BROOKE PRIORY SCHOOL

PERSONAL, SOCIAL, HEALTH EDUCATION POLICY (PSHE) (INCLUDING SMSC, RSE AND EYFS)

Scope of this Policy
All Teaching staff and pupils (including EYFS)

AIMS
To develop pupils as 'rounded people' by enabling the children to:

- Understand what makes for good relationships with others
- Respect others, recognising and valuing equality, diversity and difference, including the protected characteristics set out in the Equality Act 2010.
- Be independent and responsible members of the school community
- Be positive and active members of society
- Develop self-knowledge, self-confidence and self-esteem and make informed choices regarding a healthy lifestyle, personal and social issues
- Develop good relationships with other members of the school and the wider community
- Explore and practice the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

Many of these aspects are values and aims of our school which are a prominent feature of school life.

Brooke Priory School Values:

- Friendliness and Happiness
- Confidence
- Respectfulness
- Hard Work and Resilience
- Honesty
- Teamwork

Brooke Priory School Aims:

- Excellence in teaching and learning
- A world of opportunity
- Positive relationships
- A sense of belonging
- Global contributor

PSHE DEFINITION

Personal, Social, Health and Economic (PSHE) Education enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. PSHE supports pupils' physical, mental, social and emotional wellbeing and helps them to develop the knowledge, skills, attitudes and behaviours needed to lead healthy, safe, responsible and fulfilling lives. It reflects the school's ethos and values and encourages pupils to make positive contributions to their school, family and wider community.

The personal and social development of the individual is not restricted to school hours and we seek to work with parents in fostering and encouraging desirable values and attitudes. We support the endeavours and achievements of children outside school. We encourage children to participate in community activities and to act responsibly and courteously when out in the community.

PSHE is not only taught as a separate subject but is seen as cross-curricular, a vital and continuing aspect of everything that is taught and an integral part of all that we do.

Lessons allow opportunities for pupils to gain insights into the origins and practices of their own culture and those of the wider community, and ensuring that pupils appreciate racial and cultural diversity, promoting tolerance and harmony.

For pupils in the EYFS, PSHE-related learning is embedded within the Early Years Foundation Stage curriculum, particularly through Personal, Social and Emotional Development (PSED). Learning is carefully adapted to reflect pupils' age, stage of development and individual needs.

POLICY STATEMENT

PSHE at Brooke Priory is planned in accordance with the Independent School Standards and relevant statutory guidance, including the DfE guidance on Relationships Education. The programme reflects the school's aims, ethos and values and is designed to meet the needs of pupils at each stage of their development. This framework will be delivered through a variety of teaching strategies including scope for enquiry and drawing relationships between their life experiences and the lives of those in the wider community and other countries. PSHE is taught as a separate subject but is linked closely to work in other subjects across the curriculum. It will also be approached through school assemblies (often the theme for collective worship identifies, promotes and celebrates one of the school's values) and other activities or school events (residential visits, Enrichment, extra-curricular clubs, special activities planned to allow the children to work together under different circumstances).

Through our PSHE programme, pupils will develop their knowledge, skills and understanding in the following areas:

- themselves as growing and changing individuals, with their own experiences, feelings, ideas and aspirations, and as members of families, friendships and wider communities
- healthy, respectful and positive relationships, including friendship, family relationships, personal boundaries, consent and respect for others
- staying physically and mentally healthy and safe, managing risk and knowing when and how to seek help

- emotional wellbeing, resilience, self-esteem and strategies for managing emotions and challenges
- the wider world and the interdependence of communities within it
- showing respect, harmony and tolerance towards other people's faiths, beliefs, cultures and backgrounds
- equality and diversity, recognising and challenging prejudice, discrimination, bullying and harassment
- recognising and responding to unhealthy or harmful behaviour, including abuse, and knowing how and where to seek help
- distinguishing right from wrong and understanding social justice, moral responsibility and the importance of treating others fairly
- how living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- how their own choices and behaviour can affect local, national and global issues and political and social institutions
- how to make confident and informed choices about their health, behaviour, relationships and environment
- how to behave safely and responsibly online, including understanding online relationships, online abuse and harmful or misleading content
- taking increasing responsibility, individually and as a group, for their own learning, behaviour and wellbeing
- financial awareness, including making informed choices about money, spending, saving and future aspirations
- recognising, preventing and responding to bullying, harassment and abuse, including online abuse, and knowing how and where to seek help.

PSHE PROCEDURES

Contents:

1. **Teaching and Learning**
2. **Assessment**
3. **Enrichment and Wider Opportunities**
4. **Monitoring, Evaluation and Review**

1. Teaching and Learning

At Brooke Priory, PSHE is an important part of our curriculum and contributes to pupils' personal, social, health and economic development. Our programme reflects the school's aims and ethos and is designed to prepare pupils for the opportunities, responsibilities and experiences of life in modern British society. It includes the statutory requirements for Relationships Education alongside the wider PSHE curriculum.

The PSHE programme is carefully planned to be age-appropriate, developmentally appropriate and inclusive, taking account of pupils' different needs, abilities and experiences. It supports pupils to develop knowledge, skills and positive attitudes that enable them to make safe, informed and responsible choices and to develop healthy, respectful relationships.

A range of teaching and learning approaches are used, with an emphasis on active participation. These include discussion, investigation, questioning, problem-solving, reflection, role-play, debate, collaborative activities and practical experiences. Teaching is adapted where appropriate to ensure that all pupils, including those with SEND, can participate fully.

PSHE is taught through dedicated curriculum (30 minutes per week) and is also reinforced through other areas of school life and the wider curriculum. Opportunities to develop PSHE learning may arise through:

- drama, role-play, debate and discussion;
- working collaboratively in pairs and groups;
- PE and learning about physical health and wellbeing;
- science and learning about health, relationships and safety;
- RE and P4C through exploration of beliefs, values, ethics and respectful discussion;
- computing through digital citizenship, online safety and responsible online behaviour;
- assemblies, school events and community activities;
- charity fundraising and opportunities for active citizenship;
- residential trips and other enrichment activities;
- playtimes and lunchtimes, where pupils develop cooperation, friendship and conflict-resolution skills.

Pupils are encouraged to develop an understanding of themselves and others, to recognise and respect difference, and to understand the importance of equality, fairness and inclusion. Particular regard is given to the protected characteristics set out in the Equality Act 2010, in a manner that is appropriate to pupils' age and stage of development.

PSHE teaching contributes to pupils' spiritual, moral, social and cultural development and supports the development of qualities such as resilience, self-respect, honesty, kindness, responsibility and respect for others (see appendix 1).

Where appropriate, pupils may use a range of resources and sources of information to support their learning. This may include books, digital resources and carefully selected visitors or external organisations. The school remains responsible for the content and delivery of PSHE, and external resources and speakers are checked to ensure that they are accurate, appropriate for the age and maturity of pupils, inclusive and consistent with the school's values and curriculum. Visitors are made aware of relevant safeguarding and confidentiality arrangements.

PSHE is closely linked to the school's safeguarding arrangements. Pupils are taught how to recognise unsafe or harmful situations, establish appropriate boundaries, seek help and report concerns. Staff follow the school's Safeguarding and Child Protection Policy when concerns are raised through PSHE lessons or other aspects of school life.

Home Learning

PSHE homework is not routinely set. However, where appropriate, pupils may be given opportunities to extend their PSHE learning beyond the classroom. This may include reflection, discussion with parents or carers, research, practical activities or applying learning to everyday situations.
Home learning is used selectively and is intended to complement classroom teaching rather than create an additional homework requirement. Where topics are particularly sensitive, the school will consider carefully how home learning is presented and how parents and carers can be appropriately informed and supported.

Planning and Delivery
PSHE is planned and delivered by class teachers, with the PSHE programme reviewed regularly to ensure that learning is progressive and meets the needs of pupils as they move through the school. Staff work collaboratively to identify strengths, areas for development and opportunities to reinforce PSHE learning across the curriculum and wider school experience.

Dedicated curriculum time is provided for PSHE, supported by the 1decision scheme and other appropriate resources. Teachers use a range of evidence to monitor pupils' knowledge, understanding and development, including discussion, participation, practical activities, written work and reflection. Where appropriate, evidence of learning is recorded in pupils' PSHE journals.

The PSHE programme is reviewed annually to ensure that it remains relevant, effective and consistent with statutory guidance, the Independent School Standards and the needs of the school community.

2. Assessment

Assessment in PSHE is used to monitor pupils' knowledge, understanding and development of the skills needed to make safe, healthy, respectful and responsible choices. Assessment is proportionate to the subject and is used primarily to inform teaching and support pupils' progress.

Teachers use a range of formative assessment approaches, including questioning, discussion, observation, reflection, practical activities and pupils' written or recorded work. Teachers consider what pupils know, understand and are able to do and use this information to identify areas for further teaching or development.

Clear expectations are identified within the curriculum plans for the knowledge, understanding and skills pupils should develop as they progress through the school. Assessment is ongoing and takes place throughout lessons and across the wider PSHE programme.

Pupils' written work, drawings, reflections and practical activities may be retained in their PSHE journals as evidence of learning. However, assessment is not limited to written work, recognising that much PSHE learning takes place through discussion, practical activities and participation.

Teachers may also recognise pupils' positive contributions to the life of the school and wider community. Photographs and other appropriate records may be used to celebrate pupils' participation and achievements, with particular reference to the school's values.

Assessment information is used by teachers to review pupils' learning and to inform future planning. The PSHE programme and assessment approaches are reviewed regularly to ensure that they remain appropriate, effective and responsive to pupils' needs.

3. Enrichment and Wider Opportunities

PSHE is reinforced through the wider life of the school. Pupils are given regular opportunities to apply and develop their knowledge, skills and understanding through school activities, events, relationships and experiences.

Assemblies
Assemblies provide opportunities to explore personal values and attitudes, respect for others and their beliefs, positive relationships and appropriate behaviour. They also support pupils' understanding of issues such as bullying, kindness, self-discipline, responsibility, equality and respect.

Pupils are encouraged to contribute to assemblies through public speaking, drama, reading and musical performance. Assemblies also provide opportunities to celebrate pupils' achievements and contributions within school and in the wider community.

National and international issues may be explored through assemblies and presentations, helping pupils to develop empathy, awareness of the wider world and an understanding of their responsibilities towards others.

Church Services
Church services form part of the spiritual and community life of the school and provide opportunities for reflection, celebration and participation. Parents and friends are invited to attend appropriate services. Participation is managed in accordance with the school's arrangements for religious observance.

Forms and Houses
Forms and Houses provide opportunities for pupils to develop a sense of belonging and community. They encourage cooperation, friendship, leadership, confidence and positive relationships between pupils of different ages. House activities also provide opportunities to develop teamwork and a healthy sense of competition.

Health and Wellbeing
The school promotes healthy lifestyles and positive wellbeing through everyday routines and initiatives. Pupils are encouraged to make healthy choices and develop an understanding of the importance of nutrition, physical activity and personal wellbeing.

Examples include encouraging healthy snacks at break time and promoting alternatives to food-based birthday celebrations, such as the donation of books.

School Council and Pupil Voice
Pupils are given opportunities to express their views and contribute to school life through the School Council. Form representatives are elected by their peers, providing opportunities to develop confidence, responsibility, leadership and an understanding of democratic participation.

Pupil voice is also encouraged through discussions, feedback and opportunities to contribute to decisions and initiatives that affect school life.

Community and Charity Activities
Pupils are encouraged to participate in charitable and community activities, developing an understanding of social responsibility, empathy and the needs of others. Activities may include fundraising, community projects and initiatives supporting local, national or international causes.

Residential Trips and Enrichment Activities
Residential trips, school events and other enrichment opportunities provide pupils with opportunities to develop independence, resilience, cooperation, problem-solving and positive

relationships. These experiences complement classroom learning and contribute to pupils' personal and social development.

4. **Monitoring, Evaluation and Review**

The PSHE programme is monitored and reviewed regularly to ensure that it is effective, progressive and meets the needs of all pupils.

The PSHE Coordinator, in consultation with teachers and the Senior Leadership Team, monitors curriculum planning, teaching and learning, pupil engagement and assessment. Pupil and staff feedback is used where appropriate to inform future planning and development.

The programme is reviewed annually to ensure that it remains relevant and reflects current statutory guidance, safeguarding requirements and the needs of the school community.

The PSHE policy and curriculum are updated as necessary following review.

PARENTS AND CARERS

Parents and carers are important partners in pupils' PSHE education. The school provides information about the PSHE and Relationships Education curriculum and, where appropriate, communicates with parents and carers about sensitive or significant areas of learning. Further information about Relationships Education, health education and any non-statutory sex education is provided in the school's RSHE Policy.

RELATED POLICIES

This policy should be read alongside the school's RSHE Policy, Safeguarding and Child Protection Policy, Equality Policy, Behaviour Policy and Anti-Bullying Policy.

Appendix 1: Spiritual, Moral, Social and Cultural Education of Pupils Audit based on ISI The Standards

5 a: Fundamental British Values: Promotes British values of democracy, rule of law, liberty, respect, tolerance of others with different beliefs.

Page and Paragraph	Theme	Examples of what could be done	Evidence of what is being done at Brooke Priory. How is this standard achieved?
P 4	Understanding of how citizens can influence the decision-making process through democracy	Advantages and disadvantages of democracy. School council Pupil's feedback. Mock elections Opportunity for argue and defend points of view.	Prep: School Council Elections hosted within class, regular meetings led by D. Flint. All: school assemblies looking at issues from the point of view of others. Pupil voice conducted in Term 1 to all year groups. Evidence: feedback from all sessions filed. Prep: Children can nominate their peers for house points linked to the school values. PE: Player of the Day Scheme in place where pupils can nominate their classmates as P.O.D, pupils give reasons why they deserve the award. Evidence: Observation of lessons. Pre-Prep: Circle time. Children given opportunity to share views. Discussion of playground and classroom behaviour. Evidence: Lesson observation/PSHE Journals Keeping promises work in RE. Themes of Democracy (voting, Elections, Ballots) Evidence: Classroom displays, teacher planning. P4C introduced from Form III. Curriculum based on questioning and listening. Respect of others and total inclusion on equal status of each child. Evidence: Scheme of work Pre Prep- 'Picking Pot' to select groups for activities or voting for books.

			Discussion work in lesson listening skills and respect of others opinions. Class voting for rewards/stories keeping a democracy where suitable. Evidence: Lesson observation.
	Appreciation of how the law protects citizens and is essential for their well-being.	How does democracy work in England comparison with other countries?	All: Clear rewards and sanctions policy carried out by staff and understood by pupils and parents. Evidence: Policy documents. All: The school values are encouraged, then demonstrate how society also need laws/rules. Evidence: School values introduced and reiterated at the start of each school year. Continuously discussed through learning, praise and planning. Also throughout the PSHE syllabus. All: Awarding of house points linked to the school values. Whole school visit from the Police. Evidence: Visiting Speaker form 1: Historical emphasis on how people were treated in the past. Evidence: History books 2: Traffic Lights system to help pupils understand how to behave with a set of rules. Rewards to help pupils understand positive aspects of behaviour. Evidence: On boards in classrooms. 5: Debating scenarios, building to courtroom scene. Understanding the language and philosophies of debate. Evidence: Scheme of work for P4C.
	An understanding that people have the freedom to hold different		French: Celebration of Easter and Christmas in France. Pre-Prep: Throughout year different faiths are covered. Examples include Coverage of Diwali, Christmas, Chinese New Year, Hinduism, Judaism, Christianity. Evidence: S.O.W 1: Topic - 'Some people believe'. Evidence: RE S.O.W.

	faiths and beliefs.		Prep Dept: Judaism, Buddism, Sheiks, 6 Islam a half term on each topic per year. Evidence: S.O.W
	Understanding that people should not show discrimination towards different faiths/beliefs.		All: Role model this behaviour at all times from staff. Prep and Pre prep: Assembly each week incorporating faith/belief/morals. Evidence: Assembly rota 5.Trip to Leicester to Mosque or Synagogue. French: Culture days planned Evidence: Planning Pre-Prep: Throughout year different faiths are covered. Examples include Coverage of Diwali, Christmas, Chinese New Year, Hinduism, Judaism, Christianity. Evidence: S.O.W French: Recognising people do things differently, culture and values. Evidence: Film at the end of each year. Visitor for Hinduism, church visit, Talking about children from different faiths. Understanding diversity and the global child. Evidence: PSHE S.O.W Spring Term
	An understanding of identifying and combating discrimination		All: School anti-bullying policy. Evidence: Policy PE: Teaching is inclusive to allow all pupils to take part in all session, teams are selected on ability but also PE policy directs all pupils have the opportunity to play in each sport. Children demonstrate “fixtures ethos”. Evidence: PE Policy. Pre-Prep: Circle time discussion as appropriate if an issue arises within class which requires attention. Pre-Prep: Various stories selected to demonstrate how pupils should be aware of individual differences. Evidence: Books in Pre-Prep rooms

			All: Friendships/Relationships/Understanding the needs of others. Evidence: Throughout PSHE syllabus Awareness that ability can be an area of discrimination. Evidence: Care taken to avoid this, 1 to 1 intervention if this arises. Discuss with staff Idea: More stories to avoid racial stereotyping, more multi-cultural thinking. More multicultural visitors.

5bi: Pupils should develop self-knowledge, self-esteem and self confidence

Page and Paragraph	Theme	Examples of what could be done	Evidence of what is being done at Brooke Priory. How is this standard achieved?
Page 6	Schools do all they can to help pupils develop: - - Self-Assured - Confident - Happy	Role models from staff Role models from Year 6 Celebrate achievements Where are we giving pupils a chance to ask for guidance/help. Relationships with pupils and the environment to allow them to develop/have a go. (confidence) Range of experiences provided to develop these traits. (camp/PGL) Pupils are permitted to question unfair discrimination.	All: Good work display, Certificates, House Points All: School ethos. Evidence: 'Being your best self' All: Drama/dance lessons discussing emotions, confidence etc. All: Phone calls home to parents from class teachers and Headmaster All: Drama Productions. All year groups. All: Music All: Speaking at church e.g. Christmas and Easter service. All: Policy of giving all pupils an opportunity to play. All: A wide variety of choice and coverage of all areas with Specialists such as Music, Art, Drama and Sport. All: Pupil led assemblies. Each group delivers one per year.

			All: Trips for all age groups, gradually increasing in duration. All: Staff always make every effort to listen to children, particularly if they are in some distress. Evidence: Agenda item in staff briefing. PE: Sport captains of teams PE: Pupils are given the opportunity to coach each other in PE lessons. Evidence: Form VI leadership programme and swimming programme. PE: A variety of pupils are used for demonstration in class, acting on feedback from pupil voice. PE: Pupils are grouped in some lessons to allow fair competition to promote confidence. Evidence: Rugby Groups. French: The concept of learning a new language give confidence. Evidence: Role play, poems, songs, assembly EYFS/Pre-Prep - Reward Stickers, Moving to behaviour/effort rainbow/Pot of gold, values lanyards K: Show and tell- pupils talk about objects brought from home. People who are important to me, Children to bring in photographs from home of family and discuss with peers. Pupils gradually get dropped off rather than escorted to school to increase independence. Evidence: Observation of the process Classroom display of roles and responsibility. Always up in classrooms.

			Buddy system where a Form VI pupil acts as support during occasional lessons and play time for Kindergarten. Evidence: Observation by agreement with staff Wellbeing café with Mrs Radomilovic and Mrs Johnson
	Pupils should be given opportunities to articulate their feelings in informal and formal settings		All: School council discussion. Evidence: Minutes of meetings All: Day to day in lessons when discussing issues. Evidence: Lesson planning. 4.Increased independence organising belongings, attending music lessons and writing down homework etc. K: Colour monster emotions work. Children to talk about emotions and colours, articulating their feelings through play and drawing. Evidence: Displays All: Buddy benches added to the playground. Evidence: Playground benches All: Worry boxes in all classrooms. PE: Peer analysis work, pupils describe strength and areas for development following demonstrations. Evidence: All PE lessons. PE: Non-doers complete analysis sheets. Evidence: Non-doers in each lesson. Sheets in PE Office. Wellbeing café with Mrs Radomilovic and Mrs Johnson Pupils bring in interests from home. (show and tell) Evidence: Observations

5b ii: Enable pupils to distinguish right from wrong respectful of the civil and criminal law of England.

Page and Paragraph	Theme	Examples of what could be done	Evidence of what is being done at Brooke Priory. How is this standard achieved?
Page 6	Potential conflicts between criminal law and religious law.	School rules.	All: School Rules, displayed in the classroom. All: Playground closing routines Understanding friendships in PSHE/RHE/RE- Evidence: 1decision scheme. School values

5biii: Encourage pupils to accept responsibility for their behaviour, show initiative, contributions to society.

Page and Paragraph	Theme	Examples of what could be done	Evidence of what is being done at Brooke Priory. How is this standard achieved?
Page 7	Interaction and contribution to local, national international society	Links with community Links with national/international community.	All: Carol Singing in public places such as the bank. All: Boys' Choir encouraging pupils' to be involved in choir group. PE: Fixtures with other schools, providing team teas. PE: Visits from outside coaches. Tennis coach K: Visits to recycling centre, market and farm Whole school: Trip to theatre. Ospreys link All: Involvement in Rutland Sports events (mainstream schools) All: School pen pal (proposed) All: Set charity events for each term. All: Hosting mini gym, ballet/carried along for the community on our site. All: Range of charities (Local/National/International) e.g. Rutland food bank. NSPCC, Water Aid. French: Studying and acting out French plays. Evidence: Photographic

			French: Individual and group project work. Evidence: Work scrutiny.
	Pupils know how to act responsibly	Group activities Responsibilities within school Behaviour logs	All: Prefects in Form VI, all pupils in Form VI to get some responsibility on a rotation. Evidence: Lists in the office Prep: use of the planner to interact with parents. Headmaster rings parents for a star pupils per class once a week. Class teachers call parents once a term to praise child. Evidence: Check planners PE: Behaviour log on system. Evidence: MIS syestem PE: Roles and responsibilities of Sports Captains. Pre-Prep: Golden Time (half hour Friday play) as a reward for consistent good behaviour, with time lost for inappropriate behaviour. Evidence: Staff/Pupil interview K and 1: 'Special Helper of the Day' 3 and 4: Development of organisation skills in preparation for moving up to the upper school. All: Taking responsibility unit as part of 1decision scheme. 6: Pupils given topic in Science and given opportunity to design the experiments. All: general consistent expectation of responsible behaviour.
	Pupils show independence	Pupil led learning AFL (peer assessment) Cultural behaviour at lunchtimes when unsupervised.	All: AFL in all areas of the school. Evidence: Lesson plans. Prep: Research topics in science, history, geography. Evidence: S.O.W PE: AFL in all lessons, Learning intentions, success criteria, Peer and self-assessment. Evidence: Observations.

			PE: Pupils invent their own questions to ask others at the close of the lesson based on the learning intentions. K: Pupils put on their own tractor suits, foot wear. Support levels decrease depending on pupil progress. Evidence: Observation of a session/changing. Research based tasks and homework

5biv: Pupils have knowledge and respect of public institutions/services in England.

Page and Paragraph	Theme	Examples of what could be done	Evidence of what is being done at Brooke Priory. How is this standard achieved?
Page 8	Pupils know what public institutions are. What they contribute. Police/fire/ parliament/post office	Educational visits Projects Visiting speakers	Pre school: Understanding developed through 'People who help us'. Evidence: Visiting speaker photos. All: Road safety/Warning Zone. Evidence: Trip arranged for each pupils a they go through the school. 5: Law and Parliament in P4C. Evidence: Planning S.O.W. All: School assemblies

5b v: Acquire appreciation of and respect for their own and other cultures.

Page and Paragraph	Theme	Examples of what could be done	Evidence of what is being done at Brooke Priory. How is this standard achieved?

Page 9	Pupils should respect all faiths: - Knowledge of other religions Pupils should respect and be aware of different cultures: - Custom Dress Food Traditions	Exchange programme/twinning What does it mean to be British? Trips Projects Evidence of these aspects: - Bullying Logs Behaviour policy PSHE/RE Curriculum Records of assemblies	All: Jubilee celebrations. Evidence Photographic. Prep: One world religion per year. As above. French: Film study. French: Study of French menu and how it is different (including religion and tradition). Evidence: S.O.W All: Express yourself day Wear clothes that show your heritage and culture. Evidence: Photos/S.O.W 2: Covered in RE. Places of worship, Different Religions, assemblies. Evidence: As above

5b vi: Encourage respect to others (equality act 2010)

Page and Paragraph	Theme	Examples of what could be done	Evidence of what is being done at Brooke Priory. How is this standard achieved?
Page 10	Compliance with equality act	Job descriptions Admittance policy Respect for alternative lifestyles.	Information on policies

5bvii: Encourage respect for democracy and participation in the democratic process

Page and Paragraph	Theme	Examples of what could be done	Evidence of what is being done at Brooke Priory. How is this standard achieved?
Page 10	Understand that in England we	Pupil generated rules Agreements reached	All: Assembly

	perceive democracy as the fairest form of political organisation. Why is democracy a good thing?		School Council

5c: Precludes the promotion of partisan political views. And 5d: Political issues should be balanced presentation of opposing views

Page and Paragraph	Theme	Examples of what could be done	Evidence of what is being done at Brooke Priory. How is this standard achieved?
Page 11-13	Looking at both sides of political issues. Not to promote either angle.	Appropriate visiting speakers. Balance of visiting speakers. (anti/Pro) Promotional literature	All: Open the book French: French books discussion based follow up. French: Using French authors as a balance for pupils. (culturally diverse)