

PSHEE and Citizenship Policy

This policy sets out the whole school expectations in contributing to an outstanding learning environment. It should be read in conjunction with the following policies.

Early Years Policy	Curriculum, Teaching and Learning Policy
eSafety Policy including Cyber safe	SEND Policy
Positive Behaviour Policy:	Safeguarding Policy
Anti Bullying Policy	Activate Handbook

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Introduction

PSHEE stands for 'Personal, Social, Health and Economic Education'. It gives children the knowledge, skills and understanding to stay healthy and safe, develop worthwhile relationships, respect differences, develop responsibility, and to make the most of their own abilities and those of others. The economic element aims to teach children about the economy and how to manage their personal finance.

At Bowdon Preparatory School, we are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop confidence and resilience in an environment where efforts are valued and all children reach their potential. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that the aims and ethos we promote are crucial to this learning and should be at the heart of whole-school development.

Aims

Our aims and ethos are strongly supported through, and embedded in, the delivery of our PSHEE whole-school approach to the curriculum. At our school we are committed to ensuring that the emotional

and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence.

As part of providing a broad and balanced PSHEE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British values in young lives, including democracy, understanding and following rules, individual liberty and a mutual respect and tolerances for others with different faiths and beliefs. Within PSHEE we can also focus on the delivery of social and emotional aspects of learning (SEAL).

Actively promoting the values means we challenge opinions or behaviours in school that are contrary to fundamental British values. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values. Through our provision of SMSC, we

- enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people
- encourage 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.

PSHEE is a platform to promote safeguarding, not least through teaching pupils how to stay safe, how to keep themselves from harm and how to take responsibility for their own and others' safety. PSHEE plays a crucial part in teaching children and young people to recognise dangers and harmful situations and to know the preventative actions they can take to keep themselves safe. Pupils are taught how to form and establish healthy relationships and how to deal with any issues that could cause them concern. Both pupils and parents are given information about how to keep safe online.

In the juniors, we support our pupils as they begin to go through physical and emotional changes and are sympathetic towards the different cultural pressures that this stage of their lives may bring.

The Curriculum

The PSHEE curriculum and aims are consistently reinforced through daily assemblies, form time and during the extensive extra-curricular programme before, during and after school. In addition, pupils have opportunities to meet with outside visitors (Greater Manchester Fire and Rescue Service, RSPCA, local Church leaders, charity workers). A block of learning sessions are dedicated to following a specific

theme and within that theme specific skills are taught and covered. This approach has been devised in such a way that the learning skills for each year group are progressive and age appropriate.

We strongly believe that 'a healthy body means a healthy mind' and, therefore, we promote and support children in developing a healthy lifestyle. We promote the development of healthy living by ensuring all pupils have a healthy, fresh school meal, have regular access to drinking water, and have opportunities to attend a variety of morning, lunch and after school clubs to help develop their emotional and physical well-being.

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Develop a healthy, safe lifestyle with the ability to make appropriate risk assessments.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.
- Recognise when pressure threatens safety and well-being.

Relationships

- Develop good relationships and respect the differences between members of the school and the wider community.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying, internet bullying, radicalisation and grooming; and know how to ask for help.
- Know how to respect equality and diversity in relationships.

Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Understanding of Fundamental British Values.
- Recognise and manage risk
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed safe choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise

In PSHEE, pupils are assessed through a variety of ways. The nature of the subject allows for a wide range of discussion and verbal communication, as well as written pieces of work. Pupils have the opportunity to work independently and to share their views with a partner, their class or even in an assembly.

Promoting British Values

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The government set out its definition of British values in the 2011 Prevent Strategy. The school strategy has been developed with reference to Promoting fundamental British values as part of SMSC in schools November 14. The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values

- an understanding of how citizens can influence decision-making through the democratic process
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination.

At Bowdon Prep School we have strategy for actively promoting British values and these values are reinforced regularly and in the following ways:

- **Democracy:** Democracy is rife within the school. Pupils have the opportunity to have their voices heard through our Student Council and Pupil questionnaires, pupil leadership roles (pupils lead extra-curricular clubs). Our School Council members are voted in by their peers.
- **The Rule of Law:** The importance of laws, whether they are those that govern the class, the school, or the country, is consistently reinforced throughout the school day, as well as through school assemblies. Pupils are taught the value and reasons behind laws; they govern and protect us, the responsibility this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; Lifeguards etc. are regular parts of our calendar and help reinforce this message.
- **Individual Liberty:** Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through of provision of a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our eSafety and Cyber Safe and PSHEE lessons. Whether it is through choice of challenge, of how they record work, of participation in our extra-curricular clubs and opportunities, pupils are given the freedom to make choices.
- **Mutual Respect:** Part of our school ethos and behaviour policy revolves around Core Values such as ‘Respect’, and pupils have been part of discussions and assemblies related to what this means and how it is shown. Daily form time provides opportunities for open discussions. Posters around the

school promote respect for others and this is reiterated through our school rules, as well as our behaviour policy.

- Tolerance of those of different Faiths and Beliefs: This is achieved through enhancing pupils understanding of their place in a culturally diverse society. Assemblies (often led by pupils) and class discussions involving prejudices and prejudice-based bullying take place and are supported by learning in RE and PSHEE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

Spiritual, Moral, Social and Cultural Development (SMSC)

Definitions

Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- 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 willingness to reflect on their experiences

Moral Development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their 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 Development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic 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

Cultural

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- 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 socio-economic groups in the local, national and global communities

Aims

The children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements. The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right.

They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the students to develop an inner discipline and will encourage pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHEE, RE and Circle Time activities.

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school.

Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

These can occur during any part of the school day, eg. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral Development

We believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through
- images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through collective worship, circle time, Social Skills groups and SEAL/PSHEE/Circle Time sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, Star of the Week and other means that highlight both academic and social achievements (please refer to our Positive Behaviour Policy).

Social Development

We recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team

- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through assemblies, music, drama, PE, art and many other curriculum areas. Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance

- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHEE, RE, MFL, School Council

The Key Features of SMSC

- Activities Spiritual Moral Social Cultural
- Pre/After School Clubs
- Assemblies
- Charity Support
- Competitions
- Library, celebrate diversity
- Learning walks
- Themed Days/Weeks
- Trips and Excursions
- School Council Involvement
- Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school.

Wellbeing

In addition To PSHEE sessions, we are taking a whole school approach to Health and Wellbeing Education. Pupils in Year 6 will have an additional weekly wellbeing session led by the Year 6 team. 'To achieve their potential, schoolchildren must participate fully in educational activities. To do this they must be healthy, attentive and emotionally secure.' World Health Organisation (WHO), 2000

'Health is the extent to which an individual or group is able, on one hand, to realise aspirations and satisfy needs and, on the other hand, to change or cope with the environment. Health is, therefore seen as a resource for everyday life, not an object of living; it is a positive concept emphasising social and personal resources, as well as physical capabilities.' World Health Organisation (WHO), 2000

Our schools aims to enable our children, staff and everyone working in partnership with the school to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

We believe that Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions.

Physical Health which explores the knowledge, skills and attitudes that are needed to understand physical factors in relation to our health.

Emotional Health which explores the knowledge, skills and attitudes that are needed to understand emotions, feelings and relationships and how they affect us.

Social Health which explores the interaction of the individual, the community and the environment in relation to health and safety.

Health Promoting Initiatives include:

- Children encouraged to drink water regularly
- Participation in Active Schools
- Wake Up and Work Out morning sessions
- Extensive extra curricular PE programme
- Improved playground equipment
- Improvements to school grounds
- Buddy system and peer mentors
- Walk to school initiatives
- Road Safety Officers
- Cycling Proficiency Training
- Information Evenings for parents: Supporting child development, Internet safety
- Staff health and wellbeing – Social Activities , Sporting Activities
- Health and Beauty Evenings

Policy Review

All members of staff and Governors will receive a copy of this policy. Copies may be reviewed by parents. This policy will be reviewed, evaluated and updated as required and formally on an annual basis to assess its relevance and effectiveness.

Date of update	Updated (U) Reviewed (R) by	How was updated disseminated	Parents informed	Policy on website
03/09/2016	S. Hughes (U)		No	No
1/12/16	H. Gee (U)		Yes	No
2/2/2017	H.Gee (U)	Staff briefing – CPD session	Yes	Yes
Sep 2017	S. Hughes (U)			
Oct 17	H. Gee (R)	Staff briefing – teacher drive	Yes	Yes

Appendix 1

Teaching about controversial issues: guidance for schools

Conflict and controversy is a fact of life. In an age of mass media and electronic communication, children and young people are regularly exposed to the conflicts and controversies of adult life. Children are alert to information and images they see in the media. These may graphically influence their world-view, not always positively. Television images can fan anxieties and aggressive behaviour. In times of war there are often increases in war games and toy gunfights. Groups denigrated in tabloid newspapers provide young people with the terms of abuse they apply to their peers in the playground or on the street. Hence the derogatory use by children of terms like 'asylum-seeker', or 'gay'. Young people's fear and concerns The conflicts and controversies of adult life can leave young people feeling confused, as the war in Iraq clearly shows. Why are these things happening? Where do they stand on the issues? Where ought they to stand? It can also leave them feeling fearful and concerned. This is especially so in cases where violence – potential or actual – is involved, and where members of their family and community are directly or indirectly affected.

In other cases, young people may feel so strongly about an issue that they wish to take some form of action.

- How can they make their voice heard?
- What forms of political action are open to young people?
- How far should they go?
- What support, if any, can they expect from their school?

Many schools actively endorse pupil participation in school and community issues – letters to MPs, discussions with local councillors, etc.

How far does this support extend?

Not all young people react to events in the same way, of course. They can be as divided over an issue as adults. How do they cope when peers express strong views diametrically opposed to their own?

How should schools respond?

At times of public conflict and controversy, e.g., the war in Iraq, schools will naturally want to respond to the fears and concerns of their pupils. This raises questions like:

- What sort of response is appropriate?
- How far should schools go?

To a certain extent, opportunities to respond already exist in the school curriculum. The citizenship curriculum includes teaching on legal and human rights, questions of identity, government, conflict resolution, the significance of the media in society and the role of organisations like the EU and UN.

Controversial issues arise in other subjects, too, e.g., the concept of the 'just war' and jihad in RE. These provide excellent opportunities for pupils to explore current conflicts and controversies in greater depth. They can help pupils to access factual information from a range of sources, and become more aware of the types of argument that characterise alternative viewpoints.

Capitalising on existing curriculum opportunities to address current issues will not always be the answer, however. For one thing, it means having to adjust schemes of work at short notice, with very little time to locate or develop appropriate teaching resources. For another, it only applies to certain pupils – those in a particular year or key stage. Also, at times of crisis it may not go far enough to address the emotional needs of the school population. It is important to remember that talk can be cathartic in itself.

There will be occasions, therefore, where schools might need to provide opportunities for pupils to express their fears and concerns, e.g., through circle time, assemblies or discussions promoted on a whole school basis.

Some school settings provide greater challenges than others for the discussion of controversial issues – especially, where pupils come from communities that are themselves in conflict, or have family links with parties involved in conflict. In such cases, schools may be the only forums where pupils are able to encounter a balance of views in a safe environment. Schools need to be able to defend this provision against accusations that they are undermining parental or community views. All positions should be able to be discussed, and it does young people no favours to shield them from views they are likely to encounter in society. Developing the capacity to talk with those of opposing views can be the best way of avoiding situations of conflict from escalating into violence.

Clearly, then, there is a range of responses a school might adopt. What is appropriate is likely to vary from school to school, and from situation to situation. The sort of key questions a school will need to address in determining its approach include:

- Where does the demand for a response come from? Is it from the pupils themselves?
- To what extent are pupils, their families or communities, personally involved or affected by an issue?
- Is the issue something all pupils ought to know about, regardless of whether it is in the curriculum?

What can teachers do to avoid unfairly influencing pupils?

The very nature of controversial issues means that people hold strong opinions about them. In this respect, teachers are no different from other citizens. There is always a risk of bias, whether unwitting or otherwise, creeping into teaching and discussions with pupils.

What counts as bias? How can it be avoided? What sort of influence is legitimate, and what sort is illegitimate, for teachers to exercise over their pupils?

To begin with, it is important for teachers to distinguish their role as private citizens from their role as public educators. Teachers are forbidden by law from promoting partisan political views in the teaching of any subject in schools. The Education Act 1996 requires school governing bodies, head teachers

and local education authorities to take all reasonably practical steps to ensure that, where political or controversial issues such as the situation in Iraq are brought to pupil's attention, they are offered a balanced presentation of opposing views.

In practice, this means:

- giving equal importance to conflicting views and opinions;
- presenting all information and opinion as open to interpretation, qualification and contradiction;
- establishing a classroom climate in which all pupils are free to express sincerely held views without fear.

It also means teachers seeking to avoid unintentional bias by:

- not presenting opinions as if they are facts;
- not setting themselves up as the sole authority on a subject;
- as far as possible, not giving their own accounts of the views of others, but, rather, letting the actual claims and assertions of protagonists speak for themselves;
- not revealing their own preferences in unconscious ways, e.g., facial expressions, gestures or tone of voice;
- not implying a correct opinion through their choice of respondents in a discussion;
- not failing to challenge a one-sided consensus that emerges too quickly in the classroom.

In cases of international conflict, such as that of Iraq, teachers should be aware that the range of opinion is often far wider than that which is represented in the western media. Wherever possible, it is important to make pupils aware of the sorts of views and arguments that are found in non-western media as well. Similarly, teachers should resist the inclination to promote attitudes that apparently reflect prevailing public opinion to the detriment of minority views. Where public opinion on an issue is particularly vocal, this can be difficult to achieve. Nevertheless, it is not the job of the teacher to side with majority opinion, but to subject all views to rational criticism.

What kind of values may legitimately be taught in school?

Just as it is important for teachers to distinguish their role as private citizens from their role as public educators, so it is important for them to distinguish between private and public values.

There are many different communities in society, each with its own set of values. But a distinction is to be made between 'non-public' communities, membership of which is voluntary, and the larger 'public' or 'civic' community, to which all citizens belong simply by virtue of common citizenship. The civic community has its own set of values. The form these take differs from society to society. The kind of values that characterise a pluralist democracy, such as ours, include: social justice; political equality; tolerance; human rights; respect for the rule of law; and a commitment to negotiation and debate as the ideal way of resolving public conflict.

This difference allows a distinction to be made between the values that may legitimately be taught in schools – indeed, which schools have a duty to teach – and those that are more properly the province of the home, particular interests groups and religious or political parties. Thus, although teachers have no legal right to promote their own personal opinions in school, they may quite legitimately condemn and prohibit injustices which contravene our community values, such as racism and human rights abuse – wherever they take place.

To what extent is it legitimate for teachers to take part in protest?

Some teachers may feel pressure from their head teacher or school governors not to be seen supporting partisan views outside school, e.g., by leafleting, going on marches, etc. School managers have no right to exert this kind of pressure on teachers. Teachers are citizens, too. They have a right to hold opinions on matters of public policy, and a right to have their opinions heard. They are perfectly free to go on political demonstrations or take part in campaigns – so long as it is in their spare time. Teacher action during contracted time is a different matter. As has already been noted, the promotion of partisan political views within school is against the law. This may include the wearing of anti- (or pro-) war badges, and is likely to include encouraging pupils to take part (or not take part) in externally organised demonstrations. The impact of the recent Human Rights Act in this area has not been tested. The prohibition on promoting partisan political views will have to be balanced against the right of freedom of expression.

Teachers who, regardless of the law, feel they have a moral obligation to promote their personal views in school must be prepared to take the consequences. Where someone finds the moral stance they take on an issue is incompatible with their obligations as a teacher, they may wish to consider resignation. In any case, such a state of affairs could lead to disciplinary action.

What attitude should schools take to pupil involvement in protest and campaigns?

Young people are citizens, too. They have a right to hold opinions on matters of public policy, and a right to make their opinions heard. They are perfectly free to go on political demonstrations or take part in campaigns – so long as it is in their own free time.

Public action during school hours is a different matter. Schools cannot condone pupil participation in public demonstrations outside school during school hours – however worthy the cause or just the motive. Head teachers simply do not have the power to authorise such absences – whether or not parents give their permission. Parents have a legal duty to ensure attendance of their school age children at school (unless they have legitimately withdrawn them from the school system) and schools have a legal duty of care for their students. The duty of care carries on if a student is absent with the implicit or explicit permission of the school. So if anything happens to a student in these circumstances, the school could be responsible. Permitting absences for protest action, and certainly facilitating them, could also be in breach of the law forbidding the promotion of partisan views in school.

Where pupils leave school without permission, schools are perfectly entitled to impose sanctions. They should also inform pupils' parents as a matter of course. Sanctions do need to be proportionate, however. In deciding the appropriate sanctions to impose on a student who walks out of school to take

part in political protest, the school may wish to take account of the motivation of the student involved, e.g., was it an act of conscience, or was it done for some other reason? It is also important that, where possible, pupils (and parents) are made aware in advance of what they are letting themselves in for by leaving school without authorisation. Only then are they in a position to make an informed moral judgement about taking the 'law' into their own hands and assess the legal and other consequences of doing so.

Campaigning within school is slightly different. The Education Act 1996 forbids the pursuit of partisan political activities by pupils under the age of 12 while in school. Pupils over the age of 12 are allowed to organize and take part in voluntary political activities in school – with certain provisos. Walking out of lessons cannot be condoned, for example. This is a kind of 'internal truancy' and seriously compromises the duty of care laid on the school. Teachers also need to take care that they are not in breach of the law forbidding the promotion of partisan views in school. Where these provisos are met, however, there is no good reason why young people should not be allowed – or even encouraged – to participate in the political process themselves on the school premises. Commentators sometimes complain about the apparent apathy of young people about politics. Where pupils do feel strongly about issues, therefore, that strength of feeling should be harnessed to educational advantage, e.g., through the analysis of media reports, role play, or reflective discussion.

The importance of citizenship education

A consideration of the issues surrounding the teaching of controversial issues serves only to underline the importance of good citizenship education from an early age. If children become accustomed to discussing their differences in a rational way in the primary years, they are more likely to accept it as normal in their adolescence. Citizenship education helps to equip young people to deal with situations of conflict and controversy knowledgeably and tolerantly. It helps to equip them to understand the consequences of their actions, and those of the adults around them. Pupils learn how to recognize bias, evaluate argument, weigh evidence, look for alternative interpretations, viewpoints and sources of evidence; above all to give good reasons for the things they say and do, and to expect good reasons to be given by others.



Introduction

At Bowdon Prep we aim to educate the whole child and to ensure children are happy, healthy and fulfil their potential in terms of the development of skills for life, social and moral values and academic success. Sex and Relationship Education (SRE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. SRE includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching of SRE should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop. Children will learn about moral values through all aspects of school life and in all curriculum areas, not just in SRE.

Aims of the Policy

The aim of SRE is to provide children with, explore attitudes and values, and develop skills in order to help them to make positive decisions about their health related behaviour. It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance. We do not use SRE as a means of promoting any form of sexual orientation.

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding SRE, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements.

Values Framework

All those who teach aspects of SRE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of SRE will encourage pupils to:

- help pupils develop sensitivity and respect for themselves and others
- provide a friendly and caring environment in which children are able to ask questions and further their understanding
- support pupils in taking responsibility for their actions and the consequences of their actions
- provide equality of opportunity for all children in a caring community in which each individual is encouraged to make a valuable contribution

The personal beliefs and attitudes of teachers will not influence the teaching of SRE in this school.

Aims of Sex and Relationship Education at Bowdon Prep

- Provide the knowledge and information to which all pupils are entitled
- Experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required
- Help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy
- Provide the confidence to be participating members of society and to value themselves and others
- Prepare pupils for puberty and encourage them to take responsibility for their own actions
- Give them an understanding of reproduction and sexual development
- Give them an understanding of the importance of health and hygiene
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- Respect and care for their bodies
- Answer pupils' questions honestly and sensitively – referring the children to parents where appropriate
- Give them information on where individuals and families can get help and support

The Organisation of SRE

SRE is co-ordinated by the Pastoral and Welfare Leader and is taught within the PSHEE programme in both Infant and Junior departments. Biological aspects of SRE are taught within the science curriculum. Linked with R.E., children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since Sex and Relationships Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Teaching staff receive suitable training, when available, to ensure they are able to deliver sex and relationships lessons effectively. Resources used are made available for parents to view and a meeting with parents is arranged prior to the Year 5/6 lessons.

A range of teaching methods which involve pupils' full participation are used to teach SRE. These include use of small group work, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussion and pupils are encouraged to reflect on their learning. SRE is usually delivered in mixed gender groups. However, there may be occasions when single gender groups are more appropriate and relevant. The

programme content has been agreed in consultation with governors, parents/carers and teaching staff.

Use of Visitors

Visitors to school, such as parents/carers, health professionals and members of voluntary organisations, may be invited to plan and contribute to SRE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The PSHEE co-ordinators will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's SRE programme. A teacher will be present during the lesson.

Terminology

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. Correct language for body parts will be gradually introduced from Year 1.

Learning Outcomes for SRE within the School

By the End of the Infants

Pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main parts of the human body. They will also be able to explain that people grow from young to old.

Pupils will be able to:

- recognise and compare the main external parts of the bodies of humans
- recognise similarities and differences between themselves and others and treat others with sensitivity
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

Pupils will know and understand:

- that animals, including humans, grow and reproduce
- that humans and animals can produce offspring and these grow into adults
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with

- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body, including agreed names for sexual parts
- why families are special for caring and sharing

Pupils will have considered:

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people

By the End of the Juniors

Pupils will have had the opportunity to express their views and respect those of others. They will have practiced skills in making judgements and decisions, and will be able to list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They will also have considered different types of relationships (for example, marriage or friendships), and discussed ways in which people can maintain good relationships (for example, listening, supporting, caring).

By the end of Year 6, pupils will be able to:

- listen to, support their friends and manage friendship problems
- express opinions, for example, about relationships and bullying
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents and their carers
- discuss moral questions
- recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact and know ways of resisting it

Pupils will know and understand:

- that the life processes common to humans and other animals include growth and reproduction
- about the main stages of the human life cycle
- some of the physical changes that take place during puberty, why they happen and how to manage them eg personal hygiene routines
- the many relationships in which they are all involved
- where individual families and groups can find help

- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together

Pupils will have considered:

- the diversity of lifestyles
- others' points of view, including their parents' or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships

Dealing with Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor or young person's health drop-in service for an answer, or seeking advice from the PSHEE co-ordinators. At Bowdon Prep, questions relating to specific sex education issues will be referred back to families. Children with Special Needs Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of SRE.

Monitoring and Evaluation of SRE

The PSHEE co-ordinator collects evidence for the monitoring and evaluation of the SRE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Feedback is obtained through group discussion and/or feedback forms. Any staff development needs will also be identified. SRE issues will be included in the induction programme for all new members of staff.

The Role of Parents

The school is well aware that the primary role in children's SRE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home.

In promoting this objective we:

- inform parents about the school's Sex and Relationships Education policy and practice

- answer any questions that parents may have about the SRE of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE in the school

Withdrawal of Pupils from SRE

Parents and carers have the right to withdraw their child from some or all Sex and Relationships Education lessons but not statutory science lessons. However, should parents be considering such a step, it is of benefit for them to first talk it through with the child and their class teacher, and then if necessary, contact the Headmistress.

Safeguarding/Confidentiality

Teachers need to be aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection. There may be rare occasions when a child is sexually active and directly approaches a teacher. This should be viewed as a child protection issue and clear procedures should be followed. The staff member will inform the designated child protection staff member in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Links with Other Policies

- PSHCEE
- Equal Opportunities
- Child Protection and Safeguarding
- Positive Behaviour
- Anti-Bullying Policy

Dissemination and Review Process

This policy was drafted by the PSHEE co-ordinator in consultation with the Headmistress and consultation with parents. Parents/carers were given the opportunity to discuss the draft policy at a parents' evening and the teaching and non-teaching staff had the opportunity to discuss it at a staff training session.

The policy is made available to teaching and non-teaching staff, community partners and any outside visitors who may deliver aspects of SRE, via the school office.

Date of update	Updated (U) Reviewed (R) by	How was updated disseminated	Parents informed	Policy on website
Oct 2016	HGee(U)	Staff briefing	Yes	No
Oct 2016	SHughes (R)	staff training (March 2017)		

Sept 17	S. Hughes (U)			
Nov 2017	H. Gee (R & U)	Staff briefing	Yes	No
Nov 17	Governors (R)			



The People Involved

- Teaching staff
- Governors
- Pupils
- Trafford Healthy Schools Team
- Trafford Nurse

Process

- Evaluation of Drug Policy 1997
- School wide survey to ascertain pupils opinions, attitudes, knowledge and responses to drug related situations
- Presentation of draft policy to staff and Directors

Aims and Objectives of Drug Education Programme

The school's drug, alcohol and tobacco education programme aims to give young people the knowledge, skills and attitudes to make their own informed decisions, both now in the their future lives. It is about:

- providing opportunities for pupils to develop their abilities to communicate, assert themselves and take responsible decisions, identify risks, and help others thereby enhancing their competence and self esteem.
- providing accurate information about drugs and the effect of drugs, effects and risks and legal aspects of drug taking.
- encouraging an understanding of those experiencing or likely to experience drug use.
- widening understanding about related health and social issues.
- developing awareness of personal safety with regards to handling discarded syringe needles.

Links with other school policies

Our school recognises that drugs, alcohol and tobacco education cannot be dealt with in isolation and it is therefore supported by policies for:

- Sex and Relationship Education
- Physical Education
- Science
- Positive Behaviour Policy
- Special Educational Needs
- Child Protection and Safeguarding
- Equal Opportunities
- Health and Safety Policy
- Smoking

Equal Opportunities

All pupils will have access to the programmes of learning in accordance with the Equal Opportunities Policy. Consideration must be given to the needs and maturity of pupils, including those with special needs.

When planning and teaching, teachers will have due regard for the three principles of inclusion set out in the National Curriculum Handbook for primary teachers in England (Q.C.A./99/457) by:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

Content Handlings for Drug, Alcohol and Tobacco Educational Programme

What is drug, alcohol and tobacco education?

Drug, alcohol and tobacco education is an explicit, planned component of personal, social and health education (PSHEE). Aspects of drug, alcohol and tobacco education are included in the statutory teaching requirements for science. Drug, alcohol and tobacco education provides a context for enabling pupils to increase their knowledge and understanding of drugs, alcohol and tobacco, and to explore attitudes and develop skills for making healthy, informed choices. It should be supported by:

- school values and an ethos that have been developed by all members of the school community
- positive relationships within the school and between the school and the wider community
- whole-school policy and practice that is consistent with the aims of the drug, alcohol and tobacco programme.

The development of this whole-school approach is supported by the National Healthy School Standard, see www.wiredforhealthy.gov.uk

Foundation Stage

- what goes onto my body?
- what goes into my body?
- what is inside my body?
- who needs medicines?
- what's in here? (medicine cabinet)
- how do I feel when I am ill?

Infant Department

Keeping Ourselves Safe:

- rules are important
- feeling unwell and the role of medicines
- how medicines can be harmful
- safety around household substances

Junior Department

Risk taking and dealing with pressure:

- taking a risk
- weighing up the pros and cons of taking risks
- why take risks? The pressures and influences on us
- smoking – weighing up the risks
- resisting unhelpful pressure or influences

Building knowledge and understanding about drugs and alcohol – practising skills to deal with situations:

- what do we already know and understand about drugs?
- learning about alcohol
- attitudes to drinking alcohol
- debating a topic

Organising of Drug, Alcohol and Tobacco Education

Drug, alcohol and tobacco education will be co-ordinated by the PSHEE Co-ordinator in consultation with the Senior Leadership Team.

Where does it appear in the curriculum?

Drug, alcohol and tobacco education is an integral part of the PSHEE and Sex and Relationships programmes and statutory aspects of the Science curriculum (Sc 2 – Life processes and living things).

Who will teach the programme?

All members of staff who teach PSHEE. will teach the sections of the drug, alcohol and tobacco programme which are relevant to their year group.

Methodology and approach

All pupils will be encouraged to take part in active situations, e.g. discussion, drama, role play.

Opportunities will be provided to research and investigate problems and issues.

It will be delivered:

- by class and group discussion
- through half termly and termly topics
- through statutory National Curriculum subjects
- as part of pastoral care

Ground Rules

Ground rules will be established in each class to create a safe environment in which teachers and pupils do not feel anxious or embarrassed.

Procedure for involvement of health professionals and visitors

Drug, alcohol and tobacco education in school is best led by classroom teachers but if outside speakers are to be used their contribution must be planned with the teacher. It should complement the teaching programme and match the age and maturity of the pupils. Teachers should always be present. No visits should take place without previously discussing it with the Head of School. All visitors will be made aware of the school approach and policy.

Resources

A bank of resources is available to teachers and children have access to books in the library.

Resources are reviewed and assessed to determine suitability.

Training

The school subscribes to Trafford's scheme and efforts will be made to accommodate the identified needs of any member of staff – teaching and non-teaching.

Management of Drug, Alcohol and Tobacco

General Principals

- Bowdon Prep School recognises the need to handle drug related incidents in a sensitive and rational way.
- The school does not condone the misuse of legal/illegal drugs or the illegal supply of these substances.
- It is committed to the health and safety of pupils and staff and will take action to safeguard their well-being.
- The school acknowledges the importance of its pastoral role in the welfare of young people and will provide the necessary support to those who are identified or come forward.

Incidents in School

Incidents or suspected incidents should be reported to the Headmistress but not with other staff or parents. The Headmistress will then decide on any further action to be taken giving consideration to the Trafford guidelines.

Incidents Outside School

If any member of staff is told about or becomes aware of possible criminal activity outside the school premises, they should inform the Headmistress. The Headmistress will normally pass this information to the police as part of the school's general duty of care towards our pupils.

Drug Use in the Family

If it becomes apparent that pupils are experiencing problems or difficulties because of a parent/carer's or other family members, legal/illegal drug use, staff should report their concerns to the Headmistress. Advice may be sought from support agencies in order to support the pupil. It may be appropriate to log an objective report in the 'Cause for Concern' file.

Recording Incidents

A record will be kept of all incidents relating to substance misuse. This will be co-ordinated and monitored by the Headmistress. The Governors will be informed of any drug related incidents and how they were dealt with.

Disclosure and Confidentiality

Children may sometimes wish to make a disclosure to a member of staff. It is important to clarify that unconditional confidentiality cannot be guaranteed. The child must be informed if and why confidentiality is being breached and then supported as appropriate. Any member of staff (teaching and non-teaching) who suspects that a child is involved or at risk of being involved in substance misuse must report their concerns to the Headmistress and the child protection officer who have designated responsibility for child protection.

Working with Parents

Any parent wishing to discuss the Drug, Alcohol and Tobacco Education Programme or view materials, can do so by making an appointment with the Headmistress or the PSHEE Co-ordinator (Pastoral and Welfare Leader).

Dissemination and Review Process

This policy was drafted by the PSHEE co-ordinator in consultation with the Headmistress. The policy is made available to teaching and non-teaching staff, community partners and any outside visitors who may deliver aspects of SRE, via the school office.

Date of update	Updated (U) Reviewed (R) by	How was updated disseminated	Parents informed	Policy on website
Sep 2016	H. Gee (U)		Yes	No
Oct 2016	SHughes (U)	Staff drive – staff email.		



Introduction

At Bowdon Prep School, we believe that Collective Worship provides a valuable focus for the school community and helps reflect the tone and ethos of the school.

Background to Collective Worship at our School

We promote Bowdon Prep as a Christian school. Many of the families who send their girls to our school are Christian. In addition, there are a number of children who are from religions other than Christianity and some from non-religious backgrounds. We recognise that in asking our children to worship, we have to consider the background that they come from. It is not the practice of this school to preach to or convert the children. The faith background of both the staff and the child's family is respected at all times.

Legal Requirements

It is a legal requirement that all registered school age pupils take part in an act of worship each day (The Education Reform Act 1988.) These acts of worship must be wholly or mainly of a broadly Christian character for the majority of the time. They must also be appropriate, having regard to the ages, aptitudes and family backgrounds of the pupils. The Headmistress is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body. Parents have a right to withdraw their children from collective worship. If a parent asks for their child to be wholly or partly excused from attending collective worship, the school must comply unless the request is withdrawn. Any parent who wishes to exercise this right should consult the Headmistress. Teachers may also withdraw from collective worship.

Aims

We believe at this school that collective worship both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place upon the development of the whole child, spiritually, morally, socially, culturally and intellectually is reflected in our worship. We value this special time in the school day for the space it gives children to develop a reflective approach to life and the ability to express their reflections in traditionally religious ways or any other appropriate manner.

Through our collective worship we aim to provide a caring and supporting environment for children to:

- Become increasingly aware of themselves as individuals and groups within the school and wider community
Grow in understanding of the feelings of other people in every-day situations and beliefs
- Explore the language which people use to express their feelings
- Deepen their sense of wonder about the world around them
- Grow in confidence when making a presentation to the group or whole school
- Respond freely to religious and/or spiritual stimulus
- Acknowledge diversity and affirm each person's life stance, whether it be religious or not
- Provide time for quiet reflection

Objectives

We see school worship as an educational opportunity to encourage pupils to:

- Show interest in, and a concern for, members of the school community
- Celebrate special occasions and achievements together
- Show concern for the daily happenings in school life, the local community and the wider world
- Explore and review the variety of values, attitudes and standards, manifested in religions and society
- Reflect upon dimensions of human life e.g. the wonderful, beautiful, joyful, heroic, humorous, tragic
- Reflect on the way in which humankind has expressed the deepest spiritual feelings, through the creative and expressive arts, scientific discovery, religious practice, service to other people and to God.

Planning and organisation

We combine our acts of worship with assembly, helping to ensure that worship takes place within a broad educational framework. Both the juniors and the infants (including Early Years) meet together, three days a week. On one day a week teachers give opportunities for worshipful time in the classroom. We believe that creating the right atmosphere is crucial to the quality of the worship. We plan the time so that there is a variety in content and methods, allowing opportunity for quiet personal reflection/worship. The pupils usually lead the whole school worship according to a class rota, with a rota of other staff and visitors leading worship on other occasions. We choose from a range of methods, including:

- Pupil's contributions
- Sacred and secular stories/readings
- Drama
- Prayer/reflection/meditation/songs/hymns/music
- Artefacts/natural materials
- Visual aids/focal points
- Dialogue/creative silence
- Visitors

Music

We consider songs and music to be very powerful means of creating the right atmosphere and believe that it unifies and uplifts the school community. We have a bank of songs and music from which to draw, taken from a variety of cultures and types. We select our songs and music carefully to match the theme. There is a weekly singing practice. During this, we take time to consider carefully the words of one of the songs and make this into a worshipful experience by reflecting on and responding to the song.

Prayer

We feel that prayer is a good way of enabling children to focus their thoughts. Nevertheless, pupils should not be required to say or affirm prayers in which they do not believe. We have developed various forms of introduction to our prayers which distance children, whilst giving the opportunity to participate if they so

desire. It is not always necessary to have a prayer. The use of regular moments of silence and reflection provides opportunities for some pupils to respond in a personal way if they so wish.

Visitors

We enjoy the fresh approach which visitors can bring to our school worship. We have made links with some people who visit us regularly to lead worship.

Success Criteria

At this school we evaluate our acts of worship against some of the following:

- Involvement, enjoyment, attention, reaction of pupils
- The growth of respect and tolerance within the school community
- Positive response to shared experience
- An atmosphere which matches the theme
- A contribution to individual and community sense of well being

Dissemination and Review Process

This policy was drafted by the PSHEE co-ordinator in consultation with the Headmistress. The policy is made available to teaching and non-teaching staff, community partners and any outside visitors who may deliver aspects of SRE, via the school office.

Date of update	Updated (U) Reviewed (R) by	How was updated disseminated	Parents informed	Policy on website
Oct 2016	HGee (U)		Yes	No
Nov 2016	S.Hughes (U)	Email (Nov)INSET - January	Yes	Yes
Nov 2017	H. Gee (U)		Yes	Yes