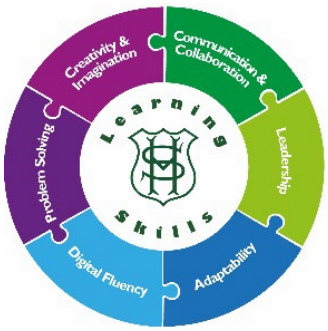
SARUM HALL
SCHOOL

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE) AND RELATIONSHIPS EDUCATION POLICY

Date:	September 2026
Next Review Due:	September 2027
Reviewed by:	Deputy Head (Academic & Innovation)

1. INTRODUCTION



At Sarum Hall School, we are committed to supporting the personal development, wellbeing and happiness of every pupil. We believe that education should prepare children not only for academic success, but also for life beyond school by equipping them with the knowledge, skills, attitudes and values they need to thrive in an increasingly diverse, connected and rapidly changing world.

Personal, Social, Health and Economic Education (PSHE) plays a vital role in helping pupils develop confidence, resilience, emotional literacy, independence and responsibility. Through PSHE, pupils learn how to build positive relationships, make informed and ethical decisions, manage risks, maintain physical health and mental wellbeing, recognise when something is not right and seek help, and contribute positively to society.

Relationships Education forms a compulsory part of the curriculum for pupils receiving primary education. Sex Education, where provided beyond Relationships Education and the School's science curriculum, is taught in an age-appropriate way. Together, these areas help pupils understand positive relationships, personal boundaries, physical development and growing up.

The School's Learning Skills underpin the PSHE curriculum: Communication and Collaboration; Digital Fluency; Adaptability; Creativity and Imagination; Leadership; and Problem Solving.

This policy should be read alongside the following school policies:

- Child Protection Safeguarding Policy;
- Online Safety Policy;
- Behaviour Policy;
- Anti-Bullying Policy;
- Equality and Diversity Policy;
- Subject Curriculum Statements (Computing section)
- Staff Code of Conduct; and
- SEND Policy.

2. AIMS

The PSHE and Relationships Educations curriculum aims to:

- help pupils recognise their own worth and value as individuals;
- develop self-confidence, resilience, emotional awareness and self-regulation;
- promote positive mental and physical health and reduce stigma around seeking help;
- develop empathy, kindness, integrity and consideration towards others;
- help pupils build and sustain healthy, responsible relationships;
- teach pupils to identify, communicate and respect personal boundaries;
- help pupils distinguish assertive behaviour from controlling behaviour;

- help pupils recognise abuse, coercion, manipulation, exploitation and unsafe situations;
- give pupils the vocabulary and confidence to report concerns and keep seeking help until heard;
- enable pupils to make informed, responsible and safe decisions;
- develop pupils' understanding of the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- develop financial awareness and economic understanding;
- equip pupils to stay safe both online and offline and evaluate information critically;
- prepare pupils for physical and emotional changes, including puberty and menstruation;
- provide age-appropriate teaching about human reproduction, conception and birth through the science curriculum in Year 6; and
- prepare pupils for the opportunities, responsibilities and experiences of later life.

3. STATUTORY REQUIREMENTS

This policy has been developed in accordance with:

- The Children and Social Work Act 2017;
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019;
- The Equality Act 2010;
- Keeping Children Safe in Education (KCSIE);
- The Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, effective from 1st September 2026; and
- The Education (Independent School Standards) Regulations 2014.

Relationships Education is compulsory for all pupils receiving primary education. Primary Sex Education is not compulsory.

The statutory Health Education requirements do not apply directly to independent schools. However, independent schools must provide PSHE under the Independent School Standards. Sarum Hall School includes comprehensive health and wellbeing education within its PSHE curriculum and expects all pupils to participate.

The School does not currently provide additional primary Sex Education outside its science curriculum. Parents do not have the right to withdraw their child from Relationships Education or from relevant content taught through science, including puberty and human reproduction. If the School introduces additional primary Sex Education outside science in the future, parents will be consulted and informed of their right to request withdrawal from that provision.

4. ROLES AND RESPONSIBILITIES

The Governing Body

The Governing Body is responsible for ensuring that the school meets its statutory obligations and that this policy is reviewed regularly.

The Headmistress

The Headmistress is responsible for:

- ensuring the policy is implemented effectively;
- supporting staff in delivering the curriculum;
- ensuring that appropriate training and safeguarding arrangements are in place;
- responding to parental concerns; and
- considering and recording requests for withdrawal from primary Sex Education.

The Head of Pastoral Care

The Head of Pastoral Care is responsible for:

- leading the development and sequencing of the curriculum;
- monitoring teaching, learning and pupil progress;
- supporting staff with planning, subject knowledge and resources;
- reviewing internal and externally produced materials;
- coordinating engagement with pupils and parents; and
- monitoring statutory compliance and emerging needs.

Teaching Staff

Teaching staff are responsible for:

- delivering PSHE and Relationships Education lessons sensitively, accurately and professionally;
- creating a safe, inclusive and supportive learning environment;
- not promising confidentiality and following safeguarding procedures;
- adapting teaching for pupils' age, stage and individual needs;
- answering questions in accordance with this policy; and
- promoting the School's values and modelling respectful behaviour.

Pupils

Pupils are encouraged to:

- participate positively in discussions and activities;
- treat others with kindness and respect;
- respect differing views, beliefs and experiences;
- follow agreed class expectations; and
- seek help when they or someone else may be unsafe.

5. TEACHING AND LEARNING STRATEGIES

PSHE is primarily delivered through weekly timetabled lessons led by Form Teachers. All staff contribute through the wider curriculum, daily interactions, pastoral support and the culture of the school.

The programme is carefully sequenced so that pupils develop protective knowledge and healthy relationship skills before they are likely to encounter particular situations. Content is age- and stage-appropriate, responsive to pupils' needs and informed by meaningful pupil engagement.

Provision is enhanced through assemblies, educational visits, visiting speakers and workshops, themed events, School Council, Digital Leaders, charity activities, cross-curricular learning and the School's Learning Skills.

Teaching approaches may include discussion, reflection, role play, scenarios, collaborative learning, problem solving, case studies, circle time, anonymous question boxes and pupil voice.

Staff delivering sensitive content should have the knowledge, skills and confidence to facilitate learning safely and recognise that such lessons may increase the likelihood of a disclosure. External visitors may enhance the programme but do not replace teaching by school staff. The School checks their suitability, content and resources in advance; a member of staff remains present and the School retains responsibility for the lesson.

6. CREATING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

PSHE and Relationships Education involve discussion of personal, social and emotional issues. At the beginning of each academic year, teachers establish age-appropriate ground rules with pupils. These may include:

- listening respectfully to others;
- valuing different opinions whilst challenging prejudice and harmful ideas;
- respecting the privacy of others and not repeating another person's personal experiences;
- asking questions appropriately; and
- avoiding judgemental or discriminatory language.

Pupils are never required to disclose personal experiences. Staff cannot guarantee confidentiality when a safeguarding concern is identified. Concerns and disclosures are managed in accordance with the Child Protection Safeguarding Policy, and pupils are reminded that they may speak to a trusted adult privately.

7. THE PSHE CURRICULUM

The PSHE curriculum supports pupils' personal development from Pre-Reception through to Year 6. In the Early Years Foundation Stage, Personal Social and Emotional Development (PSED) is embedded throughout the provision and routines. Across the school, knowledge and skills are revisited with increasing depth.

Term	Topic/Theme	Content
Autumn 1:	Marvellous Me	Belonging; identity; emotions; self-esteem; class, school and global communities; seeking support.
Autumn 2:	Strength in Difference and Diversity	Respect; varied families and communities; stereotypes and prejudice; anti-bullying, including online and homophobic bullying; power, safety and reporting concerns.
Spring 1:	Aiming High	Goals; aspirations; resilience; teamwork; leadership; community participation; charity and fundraising.
Spring 2:	Fitness and Health	Physical and mental health; food, exercise and sleep; oral health; medicines, drugs, alcohol, tobacco and vaping; peer pressure; personal safety; first aid.
Summer 1:	Better Together	Families, friendships and other relationships; kindness; boundaries; assertiveness; conflict; privacy and secrets; safe physical contact; positive and safe communication online; evaluating information.
Summer 2:	All Change!	Transitions; growing independence and responsibility; emotional changes associated with growing up; everyday consent and permission; personal safety; personal hygiene; body image; and financial responsibility. In Year 5, PSHE complements science teaching about puberty and menstruation by addressing emotional changes, self-image and the practical management of periods. In Year 6, the biological aspects of human reproduction, conception, pregnancy and birth are taught through the science curriculum.

Physical Health and Wellbeing

Through PSHE, science, physical education and the wider curriculum, pupils develop the knowledge and skills needed to make informed decisions about their physical health and wellbeing. Age-appropriate teaching covers regular physical activity, healthy eating, sleep and healthy routines, dental and personal hygiene, preventing the spread of infection, medicines, vaccinations and allergies, basic first aid and responding to emergencies, and the risks associated with tobacco, alcohol, drugs and other harmful substances. Pupils also learn about the physical and emotional changes associated with growing up and puberty, and when and how to seek help concerning their health. Content is taught progressively, with clear links made between relevant subjects.

Fundamental British Values

Through PSHE and the wider life of the School, pupils develop an age-appropriate understanding of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with

different faiths and beliefs. Pupils learn how their voices can be heard through discussion, debate, pupil leadership and the School Council; understand why rules and laws exist and the responsibilities that accompany rights; develop the confidence to make informed choices while respecting the rights and safety of others; and learn to value people with different backgrounds, beliefs, families and protected characteristics. Prejudice, discrimination and views that undermine these values are challenged appropriately. These values are reinforced through assemblies, curriculum subjects, pastoral provision, pupil leadership and participation in school and community life.

8. RELATIONSHIPS EDUCATION, PUBERTY AND HUMAN REPRODUCTION

Relationships Education develops the knowledge and skills pupils need to form and sustain positive relationships, behave with kindness and respect, understand boundaries, recognise risks and abuse, and seek help. It does not include detailed teaching about sexual activity, although sensitive safeguarding matters may be addressed in an age-appropriate way.

Through PSHE, pupils learn about relationships, emotions, self-esteem, body image, personal hygiene, privacy, appropriate and inappropriate contact, and how to seek support. The emotional and practical aspects of growing up are taught progressively before pupils are likely to experience these changes.

The biological aspects of human growth and reproduction are taught through the science curriculum. This includes correct anatomical vocabulary, growth from birth to old age, the physical changes associated with puberty, menstruation and, in Year 6, a factual and age-appropriate explanation of human reproduction, conception, pregnancy and birth. Pupils are also given practical information about managing menstruation, supported by sensitive pastoral arrangements and access to period products.

The School does not provide additional primary Sex Education outside the science curriculum. Parents are informed in advance about the content and resources used to teach puberty and human reproduction. Parents do not have the right to withdraw their child from Relationships Education or content taught through the science curriculum. If the School introduces additional primary Sex Education outside science in the future, parents will be consulted and informed of their right to request withdrawal from that provision.

Pupils' questions are answered honestly, factually and using language appropriate to pupils' age and maturity. Staff may defer a question, respond privately or advise that it is best discussed at home when it falls outside the planned primary curriculum. Any question or disclosure indicating a safeguarding concern are referred in accordance with safeguarding procedures.

9. RELATIONSHIPS EDUCATION OUTCOMES

	By the end of Year 6, pupils should know:
Families and people who care for me	• that families are important for children growing up because they can give love, security and stability; • the characteristics of healthy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives; • that the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care; • that stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up; • that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong; and • 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; and • 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.
Caring friendships	• how important friendships are in making us feel happy and secure, and how people choose and make friends; • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships; • that not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it; • the characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties; • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened; • how to manage conflict, and that resorting to violence is never right; and • how to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships	• how to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated; • the importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults; • how to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including

	disappointment and frustration; • pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs; • that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs; • practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships; • the conventions of courtesy and manners; • the importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests; • the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help; • what a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype; and • how to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	• that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure; • how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this; • that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults; • the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online; • online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up; and • that the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe	• what sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc; • the concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe; • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact; • how to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know; • how to recognise when a relationship is harmful or dangerous, including skills for recognising how to trust and who not to trust; • how to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so; and • where to get advice e.g. family, school and/or other sources.

10. HEALTH AND PHYSICAL WELLBEING OUTCOMES

Although the statutory Health Education requirements do not apply directly to independent schools, the following areas form part of the school's comprehensive PSHE provision:

	By the end of Year 6, pupils should know:
General wellbeing	• the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation; • the importance of promoting general wellbeing and physical health; • the range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition; • how to recognise feelings and use varied vocabulary to talk about their own and others' feelings; • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate; • that isolation and loneliness can affect children, and the benefits of seeking support; • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others; • that change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.; • where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online); and • that it is common to experience mental health problems, and early support can help.
Wellbeing online	• that for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet; • pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using

	online connection; • the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing; • how to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online; • why social media, some apps, computer games and online gaming, including gambling sites, are age restricted; • the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive; • how to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them; • that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults; • how to understand the information they find online, including from search engines, and know how information is selected and targeted; • that they have rights in relation to sharing personal data, privacy and consent; and • where and how to report concerns and get support with issues online.
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle; • the importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity; • the risks associated with an inactive lifestyle, including obesity; and • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	• what constitutes a healthy diet (including understanding calories and other nutritional content); • understanding the importance of a healthy relationship with food; • the principles of planning and preparing a range of healthy meals; and • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Health protection and prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body; • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer; • the importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn; • about dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist; • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing; and • the facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety	• about hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks; and • how to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid	• how to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them; and • concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	• Across science, PSHE and pastoral provision, pupils are prepared sensitively and progressively for the changes associated with growing up. Through the science curriculum: • pupils learn about the human lifecycle, growth from birth to old age, the physical changes associated with puberty and the facts about the menstrual cycle; and • pupils learn and use correct anatomical vocabulary, including penis, vulva, vagina, testicles, scrotum and nipples, so that they can communicate clearly about their bodies, health and safety; Through PSHE, pupils learn about privacy, personal boundaries, body image, hygiene, the emotional aspects of growing up and how to seek help: • pupils are helped to understand and express their own boundaries and to recognise appropriate, inappropriate and unsafe contact; and • teaching about menstruation takes place before pupils are likely to experience it and includes practical information about managing periods, accessing menstrual products and seeking support.

11. SAFEGUARDING AND PROTECTIVE BEHAVIOURS

Through PSHE and Relationships Education, pupils are taught how to:

- understand privacy, bodily autonomy and appropriate boundaries;
- recognise emotional, physical and sexual abuse in an age-appropriate way;
- recognise unsafe situations, harmful relationships, grooming, coercion, manipulation and exploitation;
- understand that abuse is never the fault of the child experiencing it;
- identify trusted adults and sources of support;
- report concerns about something experienced or seen online or offline; and
- keep telling trusted adults until they are heard and helped.

Teaching protective content should support rather than alarm pupils and should not normalise harmful behaviour. Where an emerging concern requires teaching beyond the published programme, the School considers age, safeguarding need and pupil context, informs parents in advance where appropriate and makes relevant materials available on request.

12. ONLINE SAFETY

Online safety is embedded throughout both PSHE and Computing. Pupils are taught, at an age-appropriate level:

- respectful online communication and the impact of online behaviour on others;
- how to protect passwords, personal information, images and location data;
- the risks of communicating with people they have not met and of people misrepresenting their identity;

- how to resist pressure to share information or images;
- that circulated content may be copied, altered or impossible to remove fully;
- how to recognise and report harmful contact, content, cyberbullying, abuse and harassment;
- minimum ages for social media, apps and games and the reasons for restrictions;
- risks associated with online gaming, in-game purchases, gambling-like features, scams and fraud;
- how advertising, influencers, algorithms and recommendation systems may target and shape information;
- how to recognise misinformation, disinformation and potentially inaccurate or manipulated AI-generated content;
- how to evaluate search results and online sources critically; and
- how excessive screen use and harmful content can affect physical and mental wellbeing.

13. EQUALITY, DIVERSITY AND INCLUSION

The School promotes equality, dignity and respect and ensures that teaching reflects varied backgrounds, beliefs and family arrangements. No pupil should be stigmatised because of their family circumstances or protected characteristics.

Teaching about human development and reproduction is based on accurate scientific knowledge, including biological sex. Where relevant and age-appropriate, pupils are taught about equality and the protections provided by the Equality Act 2010.

Where questions relating to sex, gender or other potentially contested issues arise, staff distinguish between established facts and law and matters on which there is significant debate. Teaching is objective, sensitive and age-appropriate, does not reinforce stereotypes and promotes respectful discussion.

Bullying, prejudice and discriminatory language are never acceptable.

14. SEND AND ADAPTIVE TEACHING

All pupils should be able access PSHE and Relationships Education. The School recognises that some pupils with SEND may be more vulnerable to bullying, abuse, exploitation, harmful sexual behaviour or unsafe online content. Teaching is adapted without reducing pupils' entitlement to protective knowledge.

Adaptations may include visual support, pre-teaching vocabulary, additional scaffolding, alternative recording methods, smaller-group discussion, repeated learning, concrete examples and additional adult support. Staff work with the Head of Learning Support where appropriate and remain sensitive to individual pupils' developmental levels, communication needs and lived experiences.

15. ASSESSMENT, MONITORING AND ASSESSMENT OF PSHE

Assessment in PSHE focuses on knowledge, understanding, reflection, skills and pupils' ability to apply learning, rather than solely on written outcomes. Evidence may include discussion, participation, reflection, pupil voice, written responses, teacher observation, application in school life and assessment trackers.

Most PSHE learning takes place through discussion, role-play, circle time and debate. Occasionally, it may be appropriate to complete written work and each pupil therefore has a PSHE folder in which to store completed written activities. Monitoring may include lesson visits, planning reviews, book looks, pupil voice, staff discussion, curriculum review and analysis of assessment information. The Head of Pastoral Care and Deputy Head (Academic & Innovation) review provision regularly for effectiveness, relevance, inclusion and compliance.

16. PARENTAL ENGAGEMENT AND ACCESS TO MATERIALS

The School recognises parents as the first educators of their children in matters relating to relationships, health and growing up. The School proactively engages and consults parents when developing or reviewing this policy and considers pupil and parent views when deciding how and when content is taught.

This policy is published on the School website and is available free of charge on request. Parents receive clear information about the planned content and timing of sensitive teaching, including puberty, menstruation and human reproduction taught through the science curriculum, and about any external provider used.

Teaching and curriculum materials used for PSHE and Relationships Education and relevant science teaching are available for parents to view on request. Copyright may affect how materials can be copied or distributed, but it will not be used as a reason to refuse access. Where appropriate, materials may be viewed in school, through a secure parent portal or supplied under reasonable arrangements that protect copyright.

If an emerging safeguarding need leads to a significant departure from the published programme, parents will be informed in advance where appropriate and relevant materials will be available on request.

17. PARENTAL RIGHT TO REQUEST WITHDRAWAL

The School teachers the biological aspects of puberty and human reproduction through its science curriculum. Parents do not have the right to withdraw their child from Relationships Education or from content taught as part of the science curriculum, including puberty and sexual reproduction. The School does not currently provide additional primary Sex Education outside the science

curriculum. If this provision changes, parents will be consulted and informed of their right to request withdrawal from any non-statutory Sex Education content.

18. POLICY REVIEW

This policy will be reviewed annually, or sooner following changes in legislation, statutory guidance, safeguarding needs or school practice. The Governing Body approves the policy. The Head of Pastoral Care and Deputy Head (Academic & Innovation) are responsible for coordinating review and consultation.