



Personal, Social, Health & Economic Education (PSHEE) and Relationships & Sex Education (RSE) Policy
(including Fundamental British Values and Spiritual, Moral, Social & Cultural Education)

This Policy applies to the entire setting including the EYFS.

Staff Responsible for policy review: Head and Deputy Head (Head of Pastoral)

Next Review: 1st November 2024

Last Review	Updates made
April 2021	Reviewed following the purchase of a new PSHEE scheme. Policy was largely rewritten and now includes reference to FBVs and SMSC as well as an overview of our RSE provision.
September 2022	Language changed in regard to food Aims and Ethos amended to match updated
September 2023	Added reference to EDI policy

Introduction and Statutory Requirements

This is a whole school policy, to include EYFS. It should be read in conjunction with other key school policies including Safeguarding, Behaviour and Anti-Bullying as well as the curriculum booklet.

Our school provides a curriculum that is broadly based, balanced and meets the needs of all pupils.

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHEE curriculum:

Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and in society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. The DfE clarified as part of its National Curriculum guidance that:

All schools should make provision for personal, social, health and economic education (PSHEE), drawing on good practice.

This also stated:

PSHEE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHEE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum'.

At The Mead, we recognise our responsibility to promote the spiritual, moral, emotional, cultural, mental and physical development of our pupils. We aim to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life. We seek to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development.

As an Independent Primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work Act 2017. We have regard for the statutory guidance from the Department for Education (DfE) issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, RSE, and Health Education (England) Regulations (2019) have made

Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the relevant content set out in this guidance therefore focuses predominantly on Relationships Education. The guidance covers everything that primary schools should teach about relationships and health, including puberty. The National Curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. The DfE recommends that it is important to support pupils to develop a knowledge of sex education before they move to secondary school. It 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. As sex education is not compulsory at primary school parents have the right to withdraw their child from sex education other than aspects which are covered in the science curriculum (see paragraph below). Parents are not able to withdraw children from relationships education (since 2020).

The Education (Independent School Standards) Regulations 2014

The regulations and guidance in relation to Health Education only do not apply to independent schools – they will continue to make provision for the health education element of PSHE under the Education (Independent School Standards) Regulations 2014. The independent school standards require:

(b) a written policy, plans and schemes of work–personal, social, health and economic education which–

(i) reflects the school's aim and ethos; and

(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act.

The standards also stipulate:

(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

This policy therefore outlines how the school meets these standards. The school SEF and evidence of children's work/opinions shows successful outcomes for children against these standards.

This policy is also informed by the following guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (2021); Preventing and tackling bullying guidance and tackling bullying: Advice for head teachers, staff and governing bodies, (2017), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, head teachers, school staff and

governing bodies, 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, 2022) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised 2018).

Continuous Provision

The school uses the Jigsaw scheme and other resources to deliver an explicit and comprehensive PSHEE and RSE curriculum through weekly lessons and assemblies. However, the school views its pastoral curriculum as something embedded in every moment and interaction between children and between staff and children. One of the core strengths of the school is our identity as one big family under one roof where the older children play just as important a role as the teaching staff in the personal development of their younger school 'siblings'. Our inclusive culture (e.g. we are small enough to allow every pupil to take part in the whole school production) means every child contributes towards and takes responsibility for their school community.

At the heart of this collective responsibility is our school ethos and aims, our Mindset of a Meadite and our school rule:

The Mead Values, Aims and Ethos

The Mead is a community that empowers individuals to flourish. It aims:

- to enable every child to feel success;
- to challenge and support every child's holistic development;
- to encourage independence and initiative;
- to establish a self-belief in each and every child;
- to develop an enquiring mind and a passion for learning;
- to prepare and equip each child to move forward in their learning journey with confidence; and
- to enable every child to feel part of our family community – all under one roof.

We offer a full-time supervised education for pupils of compulsory school age which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. We believe in a broad and balanced education that sets foundations for what is to come. Our children are happy and kind, always thinking of others. We seek to nurture citizens of the world who care about the world and can find their place in it, whatever or wherever that may be.

We consider that the contribution of the home is as important as School, for it is within a partnership between the children, school and home that the best hope for sound learning is to be found.

The Mindset of a Meadite

In order to develop and strengthen these aims, we focus particularly on three characteristics that directly link to our school rule of: **Be Kind, Listen and do your best.**

- **Be kind - Compassion**

We treat others with kindness, empathy, honesty and exemplary manners. We champion and nurture one another as a large family under one roof. As our global perspective grows, so does our respect, tolerance and sense of responsibility. We are charitable by nature and offer unfailingly warm hospitality.

- **Listen - to spark Curiosity**

We listen carefully to all that is offered for the spark of new interests, insights and ideas. We are discerning, creative and adventurous risk takers, free from the fear of failure and inspired to seek passions, interests and a deeper knowledge and understanding. We are truth seekers, determined to investigate accuracy. We are brave future leaders, willing to challenge convention and stereotype. We are mindful, self-reflective, open minded and spiritually aware.

- **Do your best - Ambition**

We take pride in our work and have unapologetically high expectations. Independently and collaboratively we embrace challenge and seek improvement through accurate communication, craftsmanship, resilience, perseverance and adaptability. We live at the edge of our capabilities, willing to push beyond them with confidence and optimism on our journey to becoming lifelong learners and leaders.

These core values and messages are embedded in our rewards and sanctions and house/pupil voice systems (see Behaviour Policy) and therefore in our daily interactions with the children. All children understand what it means to be a Meadite and the character traits that they need to develop to become good school citizens.

In addition to the ethos overseeing daily interactions, the children are also afforded specific daily opportunities, outside of set pastoral sessions, to grow their personal, social and emotional intelligence, knowledge and awareness. The broad and specialised curriculum we follow, including science, humanities, performing arts and team sport, gives the children the knowledge and awareness they need to develop informed opinions and empathy for others whilst also allowing them to practice life skills (e.g. teamwork) and grow their self-confidence and self-awareness. Out trips, workshop and guest speaker programme also enhance this provision.

Outcomes

The following outcomes provide a focus for the PSHEE and RSE schemes and although we believe these outcomes are supported through every day school culture and interactions, we also ensure they are covered explicitly through weekly PSHEE/RSE lessons (see scheme overview below) and assemblies. Evidence of these outcomes can be found via pupil interactions and inspection of class work and displays.

PSHEE

By the end of their time at The Mead, our aim is that most Meadites will be able to demonstrate the majority of the following outcomes. Meadites can:

- Identify potential risks and how those risks might be reduced, but also take measured risks when appropriate;
- Explain their own values and beliefs and demonstrate spiritual awareness;
- Set high standards of personal behaviour and have a positive, caring and charitable attitude towards others;
- Distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour;
- Form an understanding of their own social and cultural traditions including British values;
- Appreciate the diversity and richness of other cultures;
- Develop their own informed opinions and respect and respond with tolerance to the opinions of others;
- Work effectively with others, including being able to solve problems and achieve common goals;
- Develop reflective practices and opportunities for mindfulness, thereby developing open-mindedness;
- Understand their relationships, physical feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- Demonstrate independence;
- Help gain access to information and support and develop skills for a healthy and safe lifestyle;
- Make good choices;
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- Show awareness of the link between good physical health and good mental health;

- Grow their self-confidence and self-esteem and be comfortable with their strengths and weaknesses, showing a growth mindset toward both;
- Demonstrate that they can become informed, active, responsible citizens in their local and wider community;
- Show willingness to contribute to the school community and give everything a go;
- Demonstrate knowledge of the main political and social institutions and explore issues that affect their lives as well as consider their responsibilities, rights and duties as individuals and members of communities, local, national and international;
- Show respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions;
- Respect nature and understand how choices they make affect the sustainability of the world; and
- Show economic awareness and understanding.

RSE

Through teaching Relationship and Sex Education in school a secure framework and environment is provided in which pupils can develop necessary personal skills and a positive attitude to physical, mental and sexual health.

Biological aspects of Sex and Relationship Education are taught within the Science curriculum. Guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

The 2021 Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance sets out requirements for children at the end of primary school. Using this [document](#) and in consultation with staff and parents, we have developed the following RSE learning outcomes for children at different stages in their journey through The Mead:

By the end of Reception, children will:

- Understand some areas in which they can look after themselves e.g. dressing and undressing;
- Explain why it is important to keep clean;
- Understand some basic hygiene routines;
- Identify different members of a family; and
- Understand how members of a family can help each other.

By the end of KS1, children will:

- Know how to keep clean and look after oneself;

- Learn about personal safety;
- Begin to understand their emotions and ways to deal with them;
- Learn that living things reproduce;
- Understand that babies become children and then adults;
- Know the differences between boy and girl babies;
- Know there are different types of families;
- Know which people we can ask for help;
- Understand that some people have fixed ideas about what boys and girls can do;
- Describe the difference between male and female babies;
- Describe some differences between male and female animals; and
- Learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce.

By the end of Lower KS2, children will:

Years 3 and 4:

- Know some differences and similarities between males and females;
- Name male and female body parts using agreed words;
- Identify different types of touch that people like and do not like;
- Understand personal space;
- Talk about ways of dealing with unwanted touch;
- Understand that all families are different and have different family members;
- Identify who to go to for help and support;
- Describe the main stages of the human lifecycle; and
- Know about the physical and emotional changes that happen in puberty.

By the end of Upper KS2, children will:

Years 5 and 6:

- Understand how puberty affects the reproductive organs;
- Describe how to manage physical, emotional and social changes during puberty;
- Explain how to keep clean during puberty;
- Describe how and why the body changes during puberty in preparation for reproduction;
- Talk about puberty and reproduction with confidence;
- Discuss different types of adult relationships with confidence;
- Know what form of touching is appropriate;
- Describe the decisions that have to be made before having a baby;
- Know some basic facts about pregnancy and conception;
- Know when it is appropriate to share personal/private information in a relationship;

- Explain how and where to get support if a relationship goes wrong; and
- Start to consider protected characteristics including (but not limited to) sexual orientation, sex, gender reassignment.

Inclusion

PSHEE and RSE are taught within a safe and supportive learning environment by Form Tutors in EYFS and KS1 and by the Deputy Head (Head of Pastoral) in KS2. Pupils develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions, and put what they have learned into practice in their own lives.

Teaching will consider the ability, age, readiness, and cultural backgrounds of our young people, those with English as a second language and SEND to ensure that all can fully access PSHE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by learning to respect difference. We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all by recognising, understanding and having knowledge of the protected characteristics at an age appropriate level. The school is committed to Equality, Diversity and Inclusion and we will always ensure these are included for all our pupils, see EDI policy for further information.

The full provision is accessible to every pupil, regardless of their ability and teaching is tailored appropriately to children's needs. We seek to engage and challenge all children, using prior knowledge and attainment to set relevant objectives.

Withdrawal of pupils from Relationship and Sex Education

Under the 2021 Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance parents do not have the right to withdraw their children from PSHEE or the relationships part of the school's Relationship and Sex Education, however, they can request that their child be withdrawn from some or all of the sex education delivered as part of the RSE programme except that in the statutory Science National Curriculum (biological aspects of human growth and reproduction). The school will inform parents/carers when aspects of the Relationship and Sex Education programme are taught via a letter and will provide opportunities for parents/carers to view the videos and resources being used. If parents want to withdraw their child/children from the Sex Education part of the RSE programme then this must be discussed with the Form Tutor and the Deputy Head (Head of Pastoral). Following discussions, if a parent still wishes their child to be withdrawn they will be asked to state their reasons for withdrawal. The school will ensure that the pupil receives alternative education in another class for the duration of the PSHEE lesson.

The pupil is then wholly or partly excused from sex education provided as part of Relationships and Sex Education, until the request is withdrawn, unless or to the extent that the Head considers that the pupil should not be so excused.

Any complaints about the content or delivery of Relationships and Sex Education should be addressed to the Head.

Confidentiality and Safeguarding

Due to the nature of the topics covered in the PSHE education programme, all teachers are made aware of the School's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners. In compliance with the School's Safeguarding Policy, teachers must not guarantee complete confidentiality and must inform the child if information is to be passed onto another member of staff. Children should be informed of sources of confidential advice. Any concerns about child protection must be discussed in the first instance with the Designated Safeguarding Lead, or in their absence a Deputy Designated Safeguarding Lead. Any suspicion of abuse, either now or in the past, must be referred to the Designated Safeguarding Lead immediately.

Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Deputy Head (Head of Pastoral and PSHEE lead) when necessary. A partnership between home and school and open dialogue between parent and child is key to ensuring that all have a thorough understanding of PSHEE topics, relationships and development.

EYFS

PSHEE in Reception and Pre-Reception is taught as an integral part of the topic work covered during the year. During the Foundation Stage, the PSHEE aspects of the work are related to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHEE matches the aim of developing the child's personal, emotional and social development as set out in the ELGs. We also support understanding of the wider world when we develop a child's knowledge and understanding of the wider world.

Healthy Eating Education

The importance of balanced nutrition and healthy food choices is taught explicitly through the Science, P.E. and PSHEE curriculum. In the Foundation Stage, it is taught

explicitly through the areas of Physical Development and Knowledge and Understanding of the World.

The Mead School is committed to encouraging and developing positive attitudes towards food and nutrition. Promoting a healthy lifestyle is integral to our curriculum and we recognise the importance of offering children the opportunity to make informed choices about food. We have also taken guidance from the Government's Schools Food Standards:

- We recognise that the experience of eating together strengthens our community, and allows us to provide the children with opportunities for communication and sharing positive values and social behaviour;
- We believe that adults should be good role models and should support the children in understanding how a balanced diet contributes to a person's health, happiness and general well-being;
- We are a nut free school;
- We display allergen advice on our weekly menu sheets. Information relating to current allergies within the school community are displayed in the dining hall;
- We ensure that children remain hydrated by having continuous access to their water bottles;
- We ensure that food provision acknowledges and takes account of medical, ethical and religious requirements;
- The children are offered a broad and balanced diet throughout the day;
- We encourage independence through choice; and
- The children are taught that treats can be enjoyed in moderation (Friday treat day at breaktime). Cakes may be brought in for birthdays and special celebrations.

Lunch Policy

- Children must choose a main meal option. Jacket potatoes are available under the counter for those that really struggle to choose anything on offer. Children are always encouraged to select something from the daily menu but should never be forced/coerced into doing so.
- Each day, the kitchen team will decide on the main meal portion sizes for the children with larger portions sizes being given to the older children but each must be substantial enough to sustain every child through a day at school. Every child receives this portion size regardless of their eating habits. Waste is then monitored and discussed by the kitchen team to ensure the menu continuously improves.
- Children are told and reminded during form time to request a larger portion of their main if they feel they can/will eat more than the normal serving. Children need to learn to take responsibility for asking this question (EYFS and KS1 staff may need support) and is therefore it is not a question asked to every child at the serving station, as this will slow down the service.

- Salad is available to all children.
- All children can have both the pudding on the daily menu and /or fruit
- Children are encouraged to eat their main course before their pudding.
- If a child refuses to eat their main meal (or eats very little) then the member of staff on duty should ask if they would prefer the other option/a jacket potato/salad then collect this for them if they say yes. If a child refuses then they should just be asked if they're *sure they don't want to try anymore or have anything else to eat*. No more discussion is needed. No child should be forced/coerced into eating their main meal or not allowed to eat their pudding as a result.
- Duty teachers are responsible for keeping a record of any child who repeatedly eats an insufficient/unbalanced diet at school and should seek SMT advice/support if this becomes a concern. Any intervention/pastoral support sessions should happen at a safe time and place and never during the lunch sitting itself.

Monitoring and Evaluation of the PSHEE/RSE Curriculum

The teaching of Relationships and Sex education is monitored by the curriculum leader through lesson observations and looking at planning and materials produced by the children. The Head and curriculum leader have overall responsibility for ensuring the delivery of RSE and ensuring that legal obligations are fulfilled.

Evaluation of successful outcomes for children is facilitated by observation, pupil surveys and feedback and PSHEE journals.

Spiritual, Moral, Social and Cultural Development (SMSC)

Spiritual, Moral, Social and Cultural development (SMSC) is at the heart of education at The Mead. As stated in our aims, The Mead aims to 'enable every child to feel success'. This opportunity manifests itself by encouraging polite behaviour, good manners and respect for all as well as wider success. This policy aims to highlight the areas in which pupils develop as individuals and shows how the School facilitates this across a wide range of activities. Included within this is the promotion of fundamental British values which link intrinsically with SMSC.

The Mead pupils are part of a broad learning process where they are encouraged to develop as individuals through the academic curriculum, PSHEE programme, sport, drama, music, art, positions of responsibility, school council, assemblies, House competitions and the strong links with the local community.

As a school community, we value and celebrate this country's diverse heritage. Alongside this, we value being part of Britain. In general terms, this means that we celebrate traditions in the course of the year, for example, Harvest Festival, Christmas and other major Church

festivals throughout the year. Children are also made aware of important festivals and celebrations of other world faiths, some of which are celebrated in School.

SMSC is embedded in the PSHEE programme, however, it is covered discretely in our everyday practice and integrated throughout every year group. At The Mead, we consider the following to be applicable to the standard for SMSC:

A) Actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs:

Democracy: Within the School, we have a School Council which meets regularly. The School Council, which is elected in a democratic way, is the pupils' opportunity to raise issues, organise events and activities for the School and put forward their suggestions for new initiatives. Through all areas of the curriculum and at all stages, children are taught the importance of listening to others and their viewpoint, allowing the pupils to gain a full understanding of democracy.

The rule of law: The importance of laws, whether they be those that govern the class, the School, or the country, are consistently reinforced at The Mead. Pupils are taught from an early age the rules and values of our school. The house tokens and 'Stars in the Jar' reward children for, amongst other things, good work, helpfulness, being kind and good levels of effort. Equally, the consistency shown in dealing with negative behaviour ensures that all children learn the importance of laws, not just within school but within the community and country.

Individual liberty: Making the right choices and being responsible for those decisions are important principles at The Mead and they are reinforced throughout the school. All children receive equal opportunities and are encouraged to be independent in making the choice that is right for them. Our pupils are actively encouraged to make informed choices, knowing that they are in a safe and supportive environment. We provide boundaries for pupils to do this, thus empowering them to make good decisions. This also incorporates understanding of how to remain safe through PSHEE and Online safety sessions. Pupils are encouraged to know, understand and exercise their rights and personal freedoms. Throughout the curriculum and in lessons and assemblies, pupils are given opportunities to reflect on the issues that people face throughout the World, including Human Rights abuses and instances when the individual liberty of people is affected.

Mutual respect: Mutual respect is at the heart of our aims as a School. Children at The Mead learn that their behaviours have an effect on their own rights and those of others. Listening to others and behaving as we would want others to behave towards us are important features of everyday school life. This is also demonstrated through pupil/staff relationships. Pupils are encouraged to speak out and a culture of mutual respect underpins our discipline systems and ethos.

Tolerance of those of different faiths and beliefs: At The Mead, we actively promote diversity through our celebrations of different faiths and cultures. School assemblies, RE lessons and

PSHEE lessons reinforce messages of tolerance and respect for others. Members of different faiths and religions are invited in to speak in class and, at various stages of their time at The Mead, the children visit places of worship that are important to different faiths. The Mead is not a widely diverse school with many pupils and staff from a variety of ethnicities but people from all faiths are actively welcomed and those who have different beliefs are able to practice them within a tolerant and accepting community.

British history: Through the study of British history, pupils are taught to understand the different periods in our history. In addition, occasional cross-curricular topic work is linked to the study of specific periods in British history which underpins notions of our shared heritage, values and traditions. We are lucky to be surrounded by a wealth of historical heritage and pupils are taught to recognise and appreciate that heritage. Through the programme of trips and visits both locally and further afield, pupils gain knowledge and understanding about the richness of British History.

Commitment to charity work: We encourage our pupils to participate in and support good causes and charities and numerous events and fundraising activities are organised by pupils via our House system. This reinforces that there are large numbers of people both at home and overseas who are much less fortunate than ourselves and who deserve our support. The School, its pupils and staff support different charities each year to underline and reinforce this value in the School.

B) Ensures that principles are actively promoted which:

(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;

Through a wide range of activities on offer both within the curriculum and in extra-curricular activities, The Mead pupils are encouraged to take a positive outlook on all things, especially themselves, their abilities and their own self-image.

The above is targeted in drama, sport, music, clubs and performing arts where pupils are most likely to take part in activities that build their self-confidence. However, pupils are also given opportunities to do so within such positions as house responsibilities and school council. House Tokens are a reward for kindness, manners and good behaviour choices and contribute to wider team rewards.

Pupils are given a range of performance opportunities ranging from small, informal concerts and presentations in front of their peers, to larger performances including plays, concerts and services.

PSHEE covers a range of personal issues including self-confidence, resilience, self-esteem and is a forum in which pupils can identify different issues and discuss / role play / debate the outcomes of these issues.

(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

The School Behaviour Policy and Anti-Bullying Policy highlight and encourage good behaviour, whilst also highlighting unacceptable forms of behaviour and the consequences of this behaviour as a deterrent.

In all aspects of our daily school life we consider decision making, responsibility and human rights.

Pupils' good behaviour is celebrated by Form Tutors, teacher and all staff through the awards of House points and Cups in Celebration Assembly.

In PSHEE pupils are taught about British institutions and the rule of law and pupils are encouraged to live and abide by civil and criminal laws.

(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;

The school runs various charity events for local charities including collecting Harvest produce for a local food bank. Other examples are sponsored activities and cake sales.

The School's Behaviour Policy focuses on pupils learning from errors in judgement and encourages them to understand the impact poor decisions they make can have on others around them and on themselves. Pupils are encouraged to reflect upon their wrong doing and to make positive recompense.

(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;

English institutions such as the Monarchy, Bank of England and Parliament are referenced in School assemblies so that pupils have a general awareness of them.

Year 6 pupils take part in Bikeability sessions run by Kent Council and PSHEE includes lessons on types of government, manifestos and voting systems to help familiarise pupils with our government and the practicalities of having a public voice.

(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;

The Mead pupils are encouraged to acknowledge and respect the differences between themselves and their peers. Many different religious festivals are spoken about / celebrated at The Mead.

In RE which is taught discretely across the School, pupils learn about a range of different religions and cultures. They consider globalisation and the need to promote harmony. We also consider different religious viewpoints and the reasons for those viewpoints, allowing pupils to develop an understanding of the cultural and religious reasons for differences in lifestyles and ideas.

Right from Pre-Reception, pupils have language lesson (French) and this too incorporates discussion on culture and different traditions.

(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and

The Mead encourages pupils to respect all others and this is outlined in the School Behaviour and Anti-Bullying Policies. We actively promote kindness through our time in School and it is reinforced in daily school life and assemblies.

In RE and PSHEE pupils consider attitudes towards people from all different backgrounds, both cultural and religious. We look at age, gender identities, disability, gender reassignment, marriage and civil partnerships, religion/beliefs, sexual orientation, race and multicultural society.

(vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;

At the beginning of each year, pupils decide rules for their class forming their 'class law' and across the School, pupils vote for School Council representatives.

In PSHEE, pupils learn about different government models, voting systems and manifestos. They also consider the role democracy plays in society.

C) Precludes the promotion of partisan political views in the teaching of any subject in the school; and

D) Takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils:

(i) while they are in attendance at the school;

(ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or

(iii) in the promotion of the School, including through the distribution of promotional material, of extra-curricular activities taking place at the School or elsewhere,

they are offered a balanced presentation of opposing views.

Planned speakers are vetted and monitored to ensure the material they are using is appropriate and balanced.

Pupils will often discuss what is happening in politics with each other and with their teachers. Sometimes, current issues are discussed in assemblies. Current affairs are often brought into form time but it is ensured that a range of views are heard as necessary.

Appendix 1: Whole School Long Term Plan

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	<p>Self-identity</p> <p>Understanding feelings</p> <p>Being in a classroom</p> <p>Being gentle</p> <p>Rights and responsibilities</p>	<p>Identifying talents</p> <p>Being special</p> <p>Families</p> <p>Where we live</p> <p>Making friends</p> <p>Standing up for yourself</p>	<p>Challenges</p> <p>Persistence</p> <p>Goal-setting</p> <p>Overcoming obstacles</p> <p>Seeking help</p> <p>Jobs</p> <p>Achieving goals</p>	<p>Exercising bodies</p> <p>Physical activity</p> <p>Healthy food</p> <p>Sleep</p> <p>Keeping clean</p> <p>Safety</p>	<p>Family life</p> <p>Friendships</p> <p>Breaking friendships</p> <p>Falling out</p> <p>Dealing with bullying</p> <p>Being a good friend</p>	<p>Bodies</p> <p>Respecting my body</p> <p>Growing up</p> <p>Growth and change</p> <p>Fun and fears</p> <p>Celebrations</p>
Ages 5-6	<p>Feeling special and safe</p> <p>Being part of a class</p> <p>Rights and responsibilities</p> <p>Rewards and feeling proud</p> <p>Consequences</p> <p>Owning the Learning Charter</p>	<p>Similarities and differences</p> <p>Understanding bullying and knowing how to deal with it</p> <p>Making new friends</p> <p>Celebrating the differences in everyone</p>	<p>Setting goals</p> <p>Identifying successes and achievements</p> <p>Learning styles</p> <p>Working well and celebrating achievement with a partner</p> <p>Tackling new challenges</p> <p>Identifying and overcoming obstacles</p> <p>Feelings of success</p>	<p>Keeping myself healthy</p> <p>Healthier lifestyle choices</p> <p>Keeping clean</p> <p>Being safe</p> <p>Medicine safety/safety with household items</p> <p>Road safety</p> <p>Linking health and happiness</p>	<p>Belonging to a family</p> <p>Making friends/being a good friend</p> <p>Physical contact preferences</p> <p>People who help us</p> <p>Qualities as a friend and person</p> <p>Self-acknowledgement</p> <p>Being a good friend to myself</p> <p>Celebrating special relationships</p>	<p>Life cycles – animal and human</p> <p>Changes in me</p> <p>Changes since being a baby</p> <p>Differences between female and male bodies (correct terminology)</p> <p>Linking growing and learning</p> <p>Coping with change</p> <p>Transition</p>
Ages 6-7	<p>Hopes and fears for the year</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>Safe and fair learning environment</p> <p>Valuing contributions</p> <p>Choices</p> <p>Recognising feelings</p>	<p>Assumptions and stereotypes about gender</p> <p>Understanding bullying</p> <p>Standing up for self and others</p> <p>Making new friends</p> <p>Gender diversity</p> <p>Celebrating difference and remaining friends</p>	<p>Achieving realistic goals</p> <p>Persistence</p> <p>Learning strengths</p> <p>Learning with others</p> <p>Group co-operation</p> <p>Contributing to and sharing success</p>	<p>Motivation</p> <p>Healthier choices</p> <p>Relaxation</p> <p>Healthy eating and nutrition</p> <p>Healthier snacks and sharing food</p>	<p>Different types of family</p> <p>Physical contact boundaries</p> <p>Friendship and conflict</p> <p>Secrets</p> <p>Trust and appreciation</p> <p>Expressing appreciation for special relationships</p>	<p>Life cycles in nature</p> <p>Growing from young to old</p> <p>Increasing independence</p> <p>Differences in female and male bodies (correct terminology)</p> <p>Assertiveness</p> <p>Preparing for transition</p>
Ages 7-8	<p>Setting personal goals</p> <p>Self-identity and worth</p> <p>Positivity in challenges</p> <p>Rules, rights and responsibilities</p> <p>Rewards and consequences</p> <p>Responsible choices</p> <p>Seeing things from others' perspectives</p>	<p>Families and their differences</p> <p>Family conflict and how to manage it (child-centred)</p> <p>Witnessing bullying and how to solve it</p> <p>Recognising how words can be hurtful</p> <p>Giving and receiving compliments</p>	<p>Difficult challenges and achieving success</p> <p>Dreams and ambitions</p> <p>New challenges</p> <p>Motivation and enthusiasm</p> <p>Recognising and trying to overcome obstacles</p> <p>Evaluating learning processes</p> <p>Managing feelings</p> <p>Simple budgeting</p>	<p>Exercise</p> <p>Fitness challenges</p> <p>Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>Keeping safe and why it's important online and off line scenarios</p> <p>Respect for myself and others</p> <p>Healthy and safe choices</p>	<p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen</p> <p>Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends</p>	<p>How babies grow</p> <p>Understanding a baby's needs</p> <p>Outside body changes</p> <p>Inside body changes</p> <p>Family stereotypes</p> <p>Challenging my ideas</p> <p>Preparing for transition</p>

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	<ul style="list-style-type: none"> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour 	<ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions 	<ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes 	<ul style="list-style-type: none"> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength 	<ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals 	<ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	<ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating 	<ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures 	<ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation 	<ul style="list-style-type: none"> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour 	<ul style="list-style-type: none"> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules 	<ul style="list-style-type: none"> Self- and body image 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy 	<ul style="list-style-type: none"> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Comments 	<ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexing Transition