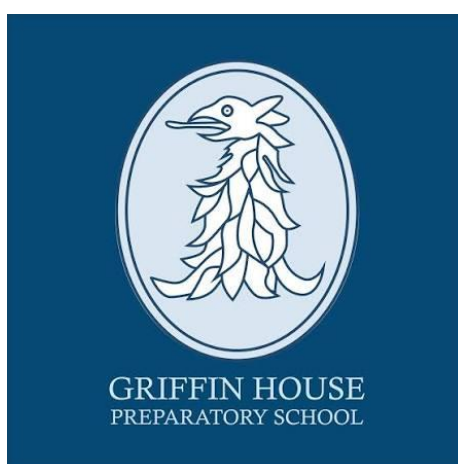


Personal, social, health and economic (PSHE) education policy

Griffin House School



Approved by:	Joanna Leach, Griffin House School Headteacher	Date: 1.7.26
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9.0	1.7.26	Annual Review, updated to include new guidance on RSE Curriculum	Tracey White

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1. Aims

What is PSHE & RSE?

RSE stands for Relationships and Sex Education. PSHE stands for Personal, Social, Health and Economic education and often includes Citizenship. This area of learning may be referred to by different names in schools, such as RSHE, PSHCE, Life skills, Personal development or Circle time.

Together, RSE & PSHE support pupils to understand themselves, their relationships with others and the world around them. Through this learning, pupils develop the knowledge and skills needed to build healthy relationships, care for physical and mental wellbeing, understand their role in society and stay safe in a range of situations, including online.

The aims of this area of learning in our school are to help pupils:

- › Gain the knowledge and skills necessary to make safe and informed decisions
- › Understand how to stay healthy and active
- › Positively contribute to school life and life in the wider community
- › Develop an understanding of democracy and how to voice their views

Under section 78 of the [Education Act 2002](#) and the [Academies Act 2010](#), a PSHE curriculum forms part of a balanced and broadly-based education that:

- **Promotes development:** It supports the spiritual, moral, cultural, mental, and physical development of pupils at the school and of wider society.
- **Prepares for later life:** It equips pupils for the opportunities, responsibilities, and experiences they will face as adults.
- › RSE & PSHE is the subject that most directly supports pupils' personal development. As a result, a wide range of statutory and non-statutory guidance informs best practices.

› Statutory guidance

- [Relationships and sex education \(RSE\) and health education statutory guidance](#).
- [The Equality Act 2010](#), including duties relating to protected characteristics.
- [Keeping children safe in education](#).
- [Working together to Safeguard Children](#)

› Non-statutory guidance and frameworks

- [Teaching online safety in schools](#).
- [Promoting fundamental British values through SMSC](#).
- [Citizenship programmes of study: Key stages 1 and 2](#) (non-statutory).

Together, these documents outline the expectations for helping pupils stay safe, understand themselves and others, develop healthy relationships and become responsible members of their school and wider community.

We use Kapow Primary's scheme of work which ensures that statutory RSE & PSHE content is taught in full, supporting the wider work schools do across the curriculum to develop pupils' personal development. It also takes into account the statutory and non-statutory guidance outlined above, with mapping documents provided to show how this guidance is covered across the scheme.

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, the school will review and update curriculum provision as necessary to ensure statutory requirements continue to be met.

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. 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. Our PSHE curriculum is rooted in our ethos and values of our school.

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:

Provide a vibrant, broad and balanced experience/curriculum that allows all children to learn, enjoy and excel mentally, spiritually and academically.

Provide individualised learning through caring, child focused teaching, ensuring all of our children reach their true academic potential.

Equip our children with the attitudes, skills and values which will allow them to flourish and take a positive role in their own futures.

Provide a happy, safe and nurturing environment for children where they feel secure and valued.

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.

By the end of primary school pupils will know:

how to build positive friendships;
the characteristics of healthy family relationships;
how to respect others;
the importance of personal boundaries;
how to seek help and report concerns;
how to stay safe online and offline.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it that we are required to teach.

- › We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- › Griffin House School follows the Department for Education Health Education guidance and incorporates this content through its PSHE curriculum. As an independent school, the school fulfils its obligations through the Independent School Standards Regulations and provision of a comprehensive PSHE programme.
- › Pupils are expected to learn personal, social and emotional development (PSED) under the [Early Years Foundation Stage \(EYFS\) statutory framework](#)

Griffin House School has reviewed its curriculum and policy in line with the Department for Education's revised Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (July 2025), which becomes statutory from 1 September 2026.

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026.pdf

As an independent school, Griffin House School also ensures compliance with the Independent School Standards Regulations (ISSRs) relating to pupils' personal development, welfare and preparation for life in modern Britain.

3. Content and delivery

3.1 What we teach

We are required to teach Relationships Education and provide a comprehensive PSHE programme. Griffin House School follows the Department for Education Health Education guidance and incorporates this content within its PSHE Curriculum:

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026.pdf

The new guidance lists some important clarifications and expectations:

Greater transparency with parents

Schools must be open with families about what is being taught and when. From September 2026:

Parents should be able to view any RSE materials used in class.

RSE policies should clearly explain how parents can access resources.

Clearer boundaries for primary content

The guidance emphasises teaching children how to:

Set and respect personal boundaries.

Recognise unsafe online or offline relationships.

Seek help when something feels wrong.

Specific vocabulary and puberty guidance

Teachers have explicit direction on terminology:

Pupils should learn the correct names for body parts (including penis, vulva, vagina, testicles, nipples, scrotum).

These terms should be taught within the context of privacy, boundaries and respect.

Menstruation should be introduced before pupils are likely to experience it – the guidance suggests starting from Year 4 – and teachers are encouraged to use clear, accessible language such as “period pads” and “menstrual products” instead of outdated terms.

Online safety in today’s context

Since the 2019 guidance, the online world has changed a lot, and the new guidance ensures that teaching keeps up with it. Updates include:

Age limits for social media

Risk around image-sharing and online pressure

Privacy and location settings

Online gaming safety

Critical thinking about online wellbeing

Personal safety and first aid

New content has been added to help children recognise and manage risk, including:

Rail and water safety

Peer influence and pressure

Updated first aid guidance – with an emphasis on reporting incidents rather than filming them

Families and representations

As before in the 2019 guidance, teaching should reflect the diversity of family life – from same-sex parents to kinship carers – so that all children feel recognised and respected. This means careful consideration in the use of content (images, videos, stories) to respect and represent diverse families.

The curriculum supports pupils' emotional wellbeing through teaching about self-esteem, resilience, emotional literacy, managing feelings and seeking support when needed. Age-appropriate teaching about bereavement, grief and loss forms part of the curriculum and recognises the diverse experiences of pupils and families.

Kapow RSE & PSHE is a carefully sequenced curriculum from EYFS to Year 6. It follows a spiral curriculum model, where key concepts are revisited and deepened over time, ensuring learning is age-appropriate, meaningful and secure. Lessons across Years 1 to 6 are organised into nine key areas:

- My healthy self
- Connecting with others
- The online world
- Staying safe
- Health protection
- Growing up
- Citizenship (currently delivered as part of our wider PSHE curriculum)
- Sex education (non-statutory)
- First aid (non-statutory)

Please see the curriculum map/below for more details about what we teach in each year/Key Stage.

[Curriculum Overview](#)

Curriculum overviews and information about RSHE content are available to parents through the school website and on request from the school.

Intent

At Griffin House School we use Kapow PSHE (Personal, Social and Health Education) and RSE (Relationships and Sex Education) curriculum planning. The Kapow Primary [RSE & PSHE](#) scheme covers the full breadth of learning pupils need to stay healthy, safe and prepared for life. This includes:

- Personal.
- Social.
- Health.
- Economic.
- Relationships.
- Citizenship.
- Sex education (optional).

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 correct scientific terminology for body parts, including genitalia, will be taught in an age-appropriate way to support children's understanding, health education and safeguarding.

The curriculum has been reviewed to ensure coverage of new statutory content from September 2026, including personal safety, online safety, bereavement and loss, media literacy, scams and fraud awareness, and the use of accurate anatomical vocabulary. All RSHE content is taught in a manner that is age-appropriate, developmentally appropriate and sensitive to the background, maturity and individual needs of pupils.

Personal safety education includes:

recognising unsafe situations;
road, rail and water safety;
fire safety;
seeking help from trusted adults;
responding appropriately in emergencies.

Online safety education includes:

responsible use of technology;
social media age restrictions;
privacy and location settings;
image sharing;
scams and online fraud;
digital footprints;
critical evaluation of online content and information.

3.2 How we teach it

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.

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

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

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 to talk to Mrs. Leach half-termly

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 appropriate awareness of the protected characteristics, which will be delivered through lessons, assemblies and initiatives.

Griffin House School teaches about relationships, families and protected characteristics in a factual, age-appropriate and inclusive manner. Teaching reflects the requirements of the Equality Act 2010 and promotes respect, dignity and equality for all. Pupils are encouraged to understand that families and individuals may hold a range of beliefs and values whilst demonstrating mutual respect towards others.

Sex Education

The Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2025) recommends that primary schools have an age-appropriate sex education programme.

However, Sex Education is not compulsory in primary schools. 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. Parents have the right to request withdrawal from any non-statutory sex education lessons, in accordance with Department for Education guidance.

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

Parents have the right to request withdrawal from any non-statutory primary sex education delivered beyond the National Curriculum for Science.

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 may request withdrawal from any non-statutory primary sex education that is additional to the National Curriculum for Science. Parents may not withdraw children from Relationships Education, Health Education or the Science curriculum. 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.

Parents/carers wishing to exercise the right to withdraw their child can only do so via a written letter to the Head. Within the RSE & PSHE curriculum for September 2026, Sex education is covered in the optional Year 6 unit 'How do people become parents and carers?'.

This unit contains six lessons:

Which words can we use to describe our private body parts?

How are babies made?

What happens in pregnancy and how are babies born?

How are families formed?

How does life change after having a baby?

What is consent?

The whole Year 6 Sex education unit is non-statutory, and we intend to teach this as part of our PSHE curriculum. Parents and carers may also request to withdraw their child from this optional unit.

Other Relationships Education and Health Education content within the scheme is statutory and the right to withdraw does not apply to this, or to relevant content taught as part of the Science National Curriculum. All relationship and health education lessons are statutory.

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.

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.

Confidentiality and Child Protection/Safeguarding Issues

Any safeguarding concern or disclosure made during RSHE or PSHE lessons will be managed in accordance with the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education. The Designated Safeguarding Lead (DSL) is Tracey White, and concerns will be referred in accordance with the Safeguarding and Child Protection Policy. Staff cannot offer absolute confidentiality, and pupils will be reminded that information may need to be shared if there are concerns about their safety or the safety of another person.

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:

Curriculum Overview

PSHE and RSHE are delivered by class teachers through the Kapow Primary scheme of work, supported where appropriate by assemblies, enrichment activities, visitors and external agencies whose contributions are consistent with the school's values and safeguarding procedures.

Where external visitors contribute to RSHE or PSHE provision, they will be appropriately vetted. All external resources and visitors will be reviewed to ensure they are factually accurate, age-appropriate, balanced and consistent with the school's values and statutory obligations. Class teachers remain responsible for planning, delivery and safeguarding throughout the session and all content will be consistent with the school's values and statutory requirements.

Teaching is inclusive and adapted to meet the needs of all pupils, including those with special educational needs and disabilities (SEND), ensuring that every child can access the curriculum at an age-appropriate level.

Teachers create a safe and respectful learning environment in which sensitive or controversial issues can be explored objectively and in line with statutory guidance, without promoting personal beliefs or opinions.

Staff receive training and support through the school's professional development programme and are encouraged to raise any concerns regarding curriculum content or delivery with the PSHE Lead or Headteacher.

A range of teaching methods, including discussion, role play, scenario-based learning, reflection activities and practical tasks, are used to engage pupils, with learning assessed through observations, class discussions, knowledge catchers, quizzes and assessment activities within each unit.

Progress is shared with parents through annual reports, parents' evenings and ongoing communication where appropriate.

In the Early Years Foundation Stage, PSHE learning supports the Personal, Social and Emotional Development (PSED) Early Learning Goals and is delivered through both planned activities and continuous provision.

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

- › 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 the 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.

3.3. Policy Development and Parent Consultation

This policy has been developed through consultation with staff, pupils, parents and governors. The school carried out a parent consultation (Online Survey) and information session during Summer 2026 prior to implementation of the revised statutory guidance. The policy is reviewed annually, and any significant changes are subject to further consultation.

4. Roles and responsibilities

4.1 The governing board

The governing board will hold the headteacher to account for its implementation.

The Headteacher, supported by the PSHE Lead Tracey White, is responsible for implementation of this policy. The Proprietor and Governing Body monitor compliance through regular review and reporting.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- › Delivering PSHE in a sensitive way
- › Modelling positive attitudes to PSHE
- › Monitoring progress
- › Responding to the needs of individual 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.

› 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 are incorporated in our staff INSET programme.

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Inclusion and SEND

All pupils will access the RSHE curriculum. Teaching will be adapted where appropriate to meet the needs of pupils with SEND. Staff will use a range of strategies, resources and scaffolds to ensure learning is accessible and meaningful whilst maintaining high expectations for all pupils.

5. Monitoring arrangements

The delivery of PSHE is monitored by the PSHE Lead Tracey White.

Monitoring will include:

Lesson observations and learning walks

Pupil voice activities

Book scrutinies

Curriculum planning reviews

Staff discussions

Assessment information

Parent feedback where appropriate

This policy is reviewed annually by the PSHE Lead Tracey White and approved by the Headteacher on behalf of the Proprietor. The Governing Body monitors implementation through regular review and reporting

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.

In addition, each class has a floor book which contains evidence of whole class discussions and collaborative work during PSHE lessons.

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

Monitoring and Evaluation

The PSHE Lead Tracey White 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.

Parent Consultation and Transparency

Parents have the right to view all RSHE teaching materials on request. Information about curriculum content will be made available through the school website, consultation events and direct communication with parents.

In line with the statutory guidance, parents will be able to view teaching materials and resources used within the RSHE curriculum on request. Information about curriculum content, sequencing and resources is available through the school website and consultation opportunities. Any concerns regarding RSHE provision should initially be discussed with the PSHE Lead or Headteacher. If concerns remain unresolved, parents may follow the school's Complaints Policy.

Curriculum Mapping

A detailed curriculum overview showing progression from EYFS to Year 6 is published on the school website and reviewed annually.

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.

6. Links with other policies

This policy should be read alongside:

RSHE Policy

Safeguarding and Child Protection Policy

Behaviour Policy

Equality Policy

SEND Policy

Online Safety Policy

Curriculum Policy

EYFS Policy

The policy supports compliance with:

The Independent School Standards Regulations (ISSRs), particularly standards relating to pupils' personal development, physical and mental wellbeing, safeguarding and preparation for life in British society.

Dissemination

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

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 RSHE 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.

Kapow documents needed to explain this policy:

[Curriculum Overview](#)