



Griffin House Preparatory School

Little Kimble, Aylesbury, Buckinghamshire HP17 0XP

PHYSICAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

Policy reviewed by: Tracey White

Policy approved by: Joanna Leach, Griffin House School Headteacher

Review date: 1.7.25

Submission: 1.7.25

Version: v8.0

Policy actioned from: September 2025

Next review date: 1.7.26 **Reviewer's**

Signature: T White

Approver's Signature:

Please note: 'School' refers to Griffin House school and Chatsworth Schools; 'parents' refers to parents, guardians and carers.

This is a whole school policy, which also applies to the Early Years Foundation Stage.



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Context / Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils.

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

An amendment to the Children and Social Work Act 2017 stated that:

- (a)relationships education to be provided to pupils of compulsory school age receiving primary education at schools in England;
- (b)relationships and sex education to be provided (instead of sex education) to pupils receiving secondary education at schools in England.

The DfE guidance on Relationships, Health and Sex Education for governing bodies became active from September 2020.

We are confident that the Kapow PSHE Curriculum covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, Kapow will provide its schools with materials to ensure all statutory duties are fulfilled.

Griffin House School Vision

Griffin House School is a non-selective, friendly and caring independent school for pupils aged 3-11. We aim to maximise the potential of each pupil by focusing on them as an individual and working closely with parents and all members of the Griffin House community to achieve our aims. At Griffin House, we challenge minds, stimulate imagination and provide enjoyment that maximises the potential of every pupil and empowers them to take full advantage of their life and studies.



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Our school vision is founded on the belief that every child is an individual and with encouragement, hard work and praise can develop their potential to the full and achieve high standards. It is the responsibility of the school to provide a secure and nurturing environment where pupils enjoy learning and grow into confident and happy individuals ready to face the diversity of future challenges and be capable of making informed choices and decisions.

Griffin House School Mission Statement

We believe that at Griffin House Preparatory School every pupil matters, and their learning should be fun, purposeful, and challenging. We are committed to delivering inspirational teaching, encouraging pupils to thrive and achieve as individuals, preparing them for their role as caring and active citizens in the global community.

Griffin House School

Ethos

Griffin House is a nurturing and caring school, sustaining values which encourage children to develop a love of learning and to discover their own strengths in an environment where every person is valued. Griffin House aims to develop skills for life: resilience, integrity, passion and respect for others and the environment, creativity and imagination and a desire to live life to the full.

At Griffin House we aim to create an environment in which children are happy, motivated to achieve and enthusiastic about their learning.

Griffin House School Aims

Griffin House School aims to:

- develop a love of learning by providing an exciting and stimulating education, encouraging all pupils to maximise their potential and to prepare them socially, emotionally, and physically for the next stage in education.
- develop lively and enquiring minds.
- develop spiritual richness and respect for faith, self-confidence, and independence.
- create opportunities for independent thinking, self-expression, and creativity.
- respect self, others, and the environment.
- value honesty, fairness, compassion, and empathy.
- celebrate achievement.
- work closely with parents and all members of the Griffin House community to achieve these aims.



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This policy applies to the whole school (Lower School and Upper School) and to Early Years Foundation Stage.

We will do all that we can to ensure that our children are confident, inquisitive, responsible, kind and independent learners and display the Griffin House School core values of:

- Integrity
- Resilience
- Passion
- Respect

We share these values with Chatsworth Schools.

Intent

At Griffin House School we use Kapow PSHE (Personal, Social and Health Education) and RSE (Relationships and Sex Education) curriculum planning. This scheme aims to give our children the knowledge, skills and attitudes that they need to effectively navigate the complexities of life in the 21st century. The curriculum covers key areas which will support our pupils to make informed choices now and in the future around their health, safety, wellbeing, relationships and financial matters and will support them in becoming confident individuals and active members of society.

The Kapow RSE/PSHE scheme of work covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex-education.

The Kapow scheme covers wider PSHE learning, in line with the requirement of the National Curriculum (2014) that schools “should make provision for personal, social, health and economic education (PSHE)”. The scheme also promotes the four fundamental British values, which reflect life in modern Britain; democracy; rule of law; respect and tolerance and individual liberty.

The Kapow scheme does not specifically cover gender identity, as this is not part of the National Curriculum, although identity is a theme that runs through all year groups and units in a more general way.



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Quality PSHE and RSE teaching is an important element in helping schools to carry out their duty of care with regards to safeguarding. The DfE's statutory 'Keeping Children Safe in Education (Sep 2020)' guidance states that 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. In response to the child-on-child abuse updates to Section 5 of Keeping Children Safe in Education (DfE, 2022), the Kapow curriculum introduces and revisits ideas of personal boundaries, consent and communicating our boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future.

Implementation

The Kapow Primary scheme is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, Social and Emotional Development Prime Areas) and five areas of learning across Key Stages 1 and 2:

EYFS:

Self-Regulation
Building Relationships
Managing Self

Key Stage 1 and 2:

Families and relationships
Health and wellbeing
Safety and the changing body
Citizenship
Economic wellbeing

Each area is revisited to allow children to build upon their prior learning. The lessons also provide a progressive programme.

The lessons are based upon the statutory requirements for Relationships and Health Education, but Kapow's lessons also go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of study which is recommended by the DfE.

Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our curriculum plans.



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The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

A range of teaching and learning activities are used and are based upon good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules before the lesson. These lessons are then referred to throughout the year to establish a safe environment for learning. All lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in.

There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages throughout the age ranges including how and where to access help.

The role of parents and carers is recognised, and guidance is provided to support our families in including them in their children's learning.

In addition to the lessons, there is a suite of eight Q&A videos for teachers, featuring experts from various fields, covering the key areas; Families, Friendships, Healthy and safe relationships, Digital safety and the changing adolescent body.

Impact

Each lesson within our curriculum features assessment guidance, helping teachers to identify whether pupils have met, exceeded or failed to meet the desired learning intentions for that lesson.

Each unit of lessons comes with an Assessment quiz and knowledge catcher. The quiz can be used at the start and end of the unit to measure progress and identify any gaps in learning. The knowledge catchers list some of the lesson titles in mind-map or table format and can be used at the start of a unit to see what the children already know and to inform planning, and



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then pupils can revisit the same version of the Knowledge catcher at the end of the unit to add what else they now know, further demonstrating their progression in learning.

Once our curriculum scheme has been taught, children will have met the objectives set out within the Relationships and Health Education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed.

Fundamental British Values

Griffin House School believes in equal opportunities for all. A fully rounded education will equip our pupils properly for the challenges of Twenty First Century life. We acknowledge the expectation that the key British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, will be routinely emphasised as part of school life, both inside and outside the classroom. It is the expectation that all our pupils will leave the school prepared to serve the community positively, fully imbued with a balanced view of society and its differences. This encompasses the UNCRCs rights for the child.

The British Values

The Kapow Primary Curriculum provides opportunities for pupils to develop spiritually, morally, socially and culturally, as well as develop their understanding and respect for the fundamental British values.

The British values we cover through our wider school curriculum activities are:

Democracy

Pupils, parents, and staff should have the right to have their voices heard. This is seen through:

Children nominating their school council representatives

Children nominating, after watching a presentation, positions of responsibility (Head boy/girl, House captains, Sports and music captains, Librarians, wellbeing ambassadors)

Parent representatives are invited in to talk to Mrs Leach half-termly



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The rule of law

Children are taught in PSHE lessons the reasons behind rules and laws. These values are also shown through:

Topic lessons, assemblies, classroom rules and the classroom charter, our School Behaviour plan, and guest speakers to the school.

Individual liberty

Here we promote the freedom of choice and the right to respectfully express views and beliefs in a safe environment during PSHE lessons and whole school assemblies.

We teach the children in PSHE that they have rights and personal freedoms and are taught how to exercise these safely.

Mutual respect and tolerance of those of different faiths or beliefs

Students are taught to show empathy and understanding of people from different backgrounds. We give pupils regular opportunities to learn about different cultures and beliefs to reinforce messages of tolerance and respect. This will allow them to understand and respect values that differ from their own. This is shown in PSHE lessons and also through:

Our Religious studies programme which embraces a variety of religions taught in our school and across the Country.

Days/sessions of our pupils' religions / Cultural Diversity week.

Protected Characteristics

Schools are required to teach pupils to show respect for those who share the protected characteristics. The Kapow RSE and PSHE lessons help schools to achieve this aim. At Griffin House School, the curriculum has been planned and delivered so that children develop age-appropriate knowledge and understanding during their time at the school. Children will have an age-appropriate awareness of the protected characteristics, which will be delivered through lessons, assemblies and initiatives.



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Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017 and make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019, updated 15 July 2025

Here, at Griffin House School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral Curriculum, we use the Kapow Curriculum, as our chosen teaching and learning programme and tailor it to children’s needs. The Curriculum document shows how Kapow and therefore our school, meets the statutory Relationships and Health Education requirements.



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Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Griffin House School, we believe children should understand the facts about human reproduction before they leave primary school.

We define Sex Education as understanding human reproduction.

We intend to teach this as part of our PSHE curriculum and therefore parents have the right to withdraw their child.

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education"

DfE Guidance p.17

Parents cannot withdraw their child from statutory Science, Health Education or Relationships Education. The National Science Curriculum in all maintained schools contains content on human development, including; anatomy, puberty, biological aspects of sexual reproduction and use of hormones to control and promote fertility. The 'changing adolescent body' and 'puberty education' is part of the statutory Health Education curriculum and is mandatory for all pupils. We teach the correct scientific names of all body parts from year 1. Introducing the scientific names of genitalia is recommended by the NSPCC, the PSHE Association and is recognised good practice, supporting the safeguarding of pupils.

Parents can request to withdraw their child from Sex Education within Relationships Education lessons (i.e. within a PSHE session), but not Sex Education within Science lessons. If you do not want your child to take part in some or all of the lessons on Sex Education provided separate to Science, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.



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Parents/carers wishing to exercise the right to withdraw their child can only do so via a written letter to the Head.

This is only relevant to 1 full lesson and part of another lesson in Year 6 lessons. The date and times of these lessons will be shared with parents in advance.

All relationship and health education lessons are statutory.

Statutory guidance

Relationships and sex education (RSE) and health education

The first update to the Relationships Education, Relationships and Sex Education and Health Education (RSHE) guidance 2019 was published in July 2025. The Department made a commitment to review the accompanying statutory guidance three years from first teaching and every three years subsequently.

The review of the guidance was announced in May 2023 by the previous government. As part of the review process the Department for Education sought initial suggestions for any changes or amendments from stakeholders. Under the previous government an independent panel was convened, with the aim of considering how age limits could be applied to certain subjects. Further to this, a new draft of the statutory guidance was published for consultation, seeking the public's views on the changes made. The consultation ran for 8 weeks, from 16 May 2024 to the 11 July 2024 and was open for any member of the public to complete.

The revised guidance is statutory (issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996, which means that schools must have regard to it and will come into force from 1 September 2026. This means that schools have until that date to revise their curriculums and policies, in line with the amended guidance, and consult parents beforehand. We have, therefore published the final version of the guidance alongside this response –

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

so that schools have sufficient time to do this.

The existing statutory guidance (Relationships Education, Relationships and Sex



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Education and Health Education 2019 guidance) will remain in force until 31 August 2026, although we encourage schools to implement the new and amended RSHE content ahead of the implementation deadline if they can.

How we teach the Kapow Curriculum

At Griffin House School we allocate at least one lesson to PSHE each week to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These lessons are reinforced and enhanced in many ways including assemblies, through Head Teacher's Awards and certificates and through our positive behaviour plan.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Griffin House School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

PSHE Equality and Modern British Values

As part of the community, Griffin House School fully recognises its responsibility to serve the interests of all. We are part of a multi-cultured society with many religious interests being served.



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We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by looking at a broad range of topics that foster understanding, factual knowledge and empathy. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children, and those with English as a second language, to ensure that all can fully access PSHE education provision. We promote diversity and inclusion and will use PSHE education as a way to address diversity issues and to ensure equality for all by breaking down stereotypes and promoting understanding of the Equality Act 2010.

The teaching of PSHE will take into account the needs of SEND pupils and staff will scaffold accordingly. All pupils will be stretched, and all students will be set targets that enrich their abilities and allow them to reach above and beyond.

It is the school's intention to ensure that the diverse groups and individuals attending are given a balanced education in every sense.

The fundamental modern British values are stipulated as being democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. We aim to promote these principles through the PSHE curriculum, to enable pupils to develop their self-knowledge, self-esteem and self-confidence. Pupils are taught to distinguish right from wrong and to respect the civil and criminal law of England. They are also encouraged to accept responsibility for their behaviour through our Griffin House behaviour system, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality and beyond.

This Policy is informed by our Safeguarding and Child Protection Policies and by any emerging risks that may affect our pupils.

Staff involved with the delivery of PSHE lessons will be offered training through our Continuous Professional Development programme to develop their teaching methods and understanding of various topics.

How will PSHE work be kept?

Each student will have a book which will remain in their classroom. This should be used to complete any work and place information leaflets/research findings in.

When a topic is "reflected"/reviewed/completed by students, this reflection will be recorded in their books.



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How do we assess PSHE?

We need to assess that the knowledge, attitudes, values and personal development of our students are strengthened in our PSHE lessons.

We ask the following questions:

- Do our students fully understand the issues they are being taught?
- Do they have personal values and beliefs of their own whilst remaining considerate and tolerant about those of others?
- Do they stand by their principles and assert their points of view effectively and sensitively?
- Do they demonstrate the ability to listen to others, present an argument with purpose and integrity and resolve differences sensibly, remaining resilient?
- Do they use relevant knowledge and understanding to create a point of view?
- Do they make appropriate choices based on good knowledge?
- Do they work well with their peers and others in a range of different situations and develop good inter-personal skills?
-

Assessment of PSHE should aim to help pupils take responsibility of improving their own learning and performance and be informed by best practice.

- Work will consist of written tasks, discussion tasks, presentations, videos, photos, etc.
- Pupils' work is marked, as and when appropriate in line with our marking policy, and placed in their books for evidence of effort/thinking skills/group work etc.

We can use any evidence we have collected about students in PSHE lessons to indicate progress to parents through reports of a pupil's ability to:

1. Take responsibility
2. Contribute to school life
3. Demonstrate an awareness of a topical issue

We evaluate our PSHE programme regularly to encourage personal reflection amongst staff and students.

Each unit of work has a built-in assessment task. This task is the formal opportunity for teacher assessment but also offers children the chance to assess their own learning.

Monitoring and evaluation



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The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted based on:

- Pupil and teacher evaluation of the content and learning processes.
- Staff meetings to review and share experience.

How is PSHE included in Griffin House School?

Griffin House School has many initiatives, assemblies and trips that build on the children's PSHE experiences. To ensure these core values are not only taught, but experienced we provide opportunities through:

- Celebration Assemblies weekly, in all topics and a Head Teacher award for showing the Griffin House values
- Cultural assemblies like Chinese New Year, Black History Week etc.
- Visiting the local elderly residents and crafting with them or singing to them
- Trip to the pantomime (Year 3 – 6)
- Nativity performances (pre-school, Pre-school and Reception)
- Children's mental health week
- Internet safety day
- Book week
- Whole school production
- Children's termly targets, reminders of the school values.
- Display in the hall of the Griffin House values

Equally, through Friends of Griffin House (FOGH) initiatives like:

- The colour run
- Santa's Grotto
- MacMillan coffee morning

Additionally, within the day, children are given these responsibilities:

KS1 – position of responsibility, e.g.

- Line leader
- classroom monitor
- playground monitor
- School council
- Eco warriors



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KS2 – position of responsibility, e.g.

- playground buddies
- Head boy/girl
- Deputy Head boy/girl
- House captains
- Sports captains
- Music captains
- Librarians
- Wellbeing ambassadors
- Eco warriors
- School Council

The Learning Environment

Establishing a safe, open, and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every lesson. These include the aspects below:

- We take turns to speak.
- We use kind and positive words.
- We listen to each other.
- We have the right to pass.
- We only use names when giving compliments or when being positive.
- We respect each other's privacy (confidentiality)

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social, or personal impact or deal with values and beliefs include: family, lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.



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Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views.

Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSHE-related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias using Kapow. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned.

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions, and offer support. In Kapow lessons that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the Kapow PSHE Curriculum.

Links to other policies and curriculum areas

We recognise the clear link between the Kapow Curriculum and the following policies, and staff are aware of the need to refer to these policies when appropriate.



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- Science curriculum
- Curriculum Policy
- Equal Opportunities Policy
- Child Protection and Safeguarding Policy

Training and support for staff

All staff benefit from PSHE training to enhance their PSHE delivery skills.

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding.

PSHE issues is incorporated in our staff INSET programme.

Dissemination

Copies of this policy are available from the school office on request from parents/carers.

Confidentiality and Child Protection/Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named DSL who takes action as laid down in the Safeguarding and Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Kapow documents needed to explain this policy:

https://www.kapowprimary.com/featured_documents/rse-and-pshe-curriculum-guide-for-parents-and-carers/

<https://www.kapowprimary.com/wp-content/uploads/2021/05/RSE-Presentation-for-Parents.pdf>

https://www.kapowprimary.com/featured_documents/rse-parent-guidance-breakdown-by-year-group/

<https://www.kapowprimary.com/subject-toolkits/rse-parents-guide/>



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Policy Review

The policy is reviewed on an annual basis. Parents and carers have the right to see sample materials used within the teaching of RHSE and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area.

Date	Position	Name of Reviewer	Signed	Date of next review
July 2025	Deputy Head and Mental Health Lead	Tracey White		July 2026
July 2025	Headteacher	Joanna Leach		July 2026



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