

RYDES HILL PREPARATORY SCHOOL & NURSERY

P44 (ISI 2D) – LIFE SKILLS POLICY (INCLUDES EYFS)



RYDES HILL

PREPARATORY SCHOOL & NURSERY

MISSION STATEMENT

- ❖ Rydes Hill Preparatory School and Nursery is a Catholic School where children learn how to live in loving relationship with God and each other.
- ❖ Christian virtues of love and justice, faith and courage, hope and perseverance are fostered.
- ❖ Pupils and staff comprise individuals of different faiths and beliefs, but the Rydes Hill community aspires to unity within the life of the school based on shared moral values.
- ❖ The importance placed on the development of individual talents is at the heart of what School stands for and all are encouraged and challenged to be the best they can be.

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Reviewed By:	Cate Rowson – Deputy Head (Academic)	10 th October 2024
Approved By:	SLT	15 th October 2024
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Revision History

Revision	Paragraph Number	Revision
July 2011		Original
July 2012		Update
July 2013		Update
August 2014		Update
August 2015		Update
May 2016		Update
August 2017		Update
May 2018		Update
June 2019		Update
November 2019		Substantially updated to reflect new Statutory Requirements of PSHCE and Rydes Hill Curriculum Map
November 2020	Paragraph 4 Paragraph 10 Paragraph 12	Change para on British Values to Government wording Reference to Nursery curriculum RSE & parental rights
November 2021	Paragraph 6, 7, 8, 12 Paragraph 8 Paragraph 11 Paragraph 12 Paragraph 16 Paragraph 19 Paragraph 20	RSHE changed to RSHE (Relationships, Sex and Health Education) RSHE curriculum updated from 'Journey in Love' Changing para on British Value to include provision of SMSC Change para to include Higher Prep puberty lessons and feedback is given to the parents after the lessons Change para to include Staff curriculum updates and Inset Resources - British Values scheme booklets Resources - Guildford Cathedral Library – boxes on Other Faiths
October 2022	Paragraph 18 Paragraph 19	Academic Policy 21 name change to RSHE Inclusion of Natterhub in the resource section
October 2023		Change from PSHCE to Life Skills Protected Characteristics Curriculum Map included
October 2024	Paragraph 13	Resources section refined with new additions Appendices ordered and new additions New paragraph added (as number 13) which concerns RSHE provision in the Early Years Taken out Bishop's Map as an Appendix

Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
EAL	English as an Additional Language
EPR	Education for Personal Relationships
EYFS	Early Years Foundation Setting
SEAL	Social and Emotional Aspects of Learning
SEND	Special Educational Needs and Disabilities
SMSC	Spiritual, Moral, Social and Cultural

Aim / Objective / Statement of Intent / Philosophy

1. At Rydes Hill the teaching of Life Skills forms part of our wider focus on the Gospel Values and our ethos as a Catholic Primary School. This philosophy is embedded in a range of cross curricular activities and in dedicated weekly Life Skills lessons.
2. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and communities. In doing so they recognise their own worth, work well with others and become increasingly responsible for their own development, health and learning. They reflect on their experiences and those of others and understand how they are developing personally, physically and socially, tackling many of the spiritual, moral, cultural, social, mental and physical issues that are part of growing up, to prepare them for the opportunities, responsibilities, dangers and experiences of adult life.
3. They learn how to become global citizens for a sustainable world. To value and respect our humanity, community, diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.
4. To ensure the School is meeting it's requirements under the Equality Act of 2010, all protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) will be taught as part of our Life Skills curriculum.
5. At the heart of Christian faith is Love in relationship. St John says that GOD IS LOVE. (1 John 4:8) The whole purpose of Christianity is to live our lives as fully as possible in and through loving relationships. God's commandment is to love one another as He loves us.

At Rydes Hill we aim to 'Live wisely, think deeply, love generously.'

Aims

6. The Rydes Hill Preparatory School Life Skills curriculum aims: -
 - To follow the moral teaching of the Catholic Church
 - To appreciate diversity and value the belief systems of non-Catholics
 - To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community
 - To promote a comfortable, caring and safe environment which will foster confidence and engender respect amongst pupils and teachers
 - To prepare children for the challenges they will face in their formative years
 - To provide a framework in which to provide information to help children protect themselves from online and physical danger
 - To promote democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

Objectives

7. The objectives of the Rydes Hill Preparatory School Life Skills curriculum are: -
- To acknowledge the sensitivity of this area of development
 - To give accurate and relevant information
 - To promote self-knowledge, self-respect and self esteem
 - To enable young people to make informed choices
 - To encourage personal responsibility in relationships
 - To facilitate the development and acceptance of a personal moral code
 - To take account of differing perspectives in a culturally diverse society
 - To recognise the need for equality of opportunity
 - To answer the children's questions sensitively, openly, accurately and honestly
 - To make explicit the partnership with the community and with parents as the first educators of their children

Teaching and Learning

8. Life Skills is planned progressively and covers: Relationships, Health & Wellbeing, Living in the Wider World and RSHE. It is taught cross curricular where possible, in conjunction with Forest School as well as in discrete weekly Life Skills lessons. Valuing achievement, rewarding good behaviour and special personal achievement is rewarded and recognised in Friday Achievement assembly. Off-site educational visits are arranged for each year group. The residential experiences for older pupils in the Preparatory Department are extremely important for their personal, social and emotional development before they move on to their Senior School.

Procedure

9. We will, through the context of Relationships, Health and Wellbeing, Living in the Wider World, Sex and Health Education, teach pupils about:

Relationships

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying and abuse.
- How to respond to risky or negative relationships and ask for help.

Health and Wellbeing

- What is meant by a healthy lifestyle.

- How to maintain physical, mental and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- About managing change, including puberty, transition and loss.
- How to make informed choices about health and wellbeing and to recognise sources of help with this.
- How to respond in an emergency.
- To identify different influences on health and wellbeing.

Living in the Wider World

- About respect for self and others and the importance of responsible behaviours and actions.
- About rights and responsibilities as members of families, other groups and ultimately as citizens.
- About different groups and communities.
- To respect equality and to be a productive member of a diverse community.
- About the importance of respecting and protecting the environment.
- About where money comes from, keeping it safe and the importance of managing it effectively.
- How money plays an important part in people's lives.
- A basic understanding of enterprise.

RSHE (Relationships, Sex and Health Education taught from A Journey in Love)

Pupils will be taught about each area which is allocated across the different year groups and explored physically, socially, emotionally, intellectually and spiritually.

- The wonder of being SPECIAL and UNIQUE.
- We meet God's love in our FAMILY.
- We meet God's love in the COMMUNITY.
- How we live in LOVE.
- God loves us in our DIFFERENCES.
- God loves us in our CHANGING AND DEVELOPING.
- The wonder of God's love in CREATING NEW LIFE.

10. In Nursery and Kindergarten, Life Skills is taught through the EYFS seven areas of learning and through Personal, Social and Emotional Development, Physical Development and Understanding the World.

11. British Values are taught through the promotion of SMSC and Life Skills, in particular the

Diverse British unit of work as part of learning how to be a respectful and responsible British Citizen.

12. RSHE takes place across the School from Nursery to Form One. Higher Preparatory and Form One have separate lessons covering puberty and sexual relationships. Parents are informed about this, and planning is shared with them. Parents have feedback after the lessons. Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum Science orders. (See RSHE Policy C21 for further details).
13. Children in Nursery and Kindergarten have Life Skills and RSHE teaching through their Seven Areas of Learning. In particular through: Personal Social & Emotional Development, Understanding the World, and Communication and Language. (See Appendix D for progression documents outlining these areas). Kindergarten children also receive lessons following the Journey in Love syllabus for RSHE.

Equal Opportunities

14. The school is committed to equal treatment for all, regardless of an individual's Age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex, sexual orientation.
15. Instruction and guidance will be given at appropriate levels taking into consideration pupils with SEND or EAL.

Monitoring and Evaluation

16. The Life Skills co-ordinator will monitor delivery of the programme through written curriculum updates to staff, Inset, learning walks, discussions with staff, observations of lessons and collect evidence of work to ensure consistent and coherent curriculum provision.
17. Evaluation of programme's effectiveness will focus on:
 - Pupil and teacher evaluation of the content and learning process
 - Sharing and reviewing experiences at whole staff meetings
 - Assessment of the children's learning objectives. What do I know now?
 - Question and answer sessions with pupils to see what they have retained from their previous lessons

Links with other policies

18. We recognise the clear links between this policy and those clearly relating such as:
 - Academic C04 – English

- Academic C05 – Computing
- Academic C15 – Physical Education
- Academic C17 – Religious Education
- Academic C20 – Science
- Academic C21 – Relationship, Sex and Health Education (RSHE)
- School P01 – Anti-Bullying
- School P03 – Pupil’s Use of ICT, mobile phones & other electronic devices
- School P04 – Safeguarding
- School P09 – Taking, Storing and Using Images of Pupils and Staff
- School P50 – Online Safety

Resources

19. In addition to their own research, teachers have access to online resources such as those provided by Twinkl, Natterhub and Girls on Board. The Rydes Hill Life Skills Curriculum Map provides clear coverage of the objectives set out by the PSHCE Association. Teacher discretion is used to ensure age and cohort appropriate resources are used.
20. Journey in Love Teacher Book gives lesson outlines and guidance for RSHE teaching.
21. ‘No Outsiders in our School’ Teaching the Equality Act in Primary Schools book, supports our teaching of Protected Characteristics. It is informed from the Diocese advice on ‘reflecting not promoting’.

Staff Training and Support

22. Opportunities are provided for staff to identify individual training needs.
23. Staff feedback on the new Rydes Hill Life Skills Curriculum map continues to inform our planning and teaching of Life Skills. Evaluation of children’s learning is closely monitored and assessed through key questions, observations and outcomes.

Appendices

Appendix A- Rydes Hill Life Skills Curriculum Map

Appendix B- Rydes Hill RSHE Curriculum Map

Appendix C- Rydes Hill ‘No Outsiders in Our School’ Curriculum Map

Appendix D- EYFS Progression Documents

Appendix E- RSE and Health Education Statutory Guide ([link](#))

Appendix F- Promoting Fundamental British Values as part of SMSC in School ([link](#))

Appendix A - Rydes Hill Life Skills Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	In Nursery and Kindergarten, Life Skills is taught through the EYFS areas of learning. In particular through Personal, Social & Emotional Development, Understanding the World and Communication & Language.				The wonder of being special and unique (KG) ★	
LT	It's My Body ★	Safety First	Diverse Britain	Be Yourself ★	We meet God's love in our family ★	Aiming High
UT	VIPs ★	One World	Money Matters	Growing Up ★	We meet God's love in the community ★	Think Positive ★
LP	It's My Body ★	Safety First	Be Yourself ★	Diverse Britain	How we live in love ★	Aiming High
MP	TEAM ★	One World	Money Matters	VIPs ★	God loves us in our differences ★	Think Positive ★
HP	It's My Body ★	Aiming High	Be Yourself ★	Safety First	God loves us in our changing and developing ★	Diverse Britain
F1	Think Positive ★	One World	Money Matters	VIPs ★	The wonder of God's love in creating new life ★	TEAM ★

Our Life Skills units come under three branches: **Health & Wellbeing**, **Relationships** and **Living in the Wider World**.

★ indicates units that contain RSHE teaching.

Appendix B - Rydes Hill RSHE Curriculum Map

	Nursery	Kindergarten	Lower Transition	Upper Transition	Lower Preparatory	Middle Preparatory	Higher Preparatory	Form One
RSHE (Relationships and Sex education and Health Education) Summarised from "A Journey of Love"	EYFS - The wonder of being special and unique Social & Emotional: To recognise the joy of being a special person in my family. Physical: To recognise that we are all different and unique. Spiritual: To celebrate the joy of being a special person in God's family.	EYFS - The wonder of being special and unique Social & Emotional: To recognise the joy of being a special person in my family. Physical: To recognise that we are all different and unique. Spiritual: To celebrate the joy of being a special person in God's family.	We meet God's love in our FAMILY. Social & Emotional: To recognise signs that I am loved in my family. Physical: To recognise how I am cared for and kept safe in my family. Spiritual: To celebrate ways that God loves and cares for us.	We meet God's love in the COMMUNITY. Social & Emotional: To recognise the joy and friendship of belonging to a diverse community. Physical: To describe ways of being safe in communities. Spiritual: To celebrate ways of meeting God in our communities.	How we live in LOVE. Social: & Emotional: To describe and give reasons how friendships make us feel happy and safe. Physical: To describe and give reasons why friendships can break down, how the and can be repaired and strengthened. Spiritual: To celebrate the joy and happiness of living in friendship and with God and others.	God loves us in our DIFFERENCES. Social & Emotional : To describe how we should all be accepted and respected. Physical: To describe how we should treat others making links with the diverse modern society we live in. Spiritual: To celebrate the uniqueness and innate beauty of each of us.	God loves us in our CHANGING AND DEVELOPING. Social & Emotional: To share knowledge and understanding of emotional relationship changes as we grow and develop. Physical: To show knowledge and understanding of the physical changes in puberty. Spiritual: To celebrate the joy of growing physically and spiritually.	The wonder of God's love in CREATING NEW LIFE. Social & Emotional: To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families. Physical: Explain how human life is conceived. Spiritual: Show an understanding of how being made in the image and likeness of God informs decisions with others, including life-long relationships.

Appendix C - Rydes Hill 'No Outsiders in Our School' Curriculum Map

Rydes Hill Protected Characteristics - Whole School Curriculum Map

The Equality Act of 2010 states that it is against the law to discriminate against anyone because of: Age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex, sexual orientation.

At the heart of Christian faith is Love in relationship. St John says that GOD IS LOVE. (1 John 4:8) The whole purpose of Christianity is to live our lives as fully as possible in and through loving relationships. Gods commandment is to love one another as He loves us. **At Rydes Hill we aim to 'Live wisely, think deeply, love generously.'**

Nursery & Kindergarten Nursery & Reception	Lower Transition Year One	Upper Transition Year Two	Lower Preparatory Year Three	Middle Preparatory Year Four	Higher Preparatory Year Five	Form One Year Six
<p><i>To say what I think -</i> 'You Choose' by Nick Sharrat and Pippa Goodheart.</p> <p><i>To understand that's its ok to like different things -</i> 'Red Rockets and Rainbow Jelly' by Sue Heap and Nick Sharratt</p> <p><i>To make friends with someone different -</i> Blue Chameleon by Emily Gravett</p> <p><i>To understand that all families are different—</i> The Family Book by Todd Parr</p> <p><i>To celebrate my family -</i> Stella brings the Family by Miriam B. Schiffer</p>	<p><i>To like the way I am -</i> Elmer by David Mckee</p> <p><i>To play with boys and girls -</i> Ten Little Pirates by Mike Brownlow and Simon Rickerty</p> <p><i>To recognise that people are different ages -</i> My Grandpa Is Amazing by Nick Butterworth</p> <p><i>To understand that our bodies work in different ways -</i> Max the Champion by Sean Stockdale, Alexandra Strick & Ros Asquith</p> <p><i>To understand that we share the world with lots of people</i> My World, Your World by Melanie Walsh</p>	<p><i>To understand what diversity is -</i> The Great Big Book of Families by Mary Hoffman and Ros Asquith</p> <p><i>To understand how we share the world -</i> The First Slodge by Jeanne Willis</p> <p><i>To understand what makes someone feel proud -</i> The Odd Egg by Emily Gravett</p> <p><i>To feel proud of being different -</i> Just Because by Rebecca Elliot</p> <p><i>To be able to work with everyone in my class -</i> Blown Away by Rob Biddulph</p>	<p><i>To understand how difference can affect someone -</i> Oliver by Birgitta Sif</p> <p><i>To understand what 'discrimination' means -</i> This is Our House by Michael Rosen</p> <p><i>To find a solution to a problem -</i> Two Monsters by David Mckee</p> <p><i>Use strategies to help someone who feels different -</i> The Hueys in the New Jumper by Oliver Jeffers</p> <p><i>To be welcoming -</i> Beegu by Alexis Deacon</p>	<p><i>To know when to be assertive -</i> Dogs Don't Do Ballet by Anna Kemp & Sara Ogilvie</p> <p><i>To overcome language as a barrier -</i> The Way Back Home by Oliver Jeffers</p> <p><i>To ask questions -</i> The Flower by John Light</p> <p>To be used with consideration of particular cohort: <i>To be who you want to be -</i> Red: A Crayon's Story by Michael Hall</p>	<p><i>To learn from our past -</i> Where the Poppie's Now Grow by Hilary Robinson & Martin Impey</p> <p><i>To recognise when someone needs help -</i> How to Heal a Broken Wing by Bob Graham</p> <p><i>To recognise my freedom -</i> Dreams of Freedom by Amnesty International</p>	<p><i>To promote diversity -</i> My princess Boy</p> <p><i>To stand up to discrimination -</i> The Whisperer by Nick Butterworth</p> <p><i>To justify my actions -</i> Rose Blanche by Ian McEwan & Roberto Innocenti</p> <p><i>To challenge the cause of racism -</i> The Island by Armin Greder</p> <p><i>To consider how my life may change as I grow up -</i> Love You Forever by Robert Munsch</p>

Appendix D - EYFS Progression Documents

Understanding the World	
Acorns	<ul style="list-style-type: none"> - Repeat actions that have an effect. - Explore materials with different properties. - Explore natural materials, indoors and outside. - Explore and respond to different natural phenomena in the school setting and during trips. - Make connections between the features of their family and other families. - Notice differences between people and celebrate them.
Oaks	<ul style="list-style-type: none"> - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. - Begin to make sense of their own life-story and family's history. - Show interest in different occupations. - Explore how things work. - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Begin to understand the need to respect and care for the natural environment and all living things. - Explore and talk about different forces they can feel. - Talk about the differences between materials and changes they notice. - Continue developing positive attitudes about the differences between people. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Kindergarten	<ul style="list-style-type: none"> - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. - Draw information from a simple map. - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different to the one in which they live. - Understand the effect of changing seasons on the natural world around them.

Communication and Language	Listening and attention	Understanding	Speaking
Acorns	Children will: <ul style="list-style-type: none"> - focus on an activity of their own choice - be directed towards an activity of an adult's choice - listen to other people talk with interest (although may become distracted). 	Children will: <ul style="list-style-type: none"> - Understand simple instructions - find a given item when asked - develop pretend play - listen to simple stories and understand what is happening 	Children will: <ul style="list-style-type: none"> - express how they are feeling - make themselves understood - begin talking in 3-6 word sentences - develop secure pronunciation of the sounds p,b,m and w. - develop conversation and hold two way conversations about a topic of the child's choosing
Oaks	Children will: <ul style="list-style-type: none"> - pay attention to more than one thing at a time - maintain focus on an adult led activity during a whole class session. 	Children will: <ul style="list-style-type: none"> - enjoy listening to longer stories and remember what has happened - Understand a question or instruction that has two parts, such as 'find your snack pot and sit at a chair'. - Understand 'why' questions 	Children will: <ul style="list-style-type: none"> - use a wider range of vocabulary - sing a repertoire of songs - know many rhymes - talk about favourite books and authors - tell an adult a story - speak with clarity, although some verbs may be used in the wrong tense - be able to pronounce multisyllabic words - speak in 6+ word sentences - Be able to express a point of view - say if they agree / disagree with an adult or friend - initiate a conversation with friends/adults - use talk to narrate their play
Kindergarten	Children will: <ul style="list-style-type: none"> - listen carefully - Understand why listening is important - maintain eye contact when talking to their friends / adults - listen carefully to rhymes and songs, paying attention to how they sound - engage in non-fiction texts - engage in story times 	Children will: <ul style="list-style-type: none"> - ask questions to find out more and check understanding of what has been said. - retell the story, once they have developed a deep familiarity with the text. - understand how stories are constructed – beginning, middle and end. 	Children will: <ul style="list-style-type: none"> - learn new vocabulary and apply it in the correct context - articulate their ideas and thoughts in well-formed sentences - connect on idea to another using a range of connectives. - Describe events in detail - Use talk to help work out problems, organise ideas and understanding thinking. - Explain how things work and why things might happen. - Develop social phrases - talk about non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.

Personal, social and emotional development	Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour
Acorns	Children will: <ul style="list-style-type: none"> - communicate with others (adults and children) through words and gestures - begin to play with others and initiate role play. - notice and ask questions about differences such as skin tone, types of hair, gender, needs, etc. - develop friendships with other children 	Children will: <ul style="list-style-type: none"> - begin to describe themselves - develop self - assurance - feel confident in the classroom and other parts of the school - play and explore the classroom with increasing confidence - feel confident to express a range of emotions - feel confident in their own independence and try new things 	Children will: <ul style="list-style-type: none"> - find ways to calm themselves, often with support from an adult. - communicate if they like/dislike something - begin to make decisions - manage transitions from one activity to another, including those in different parts of the school. - begin to learn social etiquette such as lining up and waiting in line.
Oaks	Children will: <ul style="list-style-type: none"> - play with one or more child, extending and elaborating play ideas - talk with others to solve problems 	Children will: <ul style="list-style-type: none"> - select and use resources that will support them with their task - become more confident in social situations - follow rules and understand why they are important - be able to identify emotions in themselves and others including happy, sad, angry, or worries. 	Children will: <ul style="list-style-type: none"> - develop a sense of responsibility and membership within the school community - become more outgoing with unfamiliar peoples (in the context of the nursery setting) - find solutions to conflict when playing
Kindergarten	Children will: <ul style="list-style-type: none"> - build constructive and respectful relationships with their peers and teachers - respect the feelings of other children - think about the perspectives of others 	Children will: <ul style="list-style-type: none"> - see themselves as a valuable individual and a part of the RH family. - show resilience and perseverance in the face of challenge. 	Children will: <ul style="list-style-type: none"> - identify and moderate their own feelings socially and emotionally. - express their own feelings and begin to identify the cause - know and talk about the different factors that support their overall health and well-being

Appendix E - RSE and Health Education Statutory Guide

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Appendix F - Promoting Fundamental British Values as part of SMSC in School

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf