PSHRE

Relationships Education, Relationships and Sex Education and Health Education Policy

Overley Hall School

Approved by:	Support & Scrutiny Board,	Date: 08/09/2026
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Contents

Introduction 3
Aims 3
Legislation 4
Policy development 5
Definition 6
Safe teaching about suicide and other sensitive health topics 7
Curriculum 7
Delivery of PSHRE 8
Supporting Learners through Puberty 11
Correct language used 11
Inclusivity 12
Use of resources 13
Safeguarding and handling questions 14
Roles and responsibilities 15
The support and scrutiny board 15
The head teacher 15
The designated safeguarding lead 16
Staff 16
PSHRE leads 16
Teachers/ tutors 16
Learners 17
Parents' right to withdraw 17
Training 18
Curriculum Banding Structure 18
Monitoring arrangements 19
Appendix Summaries 19
Review 20
Appendix 1 21
Appendix 2: By the end of secondary school learners should know 24
Appendix 3: Parent form: withdrawal from sex education within RSE 27
Useful Links: 28

Introduction

All learners at Overley Hall School are entitled to high-quality Relationships Education and, where receiving secondary education, Relationships and Sex Education (RSE). Our commitment to learners' dignity, participation and wellbeing is informed by the United Nations Convention on the Rights of the Child. The school has regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance published in July 2025 and effective from 1 September 2026, as applicable to an independent school.

Overley Hall is a specialist setting for learners aged 8–19 years of age, with a range of complex learning needs (SEND). Our whole-school ethos and aims focus on preparing learners for adulthood, helping them develop self-respect, confidence, emotional security and respect for others. Our approach to RSE reflects this, ensuring teaching is carefully adapted so that each learner receives information in a way that fits their developmental stage and individual need.

Learners with SEND are entitled to the same broad PSHRE curriculum as their peers. Adaptations are made to the mode, pace and level of delivery, but not to learners' entitlement to receive high-quality PSHRE that supports safety, wellbeing and preparation for adulthood.

The policy applies to the school's 8–19 provision. For learners aged 18 and over, staff will use the school's adult safeguarding arrangements and seek appropriate advice about decision-making and information sharing. Parents and carers remain important partners, but their involvement must respect the learner's rights and lawful decision-making arrangements.

Aims

Overley Hall School's PSHRE policy aims to provide a framework that:

- Is sensitive, developmentally appropriate and tailored to the individual
- Covers emotional, physical and social development
- Helps learners understand healthy relationships, personal safety, body changes, consent, personal identity and wellbeing
- Supports learners to build confidence, respect, emotional awareness, recognise healthy relationships and understand safety

- Enables sensitive discussions to take place and ensure learners know how to seek help
- Prepares learners for puberty in advance of anticipated changes and teaches the importance of health and hygiene
- Teaches learners the correct vocabulary to describe themselves and their bodies
- Creates a positive culture around relationships, sexuality and personal identity
- Helps learners to develop an understanding of different relationships and how to keep themselves safe by asking for help as and when needed
- Explains the roles and responsibilities of everyone involved in delivering structured Relationships Education, Relationships and Sex Education and health education
- Explicitly challenges misogyny and harmful gender stereotypes, and contributes to the prevention of violence against women and girls (VAWG)
- Addresses modern online harms including, where developmentally appropriate, toxic online influencers, AI-generated content (deepfakes), image-based abuse and the distorted impact of pornography
- Strengthens mental health education through emotional communication, grief, loss, loneliness and help-seeking, with any direct teaching about suicide subject to the safeguards set out in this policy
- Teaches personal safety in the community, including roads, railways/level crossings and water safety.

Legislation

Overley Hall School delivers PSHRE in accordance with statutory Department for Education guidance, relevant UK legislation and safeguarding duties.

Key frameworks include:

- The UN Convention on the Rights of the Child (UNCRC) (1989)
- Children and Social Work Act 2017 (Sections 34–35).
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Keeping Children Safe in Education 2026, effective from 1 September 2026.
- Education Act 2002 (section 80A) and Education Act 1996 (section 403).
- Education (Independent School Standards) Regulations 2014, as amended: Part 1, including paragraphs 2(1), 2(2)(d), 2(2)(g)–(i) and 2A; Part 2 (SMSC); Part 3 (welfare, health and safety); and

Part 8 (leadership and management). The school also uses the DfE Independent School Standards guidance updated April 2026.

- The Equality Act 2010, including duties relating to non-discrimination, equality of opportunity and reasonable adjustments for disabled pupils
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, July 2025, effective from 1 September 2026.

Teaching will meet the Equality Act duties applicable to the school, including non-discrimination and reasonable adjustments. As a non-academy independent school, Overley Hall is not subject to the Public Sector Equality Duty in the same way as maintained schools and academies.

Relationships Education is compulsory for pupils receiving primary education and RSE for pupils receiving secondary education, subject to the sex-education withdrawal provisions. PSHE is compulsory in independent schools under ISS paragraph 2(2)(d). The separate statutory Health Education requirements do not apply to non-academy independent schools; Overley Hall uses the DfE health content as a planning reference within its PSHE programme.

Associated school policies and procedures include the following. The school office will explain how to access the current versions:

- Child Protection and Safeguarding policy (including CSE)
- Early Help Offer
- Intimate Care Policy
- Prevent Policy
- SEND Policy
- Online Safety Policy
- Behaviour and anti-bullying policies
- Complaints procedure a
- School's adult safeguarding arrangements for learners aged 18 and over.

Policy development

The school will consult parents when developing and reviewing this policy, as well as on curriculum content and resources. Staff consultation, curriculum review, learner voice and safeguarding

information will inform revisions. The Head Teacher will retain the consultation record and submit the revised policy through the school's approval arrangements.

Learner voice is gathered through EHCP reviews, annual reviews, school council activities, class discussions and curriculum evaluation processes, and informs curriculum development

Consultation will include accessible opportunities for families and learners to contribute. Parents will receive clear information about proposed content, including sex education, and a representative sample of resources. Consultation informs provision but does not give a veto over the school's statutory duties. The Head Teacher will record how feedback has been considered.

This revision addresses the guidance in force from September 2026, including respectful relationships, online harms, parental transparency and teacher expertise. Approval and implementation of this revised version will be recorded separately from the original policy's approval.

Definition

PSHRE is about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. PSHRE should help learners to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. The curriculum teaches our learners about relationships (between friends, family, peers, other adults, committed relationships and those online), sexual health, sexuality, healthy lifestyles, diversity and personal identity. Relationship education will put into place the building blocks for positive and safe relationships.

PSHRE involves a combination of sharing information and exploring issues and values. PSHRE is not about the promotion of sexual activity.

Health Education aims to give learners the necessary information they need to make good decisions about their own health and wellbeing as well as recognising issues in themselves and others. It gives them opportunities to seek support as early as possible when problems arise.

Where developmentally appropriate, teaching will explicitly cover: challenging misogyny; respectful relationships; consent; the impact of pornography; online influence and manipulation (including toxic influencers and deepfakes); and how to report and seek help.

Health education includes mental wellbeing, coping with change, grief and loss, loneliness and seeking support. Direct teaching about suicide is not an automatic lesson requirement for every secondary learner; the safeguards below apply to any decision to teach it.

Safe teaching about suicide and other sensitive health topics

The PSHRE leads, Head Teacher and DSL will assess the suitability of any direct suicide-related content for the learners concerned, taking account of age, understanding, personal experience, parent views and teacher expertise. Mental health professionals will be consulted and staff appropriately trained before such teaching. Lessons will not describe methods of suicide or self-harm, use distressing imagery or direct learners towards harmful content. Help-seeking and trusted support will remain central. Any individual concern requires safeguarding action, whether or not the topic is taught.

Curriculum

Our curriculum follows a spiral, developmental structure matched to learners' developmental stages and individual needs, supported by our banding system (White through Bronze).

PSHRE is the school's combined approach to personal, social, health and economic education (PSHE), including Relationships Education and RSE.
Planning takes account of chronological age, physical development, learning and communication needs, experience and safeguarding vulnerability. Developmental banding guides access and progression; it does not by itself determine which age-related needs a learner has or exclude a learner from Relationships Education or RSE. Staff present information impartially and factually, addressing misconceptions sensitively.

Where an individual adaptation changes the timing or level of teaching, the teacher will record the reason, the accessible learning offered, any immediate protection needed and a review date with the PSHRE leads. SEND is not a blanket exemption from subject content. Any departure from statutory guidance must have a reasoned justification and be kept under review.

Core learning areas include:

- Emotional Literacy
- Social Skills
- Self-Awareness (Changing and Growing)
- Health and Wellbeing
- Safety and Risk Awareness
- Relationships
- Self Help
- Economic Understanding
- Online Safety

Curriculum priorities include personal safety around roads, rail and water; respectful relationships and positive role models without gender stereotyping; grief and loss; prevention of abuse and misogyny; and modern online harms. Teaching is sequenced to anticipate learners' experiences and risks. Direct suicide-related content follows the specific safeguards in this policy.

Teaching is delivered sensitively using modelling, visual supports, role-play, sensory activities and supportive communication approaches. Staff create safe environments where learners can engage without embarrassment. Teachers do not investigate disclosures but follow safeguarding procedures.

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

Delivery of PSHRE

Our school aims to create an atmosphere in which learners are able to develop and learn confidently. We promote safe and healthy lifestyles. Effective PSHRE needs to be taught in an atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment or threat.

It is essential that lessons are sensitive to a range of views but we must ensure that learners always have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Relationships and Sex Education at Overley Hall considers each learner's chronological age, physical development, understanding, communication and individual needs. Lessons build confidence and

understanding through accessible steps, while providing timely preparation for puberty, relationships and personal safety.

PSHRE will be delivered through a planned programme of regularly timetabled lessons, reinforced through science, RE and other relevant subjects. Class timetables and schemes of work will identify when teaching takes place, its content and the responsible teacher. Daily routines complement this planned teaching.

PSHRE is also embedded throughout learners' lived experiences and daily routines. The school promotes a culture in which every lesson and every interaction is viewed as an opportunity for personal development, using each learner's individual methods of communication. Staff play a crucial role in supporting learners' understanding by adapting communication to their individual profiles, ensuring that PSHRE learning is meaningful and accessible.

Regular routines are intentionally used to reinforce PSHRE concepts, including during snack time, lunchtime, personal care, dressing and undressing for swimming, and other everyday activities.

During personal care, adults will explain what is happening in the learner's preferred communication mode, seek participation and respond to assent, discomfort and refusal in accordance with the Intimate Care Policy and individual plans. Staff must protect privacy and dignity. Personal care will never become a public demonstration, and learners' bodies will not be used as teaching resources.

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

- Families and people who care for me
- Caring friendships
- Respectful and kind relationships, including boundaries, anti-bullying, help-seeking and age-appropriate responses to harmful influence and prejudice
- Online safety and awareness
- Being safe, including privacy, body ownership, appropriate and inappropriate contact, unsafe secrets and reporting concerns

For more information about our PSHRE curriculum, see Appendices 1 and 2.

At secondary school age, PSHRE focuses on giving learners the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships, boundaries, equality, coercion, harmful influence and reporting abuse
- Online and media (where developmentally appropriate, Digital-age safeguarding: identifying deepfakes, image-based abuse and the limitations/harms of pornography)
- Being safe, including recognising abuse, exploitation and harmful relationships, and knowing how to obtain support
- Intimate and sexual relationships, including sexual health
- Health and community safety are taught within PSHE alongside these RSE themes; direct suicide-related teaching follows the safeguards in this policy.

For primary learners, the school will identify any sex education beyond science separately in the curriculum map and inform parents before delivery. Puberty, body vocabulary and abuse-prevention teaching will not automatically be labelled sex education. For secondary learners, teaching will include intimate relationships and sexual health, adapted to access needs, rather than remaining solely within primary relationship themes.

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

Teaching about the law will be accurate and accessible. The school will promote fundamental British values through meaningful experiences of choice, fair rules, respect, participation and understanding others. Staff will distinguish legal facts from opinions and religious beliefs. The school will not promote partisan political views and will provide a balanced presentation of opposing views when political issues arise, in accordance with the Independent School Standards.

Supporting Learners through Puberty

Learners experience physical and emotional changes associated with puberty regardless of developmental band. Preparation will be planned before anticipated changes, with prompt additional support if changes occur earlier than expected. Staff will not wait for a learner to understand abstract explanations before providing accessible preparation.

- For learners who do not yet understand abstract language, staff will use predictable care routines, objects of reference, symbols, accessible body vocabulary and supported choices to prepare for bodily changes, privacy and hygiene. Adults will notice and respond to signs of discomfort or refusal. Family and professional guidance will complement direct support for the learner.
- For learners who can understand more symbolic or abstract explanations, teaching will prepare them for changes such as menstruation, erections, body hair, body odour and emotional changes. Visual sequences, social stories, books and practical demonstrations using suitable teaching resources may support learning. Relevant teaching is available to all learners so that they can understand their own bodies and respect others.

The PSHRE leads and Therapy Team will support personalised puberty plans with learners, parents, carers and relevant professionals. Plans will specify communication, resources, hygiene arrangements and review dates, and link to individual support and intimate-care plans. Reviews will respond to need and will not wait for the next annual review. If staff use Brook's Sexual Behaviours Traffic Light Tool, they must use the current authorised resource within its scope and their training. It supports professional consideration of behaviour; it does not replace the DSL's safeguarding judgement, referral procedures or a planned curriculum.

Correct language used

To support children's understanding of their bodies and to promote effective safeguarding, the school uses consistent and age-appropriate language for all body parts across every key stage. Providing learners with the correct terminology from an early age helps them communicate clearly, develop body awareness, and seek help if they ever feel unsafe.

Staff use accurate vocabulary and accessible ways to communicate about the body. Words are introduced and revisited in response to age, understanding, health and safeguarding needs. There is no blanket rule restricting a necessary body word to one subject or school phase.

Bottom and anus, vulva and vagina (distinguishing external from internal anatomy), penis, breasts, testicles, nipples, period, sperm, clitoris, will be introduced sensitively according to individual communication and safeguarding needs

The school places a strong emphasis on developing learners communication and understanding as a fundamental part of safeguarding. Key concepts such as:
Yes/no
More/finished
Stop
Like/dislike
Private
Help, hurt and who to tell
My body, your body and safe or unsafe

These are consistently taught and reinforced because they equip learners with the language and confidence to express their needs, preferences and boundaries. These skills are essential for helping learners stay safe, communicate discomfort, and recognise situations that may not feel right, all of which underpin effective safeguarding and PSHRE.

These concepts may be embedded across the curriculum or delivered through targeted activities using each learner's communication profile. Adults will support and interpret communication carefully, including signs of discomfort or refusal. Lack of speech or an emerging yes/no response must not be treated as agreement. Teaching everyday choices and boundaries does not establish capacity to consent to sexual activity.

Inclusivity

Inclusivity is embedded throughout PSHRE. Lessons consider sensory needs, communication differences, emotional regulation, prior experiences and cultural contexts. Learning may be delivered

individually, in small groups or in whole-class settings depending on need. Resources are chosen to be safe, accurate, inclusive and developmentally appropriate.

Teaching will avoid gender stereotyping, represent diverse families (including LGBTQ+), and ensure factual accuracy while respecting different beliefs.

Curriculum documentation will explicitly address respect in relation to all nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Accessible examples and experiences will be used across the curriculum; this does not require every characteristic to be taught in every lesson or year group.

Teaching will distinguish facts and law concerning biological sex and gender reassignment from contested views. Staff will not present a particular view of gender identity as established fact, reinforce gender stereotypes or suggest social transition is a simple solution to distress. All learners will be treated with dignity, protected from bullying and supported through the safeguarding arrangements. Resources on this topic will be discussed with parents in advance.

Same-sex relationships and diverse families will be represented appropriately within the wider programme. Staff will respect religion and belief while distinguishing belief from factual or legal information. Teaching will challenge prejudice without stigmatising boys, girls or any group.

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support learners in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our learners
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches

- Are sensitive to learners' experiences and minimise avoidable distress while retaining essential teaching about safety

Parental transparency: all PSHRE materials including those from external providers will be made available to parents/carers on request. The school will not enter contracts that restrict parental access to view planned materials.

Parents may arrange to view resources through the school office or PSHRE leads. The school will offer an accessible viewing arrangement and respond positively when a parent cannot attend. Copyright will be respected through appropriate access conditions and attribution, but will not be used to refuse access. Parents will be told about significant changes to planned content and sex-education content in advance.

Where external agencies contribute to PSHRE, teaching remains under the overall responsibility of the school. All materials will be quality assured in advance and be consistent with the school's values, safeguarding responsibilities and statutory guidance.

Before a visit, the responsible teacher will check the provider's credentials, lesson plan and materials, agree safeguarding and confidentiality arrangements and ensure appropriate school oversight. Visitors do not replace the teacher's responsibility.

Safeguarding and handling questions

Staff will explain that personal information is treated sensitively but cannot be kept secret if someone may be unsafe. They will listen, reassure, record accurately and report concerns promptly to the DSL or deputy using the Child Protection and Safeguarding Policy. Staff will not investigate or ask leading questions. Immediate danger requires immediate protective action; the absence of the DSL must not delay referral or emergency help.

Learners will be taught and supported to seek help through speech, AAC, symbols, gestures, objects, trusted adults and other individual communication methods. Staff will notice changes in behaviour,

mood, presentation or interaction and must not assume these arise from disability. A learner does not have to make a verbal disclosure before staff act on a concern.

Sexual harassment, sexual violence, coercion, bullying and other child-on-child abuse are unacceptable. Staff will follow the safeguarding response for all learners affected, including the learner alleged to have caused harm. Apparent agreement, familiar relationships or SEND do not remove safeguarding concerns. Abuse is never the victim's fault.

Lessons will use agreed communication and privacy boundaries and avoid asking learners to share personal sexual experiences. Teachers will answer questions accurately and in accessible language, seeking support from the PSHRE leads where needed. Questions outside planned primary sex education, or from a learner withdrawn from that content, will be handled sensitively and individually without using the question to bypass withdrawal. Staff may defer an answer to plan a suitable response with the leads and parents. Any indication of abuse or risk goes directly through safeguarding procedures.

Roles and responsibilities

The support and scrutiny board

The proprietor retains legal responsibility for ensuring that the Independent School Standards are met. The Support & Scrutiny Board scrutinises the policy and its implementation and approves it where this falls within its recorded delegated authority. The proprietor will confirm the approval route and delegation before adoption.

The head teacher

The Head Teacher ensures consistent delivery, appropriate staffing and resources, parental consultation, publication of the policy and management of withdrawal requests. Curriculum leads maintain mapping documents and support teachers. The Head Teacher will check that approval actions have been completed and report delivery, progress and any gaps to the proprietor and Support & Scrutiny Board.

The designated safeguarding lead

The DSL advises on safeguarding risks, accessibility of reporting, responses to concerns and the safety of sensitive teaching. The DSL and PSHRE leads will use safeguarding information to inform prevention and support, without disclosing individual learners' confidential information in lessons.

Staff

Staff deliver PSHRE sensitively, adaptively and responsibly. They model positive attitudes, monitor learner progress and report safeguarding concerns immediately.

Staff are responsible for:

- Delivering PSHRE sensitively, adaptively and responsibly
- Modelling positive attitudes
- Monitoring learner progress
- Responding to the needs of individual learners
- Reporting safeguarding concerns immediately

Staff do not have the right to opt out of teaching PSHRE. Staff who have concerns about teaching PSHRE are encouraged to discuss this with the head teacher.

PSHRE leads

Lorna Deakin (SENCO) and Mandy Peever (Pastoral) will work with the head teacher to ensure the Curriculum Mapping and CPG Assessment sheets are kept relevant and up to date with current legislation.

Teachers/ tutors

All Teachers are responsible for the planning and delivery of the core elements of PSHRE directly and through cross curricular learning

Teacher expertise: staff will receive continuing PSHRE development relevant to the learners they teach and the guidance in force. External expertise will be used where needed.

Learners

Learners will be supported to participate in PSHRE and to show respect and sensitivity in ways appropriate to their communication and understanding. Staff will offer supported participation and planned alternatives when a learner becomes distressed. Learners are not required to disclose personal experiences. A pause or adapted activity does not remove the school's responsibility to provide essential learning.

Parents' right to withdraw

The full policy will be published on the school website and provided free of charge to anyone who requests it. Parents may ask the school office or PSHRE leads to explain curriculum content and arrange access to teaching materials.

Parents may request withdrawal from some or all of the sex education provided as part of statutory RSE. The request is not limited to content described as non-statutory. There is no parental right to withdraw from Relationships Education or science curriculum content. The school's PSHE health education is not subject to the sex-education withdrawal process.

Parents can request a discussion with the Head Teacher, by contacting the school office or using Appendix 3. The form is helpful but is not a condition of considering a request. Staff will identify the exact sex-education content involved and avoid treating whole PSHRE lessons or topics as withdrawn when they include non-withdrawable content.

Before deciding, the Head Teacher will discuss the request with parents and, where appropriate, the learner, explain the content and benefits of sex education and consider the possible effects of withdrawal. The discussion, learner's views, decision and reasons will be recorded. The same rights apply to learners with SEND; a diagnosis or developmental band does not automatically determine the decision.

For primary sex education outside science, the Head Teacher must grant a withdrawal request. At secondary, requests will normally be granted, but may be refused in exceptional circumstances, for example specific safeguarding concerns or vulnerability. Any refusal will be explained and recorded individually; the school's complaints procedure is available.

From three terms before a learner turns 16, the learner may choose to opt back into sex education despite a parental withdrawal request. The school will explain this opportunity accessibly, support the learner to express their wishes and arrange teaching if they choose it. Staff will obtain appropriate advice if communication or decision-making questions arise, rather than assume parental wishes override the learner.

The school will provide appropriate, purposeful alternative education during agreed withdrawal. The record will identify exactly which content is excluded, the teaching arrangements, a review date and how the learner's opportunity to opt back in will be supported.

Training

Staff are trained on the delivery of PSHRE as part of their induction and it is included in our continuing professional development calendar.
The head teacher may also invite visitors from outside the school, such as sexual health professionals, to provide support and training to staff teaching PSHRE.

Training will address SEND communication, accessible reporting, puberty, intimate-care boundaries, handling questions and disclosures, child-on-child abuse, equality, misogyny and online harms. Any direct suicide-related teaching requires prior consultation with mental health professionals and suitable evidence-based staff training. The Head Teacher will retain training records and identify support needs before staff teach sensitive content.

Curriculum Banding Structure

Overley Hall School uses a developmental banding system to ensure PSHRE content is matched to learners' developmental stages. Bands range from White through Cream, Yellow, Purple, Blue, Green and Bronze. These bands support personalised progression.
The banding system supports scaffolding, differentiation and progression through the Bud to Bloom Immersive Learners map (White–Yellow) and the Budding Learners map (Purple–Bronze). Topics are revisited through increasingly accessible or complex steps as appropriate. The dated maps must be cross-referenced to statutory Relationships Education/RSE content and the school's wider PSHE provision.

Bands are teaching and assessment tools, not age labels for learners' bodies, rights or vulnerabilities. Each learner's plan will combine the relevant developmental steps with chronological-age and safeguarding priorities. For example, an adolescent in White band will still receive accessible preparation and support for puberty, privacy and personal care.

Monitoring arrangements

The Head Teacher monitors the delivery of PSHRE through:

- planning scrutiny
- learning walks
- lesson evaluations
- moderation of work
- CPG assessment and progression.

Learners' development in PSHRE is monitored by class teachers as part of our internal assessment systems.

Assessment will use CPG information, observations and the learner's communication and application of learning. Staff will use findings to plan next steps, revisit concepts and assess generalisation. Learners will not be assessed on disclosing personal experiences or adopting a particular personal belief.

Monitoring will check curriculum coverage, regularly timetabled teaching, individual adaptations, progress, parental access to materials and staff expertise. The PSHRE leads and DSL will review whether learning addresses current safeguarding patterns and learners' communication needs. Gaps will have a named owner, action and review date. Teaching about suicide will be reviewed for suitability and safety, rather than treated as a universal coverage target.

Appendix Summaries

Appendix 1 summarises curriculum maps for all developmental bands. Themes include self-awareness, self-care, managing feelings, changing and growing, healthy lifestyles, the world I live in and online safety. The current maps must show statutory content coverage, planned delivery and adaptations for chronological age, communication and safeguarding needs.

Appendix 2 outlines what learners should know by the end of primary and secondary school in areas such as families, friendships, respectful relationships, online safety, consent, sexual health and intimate relationships. Coverage must be checked against the July 2025 DfE guidance effective from 1 September 2026, with the separate legal basis for health education in independent-school PSHE identified.

Appendix 3 provides the parental withdrawal request form for sex education, including sex education within statutory RSE. A request does not depend on completing the form.

Review

This policy will be reviewed at least annually by the SENCO and Pastoral lead with the Head Teacher and DSL. Approval will follow the proprietor's recorded arrangements for the Support & Scrutiny Board. Approval of this revision and its implementation date will be recorded before publication.
The policy will also be reviewed when guidance, legislation, safeguarding learning or learner needs require changes. The next planned review remains 7 September 2027, or earlier if needed.

Appendix 1

	Personal, Social and Emotional Development	
	Emotional Regulation and Recovery	**Sense of Self and Agency**
	ERR01w Shows an observable change in movement, muscle tone, facial expression or vocalisation when their regulation state changes during a familiar routine. ERR02w Shows a repeatable change in behaviour when a familiar experience becomes uncomfortable, demanding or overwhelming. ERR03w Shows a repeatable change in behaviour when discomfort, demand or sensory load is reduced or removed. ERR04w Shows a consistent individual early cue before distress or disengagement increases.	SSA01w Shows an observable response to one of their own self-generated movements, facial actions or vocalisations. SSA02w Pauses, changes or repeats an action immediately after a self-generated movement, facial action or vocalisation. SSA03w Repeats a self-generated movement, facial action or vocalisation during a familiar interaction. SSA04w Shows a repeatable change in engagement when a familiar adult acknowledges or mirrors one of their self-generated actions. SSA05w Shows different repeatable responses to familiar preferred and less-preferred experiences presented on separate occasions.

School

	Cream Band — PSHRE	Yellow Band — PSHRE
	Emotional Literacy	**Emotional Literacy**
	Expressing and managing emotions PSEL01c Expresses wider emotions (anger, fear) – Comm01c-09c PSEL02c Seeks comfort when upset – ScBS02c – CAL1c-03c, Comm32c, 33c PSEL03c Expresses feelings and communicates through gesture, facial expression, movements, body language and vocalisations -ScBS01c, CO01c-03c, Comm01c-09c PSEL04c Understands their own voice and actions has an effect of others (e.g. shout brings attention, smile makes others smile) – Comm01c-06c PSEL05c Uses body language to convey needs and interests (e.g. may pull an adult to what they want in another area) – Comm06c-10c PSEL06c Uses body language to convey needs and interests and to support emerging verbal interest (e.g. may pull an adult to what they want in another area whilst trying to verbalise 'help') – ScBS06c, Comm14c-15c PSEL07c Closely watches others body language to begin to understand people's intentions and feelings – ScBS07c, CAL04c-06c, Comm32c-38c	**Expressing and managing emotions** PSEL01y Identifies basic emotions – Comm29y, CO07y PSEL02y Seeks adult help to regulate feelings – Comm06y PSEL03y Shares negative emotions to seek comfort – Comm29y PSEL04y Attempts to self-soothe PSEL05y Is able to regulate emotional response by using a range of sensory stimuli, objects, people and/or activities – CAL01y, 02y PSEL06y Seeks comfort from familiar adults when needed and distracts themselves with a preferred object/ activity when upset – Comm06y PSEL07y Recovers from extreme dysregulation PSEL08y Understands cause and effect of feelings – ScBS09y, CO14y, 15y PSEL09y Responds to offers of support – CO07y PSEL10y Tolerates another offering support when distressed – CAL02y PSEL11y Seeks out others to share experiences with and may choose to spend time with a familiar adult – Comm39y-47y

PSHRE	PSHRE	PSHRE	PSHRE
Emotional Literacy	**Emotional Literacy**	**Emotional Literacy**	**Emotional Literacy**
Expressing and Managing Emotions	**Expressing and Managing Emotions**	**Expressing and Managing Emotions**	**Expressing and Managing Emotions**
PSEL01p Identifies feelings in self and begins labelling ("happy," "sad," "angry"). PSEL02p Identifies and names a range of emotions. PSEL03p Talks about their feelings. PSEL04p Uses simple strategies to calm down (deep breaths, comfort object). PSEL05p Demonstrates early self-control during minor conflicts.	PSEL01b Uses feeling words independently PSEL02b Expresses a wide range of emotions verbally PSEL03b Uses more advanced self-regulation strategies in routine situations PSEL04b Recognises feelings as temporary and can reflect on them	PSEL01g Explains own feelings PSEL02g Recognises own body changes with emotions PSEL03g Recognises complex emotions (frustration, jealousy) PSEL04g Uses planned strategies to manage emotions in varied settings PSEL05g Recovers from upset without adult prompts	PSEL01br Manages complex emotions PSEL02br Reflects on personal feelings and coping strategies PSEL03br Uses self-advocacy ("I need help," "I need a break") PSEL04br Manages strong emotions independently across contexts PSEL05br Understands and discusses emotional wellbeing and mental health

Appendix 2: By the end of primary school learners should know

TOPIC	LEARNERS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. Families of many forms provide a nurturing environment for children (families can include for example, single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	LEARNERS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: By the end of secondary school learners should know

TOPIC	LEARNERS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, LGBTQ+ or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	LEARNERS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	LEARNERS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

TO BE COMPLETED BY THE SCHOOL	

Useful Links:

Statutory guidance: Relationships and sex education (RSE) and health education:

Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)

SEND Code of Practice:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Online safety

https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools

NSPCC

https://learning.nspcc.org.uk/research-resources/schools/relationships-health-and-sex-education-resources

Safeguarding Network

https://safeguarding.network/content/relationships-education-relationships-and-sex-education-rse-and-health-education-and-safeguarding/

Let's Talk About It

https://www.letstalkaboutit.nhs.uk/