



St Bernard's Preparatory School

Personal, Social, Health, Citizenship and Economic Education Policy

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Mission Statement

With God as our shelter and Christ as our guide, the mission of St Bernard's Preparatory School is to educate towards love and service to God, each other and the wider community. Through our broad balanced curriculum, we will develop an understanding of each faith and the values we share. We will treat each person with respect, knowing we are special and unique.

St Bernard's is part of the St Benedict's family of schools. All schools in the group share a similar Catholic and Benedictine/Bernardine ethos.

Children's Mission Statement

We follow God's footsteps through our love, our work and our prayer.

What is PSHCE?

PSHCE (Personal, Social, Health, Citizenship and Economic Education) is a planned programme of learning that promotes children's health, wellbeing, relationships, and citizenship development. It equips children with the knowledge, skills and understanding they need to:

- stay physically and mentally healthy and safe
- build positive, respectful relationships
- respect equality and diversity
- develop independence, resilience and responsibility
- play an active role in their community and wider society

Through PSHCE, children also learn about difference and diversity, developing their appreciation of what it means to be a responsible citizen in a multi-cultural society. PSHCE is closely linked with the school's spiritual, moral, social and cultural (SMSC) education and underpins our safeguarding culture.

Our curriculum is delivered through Ten Ten's Life to the Full Plus, a fully-resourced, age-appropriate programme from Early Years to Year 6. Rooted in a Catholic understanding of the human person, the programme meets all statutory requirements for Relationships Education and Health Education, while fully aligning with the expectations set out in Keeping Children Safe in Education (KCSIE). It prepares children to recognise risk, stay safe (including online), and know how to seek help and support when needed.

The programme is structured around three core themes: Created and Loved by God, Created to Love others and Created to Live in Community.

Created and Loved by God –

This theme helps children to develop an understanding of the importance of self-worth and to recognise that they are uniquely created and loved by God. It supports children in growing a positive sense of identity and developing the skills they need to manage their physical health, mental health, and emotional wellbeing. Children learn about:

- keeping their bodies healthy through diet, exercise and sleep
- managing their emotions and developing resilience
- recognising risks and keeping safe in different environments (including online)
- changes that take place as they grow and develop
- the importance of self-respect and making safe, informed choices

This theme is closely linked with safeguarding and reflects the requirements of Keeping Children Safe in Education (KCSIE 2025), helping children to recognise unsafe situations, know how to seek help, and understand the role of trusted adults.

Created to Love Others –

This theme focuses on the truth that we are created to love and to be loved, and that relationships are at the heart of a happy and fulfilled life. It helps children to live alongside others in a respectful and compassionate way, recognising the dignity of every human being regardless of race, sex, disability or faith. Children learn about:

- families and people who care for them
- the qualities of caring friendships
- respectful relationships and the importance of treating others fairly
- online relationships, including safe use of technology and social media
- recognising and reporting bullying, including cyberbullying, racist and homophobic bullying
- how to keep themselves and others safe

This theme delivers the **statutory** Relationships Education content and is fully aligned with KCSIE safeguarding guidance. Children are taught how to recognise abuse, how to protect themselves from unsafe situations (including online risks), and how to report concerns to a trusted adult. Parents do not have the right to withdraw their child from Relationships Education.

Created to Live in Community –

This theme helps children to understand that we are created to live alongside one another in families, schools, local communities, and the wider world. It encourages children to recognise their rights and responsibilities, and to see the value of contributing to the common good.

Children learn about:

- belonging to different groups and communities (including school, neighbourhood, faith and cultural groups)
- respecting and valuing diversity in modern Britain
- the importance of rules, law, justice and democracy in keeping people safe
- economic wellbeing: understanding money, spending and saving responsibly, and how this links to future aspirations and opportunities
- living sustainably and caring for creation as stewards of the environment
- how individual actions contribute to the wellbeing of others and society as a whole

This theme supports children in developing their role as active citizens who make positive contributions to their community. It reinforces the safeguarding principles of **Keeping Children Safe in Education (KCSIE) 2025** by helping children to understand fairness, responsibility, and how communities work together to keep people safe.

Within these themes, children are taught the statutory content outlined by the Department for Education:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas are **statutory**, and parents do not have the right to withdraw their child from Relationships Education.

Relationship and Health Education (RHE) and Sex Education

At St Bernard's Preparatory School, Relationship and Health Education (RHE) is taught as part of our PSHCE curriculum throughout the year. RHE is rooted in our Catholic and Benedictine ethos and delivered using Ten Ten's Life to the Full Plus programme. This fully meets statutory requirements while reflecting the dignity of every person as created and loved by God.

RHE provides children with the formation, knowledge and understanding they need to:

- build safe, respectful and positive relationships
- develop healthy minds and bodies (socially, emotionally, physically and spiritually)
- recognise risks, stay safe (including online) and know how to seek help and support
- grow in self-worth and respect for the dignity of others

RHE is taught explicitly through Life to the Full Plus and, where appropriate, through other curriculum areas such as Science and RE. The Science curriculum is statutory and includes teaching about:

- naming external body parts
- the human body as it grows from birth to old age (including puberty)
- reproduction in some plants and animals

Parents cannot withdraw their children from the Science curriculum.

While Sex Education itself is **not statutory in primary schools**, our school provides age-appropriate teaching about human love and relationships in line with Catholic teaching and statutory guidance. Where lessons go beyond the statutory Science and Relationships Education content, parents/carers have the legal right to withdraw their child. Parents will always be informed in advance of when these lessons are taught, and the RHE scheme of work will be made available. Any withdrawals will be recorded.

We believe that all children benefit from participating fully in RHE, which supports their safeguarding, wellbeing and preparation for life in modern Britain. Our approach reflects both the teachings of Jesus and the requirements of Keeping Children Safe in Education (KCSIE)2025.

Aims of PSHCE Education, Objectives and Statutory Requirements

At St. Bernard's Prep, PSHCE has its foundation in the teaching of the Gospels, the Catholic community, Catholic values inspired by the Rule of St. Benedict, and British Values (see Appendix 1).

PSHCE enables children to become healthy, independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community, developing their sense of self-worth and recognising the value of every person regardless of age, colour, gender, ethnicity, heritage, religion or disability. Through PSHCE, children learn what it means to be a positive member of a multicultural society, how society is organised and governed, and they experience the process of democracy in action.

Our school mission statement reflects the aims we strive to achieve through PSHCE:

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- stay as healthy as possible — mentally, physically, emotionally and spiritually
- keep themselves and others safe, including online
- have positive, respectful and fulfilling relationships

St Bernard's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential.

- respect and value differences between people and celebrate diversity
- develop independence, resilience and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally responsible way
- become actively involved in the life of their community
- know about and live out British Values and Gospel values
- understand and prepare for economic wellbeing and life opportunities

We also want our children to:

- value their own achievements and the achievements of others
- make informed choices when facing risks and challenges, now and in the future
- decide on values and principles by which they want to live their lives

Our school curriculum and ethos promote spiritual, moral, social and cultural development, while preparing all children for the opportunities, responsibilities and experiences of life in modern Britain.

PSHCE at St. Bernard's Prep is central to our Catholic ethos, supporting children in their holistic development and underpinning learning in the classroom, the school and the wider community. It is delivered through Ten Ten's 'Life to the Full Plus' programme, which provides a fully-resourced, age-appropriate, spiral curriculum from Early Years to Year 6.

In line with Keeping Children Safe in Education (2025), staff are aware of their Prevent duty and the importance of safeguarding in all aspects of PSHCE. RHE (Relationships and Health Education) is taught explicitly throughout the year, ensuring that statutory requirements for Health Education and Relationships Education are fully met.

Curriculum content

At St Bernard's Prep, we believe that all children and adults have the right to work in a supportive, caring environment in which everyone feels safe and free from bullying and harassment. This includes (but is not limited to):

- Cyber-bullying
- Prejudice-based bullying related to special educational need or disability
- Sexual orientation
- Sex
- Race
- Religion and belief
- Gender reassignment
- The use of discriminatory or derogatory language

Teaching is responsive to the ability, age, readiness and cultural backgrounds of our children, including those for whom English is an additional language, to ensure that all can fully access PSHCE education provision. Our PSHCE curriculum is delivered through **Ten Ten's Life to the Full Plus** programme. This provides a fully-resourced, spiral curriculum from Early Years to Year 6, rooted in Catholic teaching on the dignity of the human person, while meeting all statutory requirements for Relationships and Health Education.

The programme is structured around three core themes:

- **Created and Loved by God** – recognising self-worth, physical and mental health, emotional wellbeing, and personal safety
- **Created to Love Others** – developing positive and respectful relationships, including statutory Relationships Education content
- **Created to Live in Community** – understanding rights, responsibilities, economic wellbeing and stewardship of creation

Aspects of PSHCE are also reinforced through other curriculum subjects, themed days and weeks, assemblies, and the wider Catholic life of the school. When supporting our children, we ensure that they are able to understand and respond to risk. This includes risks associated with:

- extremism and radicalisation (Prevent duty)
- online activity and e-safety
- substance misuse
- unhealthy or unsafe personal relationships
- safeguarding concerns, including abuse and exploitation

This approach ensures that PSHCE is not only about knowledge, but also about equipping children with the skills, virtues and resilience they need to flourish and to keep themselves and others safe, in line with Keeping Children Safe in Education (2025).

Delivery of the Curriculum

All children are taught PSHCE, including Relationship and Health Education (RHE). Teachers provide learning opportunities matched to the individual needs of all children, including those with SEND, ensuring full access to the curriculum. A range of teaching and learning styles are used to meet the requirements of PSHCE and RHE, with children encouraged to take part in tasks that promote active citizenship. Examples include charity fundraising, planning and leading assemblies, and involvement in projects that support those less fortunate than themselves.

Children also benefit from visiting speakers — such as health professionals, police, and local clergy — who share their expertise and highlight the importance of building safe, positive and supportive communities. Topics are explored through a variety of teaching methods, including circle time, role-play, discussion (whole class, small group and one-to-one), and reflective prayer opportunities.

Our PSHCE curriculum is delivered primarily through **Ten Ten's Life to the Full Plus** programme. RHE is taught explicitly throughout the year, and some content is also reinforced through Science (e.g. puberty, reproduction) and Religious Education lessons. Given the natural overlap between Religious Education and PSHCE, a significant amount of PSHCE learning is embedded within the Catholic life of the school.

PSHCE is also developed through wider school life, including:

- **School Council and Anti-Bullying Ambassadors** – with pupil representatives from each class meeting regularly to discuss school matters, lead anti-bullying initiatives, and contribute to school improvement
- **Retreat days and residential visits** – focusing on personal growth, self-esteem, leadership and teamwork

- **Whole-school events and activities** – such as themed weeks, assemblies, and cultural celebrations
- **Artistic, sporting and cultural enrichment** – providing experiences that develop resilience, creativity and collaboration

Through these opportunities, children learn to acquire values and skills that enable them to grow in independence, discernment and responsibility. Lessons, assemblies and circle times help them to develop Catholic virtues and prepare them to make positive life choices.

We also aim for our children to understand and appreciate the range of cultures and faiths in modern democratic Britain. In Key Stage 2, children visit places of worship from different faith traditions. Our schemes of work enable children to understand public services and institutions, the importance of democracy and justice, and how they can play an active role in society.

In line with Keeping Children Safe in Education (2025), our curriculum also ensures that children can recognise and respond to risk, including those linked to online safety, extremism, unhealthy relationships, and other safeguarding concerns. Through this, children develop the knowledge, confidence and resilience to keep themselves and others safe.

The Foundation Stage

Personal, Social and Emotional Development (PSED) in the Early Years Foundation Stage (EYFS) involves supporting children to develop a positive sense of themselves and others, to form positive relationships and respect for others, to develop social skills, to manage their feelings, to understand appropriate behaviour in groups, and to have confidence in their own abilities. Please refer also to the EYFS Curriculum Policy (PSED). At St Bernard's Preparatory School, we value the essential role of the EYFS in laying secure foundations for future learning and development. We view the EYFS not simply as preparation for the next stage of education, but as preparation for life. Within the prime and specific areas of learning, PSED is crucial to success in all other areas of development. Each child needs to develop a positive sense of self and respect for others in order to flourish. Through the PSHCE curriculum and Ten Ten's *Life to the Full Plus* programme, our youngest children are introduced in an age-appropriate way to themes of being Created and Loved by God, Created to Love Others, and Created to Live in Community.

This foundation provides children with the early skills, dispositions and values they need to:

- build trusting relationships with adults and peers
- develop resilience, independence and emotional regulation
- learn respect, kindness and care for others
- begin to recognise and respond to risks, including how to keep themselves safe
- experience belonging within the Catholic community of the school

PSED in the EYFS also underpins safeguarding. In line with Keeping Children Safe in Education (2025), staff support children in developing early awareness of personal safety, boundaries, and the importance of speaking to trusted adults.

Being Safe Online

At St Bernard's Preparatory School, we are committed to ensuring that children learn how to use technology responsibly, respectfully and safely. All children are taught a set of clear internet safety rules which aim to develop safe and discerning behaviours when using the internet and digital devices.

Through PSHCE and Ten Ten's *Life to the Full Plus* programme, children are taught age-appropriate content on online relationships, cyberbullying, personal safety and consent, and how to report concerns. This is reinforced through Computing lessons, assemblies, and cross-curricular learning, so that online safety is embedded across the whole curriculum. Children are encouraged to develop their own informed views about the use and misuse of technology, recognising both the opportunities and risks it presents. They also learn about the global nature of online communication and the responsibilities of digital citizenship.

Our approach to online safety includes teaching children to recognise and respond to risks such as:

- cyberbullying and harassment
- sharing personal information online
- online grooming and exploitation
- inappropriate or harmful content
- extremist influences (Prevent duty)
- online gaming and social media risks

Online safety is a core safeguarding priority and is taught in line with the expectations of Keeping Children Safe in Education (2025). Children are made aware of how to keep themselves and others safe online, how to maintain healthy boundaries, and where to seek help if they feel unsafe. For further detail, please refer to the E-Safety Policy.

Go-Givers - Make a Difference Project

As part of our PSHCE curriculum, children participate in the Go-Givers – Make a Difference Project, which educates children about issues relating to both the local and global community. The project helps children to develop the ability to make choices, set goals and take meaningful action. It fosters personal and social responsibility, mutual respect, and concern for the wider world, supporting our Catholic mission to put Gospel values into practice through service.

The Make a Difference Project, undertaken during the Pentecost Term, provides children with the opportunity to design, develop and implement an Action Plan to support a chosen cause or section of society. The project is grounded in active citizenship and links directly to the *Life to the Full Plus* theme Created to Live in Community. Children are encouraged to engage with people connected to the cause and to respond through fundraising, campaigning and/or direct action.

The project supports:

- Spiritual, Moral, Social and Cultural (SMSC) development
- Healthy Schools and wellbeing
- Social and Emotional Aspects of Learning (SEAL)
- Rights Respecting Schools Award (RRSA)
- British Values, especially democracy, as causes are chosen by the children themselves

Children may focus on local, national, or global causes, gaining real insight into issues and learning to empathise with those who are disadvantaged. They develop leadership, teamwork, and communication skills, while also learning how individual actions can contribute to the common good. At the end of the project, children are expected to share and celebrate their achievements using a range of media.

Pastoral Care

At St Bernard's Preparatory School, pastoral care is central to our mission and Catholic ethos. We believe every child is created and loved by God and deserves to be known, valued and supported. The class teacher is the primary source of pastoral support for the children in their care and can be contacted by parents through the school office or via the online school diary, Satchel One. When additional support is needed, children can access help from our Wellbeing Team, which is led by trained staff members and includes the PSHCE Coordinator/Wellbeing Lead, Pastoral Lead/Assistant Head, ELSA Lead and another Wellbeing Lead. The team provides tailored support and interventions to meet individual needs and ensures that wellbeing is prioritised across the school.

In recognition of this whole-school approach, St Bernard's Prep has been awarded the Wellbeing Award for Schools. This reflects our ongoing commitment to creating a supportive, caring environment where every child feels safe, valued and able to flourish. Pastoral care is embedded in everyday school life through:

- **Peer support** – older children are 'buddied' with younger children to provide encouragement, support and role modelling
- **Snack and Chat** – regular opportunities for children to talk informally with staff about their concerns in a safe and supportive environment
- **Playground leadership** – Year 6 children support lunchtime supervisors in organising games and activities, fostering responsibility and inclusion
- **Pupil voice and leadership roles** – School Council representatives, Anti-Bullying Ambassadors, and Wellbeing Monitors work together to ensure that children have a voice in school life and to promote a safe and supportive community. For example, Wellbeing Monitors manage the class Wellbeing Bucket, helping their peers reflect on positive behaviours and work towards weekly awards.

Pastoral care is also celebrated through recognition of children's personal growth and contribution to school life. Each year, the Citizenship Cup is awarded to a Year 6 pupil who has demonstrated exceptional responsibility, care for others and commitment to the common good.

Our pastoral systems are a key part of safeguarding. In line with Keeping Children Safe in Education (2025), staff are alert to the signs of children who may need support and ensure that children know how to access help when they feel unsafe, anxious or worried. Pastoral care at St Bernard's underpins the wider PSHCE and RHE curriculum, helping children to flourish spiritually, emotionally, socially and academically.

Parental and Community Involvement

At St Bernard's Preparatory School, we recognise that parents are the first educators of their children and we work in partnership with them to support the holistic development of every child. Parents have the right to receive information about PSHCE, including RHE, and are kept fully informed about what is being taught.

Through Ten Ten's Life to the Full Plus programme, parents are provided with access to online resources so that they can follow up learning at home and reinforce key messages about relationships, health and wellbeing. This strengthens the partnership between school and home and ensures a consistent approach. Parents are invited to join in events across the school year, including:

- Class assemblies and Acts of Worship
- Parent workshops on relevant PSHCE and RHE themes (e.g. online safety, wellbeing, resilience)
- Whole-school celebrations and fundraising events

Parents are also regularly updated through the weekly newsletter and our school's social media platforms (Facebook, Instagram and Twitter). Working with parents in this way is a vital part of our whole-school approach to PSHCE and safeguarding, in line with Keeping Children Safe in Education (2025). We also value our links with the wider Catholic and local community. Outside agencies are invited into school to help enrich the delivery of PSHCE, including:

- Mission Together and CAFOD – promoting Catholic Social Teaching and global responsibility
- A-Life – supporting health and wellbeing education
- Local clergy and parish representatives – strengthening the home-school-parish partnership
- Other specialist visitors such as health professionals, police officers, and community workers

Through these partnerships, children gain a deeper understanding of their responsibility to themselves, to others, and to the wider world.

Assessment for learning

Assessment in PSHCE, including Relationship and Health Education (RHE), is ongoing and embedded within teaching and learning. Teachers monitor children's progress through informal judgements during lessons, by observing participation, listening to pupil contributions, and giving verbal feedback. Learning is gauged against the specific objectives for each lesson.

At the start of each unit, a baseline assessment is carried out to establish children's prior knowledge, understanding and attitudes. At the end of each unit, children revisit their learning through a holistic reflection and review, enabling both the children and teacher to measure progress.

In addition, children complete written tasks which allow them to apply their new learning and further develop their existing knowledge. These tasks also provide evidence of learning that teachers can use to inform future planning.

We have clear expectations of what children will know, understand and be able to do at the end of each Key Stage, in line with statutory requirements and the *Life to the Full Plus* programme. Evidence of learning may be gathered through:

- pupil voice
- written or creative tasks
- self-reflection activities
- teacher observation

Assessment in PSHCE is not about academic grading but about supporting the development of the whole child — socially, emotionally, spiritually and morally. It helps teachers to identify where additional support or challenge may be needed and ensures that safeguarding concerns or wellbeing needs can be identified and acted upon promptly

Resources

We keep resources to support the teaching of PSHCE and RHE in the Resource Room and on the Shared Drive so that they are easily accessible to all staff. Teachers also have full access to Ten Ten's online portal, which contains the complete *Life to the Full Plus* programme, including lesson plans, teaching materials, videos, interactive activities, prayers and parent resources.

All resources used are carefully selected to be:

- age-appropriate and accessible to children of different abilities
- consistent with the school's Catholic ethos and Gospel values
- aligned with statutory requirements for Relationships and Health Education
- compliant with safeguarding expectations set out in **Keeping Children Safe in Education (2025)**

In addition to Ten Ten resources, the school also draws upon supplementary materials (e.g. Go-Givers, A-Life) and visiting speakers (e.g. health professionals, police, local clergy) to enrich the curriculum. These are always reviewed in advance to ensure suitability and alignment with our ethos and safeguarding policy.

Monitoring

The PSHCE Coordinator, together with the Headteacher, is responsible for monitoring the standards of children's work and the quality of teaching in PSHCE, including Relationship and Health Education (RHE). Monitoring ensures that the curriculum is taught consistently, that it reflects the school's Catholic ethos, and that it meets statutory requirements.

Monitoring takes place through a range of activities, including:

- Book scrutiny – all teachers take part in regular whole-school reviews of childrens written PSHCE tasks to evaluate progress and consistency
- Lesson observations and learning walks – to review teaching practice and pupil engagement
- Planning scrutiny – to ensure coverage of *Life to the Full Plus* content and statutory RHE expectations
- Pupil voice – including feedback from School Council, Wellbeing Monitors and Anti-Bullying Ambassadors, to capture how children experience PSHCE and how it impacts their lives
- Staff feedback and CPD – to identify areas where teachers may need support, training or new resources
- Parent consultation – including opportunities for parents to view RHE content through Ten Ten's portal and provide feedback

The subject leader supports colleagues in their teaching of PSHCE and Citizenship, shares information about current developments in the subject, and leads whole-school improvement in this area. They are responsible for evaluating strengths and weaknesses, celebrating good practice, and identifying areas for further development. Monitoring outcomes feed into the school's wider self-evaluation cycle and safeguarding practice, in line with Keeping Children Safe in Education (2025), ensuring that PSHCE and RHE equip children with the knowledge and skills they need to keep themselves healthy, safe and prepared for life in modern Britain.

Applies to:

All adults working with children at St Bernard's Preparatory School are expected to uphold the principles of this policy, in line with the school's Catholic ethos and statutory safeguarding duties.

Related policies

Behaviour Policy, Anti-Bullying Policy, Religious Education Policy, British Values Statement, Relationships and Sex Education Policy (RHE), Science Policy, Safeguarding Policy, Computing Policy and Confidentiality Policy.

Availability

This Policy is available to parents on the website www.stbernardsprep.org or a copy can be requested from the school office.

Review of PSHCE Policy

The Governors will undertake a formal review of this policy every three years for the purpose of monitoring the efficiency with which the related duties have been discharged or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Appendix 1: British Values Statement

St Bernard's Preparatory School British Values Statement

The Government set out its definition of British Values in the **Prevent Strategy (2011)**, and schools are expected to actively promote these values as part of their wider responsibility for pupils' spiritual, moral, social and cultural development and safeguarding. The Department for Education emphasises the importance of creating a clear and consistent approach to promoting British Values within school life.

The fundamental British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

As a Catholic preparatory school, St Bernard's Preparatory School recognises that these values are closely aligned with Gospel values and the teaching of Jesus Christ. Our Mission Statement reflects our commitment to love, respect and service, and to creating a community where every child is known, valued and supported. Following Christ's example, we strive to ensure that our school is a place where all are treated with dignity and compassion.

British Values are promoted through our PSHCE curriculum, including Relationship and Health Education (RHE), and through the wider Catholic life of the school. This work supports safeguarding and wellbeing and is delivered in line with **Keeping Children Safe in Education (2025)**.

Democracy

Children at St Bernard's Preparatory School are encouraged to share their views and to understand that their opinions matter. Adults model attentive listening and respectful dialogue, helping children to learn how to express themselves appropriately and consider the views of others.

Pupils experience democracy in action through:

- School Council representation
- Pupil leadership roles, including Wellbeing Monitors and Anti-Bullying Ambassadors
- Class discussions, reflection activities and pupil voice opportunities

Through these experiences, children learn about fairness, shared decision-making and responsibility. This also supports safeguarding by encouraging pupils to speak up, express concerns and seek help when needed.

The Rule of Law

Children are supported to understand the importance of rules and boundaries in keeping everyone safe and helping communities to function well. School rules and expectations are made clear and are applied consistently, enabling children to understand the link between actions and consequences.

Through PSHCE, assemblies and daily routines, pupils learn:

- why rules and laws exist
- how they protect individuals and communities
- the difference between right and wrong

This teaching helps children to develop a sense of responsibility, respect for others and an understanding of safe and appropriate behaviour, contributing directly to safeguarding and positive relationships.

Individual Liberty

At St Bernard's Preparatory School, children are encouraged to become confident, independent learners within a safe and supportive environment. Through PSHCE and RHE, pupils learn about:

- making choices and understanding responsibility
- recognising personal boundaries
- keeping themselves safe, including online
- knowing who to talk to if they feel worried or unsafe

Children are supported to develop self-esteem and confidence, enabling them to use their freedom wisely and to make informed, age-appropriate decisions. Opportunities to support charitable causes also help pupils to understand how individual actions can be used positively to serve others.

Mutual Respect

Mutual respect underpins all aspects of school life and is rooted in our Catholic ethos. Children are taught to treat others with kindness, honesty and fairness, recognising that everyone is unique and deserving of respect.

Respect is promoted through:

- clear behaviour expectations
- assemblies and Acts of Worship
- PSHCE and RHE lessons
- restorative approaches to resolving conflict

Pupils learn to listen to others, communicate respectfully, work cooperatively and value difference. This supports safeguarding by helping children to build healthy relationships and by reducing bullying and unkind behaviour.

Tolerance of Those of Different Faiths and Beliefs

As a Catholic school within a diverse society, St Bernard's Preparatory School supports children in developing understanding and respect for people of different faiths, cultures and beliefs. Through Religious Education, PSHCE and the wider curriculum, children are taught to appreciate diversity and to recognise the importance of inclusion.

Assemblies, curriculum learning and visits or visitors help children to:

- learn about different religions and cultures
- respect similarities and differences
- challenge stereotypes and prejudice

This teaching supports safeguarding by promoting inclusion, reducing discrimination and helping children to live harmoniously alongside others in modern Britain.

British Values and Safeguarding

The promotion of British Values at St Bernard's Preparatory School forms part of our wider safeguarding approach. In line with **Keeping Children Safe in Education (2025)**, British Values education supports children to:

- develop confidence and resilience
- recognise unsafe or inappropriate behaviour
- understand their rights and responsibilities
- know how and where to seek help

Through PSHCE, RHE and the Catholic life of the school, British Values are taught in an age-appropriate way, helping children to feel safe, respected and prepared for life beyond school.