



PSHE Policy – Whole School

September 2025

SECTION 1: Vision and Values

- 1.1 Our vision for Personal, Social, Health, Economic Education (PSHE) at St Chris is to provide a modern and comprehensive programme for the children and young people at our school, that provides them with the knowledge, skills and attributes needed to make healthy, safe and informed decisions now and in the future.
- 1.2 Our PSHE programme links to our whole school strategic development plan, most notably:
 - 1.2.1 Purpose: To excel in delivering an all-through and coherent progressive curriculum and co-curriculum for the 21st century. A curriculum which delivers an ambitious, modern, holistic education, ensuring that all students thrive, develop a zest for learning and are well prepared for life after St Chris,
- 1.3 Our PSHE programme demonstrates our values of:
 - 1.3.1 Individualised lifelong learning
 - 1.3.2 A progressive attitude to excellence
 - 1.3.3 Community
 - 1.3.4 Integrity
- 1.4 We are committed to Equity, Diversity and Inclusion and our PSHE programme underpins the development of a strong sense of belonging in our school that supports the wellbeing of children and young people at St Chris.

SECTION 2: Aims and Outcomes

- 2.1 This policy explains the PSHE programme at St Chris and sets out how we approach the learning and teaching of PSHE within the school's curriculum and the intended outcomes of the programme.
- 2.2 PSHE aims to put the students and their wellbeing at the very heart of PSHE learning at St Chris. The school recognises that the needs of learners are increasingly complex and, at times challenging. Therefore, the teaching of PSHE within St Chris is aimed at helping children and young people navigate such challenges and thrive both in the school environment and in the wider world.
- 2.3 PSHE aims to provide children and young people with the information needed to secure knowledge and understanding of the various issues

that they may face whilst growing up, and in the future, so that they develop confident skills and positive attributes that are needed to stay safe and be healthy.

- 2.4 At St Chris, we are committed to the development of the whole child, not focusing solely on their academic success and PSHE is an important element of this aspect of learning and teaching. We recognise that this in turn, does support the academic success of our learners.
- 2.5 PSHE underpins our relationships-based approach to education, ensuring that each individual is known and understood and forges positive relationships with both the adults and other children at St Chris.

SECTION 3: Statutory Requirements

- 3.1 The Independent School Standards (April 2019) requires that PSHE is taught to all students which reflects the values of the school and is designed to encourage respect for other people, with particular reference to the Protected Characteristics as defined in The Equality Act 2010.
- 3.2 The statutory guidance The Relationships Education, Relationships and Sex Education (RSE) and Health Education makes Relationship Education compulsory for primary aged students and Relationships and Sex Education compulsory for all secondary aged students. The statutory requirement to teach Health Education does not apply to Independent Schools because PSHE is already compulsory for Independent Schools under the School Standards Regulation.
- 3.3 The PSHE programme at St Chris is guided by the PSHE Association Framework, the national body for PSHE education.

SECTION 4: Roles and Responsibilities

- 4.1 The Governing Body has oversight of this policy.
- 4.2 The Head Teacher has accountability for this policy and line manages the Assistant Head, Pupil Development and Wellbeing who is responsible for the policy.
- 4.3 The Head of Junior School has oversight of this policy and line manages the Lead of Curriculum and Assessment.
- 4.4 The Assistant Head (Pupil Development and Wellbeing) is responsible for updating the PSHE policy and leads PSHE education at St Chris. This includes:
 - 4.4.1 Maintaining an up-to-date knowledge of the requirements in the teaching of PSHE and informing the SLT of any changes or significant trends that need addressing,
 - 4.4.2 Designing schemes of learning following the PSHE Association Framework,
 - 4.4.3 Designing and curating appropriate resources for the teaching and learning of PSHE,
 - 4.4.4 Designing and delivering Drop Down Days to cover elements of the PSHE programme,
 - 4.4.5 Providing teacher training and support about the delivery of PSHE,

- 4.4.6 Monitoring and evaluating the delivery of PSHE across the school to ensure it is taught in a safe, inclusive and sensitive manner,
 - 4.4.7 Gathering student voice to help inform the planning and delivery of PSHE,
 - 4.4.8 Informing parents/guardians of what is being taught in PSHE and when via letters home and newsletters,
 - 4.4.9 Organising visits from external speakers to enrich and support the PSHE programme, ensuring that their material is appropriate and high quality,
 - 4.4.10 Embedding the PSHE programme with Morning Talks that support the learning and foster a strong sense of community and collective wellbeing.
- 4.5 In the Junior School, the Lead of Curriculum and Assessment, and the Curriculum Team, design and manage the delivery and resources for Primary PSHE.
- 4.6 In the Senior School, the Assistant Head (Pupil Development and Wellbeing) and the Heads of Year monitor the delivery of PSHE in lessons. In the Junior School, the Head of the Junior School monitors the delivery of PSHE alongside the Lead of Curriculum and Assessment.
- 4.7 In the Senior School, PSHE is taught by Advisors to their Companies and by the Assistant Head (Pupil Development and Wellbeing), alongside two other teachers; Assistant Head (Pastoral) and Head of Psychology. In the Junior School, PSHE is taught by the Class Teacher.

SECTION 5: Student Voice

- 5.1 Student Voice helps to inform the planning and delivery of PSHE. This includes informal discussions, Student Voice Focus Groups, feedback forms and School Council.
- 5.2 Students can raise any questions or concerns about PSHE with the Assistant Head (Pupil Development and Wellbeing) or the Head of the Junior School and their views will be heard.
- 5.3 Feedback from Student Voice is shared with the SLT and any updates or actions made in response to this is shared with the school community via notices in Morning Talk, displays and/or The Roundup.

SECTION 6: Parents and Guardians

- 6.1 St Chris recognise that often parents/guardians are the prime educators for many topics covered within the PSHE curriculum. We know that linking the learning between school and home is most effective in embedding positive messages about health and wellbeing. We encourage parents to discuss the topics covered in PSHE at home.
- 6.2 Parents/guardians are informed about what is taught in PSHE at the beginning of every school year and regularly updated through letters and The Roundup.
- 6.3 The PSHE policy is available on the St Chris website. Parents/guardians are informed about any changes in the policy and asked for their views. They are encouraged to participate in the development of PSHE education.

- 6.4 Parents/guardians are encouraged to discuss any questions or concerns related to PSHE with their Class Teacher in the Junior School or Adviser in the Senior School in the first instance. Questions and concerns can also be discussed with the Assistant Head (Pupil Development and Wellbeing) or the Head of the Junior School.

SECTION 7: The Right to Withdraw

- 7.1 Parents/guardians do not have the right to withdraw their child/ren from PSHE, including Relationships lessons.
- 7.2 Parents/guardians do have the right to withdraw their child/ren from PSHE lessons that cover Sex Education. A request must be made to the Head Teacher. Once this request is made it will be complied with until the parent requests otherwise and alternative provision will be made for the student. Three terms before the student turns 16, if the student wishes to receive Sex Education, rather than be withdrawn from lessons, the School will make arrangements to provide them with Sex Education during one of those terms.
- 7.3 Parents/guardians do not have the right to withdraw their child/ren from the sex education which forms part of the National Curriculum Science.

SECTION 8: Policy Links and Review Date

- 8.1 This policy complements and should be read in conjunction with the following policies:

- 8.1.1 Anti-bullying Policy
- 8.1.2 Behaviour Policy
- 8.1.3 Career Related Learning Policy
- 8.1.4 Child Protection and Safeguarding Policy
- 8.1.5 E-safety and Cyber Bullying Policy
- 8.1.6 Equal Opportunities Policy
- 8.1.7 IT Acceptable Use Policy
- 8.1.8 Relationships and Sex Education Policy
- 8.1.9 SEND Policy
- 8.1.10 School Aims and Ethos
- 8.1.11 Substance Abuse Policy
- 8.1.12 Visiting Speaker Policy

- 8.2 To ensure that this policy continues to meet the needs of students, staff and parents, this policy will be reviewed by the Assistant Head (Pupil Development and Wellbeing) every two years, or sooner if changes in statutory guidance are made.

SECTION 9: Curriculum Design: Planning

- 9.1 The PSHE programme is a spiral curriculum which revisits and builds on prior learning each year, following the PSHE Association Framework which is adapted to suit the needs of our

students. This ensures the curriculum is age appropriate and is informed by national and local data.

- 9.2 An overview of the PSHE curriculum for both the Junior and School Schools is provided in the annex of this policy.
- 9.3 PSHE is considered a core curriculum subject. We want our students to develop the knowledge, skills and attributes to be able to make healthy, informed and responsible decisions that respect their own wellbeing and the wellbeing of others.
- 9.4 PSHE will help our students to:
 - 9.4.1 Distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful,
 - 9.4.2 Understand the benefits of healthy relationships to their wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on wellbeing,
 - 9.4.3 Believe they can achieve their goals through resilience, planning and effort,
 - 9.4.4 Understand the law about employment, protected characteristics, relationships, sex, and substances.
 - 9.4.5 Recognise when relationships (including family relationships) are unhealthy or abusive, including coercive control, emotional, forced marriage, neglect, physical, sexual, violence. Students will be taught strategies to manage this and signposted to support for themselves or others at risk.
 - 9.4.6 Recognise risk, harmful content, inappropriate behaviour or contact, and how to report issues to keep them safe online,
 - 9.4.7 Prepare them to make independent decisions for themselves,
 - 9.4.8 Grow as individuals and as part of our school community to expand their spiritual, moral, social and cultural development (SMSC).

SECTION 10: Curriculum Design: Timetabling

- 10.1 In the Senior School, PSHE is taught via one lesson a fortnight with their Adviser and one lesson a fortnight with a specialist teacher to cover the more sensitive content. PSHE is enriched further in the Senior School from time to time with visiting speakers.
- 10.2 In the Junior School, PSHE is taught via one lesson a week with the class teacher.

SECTION 11: Learning and Teaching in PSHE

- 11.1 PSHE begins by establishing what the students' knowledge and understanding is already about each topic.
- 11.2 PSHE is delivered through a range of learning and teaching methods including class discussions, scenarios, and active learning.
- 11.3 PSHE resources are carefully curated to ensure that they are age appropriate and reflect the ethos and values of St Chris. The Assistant Head (Pupil Development and Wellbeing) endeavours to ensure that the resources are endorsed or recommended by the PSHE Association where possible, and if not, make careful checks to ensure that they suit the needs of our students and community.
- 11.4 In the Senior School, students are issued with a book which they can use to make notes, complete exercises, and reflect on the learning taking place. It is not a formal classwork book

that is assessed in the same way as other subjects across the curriculum, due to the personal nature of the learning.

- 11.5 In the Junior School, students work is collected in folders to record their learning.

SECTION 12: Establishing a safe learning environment

- 12.1 Staff, parents and students are given advance warning about what topics are being covered and when so that any concerns can be discussed and support put in place if necessary.
- 12.2 It is expected that teachers revisit the ground rules at the beginning of all PSHE lessons, to ensure a safe learning environment is established with clear boundaries about what is appropriate. This includes reminders about the importance of being sensitive and showing respect to one another.
- 12.3 Staff and students are reminded that assumptions can not be made about what other people may have experienced about topics related to PSHE. Therefore, care must always be taken to ensure that a safe, non-judgemental and sensitive environment is created by all.
- 12.4 Staff and students are reminded that sharing particularly personal stories is not appropriate in lessons.
- 12.5 Distancing techniques are used to ensure that students are not upset or re-traumatised by discussions that are connected to personal, previous experiences.
- 12.6 Students may ask sensitive questions during PSHE lessons. If appropriate, the teacher may answer or address the question at the time, if they are confident to do so. Teachers may decide that it would not be appropriate to answer the question in a classroom setting, or may want to seek support with ensuring that their response is appropriate, before responding. It is good practice for a teacher to acknowledge the question a child has asked and explain that they will respond at a later time. The Assistant Head (Pupil Development and Wellbeing) will support teachers with answering difficult or unexpected questions from students.
- 12.7 Due to the nature of PSHE education, students' learning may result in them making a disclosure. Any concerns raised will reported to the DSL using My Concern, following our safeguarding procedure.
- 12.8 Students are reminded frequently that issues discussed in class should not be gossiped about after the lesson.

SECTION 13: Assessment and Reporting

- 13.1 Ipsative assessments are used across PSHE units. These assess students' individual development of knowledge, skills and attributes, without comparing them to others. A unit of work or a lesson will begin with a baseline task that asks students to reflect on what they already know or understand about a topic or concept. At the end, they will be asked to complete an endpoint task to reconsider what they know and how they have updated their knowledge, skills or attributes. This could be through mind-maps, questionnaires, agreement continuums, pictures or diagrams.
- 13.2 Ipsative assessments support the spiral approach to the PSHE curriculum, helping students and staff to reflect on: What do I know? What do I need to know? Where can I get appropriate information and guidance? What skills can I develop? What are my values? Where can I go for support? What do I do when things go wrong?

- 13.3 Ipsative assessments can help inform the teacher about knowledge gaps or concerns so that we can appropriately adjust the content of PSHE lessons if necessary.
- 13.4 Parents are informed about their child's engagement with PSHE lessons through Parents Consultations.

Responsible and Accountable Persons	Name	Position
Responsible	Lizzie Hedderson	Assistant Head (Pupil Development & Wellbeing)
Accountable	Rich Jones	Head
Date Policy Approved	February 2025	
Review Period	Three years	
Review Date	February 2028	

Version History	Amendment Date	Amended by Whom	Previous Version Stored Where (If Applicable)
Previous version	February 2025	Lizzie Hedderson	Policy Archive Folder
Previous version – Senior School	October 2022	Emma-Kate Henry/ Lizzie Hedderson	Policy Archive Folder
Previous Version – Junior School	September 2022	Jennifer Rigby/ Seana Wallis	Policy Archive Folder

PSHE at St Chris				
	Autumn	Spring	Summer	
I Group Year 7	Transition to Secondary School, Safety	Financial Decision Making	Developing Skills and Aspirations	Adviser
	Diversity	Health and Puberty	Building Relationships	Lizzie
II Group Year 8	Community and Careers	Emotional Wellbeing	Digital Literacy	Adviser
	Drugs and Alcohol	Discrimination	Identity and Relationships	Lizzie
III Group Year 9	Setting Goals	Healthy Lifestyle	Employability Skills	Adviser
	Peer Influence, Substance Use, Gangs	Respectful Relationships	Intimate Relationships	Lizzie
IV Group Year 10	Financial Decision Making	Addressing Extremism and Radicalisation	Work Experience	Adviser
	Mental Health	Healthy Relationships	Exploring Influence	Alistair Kirsty Lizzie
V Group Year 11	Building for the Future	Next Steps	Independence	Adviser
	Communication in Relationships (Drop Down Day)			Lizzie
Sixth Form Year 12/13	Futures: Wellbeing, Role Models, Substance Use, Driving Safety, Self Care	Futures: UCAS, Careers, Apprenticeships Gap Years, Finances, Pathways	Futures: Diversity, Relationships Sex Education, Party/Festival safety, EDI	Jenny Lizzie Emma Lizzy
	Health & Wellbeing	Careers & Finance	Relationships	

Junior School PSHE Overview

	Autumn Term	Spring Term	Summer Term
Year 1	<p>Digital wellbeing</p> <p>Children will learn to:</p> <p>talk about what we use the Internet for and how it helps;</p> <p>discuss some effects of too much screen time;</p> <p>tell other people about Internet safety rules;</p> <p>explain how to keep personal information private online;</p> <p>understand that people may behave differently online and explain what to do if something worries them;</p> <p>discuss examples of false information they may see online.</p>	<p>Think Positive</p> <p>Children will learn to:</p> <p>recognise and describe positive thoughts and negative thoughts.</p> <p>think about and discuss the consequences of decisions they make and their actions.</p> <p>set goals for themselves and think about how they might achieve them.</p> <p>recognise triggers for certain emotions.</p> <p>describe ways to show or give thanks for what we have.</p> <p>describe what being mindful is.</p>	<p>Money Matters</p> <p>Children will learn to:</p> <p>explain ways we can save money.</p> <p>identify why it is important to keep money safe.</p> <p>explain why it is important to keep our belongings safe.</p> <p>discuss ways we can keep track of money we spend.</p>
Year 2	<p>Safety first</p> <p>Children will learn to:</p> <p>identify ways to stay safe in the home.</p> <p>identify a range of dangers outside.</p> <p>explain the basics of the Green Cross Code.</p> <p>explain why we shouldn't take anyone else's medicine.</p> <p>explain what to do if they feel unsafe online.</p> <p>explain the difference between safe secrets, unsafe secrets and surprises.</p> <p>identify their personal 'trusted adults'.</p>	<p>Think Positive</p> <p>Class teacher to choose own focus around mindfulness.</p>	<p>Aiming high</p> <p>Children will learn to:</p> <p>identify star qualities in others;</p> <p>give examples of positive learning attitude statements;</p> <p>identify attributes they have that would suit them to a desired job;</p> <p>challenge stereotypes;</p> <p>discuss their ambitions;</p> <p>identify ways next year will be different and explain why they think this.</p>

<p>Year 3</p>	<p>Digital wellbeing</p> <p>Children will learn to:</p> <p>talk about what we use the Internet for and how it helps;</p> <p>discuss some effects of too much screen time;</p> <p>tell other people about Internetsafety rules;</p> <p>explain how to keep personal information private online;</p> <p>understand that people may behave differently online and explain what to do if something worries them;</p> <p>discuss examples of false information they may see online.</p>	<p>Think Positive</p> <p>Children will learn to:</p> <p>understand that having a positive attitude is good for our mental health.</p> <p>understand the causes of negative thoughts.</p> <p>identify ways to cope with negative thoughts.</p> <p>understand the impact certain changes can have on people and how it can affect them emotionally.</p> <p>identify some mindfulness techniques and discuss which they like to use.</p> <p>identify strategies to cope with uncomfortable emotions.</p>	<p>Money Matters</p> <p>Children will learn to:</p> <p>discuss some consequences financial decisions can have on our emotional wellbeing;</p> <p>talk about the importance of prioritising our spending;</p> <p>discuss advertisements that try to influence what we buy;</p> <p>explain why it is important to keep track of what we spend;</p> <p>discuss what is meant by ethical spending.</p>
<p>Year 4</p>	<p>Safety first</p> <p>Children will learn to:</p> <p>appreciate what being responsible means and name some of their responsibilities.</p> <p>give examples of a range of risky or dangerous situations.</p> <p>appreciate that doing something risky may lead to danger.</p> <p>describe where pressure to do things can come from; identify people who can help us in an emergency.</p> <p>identify safety precautions that can be taken when using roads, water or railways.</p> <p>explain some of the ways in which drugs, cigarettes and alcohol affect the human body.</p>	<p>Think Positive</p> <p>Class teacher to choose own focus around mindfulness.</p>	<p>Aiming high</p> <p>Children will learn to:</p> <p>identify skills and attributes that are useful in many roles;</p> <p>identify elements of a growth mindset;</p> <p>identify and challenge stereotypes;</p> <p>discuss goals they could set to work towards their ambitions;</p> <p>discuss challenges many people face and how some people overcome these.</p>

	<p>explain some of the ways to treat common injuries.</p> <p>explain how to keep themselves and others safe in an emergency situation.</p> <p>identify what information will need to be shared with an emergency services operator.</p>		
Year 5	<p>Digital wellbeing</p> <p>Children will learn to:</p> <p>explain how they can look after their digital wellbeing;</p> <p>discuss how to stay safe, healthy and happy online and when they use digital technology;</p> <p>explain how to develop safe, respectful and healthy online relationships;</p> <p>understand how to use social media responsibly;</p> <p>identify online bullying behaviours and talk about what they can do to help themselves and others if it is seen or experienced.</p>	<p>Think Positive</p> <p>Children will learn to:</p> <p>describe how their thoughts, feelings and behaviours influence each other;</p> <p>explain the range and intensity of their feelings to others;</p> <p>name some strategies to deal with unhelpful thoughts;</p> <p>know how to make an informed choice;</p> <p>appreciate how making good choices can make us happy;</p> <p>understand how mindfulness techniques can be used in their everyday lives;</p> <p>describe the difference between a growth mindset and a fixed mindset;</p> <p>identify strategies for facing a challenge.</p>	<p>Money Matters</p> <p>Children will learn to:</p> <p>discuss reasons that people take financial risks.</p> <p>discuss why advertisers try to influence consumers.</p> <p>talk about how to be a 'critical consumer'.</p> <p>identify how to compare the value for money of different products.</p> <p>discuss how to make a budget.</p> <p>discuss how money can affect people's emotional wellbeing.</p> <p>discuss the fact that everyone's spending decisions will be different and this should be respected.</p> <p>explain what tax is and the ways that people pay it.</p> <p>discuss what is meant by ethical spending.</p> <p>talk about the environmental impact of fair trade, single use plastics, recycling used goods and making use of reusable materials.</p>

<p>Year 6</p>	<p>Safety first</p> <p>Children will learn to:</p> <p>appreciate what being responsible means;</p> <p>assess a situation for the level of risk;</p> <p>appreciate that doing something risky may lead to danger;</p> <p>identify people who can help us in an emergency;</p> <p>understand the importance of taking action to reduce the risk of harm;</p> <p>explain how we know which substances around the home contain chemicals ;</p> <p>identify safety precautions that can be taken when using roads, railways or water.</p>	<p>Think Positive</p> <p>Children will learn to:</p> <p>Class teacher to choose own focus around mindfulness.</p>	<p>Aiming high</p> <p>Children will learn to:</p> <p>identify skills and attributes that are useful in many roles;</p> <p>identify their preferred learning style;</p> <p>identify potential barriers to success;</p> <p>identify opportunities that might be available to them in the future;</p> <p>identify and challenge stereotypes;</p> <p>explain different routes into further education and work;</p> <p>discuss goals they could set to work towards their ambitions;</p> <p>understand the different roles within a team;</p> <p>discuss challenges many people face and how some people overcome these.</p>
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The ISI Framework 23

- The ISI Framework 23 requires independent schools to actively promote the wellbeing of all pupils.
- 'Wellbeing' is defined by Section 10(2) of the Children Act 2004:
 - Pupils' physical and mental health and emotional wellbeing
 - Protection of pupils from harm and neglect
 - Pupils' education, training and recreation
 - Pupils' contribution to society
 - Pupils' social and economic wellbeing
- In Section 3 of the Framework (Pupils' physical and mental health and emotional wellbeing) it states that:
 - Leadership must ensure that the school's curriculum policy is implemented effectively through appropriate plans and schemes of work which:
 - reflect the school's aims and ethos, and
 - encourage mutual trust and respect for other people, particularly those with protected characteristics²⁵ (age, disability, gender reassignment, marriage and civil partnership), and
 - develop pupils' spiritual and moral knowledge and understanding
 - actively promote development of pupils' self-knowledge, self-esteem and self-confidence.
 - Leadership must ensure that all pupils' experience of the school's curriculum results from leaders' effective implementation of appropriate plans, schemes of work, and programmes of activities that are appropriate to pupils' needs in the following areas:
 - physical education
 - personal and health education
 - so that all pupils have the opportunity to learn and make progress
 - Leadership must ensure that pupils receive either **relationships education** or **relationships and sex education** (as applicable)²⁶ and the latest statutory guidance relating to relationships education, relationships and sex education (RSE) and health education²⁷ as set out in the Standards and other relevant legislation is followed.
- In Section 4 of the Framework (Pupils' social and economic wellbeing, and contribution to society) it states that:
 - Leadership must ensure that the school's curriculum policy is implemented effectively through appropriate plans and schemes of work so that pupils experience **human, social and economic education** which:
 - reflects the school's aims and ethos
 - encourages respect for other people, particularly those with protected characteristics³⁵ (age, disability, gender reassignment, marriage and civil

partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)

- actively promotes fundamental British values³⁶
 - develops pupils' **social and cultural** knowledge and understanding
 - gives pupils of secondary age (11+) access to accurate, up-to-date, impartial **careers guidance** so that they are able to make informed choices about a broad range of careers options and which helps them to fulfil their potential.
- For pupils below compulsory school age, leadership must ensure that pupils experience a programme of activities which is appropriate to their educational needs in relation to their social development³⁷.
 - Leadership must ensure that pupils are effectively prepared for the opportunities, responsibilities and experiences of life in British society.
 - Leadership must actively promote principles at the school which:
 - Enable pupils to:
 - distinguish right from wrong
 - respect the civil and criminal law of England
 - acquire a broad general knowledge of and respect for public institutions and services in England
 - Encourage pupils to:
 - accept responsibility for their behaviour
 - respect other people, paying particular regard to the protected characteristics
 - 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
 - acquire an appreciation of and respect for their own and other cultures which furthers and promotes tolerance and respect between different cultural traditions
 - respect democracy and support participation in the democratic process, including respect for the basis on which the law is made and applied in England
 - Where political issues are brought to pupils' attention, including in the promotion at the school and/or during extra-curricular activities, pupils are offered a balanced presentation of opposing views of political issues, and the promotion of partisan political views is precluded³⁸.
 - Leadership must ensure that the schools' curriculum and teaching does not undermine fundamental British values.

Useful links:

- Independent School Standards:
https://assets.publishing.service.gov.uk/media/67605baec80a844a7aa4b7cb/Independent_School_Standards_Guidance.pdf
- The Equality Act 2010: <https://www.gov.uk/guidance/equality-act-2010-guidance>
- Relationships Education, Relationships and Sex Education, and Health Education Government Guidance:
https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf
- Relationships, Sex and Health Education: Guides for Parents:
<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>
- Childline: <https://www.childline.org.uk/>
- NSPCC: <https://www.nspcc.org.uk/>