Field Lane Junior, Infant & Nursery School

Relationships and Health Education Policy

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1. Aims

The aims of RHE at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare learners for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help learners develop feelings of self-respect, confidence and empathy
- Create a positive culture around relationships
- Teach learners the correct vocabulary to describe themselves and their bodies (from Y4)

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We do not have to follow the National Curriculum but we are expected to offer all learners a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Field Lane J I & N School we teach RSE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with the relevant key stakeholders. The consultation and policy development process involved the following steps:

1. Review – a working group of staff members gathered all relevant information including national and local guidance
2. Staff consultation – school staff were given the opportunity to make recommendations
3. Our governing board working group had the opportunity to make recommendations

4. Ratification – following the consultation with stakeholders, amendments were made and the policy was shared with the governing board and ratified

4. Definition

RSE is about the emotional, social and cultural development of children, and involves learning about relationships, healthy lifestyles, puberty, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. It is not about the promotion of sexual activity.

5. Curriculum

Our Relationships and Health Education (Personal Development) curriculum is set out as per Appendix 1, but is adapted as and when necessary. When developing the curriculum, we have taken into account the age, developmental stage, needs and feelings of our learners. If learners ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that they are informed and do not seek answers online.

We teach sex education content only as required by the statutory science curriculum (Appendix 5). Primary sex education is not compulsory in primary schools and at Field Lane, we do not cover any additional content on sex education. Our focus is on preparing our learners for the changes that adolescence brings. Learners in Year 5 and Year 6 receive stand-alone, single-sex sessions about puberty delivered by teachers with a member of the Senior Leadership Team in attendance.

If students have questions that extend beyond this content, teachers will respond appropriately to ensure that students are informed and do not seek information from alternative sources, such as online platforms.

We share curriculum materials with parents and carers upon request.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of Relationship Education

At Field Lane, Relationships Education is taught within the wider Personal Development Education.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Being safe
- Online relationships
- Changes that occur during puberty

Our Personal Development scheme covers the following topics:

1. Friendships
2. Families and close relationships
3. Safe relationships
4. Hurtful behaviour and bullying
5. Safety in and outside the home
6. Online safety
7. World of work (careers)
8. Physical health
9. Mental health and drug education
10. Money (financial literacy)
11. Growing and changing
12. Respecting ourselves and others

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of learners based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some learners may have a different structure of support around them (for example: looked after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Our Personal Development curriculum comprises sessions developed by the Unifrog and Pol-Ed.

What is Unifrog?

Unifrog is an online platform created to assist learners in exploring career pathways, understanding future opportunities, and acquiring key knowledge and skills for making informed decisions regarding their personal development and future destinations.

Unifrog delivers a progressive Personal Development and careers curriculum spanning from Early Years through to Year 6. Constructed as a spiral framework, these learning materials ensure that learners continually build upon their understanding, knowledge, and core competencies as they advance through the primary key stages. All Personal Development lessons align fully with the statutory DfE guidance for RHE and the PSHE Association framework, alongside supporting career pathways mapped against CDI framework standards.

What is Pol-Ed?

Pol-Ed is a West Yorkshire Police education programme, written by teachers for teachers in schools across West Yorkshire. Its purpose is to keep children safe by developing their understanding of risks, consequences and the law and to develop their resilience and ability to help and support each other.

The Pol-Ed programme covers the following themes: Relationships, Living in the Wider World, and Health and Wellbeing.

Relationships Education is also an integral part of Spiritual, Moral, Social and Cultural (SMSC) development which is the overarching umbrella that encompasses personal development across the whole curriculum and includes assemblies, events, British Values. SMSC is at the heart of school development. It requires us to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide. (See Appendix 3 for more detail about SMSC.)

Our Online Safety Curriculum is based on the Purple Mash Computing Programme (see Appendix 2). Our Personal Development scheme also includes lessons about online safety which are appropriate for each year group.

In addition to this policy, parents/carers will receive information about the content that will be included in these Personal Development sessions in the Topic Sheets sent every half term prior to the content being taught. This will enable parents/carers to support their children at home.

For more information about our curriculum, see our curriculum map in Appendix 1.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all learners' experiences
- During lessons, makes learners feel safe and supported and able to engage with the key messages

We will also ensure that learners engage with these topics in an environment that is suitable for them, such as:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

6.1 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory guidance
- Would support learners in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our learners
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching is balanced, and it and the resources they intend to use:

- are age-appropriate
- are in line with pupils' developmental stage
- comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
    - Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance
- only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- be clear on:
    - what they're going to say
    - ask to see in advance any materials that the agency may use
- know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- check the agency's protocol for taking pictures or using any personal data they might get from a session
- remind teachers that they can say "no" or, in extreme cases, stop a session
- make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The Governing Board

- The Governing Board reviews this policy alongside teaching staff.

- The Governing Board will hold the headteacher to account for the implementation of this policy.

8.2 The Headteacher

The Headteacher is responsible for ensuring that Relationships and Health Education (RHE) is taught consistently across the school, for sharing resources and materials with parents and carers.

8.3 Staff

Staff are responsible for:

- Reflecting the law (including the Equality Act 2010) as it applies to sex and relationships.
- Delivering RHE in a sensitive way
- Ensuring information about the unit being taught is given on the Parent Curriculum Sheet every half term
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Working with the SENDCO to identify and respond to the needs of pupils with SEND.
- Reporting any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy).

Staff do not have the right to opt out of teaching RHE. Staff who have concerns are encouraged to discuss this with the headteacher.

All teachers are responsible for teaching RHE.

8.4 Learners

Learners are expected to engage fully in RHE and, when discussing issues related to relationships, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships and Health Education at Field Lane as we do not provide any sex education that is in addition to the statutory curriculum .

10. Training

Staff are trained on the delivery of RHE and it is included as part of our continuing professional development (CPD).

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RHE is monitored by the Headteacher through:

- Professional dialogue with teachers
- Child interviews
- Work scrutiny
- Lesson observations

Learner development in RHE is monitored by class teachers.

This policy will be reviewed by the Headteacher and Governors annually. At every review, the policy will be approved by the Governing Board.

Appendix 1

Field Lane School's Personal Development Progression Map

This scheme is structured around five core themes, ensuring clear progression in knowledge and skills (including integration of statutory guidance, Pol-Ed, and Unifrog content).

Theme	Early Years	Key Stage 1 (Years 1 & 2)	Lower Key Stage 2 (Years 3 & 4)	Upper Key Stage 2 (Years 5 & 6)
1. Friendships (Autumn Term)	**Friendships:** Learning why taking turns is important, how to be a good friend, how to make other children feel happy, and how to play nicely with others. **Families and close relationships:** Exploring how to show care at home. **Safe relationships:** Identifying which adults keep us safe, how to play safely with friends, and how adults	**Friendships:** Children learn how to make friends, act as allies, and navigate feelings when friendships become difficult. They explore similarities and differences, practice working with different people, and learn how to resolve upset feelings with one another. **Families and Close Relationships:** Pupils discuss why families and relationships are	**Friendships:** Pupils explore similarities, differences, and how to work collaboratively with diverse peers. They learn how to resolve upset feelings, how to treat others well, build positive friendships, navigate when friendships go wrong, and understand the concept of consent within friendships. **Families and Close Relationships:** Children identify their key support	**Friendships:** Pupils examine how friendships change over time, navigate online friendships, understand peer pressure, and discuss how words have power. They also explore the impact of loneliness, engage in structured debates, examine their relationship with authority, and learn how to prepare for secondary school relationships. **Families and Close**

	at school can help.1 **Hurtful behaviour and bullying:** Understanding what kind behaviour is.	important, recognise that families are diverse and different, and learn practical ways to share family worries. **Safe Relationships:** Children identify trusted adults they can talk to, learn how to speak up, understand the concept of privacy and personal boundaries, and explore how to stay safe when communicating online. **Hurtful Behaviour and Bullying:** Pupils learn to recognise unkind behaviour and bullying, understand why safe hands and kind words are important, see why name-calling is harmful, and understand the importance of keeping private parts private.	networks, explore different types of relationships and healthy family dynamics, and discuss how to act as positive role models. **Safe Relationships:** Pupils examine what makes a respectful relationship, learn how to share worries appropriately, understand when and why to break a secret, and explore personal boundaries and consent. **Hurtful Behaviour and Bullying:** Children learn to define and spot bullying and unkind behaviour, explore concepts related to diversity, discrimination, and cyberbullying, and discuss protected characteristics.	**Relationships:** Children discuss what healthy committed relationships look like and learn how to respect different types of relationships. **Safe Relationships:** Pupils explore how pressure can put people in danger and how to navigate safe boundaries. **Hurtful Behaviour and Bullying:** Children learn how to be allies against racism, how to challenge sexism, and how to identify and address discrimination.
2. Staying safe (Spring Term 1)	**Safety in and outside the home:** Learning how to stay safe and keep safe at home,	**Safety in and outside the home:** Pupils learn how people stay safe and happy at home, how to	**Safety in and outside the home:** Pupils learn about emergency services, how to handle	**Safety in and outside the home:** Pupils learn how to keep their belongings safe, how

	how to stay and keep safe at school, and how to play safely. **Online safety:** Exploring what the internet is (during Safer Internet week).	use household items safely, how to stay safe when out and about, and what 999 is for. They also explore who keeps them safe, fire safety, medicines, and the importance of age restrictions. **Online safety:** Children discuss whether they should believe everything they see online, learn how to keep safe online, and explore whether the internet is a good thing.	emergency situations, what is meant by risk, and how to identify and secure household hazards. They also explore road safety, hazards in the home, personal safety when going out and about in the local area, basic first aid, and who they encounter in the community. **Online safety:** Children learn what personal data is and how it is securely shared online, and discuss what they can and cannot do on the internet.	rules and restrictions keep people safe, and what they need to know about drugs. They also explore issues surrounding addiction (such as vaping and smoking) and what actions to take in an accident or emergency. **Online safety:** Children discuss media influence, why media has age restrictions, how to distinguish between real and fake information online, and how their data is shared.
3. Careers (Spring Term 2)	Children encounter a wide range of occupations and career sectors. The careers are in the process of being mapped out. Our lessons will challenge stereotypes associated with factors such as gender and socio-economic background, helping children recognise that different careers and future pathways can be open to everyone.			
4. Health and Wellbeing	**Physical health:** Children learn where food comes from, how food helps them, how to stay clean and be a "germ buster," and how	**Physical health:** Children learn why exercise and sleep are good for them, which foods are healthy, and how to look after their	**Physical health:** Pupils learn how exercise and sleep improve health, what makes a healthy diet, how personal choices help them stay	**Physical health:** Pupils examine how healthy habits help us, how activity levels impact our feelings, and how puberty affects physical and

	exercise helps their bodies. **Mental health:** Children explore what feelings are and discuss when they should try new things.	bodies. They also cover staying safe in the sun, stopping the spread of germs, and recognizing when they need to take a break. **Mental health:** Pupils learn how people can get help with their feelings, what they can do to feel better, and what mental health means. They also explore how feelings can change over time, how to manage difficult emotions, what intense feelings feel like, and the vocabulary to talk about their feelings.	healthy, and how to practice good hygiene ("hygiene hero"). **Mental health:** Children learn to listen to what their bodies are telling them, discover ways to look after their mental health, and discuss how loss impacts emotions. They also explore how being online can affect their feelings, and learn what mental health support is available.	emotional well-being. They also explore what adulthood looks like and how good hygiene and medical care support overall health. **Mental health and drug education:** Children discuss how being online impacts their feelings, learn about the impact of drugs, smoking, vaping, and alcohol, and explore grief and loss. They also learn how to seek support for mental health and discover strategies for managing the transition to high school positively.
5. Personal development and social responsibility (Summer Term 2)	**Money:** Learning how we pay for things. **Growing and changing:** Discussing what we can do when we get older. **Respecting ourselves and others:** Exploring what we can learn about others from	**Money:** Children learn what money is and how people use and manage it. **Growing and changing:** Pupils discuss the natural changes that occur as they grow up and explore their emerging personal responsibilities.	**Money:** Children learn how people choose to spend their money and examine the risks associated with gambling. **Growing and changing:** Pupils discuss their personal responsibilities as they grow up. **Respecting ourselves**	**Money:** Children learn how people use money sensibly, understand the topic of gambling, and explore how to budget and look after their money. **Growing and changing:** Pupils discuss how personal identity can help

	stories, how we can be kind to ourselves and others, what consequences and rules are, and who the police are and how they help us.	**Respecting ourselves and others:** Children learn about needs and wants, why age matters, how to be kind, and what a community is. They also explore what it means to be a responsible citizen, why we have rules and laws, how people show respect, and why diversity in a community is a positive thing.	**and others:** Children learn how to respectfully manage conflicts, why we should respect living things and the environment, and what hate crimes are. They also explore why diversity makes the world interesting, examine how stereotypes and prejudices impact people, and discuss how rules help our community.	them navigate a new school environment. They will learn about puberty which will involve separate puberty lessons for boys and girls. **Respecting ourselves and others:** Children learn about the differences between rules, rights, and laws, examine different types of crime, understand what constitutes a weapon, and discuss antisocial behaviour.

Appendix 2

Online Safety Progression based on Purple Mash which is our computing scheme

Year Group	Objectives
1	Learners understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Learners take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.
2	Learners know the implications of inappropriate online searches. Learners begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.
3	Learners demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, Learners can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.
4	Learners can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Learners know a range of ways of reporting inappropriate content and contact.
5	Learners have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Learners implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.
6	Learners demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety.

Appendix 3

By the end of primary school all pupils should know:

(expectations taken from Relationships Education, Relationships and Sex Education and Health Education guidance)

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.

	4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

	9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11.How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being Safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

	2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Appendix 4

Science Programmes of Study related to this policy (Statutory)

Y2	• notice that animals, including humans, have offspring which grow into adults
Y5	• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals • describe the changes as humans develop to old age
Y6	• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Appendix 5

What is Spiritual, Moral, Social and Cultural Education (SMSC)?

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions

- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain School
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.