

Queen's College Preparatory School

PSHE/PSED and SMSC

Guidelines



PSHE and Citizenship

Personal, social and health education (PSHE) and citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and outside. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

We use the scheme of work Jigsaw, to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Aim of the PSHE Policy

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

At QCPS, we choose to deliver Personal, Social, Health Education using the scheme of work Jigsaw, which is a mindful approach to PSHE. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

Objectives/Pupil learning intentions:

Through the use of Jigsaw, the teaching of PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively

- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

How is PSHE organised in school?

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from Michaelmas to the Summer term and each Puzzle has six Pieces (lessons) which work towards an 'end product'.

Each Piece (lesson) has two Learning Intentions:

- one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and
- one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that PSHE at QCPS, which teaches a mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

Content of the PSHE Scheme of Work

Jigsaw covers all areas of PSHE, from Reception to Form VI, as the table below shows:

Term	Puzzle name	Content
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 Difference	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 (on and off line)
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

The whole school approach allows all children to be working on the same theme at the same time, delivered in an age-appropriate way.

How QCPS Delivers PSHE:

- The form teacher is responsible for delivering the PSHE curriculum
- The Head of Learning Support, Mrs Habanananda, is responsible for monitoring and evaluating PSHE across the school

Knowledge, Skills and Understanding in EYFS and Pre-Prep

Developing confidence and responsibility and making the most of their abilities.

Pupils should be taught:

- to recognise what they like and dislike, what is fair and unfair, and what is right and wrong to share their opinions on things that matter to them and explain their views;
- to recognise, name and deal with their feelings in a positive way ;
- to think about themselves, learn from their experiences and recognise what they are good at;
- how to set simple goals.

Preparing to play an active role as citizens.

Pupils should be taught:

- to take part in discussions with one other person and the whole class
- to take part in a simple debate about topical issues
- to recognise choices they can make, and recognise the difference between right and wrong
- to agree and follow rules for their group and classroom, and understand how rules help them
- to realise that people and other living things have needs, and that they have responsibilities to meet them
- that they belong to various groups and communities, such as family and school

- what improves and harms their local, natural and built environments and about some of the ways people look after them
- to contribute to the life of the class and school
- to realise that money comes from different sources and can be used for different purposes.

Developing a healthy, safer lifestyle

Pupils should be taught:

- how to make simple choices that improve their health and wellbeing
- to maintain personal hygiene
- how some diseases spread and can be controlled
- about the process of growing from young to old and how people's needs change
- the names of the main parts of the body
- that all household products, including medicines, can be harmful if not used properly
- rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Developing good relationships and respecting the differences between people

Pupils should be taught:

- to recognise how their behaviour affects other people
- to listen to other people, and play and work cooperatively
- to identify and respect the differences and similarities between people
- that family and friends should care for each other
- that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Breadth of study

During the EYFS and Pre-Prep, pupils should be taught the Knowledge, skills and understanding through opportunities to:

- take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well, etc]
- feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves]
- take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']
- make real choices [for example, between healthy options in meals, what to watch on television, what games to play, how to spend and save money sensibly]

- meet and talk with people [for example, outside visitors, emergency services, assembly speakers]
- develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]
- consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues]
- ask for help [for example, from family and friends, lunchtime supervisors, older pupils, the police].

Knowledge, Skills and Understanding in the Prep Department

Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

- to talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;
- to recognise how people's emotions change as they develop and grow up and how to deal with their feelings towards themselves, their family and others in a positive way;
- about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;
- to look after their money and realise that future wants and needs may be met through saving.

Preparing to play an active role as citizens

Pupils should be taught:

- to research, discuss and debate topical issues, problems and events;
- why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;
- to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;
- that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;
- to reflect on spiritual, moral, and cultural issues, using imagination to understand other people's experiences;

- to resolve differences by looking at alternatives, making decisions and explaining choices;
- what democracy is, and about the basic institutions that support it locally and nationally;
- to recognise the role of voluntary, community and pressure groups;
- to appreciate the range of national, regional, religious and ethnic identities in the U.K.;
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment;
- to explore how the media present information.

Developing a healthy, safer lifestyle

Pupils should be taught:

- what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;
- that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread;
- about how the body changes as they approach puberty;
- which commonly available substances and drugs are legal and illegal, their effects and risks;
- to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;
- school rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people

Pupils should be taught:

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- to think about the lives of people living in other places and times, and people with different values and customs;
- to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships;
- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;
- to recognise and challenge stereotypes;
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;
- where individuals, families and groups can get help and support.

Breadth of Study

Throughout Reception, Pre-prep and Prep, the girls should be taught the knowledge, skills and understanding through opportunities to:

- take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]
- feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]
- participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]
- make real choices and decisions [for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]
- meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]
- develop relationships through work and play [for example, communicating with children in other countries by satellite, e-mail or letters]
- consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]
- find information and advice [for example, through helplines; by understanding about welfare systems in society]
- prepare for change [for example, transferring to secondary school]

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during PSHE / Jigsaw lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, please refer to QCPS's safeguarding policy which is to be followed.

Assessment and Recording

Assessment will be continuous and informal by the Form Teacher.

Spiritual, Moral, Social and Cultural (SMSC)

Spiritual, moral, social and cultural education helps children develop personal qualities and an informed view of the world, which are valued in a civilised society; for example, kindness, empathy, honesty, respect for difference, moral principles, independence, self-respect and respect for others. At Queen's College Prep School we seek to teach these qualities across the curriculum, the wider curriculum and throughout school life.

Spiritual

- Beliefs, religious or otherwise, which inform our pupils' perspectives on life and their interest in, and respect of, different people's feelings and values.
- A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- Use of imagination and creativity in their learning and willingness to reflect on their experiences.

Moral

- Ability to recognise the difference between right and wrong and pupils' readiness to apply this understanding in their own lives.
- Understanding of the consequences of their actions.
- Interest in investigating and offering reasoned views about moral and ethical issues.

Social

- The development and application of a range of social/inter-personal skills in different contexts, including working and socialising with others from different religious, ethnic and socio economic backgrounds.
- Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels, as appropriate to the ages of our children.

Cultural

- Developing the understanding and appreciation of how cultural influences shape the heritage of different peoples and nations.
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- Interest in exploring, understanding of, and respect for, cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by

their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

British Values

At QCPS, we fully promote British values following guidance issued called 'Promoting fundamental British values as part of SMSC in schools' (November 2014). This should also be linked to the 'Prevent Strategy'.

In November 2014, the Department of Education provided new guidance on the responsibility of independent schools in relation to the spiritual, moral, social and cultural development of pupils. That advice is as follows:

The standard about the spiritual, moral, social and cultural development of pupils is met if QCPS:

- a) Actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs;
- b) Ensures that principles are actively promoted which –
 - i. Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - ii. Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - 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;
 - iv. Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - 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;
 - vi. Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010(2); and
 - 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;
- c) Precludes the promotion of partisan political views in the teaching of any subject in school;
- d) Take 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.
- iii. In the promotion at 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.'

As an independent school, Queen's College Prep School is required to meet the standard on SMSC and as such will aim to actively promote:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of those with different faiths and beliefs

Fundamental British values will be promoted and these values will be embedded and infused within school life. The girls will be expected to know and understand:

- Roles of citizens in the democratic process
- Appreciation for the Rule of Law in protecting individuals citizens
- Understanding of: executive and judiciary; role of police and army; role of Parliament; courts and judicial system
- Right to hold other faiths and beliefs
- Acceptance of other faiths and beliefs and rejection of prejudicial and discriminatory behaviour
- Importance of combatting discrimination

The principles to be actively promoted are as follows:

- i. Development of self-knowledge, self-esteem and self-confidence
- ii. Distinguishing right from wrong and respect civil and criminal law
(Express reference to the laws of England, therefore to openly deal with conflicts between religious law and state law)
- iii. Accepting responsibility for behaviour, show initiative and understanding in contributing positively to others living and working in the locality and wider society.
- iv. Acquiring a broad general knowledge of and respect for public institutions and services in England
(This now means not only knowing about how institutions and services operate, but also to respect them and understand their importance in the civilised society)
- v. Furthering tolerance and harmony between different cultural traditions by acquiring an appreciation of and respect for their own and other cultures
- vi. Encouraging respect for other people, with particular reference to the Equality Act 2010
- vii. Encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England
(We need actively to encourage girls to: understand why democracy is perceived in England as the fairest form of political organisation ; understand why taking part in democracy is a good thing; understand why law making

on the basis of representation in Parliament is seen as better than alternatives.)

Political Views and Issues

QCPS will preclude the promotion of partisan political views in the teaching of any subject. This is to prevent political indoctrination, but does not prevent girls from being exposed to different political views or discussing political issues. Teaching staff should not exploit girls' vulnerability by seeking to convince them that a particular position is necessarily correct, or by trying to impose their views on girls. Therefore careful vetting/use of external speakers is required.

A balanced representation of opposing political views should be offered. It is acceptable that this is achieved over time.

At Queen's College Prep School, SMSC will be predominantly delivered through subject handbooks, the Jigsaw scheme of work for PSHE, Gresham books scheme of work for SMSC, staff meeting minutes, the school calendar/staff of extra-curricular activities, such as Debatemate club etc.

The following has been included in individual subject policies, showing examples of how the curriculum contributes to SMSC:

Through PSHE lessons and their wider school life, pupils at Queen's College Prep School will develop kindness, empathy, honesty, respect for difference, moral principles, independence, self-respect and respect for others. We aim to achieve this in the following ways:

Through classroom discussions our pupils:

- Receive opportunities to share their achievements and successes with others
- Talk about personal experiences and feelings.
- Speak about difficult events, e.g. bullying, death etc.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Learn to show empathy.

The school has links with the wider community:

- Visitors are welcomed into our school, and pupils meet people from different cultures and countries.
- The school supports the work of a variety of charities.
- Children are taught to appreciate and take responsibility for their local environment.
- Students and staff treat each other with respect and dignity. They are fully aware of the types of bullying and will actively prevent any such incidents from happening.
- Working together in different groupings and situations.

- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. monitors, participate in assemblies, and looking after younger or new students.
- Participation in live performances and showing appreciation of the performances of other children regardless of ability.
- Participation in a variety of different educational visits.
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebration(SMSC). SMSC stands for spiritual, moral, social and cultural development. All schools in England must show how well their pupils develop in SMSC.

The Contribution of English

English contributes to our students' SMSC development through:

- Developing the children's abilities and expertise in all aspects of Literacy - reading, writing listening and speaking - which is an important aspect of individual and social identity.
- Enabling our pupils to understand and engage with the feelings and values embodied in high quality age-appropriate poetry, fiction, drama, film and television.
- Developing' the children's awareness of moral and social issues explored in fiction, and in other text types such as journalism, television, film etc. if relevant.
- Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.

The Contribution of Mathematics

Mathematics contributes to our students' SMSC development through:

- Spiritual development: through helping students obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development: helping students recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Social development: through helping children to work together productively on complex mathematical tasks and helping them see and experience the benefits of working together collaboratively.
- Cultural development: through helping students appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

The Contribution of Science

Science contributes to our students' SMSC development through:

- Encouraging children to reflect on the wonder of the natural world.
- Awareness of the ways that Science and Technology can affect society and the environment.
- Co-operation in practical activity.

The Contribution of Computing

Computing contributes to SMSC development through:

- Preparing our girls for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear the guidelines about the ethical use of the internet.
- Awareness of e-safety and respectfully communicating online.
- Acknowledging advances in technology and appreciation for human achievement

The Contribution of History

History contributes to SMSC development through:

- Looking at the creation and evolution of British society.
- Enabling to reflect on age-appropriate issues such as child labour, the impact of war on people's lives.
- Showing an awareness of the moral implications of the actions of historical figures

The Contribution of Geography

Geography contributes to our girls' SMSC development through:

- Opportunities for reflection on the world and its diversity.
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.

The Contribution of Languages

Modern Foreign Languages contributes to our students' SMSC development through:

- Gaining insights into the way of life, cultural traditions, moral and social development of other people.

- Social skills are developed through group activities and communication exercises.
- Study the origin of English language through Latin.
- Listening skills are improved through oral/aural work.

The Contribution of Religious Education

RE makes a distinctive and substantial contribution to the delivery of SMSC:

- Fosters appreciation and understanding of different cultures, religions and traditions.
- The children start to form an understanding of what spirituality means and how it is expressed.
- RE reflects on the significance of religious teaching in their own lives where relevant and appropriate.
- Develops respect for the right of others to hold beliefs different from their own.
- Begins to develop an understanding of the influence of religion on society.

The Contribution of Art

Art contributes to our students' SMSC development through:

- Art lessons develop aesthetic appreciation.
- Art evokes feelings of 'awe' and 'wonder'.
- Giving the chance to reflect on nature, their environment and surroundings.

The Contribution of Design and Technology

Design and Technology makes a contribution to students' SMSC development through:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
- Opportunities to work as a team, recognising others strengths, sharing equipment.

The Contribution of Music

Music contributes to our students' SMSC development through:

- Teaching that encourages the girls to be open to the music of other cultures.
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Lead to appreciate aesthetic order, beauty, for example through listening activities, where possible beyond their common experience.
- Looking at the way music can change moods and behaviour.
- Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers.

The Contribution of Physical Education

Students SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge

The Contribution of Drama

Students SMSC development is actively promoted through Study skills by:

- Encouraging and enabling children to develop empathy by exploring and speculating on the thoughts and feelings of others.
- Providing opportunities for children to express thoughts and feelings about issues met in everyday life e.g. conflict and its resolution.
- To explore feelings and values encountered in high quality fiction.
- Enabling children to work together imaginatively and collaboratively

Beyond the Curriculum

We deliver SMSC through a variety of ways:

- Form teachers will do a weekly session once weekly during form time in the mornings.
- Through the QCPS Code of conduct
- Our patron – HM The Queen.
- Open door policy – greeting all children individually and shaking their hands every morning
- House system with opportunities for children to deliver election speeches followed by voting.
- Children used local garden for play and have a clear understanding on how local environment should be treated.
- Our ethos
- Form teachers and form time
- School Council - representatives elected by the children
- Prefects in Form VI with responsibilities
- Daily assemblies have a Spiritual, Moral, Social or Cultural theme.
- Special assemblies – good work assemblies where children are identified for their individual efforts, poetry assembly, talent assemblies, class assemblies where children work together to perform for an audience,
- Weekly Friday Form Assemblies- discussions about age appropriate current affairs.
- Building links with schools in other countries

- Through charitable events and projects e.g. Michaelmas Fair, end of term themed own clothes for charity, African Shoe collection and Barefoot experience.
- QCPS public speaking week.
- Our extensive Extra-Curricular Programme and clubs
- Residential journeys
- Trips, visits and workshops
- School productions e.g. Pre Prep Nativity, Form VI end of year production, class assemblies, Michaelmas and Harvest Celebrations in All Souls Langham Place, Prep Spring Concert and year group Prom concerts.
- Curricular events e.g. Passport day, Form VI Visit to Westminster and subsequent Democratic Party voting project in school.
- Enrichment projects – entrepreneurial project, teaching lessons to younger children, contributions of British mathematicians.
- Newsletter – weekly article on aspect of Britain
- Reports
- Feedback in marking
- Espresso Daily news during form time.

Practical Activities at QCPS to Develop SMSC Will Include:

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately.
- Taking responsibility e.g. class monitors, door monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children.
- Encouraging teamwork in all group activities.
- Showing appreciation of the performances of other children regardless of ability.
- Meeting people from different cultures and countries.
- Participation in a variety of different educational visits.
- Participation in live performances.

British Values at QCPS

	WHAT COULD THE ADULTS DO AND PROVIDE?	POSSIBLE EVIDENCE
Democracy	<ul style="list-style-type: none"> • Ensure that everyone has a right to have a say • Ensure the child’s, parent’s and staff’s voice is heard • Support children to take turns • Encourage children to share • Support children to become independent and take responsibility • Support children to learn boundaries • Give children the opportunities to make choices • Promote a climate to share opinions and ideas • Ensure that children are listened to • Respect everyone as an individual • Role model behaviour • Celebrate differences in people • Support children to have a positive sense of their own identity and culture 	<ul style="list-style-type: none"> • Pupil Voice • School Council – children voting for their class representative / Children voting • Pupil Questionnaires / Parent Questionnaires / Staff Questionnaires • Parents Support Group • Staff Meetings / Briefings • Appraisal / Review meetings. • School Mission Statement • School Behaviour Policy • Religious Education Lessons • Cross Curricular Speaking and Listening opportunities. • Prefects / House Captains / Monitors • Assemblies • Visitors to school ie MP, local councillors / Visits to House of Parliament • Lenten / Advent / Charity Work • Science: everyone is different / • Displays. • High expectations of behaviour and what can be achieved by each individual. • International Week / Geography curriculum. • Website • Feedback to children re behaviour / work. • Circle Time

	WHAT COULD THE ADULTS DO AND PROVIDE?	POSSIBLE EVIDENCE
#The Rule of Law	<ul style="list-style-type: none"> • Support children to understand right and wrong • Support children’s understanding of how the law of the land and our school rules reflect the 10 Commandments • Share and support the rules of the setting with all stakeholders • To ensure children have an understanding of the consequences of their actions • To ensure there is no discrimination within the setting • To ensure that any discrimination identified is addressed within the setting • To ensure children have a sense of fairness • Listen to the child’s voice when deciding the setting’s rules and boundaries 	<ul style="list-style-type: none"> • The children creation of their own class rules based on the ‘School Rules’. • School Behaviour Policy shared with all stakeholders – also on the website. • Pupil Voice • Circle time / Religious Education Lessons / • Children encouraged to take responsibility for their own actions. • System of ‘Restorative Justice’. • Safeguarding / Anti-bullying / SEND policies. • Behaviour log / Bullying log / Racist incidents log. • Pupil Voice • School Council • School Assemblies on the theme of fairness / discrimination • Support from local police liaison officer – i.e. assemblies to introduce themselves and to reinforce the law of the land. • Support from traffic wardens etc. to reinforce local laws. • Home / School Agreements • Key Stage Booklets. • Pupil / Parent Questionnaires. • Staff meetings re behaviour / anti-bullying. • Anti-Bullying week. • Visitors to school – people who help us. • British History topics outlining how law has evolved.

	WHAT COULD THE ADULTS DO AND PROVIDE?	POSSIBLE EVIDENCE
Individual Liberty	<ul style="list-style-type: none"> • Plan for individual children • Ensure all information about the child progress and development is shared with both child and parents. • Ensure children have access to resources • To support parental choice • To support the rights of the child • To support children to make the right choices • To listen to everyone's point of view • To ensure all stakeholders are considerate of others and the environment 	<ul style="list-style-type: none"> • Mission Statement • RE Curriculum – encouraging children to respect both themselves and others • Target setting with children • Encouraging good listening skills • Pupil Voice • Differentiation in planning / teaching • Encouraging the children to be independent and reflective learners • IEP's Medical plans etc • Parents / Pupil Meetings. • Reports to parents • Behaviour Policy • Anti-bullying policy • Safeguarding Policy. • Home School Agreement. • School Website

	WHAT COULD THE ADULTS DO AND PROVIDE?	POSSIBLE EVIDENCE
Mutual Respect	<ul style="list-style-type: none"> • Provide opportunities to consult parents • To work together as a team respecting each other • To ensure parents are involved in their children’s learning • To provide positive role models • To value individuality • To value all cultures and beliefs • To respect all languages • To respect each other’s space • To ensure all stakeholders feel safe and secure 	<ul style="list-style-type: none"> • Positive Role models – adults and children • Good behaviour • Out Ethos • Parent questionnaires • Learning about other faiths • Learning about other cultures - geography • Celebrations –, Gospel Assemblies • Celebrating festivals of other cultures ie Diwali, Chinese New Year • Links with local community. • Charity work • Website • Ethos / vision statement • Displays around the school • Stories • Circle time