



SEVENOAKS
PREPARATORY SCHOOL

Values Policy

Includes:

Personal, Social, Health and Economic education (PSHE)

Sex and Relationship Education (SRE)

Spiritual, Moral, Social and Cultural Development (SMSC)

Fundamental British Values (FBV)

and the School's Way of Life

Status and Review Cycle: Statutory / Biannual

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- **Personal, Social, Health and Economic education (PSHE)**
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- **Fundamental British Values (FBV)**
- **The School's Way of Life.**

Introduction

Sevenoaks Prep School offers an 'education for life' which incorporates the development of the whole person, mind, body and spirit. Central to the Prep is the belief that the education provided is not only about the gaining of knowledge and the acquiring of essential skills, important though they are, but that it is also about the personal development of each child, in its fullest sense. PSHE including SRE deals with the real life issues affecting our children, families and communities. It is concerned with the social, health and economic realities of their lives, experiences and attitudes. We strive to help all children and young people in our school to achieve their highest potential.

The school embraces their 'Golden Rules' and the 'Way of Life' statements which serve as an ever present backcloth to the ongoing life of the school

Statement of Values

- The PSHE (including SRE) programme supports the values of the School by promoting children's self-esteem and emotional well-being, helping them to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others, at home, school and in the community.
- The PSHE programme reflects the School's aims and ethos and encourages respect for other people with particular regard to the protected characteristics under the Equality Act 2010. The Act 2010 defines these, for the purposes of the schools provisions, as race, gender, sexual orientation, disability, religion or belief, gender reassignment, pregnancy and maternity.
- Sevenoaks Preparatory School reflects British values in all that we do. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We endeavour to have effective preparation of pupils for the opportunities, responsibilities and experiences of life in British Society.

Objectives for PSHE education (including SRE)

The table in **Appendix 1** outlines what the pupils will have learned by each Key stage, including topics and themes such as SRE, social and emotional aspects of learning, emotional health and well-being, healthy eating, exercise, drug education, safety and citizenship.

Online Safety

An online safety programme is being developed to run in conjunction with the Computer Science online safety programme of study and will be embedded in the PSHE programme. Attention will be paid to help children adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. Children should understand the risks posed by adults or young people, who use the internet and social media to groom, bully, abuse or radicalise other people, especially young children and vulnerable adults.

Organisation and planning

Miss Ablett - PSHE co-ordinator

Mr Derry Wiltshire - PSHE lead Governor

Teachers of PSHE (Including SRE – Years 5-8):

Pre-Prep: Mrs Cook

Mrs Belither / Mrs Woodgate – Kindergarten

Mrs Routledge / Mrs Leek – Reception

Mrs Rudd / Mrs Clark – Year 1

Mrs Buttery / Mrs Hougham – Year 2

Prep: Mr Harrison, Miss Ablett and Mrs Jeremy

Miss Lovegrove –Year 3

Mr Smith (Miss Pyper SRE) -Years 4 & 5

Mrs Laubach (SRE) / Mrs Juxon -Year 6

Mr Culley/ Mr R Collings (Miss Ablett SRE) Year 7

Mr Harrison / Mrs Harrison (Miss Pyper & Miss Ablett SRE) -Year 8

The School uses the Go-Givers programme for delivering a cross-curricular PSHE and citizenship education to their pupils. We are committed to raising standards across the curriculum by stimulating children's imaginations, developing empathy and providing opportunities for critical thinking and problem solving. In the Junior School children in Kindergarten and Reception cover PSHE as an integral part of their

curriculum and circle time. Children in Year 1 and Year 2 will have a weekly, allocated teaching slot for PSHE.

In the Senior School all children have an allocated lesson each week with a dedicated PSHE teacher. Pupils start on the SRE programme in Year 5

Teaching and Learning

As mentioned above all children from Reception to Year 8 have a dedicated PSHE session each week. However, there are many aspects of school life that compliment and support the PSHE curriculum.

- Assemblies both teacher and pupil lead.
- The form system.
- Co-curriculum activities – a wide variety of trips and tours, visits to the theatre and art galleries, concerts, a debating society, a thriving House Charity system and the Social Entrepreneurs Project.
- Responsibility and Leadership – the system of School Prefects, House Captains and sports teams captains.
- Special Services – the Junior School Harvest Festival, the Carol Service and Christmas and the end of year Leavers Service.

Aspects of SRE are taught within RE, PSHE and Science lessons. An SRE Needs Assessment, in accordance with the appropriate Key Stage of the National Curriculum, is carried out and analysed, providing a platform on which a number of lessons for each year group can be taught. SRE can be an emotive subject, and it is important to ensure children are working in a healthy and safe environment, where their integrity is protected, respected and valued. A vital part of the class ownership is based on creating a healthy environment using a working agreement with the children. The working agreement is known as ‘Ground Rules’. The creation of this agreement is a result of a thorough discussion with the children prior to any SRE lessons. It will be continually referred to and includes consequences, such as warnings and exclusions from SRE, if the working agreement is compromised.

Specific issues relating to SRE

The focus on teaching SRE is within the context of relationships with the aim, to develop self-esteem, emotional well-being and the ability to form and maintain worthwhile and satisfying relationships. The school recognises the role of the parent / carer as the main provider of SRE. The programme at school aims to build on the foundations already laid down at home. All parents / carers of children receiving SRE will be given the opportunity to attend sessions where content and methodology will be explained. Feedback at these sessions will aid the review of the SRE policy and programme. Parents will also have access to information regarding specific lessons and topics and when they are being taught.

The biological aspect of reproduction is taught with the science curriculum; these lessons are statutory. However, if a parent /carer wish to withdraw their child from other SRE lessons they need to have a discussion with the Headmaster, so that he can be made aware of the reasons and what provisions of alternative arrangements is planned.

Monitoring and Evaluation

The teaching of both PSHE and SRE is based on continuous evaluation and monitoring through pupil assessment and reflection. The subjects are difficult to formally assess so a range of techniques such as, self-review, reflection and teacher observation will be used throughout the year. Samples of work produced in both PSHE and SRE lessons will be displayed where and when appropriate.

This PSHE policy will be monitored and implemented by D. Ablett (PSHE co-ordinator) and it will be reviewed every two years or sooner, as appropriate.

Confidentiality

The designated Child Protection Officer will brief an external organisation, to ensure they are familiar with our policies and expectations regarding correct practice and how to respond to issues that may relate to Child Protection matters. Pupils may ask questions or seek information, which may be of a sensitive nature. These questions need not to be answered directly, but may be addressed individually later, possibly after consultation with an appropriate member of staff.

Social, Moral, Spiritual and Cultural development (SMSC) and promoting Fundamental British Values (FBV)

Introduction

At Sevenoaks Prep we believe that SMSC development is the heart of education: helping pupils grow and develop as people so they will engage fully in learning and develop into citizens who actively and positively contribute to society. We recognise that effective promotion of SMSC development means that our pupils are better able to achieve their full potential because they are better prepared for the opportunities, responsibilities and experiences of adult life, more respectful towards differences in gender, ethnicity, belief, sexual orientation, age, more inspired toward a love of learning, better able to think independently and more responsible and considerate towards others.

SMSC development is promoted through PSHE and SRE lessons, as well as many of the other subjects of the curriculum. In addition to the ethos of the school where the development of positive attitudes and values and the shared celebration of progress, success and diversity is central to everything we do.

Legislation

We acknowledge our duties under the Education Reform Act 1988 to support pupils' SMSC development and in this way to contribute to the spiritual, moral, social and cultural development of society as a whole. We recognise that SMSC development includes, but is by no means limited to, promoting the values which underlie public life in the United Kingdom, as also in very many other countries, as outlined in documents issued by the Department for Education in Autumn 2014 about 'fundamental British values'.

Principles

Sevenoaks Preparatory School is committed to providing a broad and balanced curriculum and within this to support pupils' spiritual, moral, social and cultural (SMSC) development. Therefore:

- *Values underlying public life are broadly the same in all democratic countries* British values underlying public life have been summarised as 'including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs'.¹ It is important that pupils should appreciate that such values are not unique to the UK but on the contrary are at the basis of the Universal Declaration of Human Rights and are respected in a very wide range of countries throughout the world.

- *Each country has its own history and context* Although values underlying public life are broadly the same in all democratic countries, each country has its own traditions, customs, symbols, narratives and

¹ Department for Education, *Teachers' Standards in England from September 2012*, p.10

history. It is important that children and young people should learn about how universal values are implemented within their own country, and about how their own country has developed in its understandings and priorities over time.

In UK schools, for example, it is important that pupils should learn about the distinctive traditions of their nation, as also of the UK as a whole

- *No-one is just one thing*

Although it is important that young people in the UK should feel they belong here, all have other loyalties and affiliations as well. They not only belong to the UK, for example, but also to a family, a neighbourhood, various interest and friendship groups, and various worldviews and outlooks, which transcend national boundaries.

Our tasks as educators are to help young people to hold their various loyalties and affiliations in balance, and to critique and appreciate them accordingly.

- *All pupils need a sense of belonging*

It is essential to help all pupils feel that they belong to the school, to their neighbourhood and to the country as a whole. This means recognising important aspects of their identity, experience and personal stories, and the identity, experience and personal stories of their family and community.

- *Negative and demeaning stereotypes must be challenge*

In UK society as a whole there are negative stereotypes of certain communities and groups, and these can harm relationships and trust in our school and its neighbourhood. We need to be alert to, and to take a critical attitude towards, negative views in the media, including social media, towards minorities in UK society.

- *Values are frequently controversial*

In the UK as in all countries there are differences of opinion about what universal human values entail should entail in practice. For example, there are differences between political parties and between the views expressed by national newspapers.

It follows that our task is often to develop attitudes of open-mindedness and skills in critical thinking rather than to promote a specific opinion on an issue about which society is currently divided.

It follows also that the school needs to provide safe spaces where pupils can clarify their thoughts through reflective conversation, without fear of being harshly judged.

- *Understandings of 'Britishness' should be inclusive*

Assumptions about what constitutes or doesn't constitute Britishness or national identity must be subjected to ongoing critical examination.

We aim to foster exploration and discussion of Britishness in an inclusive way, which embraces diversity and acknowledges the multiple ways of connecting with British society.

The Five Strands

Prep's "Way of Life serves as an ever present backcloth to the ongoing life of the School. This is interwoven into the following strands of education:

- **Morality** – serves as an ever-present backcloth to the ongoing life of the School whatever a child's religious denomination (however, the School follows a Church of England, Christian-based programme of Common Worship in terms of Assemblies, Harvest Festival, Carol Service and End of Year Service).
- **Integrity and commitment** - where adults and young people are encouraged to value and be true to the highest ideals.
- **Personal relationships** - concerns adults and young people alike aiming to set, and being entitled to expect from others, good, caring standards of behaviour, marked by respect, responsibility, openness and honesty.
- **Discipline** - is concerned with critical openness through which all members of the community are encouraged to develop self-discipline. Discipline is not unthinking obedience but rather about the development of positive attitudes to oneself and others resulting in self-induced responsible behaviour.
- **Developing all pupils to their fullest potential** - encouraging and challenging the very able to develop to their fullest degree, and supporting and enabling low achieving and average pupils to value themselves and even surprise themselves through what they are able to achieve.

It is the task of the School to ensure that an adequate foundation of experience and knowledge, with opportunities for discussion, reflection and evaluation, is provided, so that pupils can be given maximum scope to develop their spiritual, moral, social and cultural dimensions.

Partnership

The role of Sevenoaks Prep School, in promoting the spiritual, moral, social and cultural development of boys and girls, is one of stimulus and nourishment. The School, however, realises that it does not do this by itself. It recognizes that parents have entrusted the education of boys and girls to it. Hopefully parents, even if they do not share the values on which the School is built, are nevertheless in broad sympathy with them and will play their part in encouraging and supporting what it is striving to do. There is a real sense then in which the School is engaged in a partnership with parents and they will play a significant part in the development of these values in their children.

The contribution of the wider family and, in some cases the involvement in a particular faith community and in all cases the involvement with society at large will also contribute in various ways to pupils' spiritual, moral, social and cultural development.

Rate of Development

There are four distinct areas in which development can take place. It must not be assumed that the rate of development will be identical in each of them. It is believed

that there are aspects of 'social development', which are generally straightforward and can be observed. However, this is not thought to be the case with 'spiritual development', as this tends to be somewhat erratic. Similar variations will be seen when attempting to propose educational aims and objectives in relation to these areas. It is obviously much easier to identify an appropriate body of knowledge and skills and an appropriate list of desired attitudes and values in some of these areas than in others.

The spiritual, moral, social and cultural dimensions of humankind are ones in which it is impossible to prescribe a rigid and bureaucratic set of aims, objectives and standards to be met. It is, however, possible to establish clear signposts to show the general direction of the desired development.

In Sevenoaks Prep School the insights of its Christian roots and modern educational ideas mesh in its desire to encourage individual autonomy and responsibility; and respect for individual difference, rather than mere conformity; and also a willingness to appreciate and celebrate diversity. What follows is an attempt to clarify the ways in which the School can encourage its pupils to develop as whole human beings.

Pupils' Spiritual Development

The spiritual development, which must be encouraged, rests upon the encouragement to think, explore and discuss. It is concerned with how personal beliefs and values are acquired, especially on questions of religion; whether life has purpose, and the basis for personal and social behaviour. It is not another name for religious education, although there are close connections. For example, spiritual development may be both an aim for religious education and an outcome of it. The potential for spiritual development is open to all pupils. It is concerned with specifically religious concerns but by no means confined to the development of religious beliefs. The spiritual dimension of life at the School is seen as the set of beliefs, values, attitudes, experiences, and reflections by which individuals give direction and shape and meaning to their lives.

Spiritual development is also concerned with the promotion of the development of feelings and emotions, as well as identifying the importance of intellectual curiosity. It is concerned with deepening appreciation of music, art and literature. These areas, as well as those traditionally understood as religious, seek to explain what life is about and pupils are invited and encouraged to explore them. The methodology adopted is that of discussion, exploration and reflection through what is taught in its curriculum, participation in music, drama and artistic activity, through collective worship and through the School's ethos.

Spiritual Aims

- A willingness to reflect on and appreciate faith.
- Recognition of the right of others to hold their own views and respect for those who have different beliefs and customs.
- A willingness to explore the religious faith, which has shaped the particular culture from which the pupil has come.
- A willingness to look beyond materialism.

- A willingness to reflect on and think critically about their experiences, responses and choices.
- A developing sense of awe and wonder in the face of the universe.
- A willingness to reflect on and appreciate works of literary, artistic or musical merit.
- A willingness to ask and explore.
- A growing ability to cope with the times of suffering which human life naturally presents: anxiety, stress, unhappiness, illness, divorce and death.

Pupils' Moral Development

Moral development is concerned with a pupil's knowledge, understanding, intentions, attitudes and behaviour in relation to what is 'right' and 'wrong'. Moral development then is concerned with fundamental judgements and precepts about how people should behave and act and reasons for such behaviour. The intention at Sevenoaks Prep is that pupils, as they develop a sense of morality, will be invited to explore the place of reason in ethical matters and, as autonomous moral agents, acquire value systems which are their own, together with an understanding that their behaviour and actions should be derived from a moral set of beliefs and values. It is crucial for the school to expect high moral standards from all members of its community and it is in this context that it is felt important that teachers explore the basis of moral behaviour. It is important for boys and girls to understand that any social grouping depends for its continued existence on the broad acceptance of rules and laws.

In the classroom situation, in consistency with the purpose of developing pupil autonomy and personal responsibility, moral education focuses on values clarification. It is important, however, to be clear and consistent when dealing with matters of morality, especially where there is a high degree of consensus in society.

Moral Aims

- A developing sense of self-discipline and responsibility not only for their own actions, but also for their responsibilities to others.
- A developing awareness of, and pride in, their own unique gifts, talents and privileges, and a parallel rejection of all forms of prejudiced perception of others on the basis of class, race, sex, religion or nationality.
- An appreciation of the importance of honesty, truthfulness and the development of personal integrity.
- Sensitivity to the feelings, needs and rights of others.
- A growing disposition towards generosity, rather than selfishness, by helping those less fortunate or weaker than ourselves.
- An appreciation of the importance of being kind to others and a clear rejection of unkindness, cruelty or bullying.
- A developing of a mature sense of self-confidence and self-worth and a consequent willingness to lay aside arrogance.

Pupils' Social Development

Social development refers to the progressive acquisition of the competences and qualities needed to play a full part in society. It is primarily concerned with the skills and personal qualities necessary for individuals to live and function effectively in

society by being a member of the community. The School can only complement and extend what the home and society in general can achieve in helping to prepare boys and girls to participate constructively in society.

Upon entry to the school a pupil will be required to learn the obligations and constraints, but also the satisfaction, that go with being a member of a group or community. The approaches obviously vary hugely to meet the age of the child. A youngster entering our Nursery at three years old will quite often be experiencing community life for the first time, whereas an eleven year old entering Year 7 will have been through the Primary School programme. As they develop, boys and girls will also become aware of their own identity as individuals, as well as the importance of taking into account the feelings and wishes of others within the group or community, and they will be given opportunities to experience a variety of social roles. Social development is seen to be closely related to the development of moral principles.

Social Aims

- To provide opportunities for pupils to work in groups and in pairs to experience a variety of social roles.
- To provide opportunities for boys and girls to experience working co-operatively in partnership.
- To provide opportunities for pupils to exercise leadership and responsibility.
- To provide opportunities for pupils to learn to respond to the initiatives of others, and what it means to share a common purpose.
- To provide opportunities for pupils to understand about the 'political' aspects of living in society.
- To provide opportunities for pupils to be involved in a decision-making process which involves democratic participation.

Pupils' Cultural Development

Cultural development refers to pupils' increasing understanding and command of those beliefs, values, customs, knowledge and skills which, taken together, form the basis of identity and cohesion in societies and groups. This area of development is principally concerned with the pupils' understanding and appreciation of the music, art, drama, poetry, science and technology of the society in which they live.

The purpose of education is both to develop and strengthen the cultural interests, which the pupils already possess and expose them to a breadth of stimuli, which will allow them to develop new interests. It is important to realise that cultures change and consequently pupils will be taught about features, which have influenced and shaped the present, as well as about how the present generations, themselves included, are maintaining, interpreting and reshaping their cultural traditions.

It is also acknowledged that the School will not be the only means whereby a boy or girl is influenced culturally and, indeed, that it may not be the strongest of these. The School can have an immediate impact upon its pupils and does have a contribution to make. Such contributions may include an introduction to the values and customs held within a nation's culture, and to those of other significant cultures, including those represented in the School. In Sevenoaks Prep's context, with the presence of a

significant minority of pupils from other nations and cultures, it is important that they feel that their values and customs are respected.

Cultural Aims

- To provide pupils with the knowledge of the nature and roots of their own cultural traditions and practices, including historical, social, religious, aesthetic, ethnic or political and also of the key features of other major cultural groups within their own society.
- To develop an understanding of the diversity of religious, social, aesthetic, ethnic and political traditions and practices within their society.
- To encourage a personal response and accomplishment in a range of cultural fields, which might include, as a minimum: literature (both prose and verse); music; technology (including information technology); art and design; and physical movement, particularly in the realms of sport.
- To enlarge pupils' capacity to relate what they learn, in school generally and in particular areas of the curriculum, to their appreciation of wider cultural aspects of society, and to evaluate the quality and worth of cultural achievements.

Achieving the Aims

The moral, spiritual, social and cultural aspects of a pupil's development do not form part of any separate curriculum area's scheme of work. The formation of character, beliefs, values and a spiritual centre, is really the development of character and is not something that can be attained by formula, curriculum organisation or prescription. Personal meanings, beliefs and values which constitute a person's spirituality, and the qualities of character and value from which morally good and socially responsible action proceed, are built up steadily, slowly, continuously and cumulatively in the on-going process of how we relate to each other as human beings.

No single system or institutional structure within the School, no single department or procedure is responsible for the moral, spiritual, cultural or social developments of the boys and girls at the Prep. The School, however, can endeavour to provide an ethos where such development can take place through the general day-to-day quality of relationships. The so-called hidden curriculum is also of immense importance and can aid development. Some areas of the School's life may have a greater part to play in the process of these characteristics than others. As far as the pupil is concerned the precise nature of this variance will be individual and possibly idiosyncratic. What is important within these four areas is that positives must be emphasized, and actions and attitudes, which favour the opposite, should be discouraged.

In an attempt to achieve its aims, the School does have a number of more formal structures which are intended to contribute to the general process of moral, spiritual, social and cultural development. It is not intended that these structures obviously and clearly deliver moral, spiritual, social, or cultural development, but that collectively they underpin the more important aspects of the general social relationships that exist within a school. They also provide some of the contexts within which creative personal interaction and development may take place.

1) The Curriculum

All subjects and all teachers can, and do, contribute to personal development simply by the way staff interact with pupils during lessons. However, certain subjects such as scripture (RE), English, drama, history, geography, PE and biology by their subject matter have a particular contribution to make.

2) Assemblies

Assemblies, by what they applaud, celebrate, encourage and disallow, make a highly significant contribution to the articulation and demonstration of the values that the School wishes to promote and develop. Assemblies are of a broadly Christian character, which provide the opportunity for worship and reflection. There is a moral or social theme for all assemblies. Every pupil will attend three assemblies per week.

3) The Form System

Each boy and girl is a member of a Form whose teacher is responsible for their academic, social and personal welfare. As part of their role, teachers conduct two Form Periods a week which, as well as dealing with routine administration, will at times, both explicitly and implicitly, deal with the promotion of personal values. Depending on the Year Group pupils will make presentations; participate in discussions on current affairs and follow-up on PSHE topics.

4) Co-curricular Activities

There are numerous and diverse co-curricular activities which make a major contribution to personal development. A wide variety of trips and tours, visits to the theatre and art galleries, concerts, a debating society, a thriving House Charity System and the Social Entrepreneurs Project to name but a few, all contribute to the social and cultural development of pupils.

5) Responsibility and Leadership

The system of School Prefects, sports captains, Year 7 Buddies etc. provide both formal and informal opportunities for girls and boys to exercise leadership, service and responsibility.

6) Special Services

During the school year there are occasions, such as Harvest Festival, Carol Service and End of year Leavers' Service, which are celebrated in and through Christian acts of worship.

7) Models and Examples

At Sevenoaks Prep, boys and girls will encounter a wide variety of different people, through teachers, non-academic staff, prefects and older pupils as well as visitors to the School. All these will provide material for reflection and evaluation in the development of their own character.

8) The School Ethos and Rules

There is so much more to spiritual, moral, social and cultural development than just conforming to a set of rules. It is important, however, to have a well-regulated and disciplined environment for any educational achievement. The School has a "Way of Life" and School Song, both of which reinforcing the School's codes of behaviour.

Values Policy

Including PSHE, SRE, SMSC, FBV and the Way of Life.

These are based on the fundamental tenet of mutual respect, and these together with the general ethos of the School are expressions of the values that the School seeks to encourage. They are considered to be a vital ingredient in the spiritual, moral, social and cultural development of all the boys and girls.

Other examples of our work on promoting positive values includes the following:

- French Exchange in Year 6
- School Council and the Catering Council
- Debating Clubs – including formal debates, parliamentary debates and mock general elections.
- Oat Award for year 7 and 8
- General Knowledge Quiz – both as House quiz and Inter School competition
- WW1 Battlefields trip
- Bayeux trip
- Classroom rules
- Social Entrepreneurs Project
- Police Talks on online safety
- Drugs and personal safety talks

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy.

The Head is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support.

A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

All members of staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 5 above
- keep up-to-date with legislation relevant to their work.

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

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Evaluation

It is accepted that there are no correct definitions of these terms and that there are no easily definable criteria to measure the success of any policy, which aims to promote the spiritual, moral, social and cultural development of boys and girls. But this should not diminish their importance in the life of the School. It is the controversial and complex nature of these values, which demonstrates their significance in life and highlights the need to address them in an educationally valid way. Personal development is an erratic, unpredictable and long term phenomenon, and the effects of even the most sensitive moral instruction or spiritual reflection may be different from what is hoped for. There also may be a wide divergence between a person's stated beliefs and values, and behaviour and relationships. This makes any evaluation of a school policy difficult in regard to outcomes.

Particular outcomes cannot be guaranteed, but it is important that the Senior Management Team of the School monitors and reviews the policy from time to time with regard to its general effectiveness.

Appendix

1 PSHE / SRE whole school long term planning

Reviewed by Policy Holder: Signature:	Miss D Ablett Date:
Approved by Headmaster Signature:	Mr Luke Harrison Date:
Approved by Governor Lead: Signature:	Mr Derry Wiltshire Date:

This Policy is dated: Autumn 2016

The policy is to be reviewed in Autumn 2018, or as needed.