of different faiths (including the Synagogue, Gurdwara and Church) take place as part of the RE syllabus.</p> <p>Themed assemblies about significant festivals from different religions/faiths give pupils the opportunity to learn more about faiths other than their own.</p>
Moral	<p>The 'Staines Prep Way' is embedded and regularly referred to throughout the school; this embodies values that are resonant with many core moral values.</p> <p>Assemblies presented by SLT often focus on individual values from the 'Staines Prep Way' or link these values to other contexts.</p> <p>SPS promotes National Anti-Bullying Week, endorsing and exploring themes such as 'All different, all equal' (2017), 'Choose respect' (2018), 'Change Starts With Us (2019), 'United Against Bullying' (2020), 'One Kind Word' (2021) and 'Reach Out (2022).</p> <p>Pupils in the Upper School discuss and agree upon class rules/codes of conduct as part of PSHE lessons.</p> <p>Positive behaviour is rewarded at the school through house points, special lunch invites and merit slips.</p>
Social	<p>Pupils are actively encouraged to mix and interact with others, knowing that they are in a diverse and supportive environment.</p> <p>All pupils have the opportunity to represent the school in sports/activities.</p> <p>Y6 pupils volunteer to serve as 'buddies' for younger children at the school, giving up time to support them on the playground.</p> <p>Pupils are challenged and encouraged to work with others in groups/teams, particularly during 'Challenge Days' and annual residential trips (Y3-6).</p> <p>Pupils raise money for charities (House Charities, Macmillan mornings) and take part in community outreach (e.g. Challenge days)</p> <p>Residential trips encourage and develop pupils' independence and resilience.</p> <p>Pupils take part in memorial services at the school and in the community (Remembrance Day, Returned Services Day).</p> <p>Y6 pupils annually attend the Junior Citizenship Day to raise their awareness and understanding of how to keep safe and be responsible.</p> <p>Pupils show prospective parents and visitors around the school on open days, developing their social skills.</p> <p>Pupils take part, speak in and lead assemblies, developing their confidence and speaking skills.</p> <p>Y5 &amp; 6 pupils have the opportunity to participate in a debating club, where they learn to discuss and argue a range of issues in a respectful manner.</p> <p>Pupils are elected to represent their class on the School Council, which meets regularly to discuss ideas and lead projects.</p>
Cultural	<p>We are a diverse and multicultural school.</p> <p>Pupils learn about others' cultures and perspectives through school trips, community outings, visiting speakers and a wide-ranging curriculum, including teaching about diverse cultures and societies in History, Geography and RE.</p> <p>Extra-curricular clubs and activities allow and encourage pupils to experience a range of experiences.</p> <p>The school holds music evenings and annual dramatic productions at all levels to encourage pupils in the performing arts.</p> <p>Cultural trips are offered to pupils including theatre visits and choir trips.</p> <p>Overseas trips are offered to pupils including a ski trip and a foreign language trip.</p>

## Examples of evidence for the promotion of FBV at SPS:

Democracy	<p>Pupils vote for representatives of the School Council. The School Council meets regularly to discuss the pupils' ideas and concerns at the school.</p> <p>Pupils moving into Year 6 apply for and have the opportunity to vote for roles of responsibility (Head Boy &amp; Girl, Prefects, House Captains).</p> <p>Pupils have taken part in mock elections and referenda, coinciding with national votes (general elections etc.).</p> <p>Year 5 and 6 pupils participate in a debating club, in which they discuss and argue ideas in a simulation of the democratic process of debate; members of the club visited Parliament in 2018.</p> <p>Pupils and the wider school community participated in a democratic process to select new house names for the school in 2019.</p>
The Rule of Law	<p>The importance of rules and laws is consistently reinforced throughout the school, with a focus of fairness and respect. This is discussed in classes and in assemblies, including reference to the significance of rules, norms and laws for the school, the wider community and the country.</p> <p>Pupils are taught the reasons and values behind rules and laws.</p> <p>Pupils explore the rights that they have and the responsibilities that these rights entail.</p> <p>We endeavour to take a restorative approach to behavioural issues, encouraging pupils to take responsibility for their actions and reflecting on the impact their choices may have had on others, challenging them to do what they can to put things right.</p> <p>Pupils in the Upper School are given the opportunity to discuss and create class codes of conduct.</p>
Individual Liberty (and Personal Responsibility)	<p>Throughout the school pupils are encouraged to make choices, take risks and accept responsibility, knowing that they are in a safe and supportive environment.</p> <p>Pupils have to opportunity to select from a wide range of extra-curricular clubs and activities.</p> <p>Pupils are also given the freedom to choose which sport they will participate in during Games each term in the Upper School.</p> <p>We endeavour to take a restorative approach to behavioural issues, encouraging pupils to take responsibility for their actions and reflecting on the impact their choices may have had on others, challenging them to do what they can to put things right.</p>
Mutual respect and tolerance of different faiths and beliefs	<p>The core values of the school and the Staines Prep Way have respect and tolerance at their heart. This is displayed throughout the school and referred to regularly in discussions and assemblies.</p> <p>Staff model respect and tolerance for the children and parents are encouraged to show respect for staff and the school environment in the Home-School Agreement.</p> <p>Pupils are recognised and rewarded for respectful behaviour through house points, merit slips and special lunch invites.</p> <p>As a diverse, multi-cultural school we accept and value members of our community from all backgrounds and faiths.</p> <p>Pupils are given opportunities to experience diversity and share and celebrate their own unique backgrounds.</p> <p>Assemblies and discussions about the importance of respect for all and the unacceptability of prejudice of any kind are supported by teaching in PSHE.</p> <p>We endeavour to follow a restorative approach where pupils are able to discuss their differences and meet an agreement based on mutual respect.</p>

These values are also embedded throughout subject teaching across the curriculum – please see subject policies for further explanation.