



*The Vanguard Learning Trust is a group of local primary and secondary schools in Hillingdon. We strive to be a Trust that serves its local community and is pioneering in its approach to broadening our students' lives. We believe in effective teaching which allows our students to shine both in and out of the classroom and that intellectual curiosity is at the core of every learning experience. Whilst schools in the Trust have their own ethos and values, they share the common aspiration that all students can achieve their potential and life is a journey of discovery.*

## **Personal, social, health and economic education (PSHE) policy, incorporating relationships and sex education (RSE)**

**Part A: Trust-wide**

**Part B: Hermitage Primary School**

**Spring term 2026**

## Contents

<b>Part A: Trust-wide</b>	<b>3</b>
1. Aims	3
2. Statutory requirements	3
3. Policy development	4
4. Definitions	4
5. Curriculum	5
6. Delivery of curriculum	5
7. Use of external organisations and materials	7
8. Roles and responsibilities	7
9. Safeguarding	8
10. Parents'/carers' right to withdraw	9
11. Training	9
12. Monitoring arrangements	9
Appendix A: Statutory elements of relationships and sex education (RSE)	11
Appendix B: Parent/carers form: withdrawal from sex education within RSE	15
<b>Part B: Hermitage Primary School</b>	<b>16</b>
1. Introduction, intent and scope	16
2. A safe and supportive learning environment	16
3. Equality and inclusion	16
4. Roles and responsibilities	17
5. Curriculum	17
6. Delivery of PSHE/RSE at Hermitage Primary School	17
7. Safeguarding and confidentiality	18
8. Monitoring	18
9. Sources of support and advice	18
Appendix: Personal, social, health and economic education curriculum overview	19

## Part A: Trust-wide

### 1. Aims

Vanguard Learning Trust's personal, social, health and economic (PSHE) education policy reflects and upholds the collective core values of equity, aspiration and collaboration. The Trust is committed to providing all students with access to a broad, inclusive, accurate and age-appropriate PSHE curriculum, which includes statutory relationships and sex education (RSE), and promotes the wider personal development of every learner. The Trust's approach to PSHE/RSE enables students to explore and understand a wide range of topics including physical and mental health, wellbeing, relationships, families, personal safety (including online), digital literacy, financial awareness and preparation for adult life. Through this policy, the Trust aims to ensure that all students, regardless of background, need or ability, are equipped with the knowledge, skills and attitudes to navigate their lives safely, responsibly and successfully, now and in the future. This includes helping students to:

- engage in sensitive discussions in a safe, respectful and age-appropriate environment;
- develop self-respect, confidence, resilience and empathy;
- prepare for puberty and adolescence, with an understanding of human development, health, hygiene and consent;
- create a positive, inclusive culture around relationships, gender, sexuality, identity and domestic abuse awareness;
- develop the correct vocabulary to describe emotions, bodies and relationships;
- make informed, safe and healthy choices in all areas of life, including online;
- recognise and respond to risks, unhealthy relationships, coercion and abuse, and seek help when needed;
- critically evaluate information, misinformation, disinformation and conspiracy theories, particularly online;
- foster economic and financial awareness, and understanding of rights, responsibilities and the wider world; and
- promote aspiration and personal agency, enabling students to understand and shape their future choices and opportunities.

### 2. Statutory requirements

While PSHE education is non-statutory, elements are required by law. Vanguard Learning Trust is committed to meeting all relevant legal and statutory obligations across its primary and secondary academies. In accordance with the Children and Social Work Act 2017:

- All primary academies in the Trust must provide relationships education to all students.
- All secondary academies in the Trust must provide relationships and sex education (RSE) to all students.
- All academies (primary and secondary) must provide health education.

The Trust also complies with:

- Education Act 1996 (Sections 403, 406, 407);
- Equality Act 2010 and the Public Sector Equality Duty;
- Keeping children safe in education 2024 (KCSIE);

Although academies do not have to follow the National Curriculum, Vanguard Learning Trust is expected to provide students with a curriculum comparable in breadth and ambition. This includes teaching statutory science content, which covers elements of sex education at primary level. The Trust is also required, under its funding agreements, to have regard to guidance issued by the Secretary of State. This includes the most recent version of the Department for Education's statutory guidance '*Relationships education, relationships and sex education (RSE) and health education*' (updated 2021, [click here](#)). In addition, the Trust will comply with its legal duties under:

- Sections 406 and 407 of the Education Act 1996, relating to the political impartiality of the curriculum
- Section 403 of the Education Act 1996, relating to sex education
- The Equality Act 2010, including:
  - Part 6, Chapter 1, covering education provisions

- The Public Sector Equality Duty (section 149), which requires public bodies to:
  - Eliminate discrimination, harassment and victimisation
  - Advance equality of opportunity
  - Foster good relations between people with different characteristics
- Prevent Duty guidance

The Trust's approach to PSHE, including RSE, ensures that statutory content is delivered sensitively, inclusively, and in a way that fosters respect for all.

### 3. Policy development

This policy has been developed through a process of collaborative consultation across the Vanguard Learning Trust. The Trust recognises the importance of engaging a range of stakeholders, ie. staff, students, parents/carers and governors, in shaping a curriculum and policy that is inclusive, relevant and reflective of the needs of our diverse school communities. The consultation and policy development process included the following steps:

1. **Review:** The designated lead for PSHE/RSE education in each school reviewed existing practice and collated relevant information, including statutory guidance, local authority priorities and Trust-wide curriculum intentions.
2. **Staff consultation:** Staff from all Trust schools were invited to review a draft of the policy and provide feedback. This ensured that the policy aligns with classroom practice and addresses the pastoral needs of students.
3. **Parent/carer and stakeholder engagement:** Parents/carers and other interested stakeholders were given opportunities to engage with the development of the policy, via consultation meetings, surveys, or digital feedback mechanisms, at school level.
4. **Student voice:** Schools gathered the views of students through age-appropriate methods such as focus groups or questionnaires to ensure the curriculum is meaningful, inclusive and responsive to student needs.
5. **Ratification by the Board of Trustees and local governing bodies:** Following review and amendment, the policy was approved, ensuring that it accurately reflects both Trust-wide expectations and school-level context.

This consultation process is ongoing. Stakeholders will be revisited periodically, especially in response to new statutory guidance or national policy changes, to ensure the policy remains up to date and reflective of evolving needs and expectations. Emerging topics such as misinformation, online safety, domestic abuse awareness and LGBTQ+ inclusivity will be periodically reviewed and integrated as needed. This policy will be reviewed on an annual basis: Part A will be reviewed by the Trust's personal development lead and Part B will be reviewed by the school's lead for PSHE/RSE. Amendments will be made where necessary to keep the policy current and effective.

### 4. Definitions

- **Personal, social, health and economic education (PSHE)** is the umbrella under which relationships and sex education (RSE) is delivered. PSHE supports the development of students' knowledge, skills and attributes to manage their lives, both now and in the future. It covers a wide range of issues related to health and wellbeing, relationships and living in the wider world, including financial education and preparation for adulthood.
- **Relationships and sex education (RSE)** is defined by the Trust as the emotional, social and cultural development of students, which includes learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves both the sharing of information and the exploration of values, attitudes and beliefs. RSE is not about the promotion of sexual activity.
- **Sex education**, as a distinct aspect of RSE, refers to learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes teaching about conception and contraception, safer sex, sexually transmitted infections and sexual health. Sex education also involves helping students understand consent, boundaries and the responsibilities and consequences associated with intimate relationships.
- **Health education**, which is also statutory, includes teaching about physical health, mental wellbeing, puberty, personal hygiene, healthy eating, drugs and alcohol and basic first aid. It supports students

to develop the resilience and knowledge they need to make positive choices for their physical and mental health.

- **Economic education** introduces students to themes such as money and budgeting, saving, financial choices, enterprise and the world of work. It supports young people in developing the awareness and confidence needed to navigate life beyond school.
- **Digital literacy** refers to the skills that children and young people need to critically evaluate information online, identify misinformation and disinformation, and understand risks including online radicalisation and conspiratorial content. Through PSHE, students are supported to develop resilience to extremist narratives, build critical thinking skills and understand how to seek help or report concerns. This contributes to the Trust's responsibilities under the Prevent duty by promoting safe online behaviours, respectful dialogue and awareness of how individuals may be drawn into harmful or extremist ideologies.

## 5. Curriculum

The Trust is responsible for ensuring that all schools deliver a statutory relationships and sex education (RSE) curriculum. This statutory content applies to all primary and secondary academies and is set out in **Appendix A** of this policy. Trust schools are required to deliver this content in full. Beyond RSE lessons, schools also provide a broader programme of personal, social, health and economic (PSHE) education. PSHE is a non-statutory subject, though it incorporates statutory health education and reflects the Trust's commitment to supporting students' wider personal development and preparation for adult life. Each school in the Trust designs its own PSHE curriculum to meet the needs of its community, taking into account local context, student voice and national guidance. These curriculum maps, including content, sequencing and delivery models, can be found in **Part B** of this policy, alongside information about lesson timetabling and enrichment opportunities. All curriculum content, whether statutory or non-statutory, has been developed in consultation with parents/carers, students and staff. All schools are expected to deliver content that is accurate, inclusive and appropriate to students' age and stage of development. If students ask questions that fall outside the planned curriculum, staff will respond in a sensitive and appropriate manner to ensure students are well informed and do not rely on potentially unsafe sources of information. Parents and carers may request to view curriculum materials at any time and are encouraged to engage with their child's learning in this area.

## 6. Delivery of curriculum

### 6.1 PSHE

PSHE education is delivered in all Trust schools in a way that reflects their local context, student needs and curriculum models. Schools have flexibility over how PSHE is timetabled and taught, with delivery taking place through discrete lessons, tutor time, enrichment days or cross-curricular links. Each school sets out its PSHE curriculum mapping in **Part B** of this policy. PSHE provision is expected to be:

- inclusive and responsive to student diversity;
- age- and developmentally appropriate;
- informed by consultation with students, parents and staff; and
- consistent with the Trust's values and safeguarding responsibilities.

Topics covered within PSHE include physical and mental health, emotional wellbeing, digital literacy, financial education, citizenship, personal safety and preparation for adult life. Some elements of PSHE are statutory, such as health education, while others are non-statutory but remain a valued part of the Trust's broader curriculum provision. Schools may enhance their PSHE provision through assemblies, awareness campaigns, visiting speakers or external agencies, provided such input aligns with safeguarding policies and is overseen by staff.

### 6.2 RSE

Relationships and sex education (RSE) is delivered primarily through the PSHE curriculum, with biological elements taught in science and ethical or moral aspects explored within religious education.

- In primary academies, RSE focuses on helping students understand families and the people who care for them, develop caring friendships, and learn about physical safety and wellbeing. This

foundational knowledge prepares children for puberty and adolescence in an age-appropriate and supportive way.

- In secondary academies, RSE builds on this foundation to cover more complex aspects of human development, including different types of families, online and media influences, intimate and sexual relationships, sexual health, and consent. The curriculum also addresses risks such as domestic abuse, coercive control, and exploitation, equipping students with the understanding and skills to recognise unhealthy or unsafe relationships and to seek help when necessary.

Teaching is conducted sensitively and inclusively, reflecting the diversity of students' experiences, backgrounds and identities. Staff ensure that content does not stigmatise any individual or group, and that students who are looked after, have caring responsibilities or face additional vulnerabilities are supported throughout. Teaching about sexual relationships is framed within the law, including the age of consent, and all RSE is delivered in line with statutory guidance. This includes avoiding promotion of illegal activity or extremist views and emphasising the importance of respect, equality and safety in all relationships. Expectations for what students should know and understand by the end of each phase are set out in **Appendix A**, with schools responsible for sharing teaching materials with parents/carers on request, and engaging them in discussion about curriculum content.

### 6.3 Inclusivity

All schools within Vanguard Learning Trust are expected to deliver PSHE and RSE in a way that is inclusive, respectful and responsive to the needs of all students. Teaching must reflect the diverse experiences, backgrounds and identities of the school community and promote a sense of safety, dignity and belonging for every learner. Staff will ensure that all students:

- feel supported and safe during discussions of sensitive topics;
- are able to access the curriculum in ways appropriate to their needs and developmental stage; and
- see themselves and their families represented positively within teaching materials and examples.

The Trust recognises that students may have differing levels of readiness, comfort and experience in engaging with aspects of PSHE and RSE. Schools are therefore encouraged to consider a range of delivery methods, including:

- Whole-class lessons
- Small group or targeted sessions
- One-to-one discussions where appropriate
- Use of digital or asynchronous formats to support accessibility

Content will be adapted or differentiated as needed to meet the requirements of students with special educational needs and disabilities (SEND), those for whom English is an additional language, or those needing additional pastoral support. This ensures all students can engage meaningfully with the curriculum and benefit from its protective and developmental intent. Schools will also deliver PSHE and RSE with sensitivity towards the faith and cultural backgrounds of their students and families, recognising the importance of respecting diverse beliefs and values. At the same time, teaching will uphold the principles of equality and non-discrimination as set out in the Equality Act 2010. The Trust encourages meaningful parental engagement in PSHE and RSE. Schools will provide clear information about curriculum content and offer opportunities for parents and carers to discuss and ask questions. This partnership helps ensure that learning is supported at home and that families feel confident in how sensitive topics are approached.

### 6.4 Use of resources

Schools within Vanguard Learning Trust will carefully consider all resources used to support PSHE and RSE teaching to ensure they:

- align with the requirements set out in the statutory relationships and sex education guidance;
- support students in applying their knowledge in a variety of contexts and real-life situations;
- are age-appropriate, taking into account students' developmental stages, backgrounds and needs;
- are evidence-based, containing accurate facts and reliable statistics;
- fit coherently within the Trust's agreed curriculum plan;
- come from credible and trusted sources;
- are compatible with effective teaching approaches and learning styles; and
- are sensitive to students' lived experiences and designed to avoid causing distress or harm.

The Trust expects schools to regularly review their teaching materials and adapt or replace resources where necessary to maintain the highest quality of provision.

## **7. Use of external organisations and materials**

The Trust is committed to ensuring that any external organisations or materials used in the delivery of PSHE and RSE are appropriate, balanced and comply with all legal and statutory requirements. The Trust remains responsible for the content delivered to students, including what external speakers say, and ensures that this content upholds fundamental British values such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. All Trust schools will:

- conduct thorough checks and engage carefully with external agencies to ensure their approach to PSHE and RSE is balanced and appropriate;
- confirm that resources and materials are age-appropriate and suitable for students' developmental stages;
- ensure all content complies with this policy, the Teachers' Standards, the Equality Act 2010, the Human Rights Act 1998, and the Education Act 1996;
- only work with agencies where they have full confidence in the organisation, its methods, and its resources;
- review any case studies provided and seek feedback from other schools or organisations that have worked with the agency;
- be clear about the content and stance of any external speakers before engagement;
- request to see all materials to be used in advance;
- know the identities of all external personnel involved and apply standard safeguarding procedures;
- conduct basic online searches on agencies and individuals to identify any potential concerns;
- confirm the agency's protocol on photography, recording or use of personal data during sessions;
- remind teaching staff that they may refuse or stop a session if necessary;
- ensure a member of school staff is present for the entirety of any session involving external visitors; and
- share external materials with parents and carers to promote transparency.

Trust schools will **not**, under any circumstances:

- collaborate with external organisations that promote extreme political positions; and/or
- use materials produced by such organisations, even if individual resources appear non-extreme.

This rigorous approach ensures that all external input supports the Trust's educational aims and safeguarding responsibilities.

## **8. Roles and responsibilities**

### **8.1 Board of Trustees**

The board of trustees is responsible for approving this PSHE/RSE policy and holding headteachers accountable for its effective implementation through local governing bodies and the Chief Executive Officer (CEO).

### **8.2 Chief Executive Officer (CEO)**

The CEO will:

- approve the PSHE and RSE policy on behalf of the Trust;
- collaborate with headteachers to support the consistent and effective implementation of the policy across all schools;
- report to the board of trustees on any issues or developments related to policy implementation within the Trust

### **8.3 Trust personal development lead**

The Trust's personal development lead is responsible for overseeing the implementation and quality assurance of PSHE/RSE across all schools within Vanguard Learning Trust. This includes:

- supporting schools in the development and review of PSHE and RSE curricula;
- supporting schools in ensuring statutory content is embedded and consistently delivered across phases;

- monitoring the quality of provision through engagement with curriculum leads and other Trust monitoring processes;
- providing guidance and training to staff via the PSHE/RSE Forum, including signposting to appropriate resources and professional development;
- leading on policy development in relation to PSHE and RSE;
- acting as a point of contact for emerging national policy or statutory updates in this area; and
- ensuring that curriculum design reflects the Trust's values of equity, aspiration and collaboration and promotes student wellbeing and personal development.

The personal development lead works in collaboration with headteachers, DSLs, PSHE/RSE leads and local governing bodies to support high-quality, inclusive provision that meets the needs of all students.

#### **8.4 Local governing bodies**

Local governing bodies have a key role in supporting the implementation of the PSHE and RSE policy in their respective schools. They are responsible for monitoring delivery and raising any concerns or challenges with the CEO.

#### **8.5 Headteacher**

The headteacher is responsible for ensuring that PSHE and RSE are taught consistently and effectively across their school. This includes:

- ensuring that statutory RSE content is delivered in line with this policy and relevant guidance;
- making resources and curriculum materials available to parents and carers;
- managing any requests from parents/carers to withdraw students from non-statutory components of RSE (see section 11); and
- supporting staff in delivering sensitive and inclusive lessons.

#### **8.6 Staff**

All staff involved in delivering PSHE/RSE are responsible for:

- delivering the curriculum sensitively and professionally;
- modelling positive attitudes towards all aspects of PSHE/RSE;
- monitoring and supporting student progress in these areas;
- responding appropriately to individual student needs; and
- respecting and managing parental requests for withdrawal from non-statutory RSE components.

Staff do not have the right to opt out of teaching statutory RSE. Staff who have concerns or require support should discuss these with the headteacher. Specific names and roles of staff responsible for PSHE and RSE delivery in each school are detailed in **Part B** of this policy.

#### **8.7 Students**

Students are expected to engage fully in PSHE and RSE lessons. When discussing topics related to these areas, they should treat others with respect and sensitivity.

### **9. Safeguarding**

The Trust recognises that high-quality PSHE, including statutory relationships and sex education (RSE), plays a vital role in creating a strong culture of safeguarding across all schools. These subjects help students understand what constitutes healthy and unhealthy relationships, how to keep themselves safe, and where and how to seek help if needed. RSE in particular supports schools in fulfilling their statutory duties under *'Keeping children safe in education'* (2024) by providing age-appropriate opportunities for students to learn about consent, boundaries, power imbalances and how to recognise and report abuse, exploitation or neglect. The Trust is aware that some of the topics covered within PSHE/RSE may lead to students disclosing experiences of abuse, harm or other difficulties. All staff across the Trust receive annual statutory training in child protection and safeguarding, and are required to follow their school's safeguarding procedures. Any concerns are reported immediately to the school's Designated Safeguarding Lead (DSL). The Trust also recognises that some students may be more vulnerable to the emotional impact of certain content, due to previous safeguarding concerns, ongoing issues at home or changes in their personal lives. For these students, schools will take additional steps to ensure they are supported appropriately. This may include

adapting lesson content, offering pre-lesson briefings, providing alternative activities or arranging follow-up support from pastoral staff. Further information about how each school creates a safe and supportive learning environment, including how sensitive topics are handled, is included in **Part B** of this policy.

## **10. Parents'/carers' right to withdraw**

### **10.1 Relationships and sex education in primary schools**

In primary schools, parents and carers do not have the right to withdraw their children from relationships education, which is statutory. Parents and carers may request to withdraw their child from the non-statutory elements of sex education that are not part of the science curriculum. These requests should be submitted in writing using the form in **Appendix B** and addressed to the headteacher of the relevant school. Where a student is withdrawn, schools will provide appropriate alternative work during these lessons. Headteachers will report the number and nature of any withdrawal requests to the CEO via the Trust's half-termly reporting process. This supports oversight and consistency across the Trust in how such requests are managed.

### **10.2 Relationships and sex education in secondary schools**

In secondary schools, parents and carers have the right to request that their child be withdrawn from the non-statutory components of sex education within RSE. This right applies until three terms before the child turns 16. After that point, if the student wishes to receive sex education, the school will arrange for them to do so. Requests for withdrawal must be made in writing using the form in **Appendix B** and addressed to the school's headteacher. A record of each request will be kept on the student's educational file. The headteacher will meet with parents or carers to discuss the request and any concerns, and will then make suitable arrangements. Students who are withdrawn will be given appropriate alternative work.

### **10.3 Students with SEND**

The right to withdraw from non-statutory sex education applies equally to students with special educational needs and disabilities (SEND). Schools will work in partnership with parents and carers to ensure that any decision to withdraw a student with SEND is made with a clear understanding of the student's needs, access to learning and entitlement to a broad and balanced curriculum. Alternative provision will be adapted where necessary to meet individual learning requirements.

### **10.4 Religious education**

Elements of the school's provision of religious education (RE) can typically be found within the school's broader PSHE curriculum, in line with locally agreed syllabi and the values of respect, inclusion and cultural understanding. In accordance with Section 71 of the School Standards and Framework Act 1998, parents/carers have the right to request that their child be wholly or partly withdrawn from religious education. Any such request should be made in writing using the form in **Appendix B** and addressed to the headteacher. Schools will work in partnership with families to ensure that the process is managed sensitively and appropriately, with suitable alternative arrangements provided where needed.

## **11. Training**

Staff receive training on the delivery of PSHE, including statutory relationships and sex education (RSE), as part of their induction and ongoing professional development. Training may be delivered internally by school or Trust leaders, or through external providers with relevant expertise. This includes professionals such as school nurses, health advisors or other approved agencies with experience in delivering RSE and supporting staff development. Each headteacher and/or school PSHE/RSE lead is responsible for identifying staff training needs and ensuring that all staff feel confident and supported to deliver sensitive content accurately and appropriately. The Trust supports a collaborative approach to professional development by encouraging the sharing of good practice across schools and facilitating Trust-wide opportunities for staff training where appropriate.

## **12. Monitoring arrangements**

The delivery of PSHE, including statutory RSE, is monitored at school level by each school's PSHE/RSE lead through regular quality assurance activities such as planning scrutinies, lesson observations and learning walks. This helps ensure that the curriculum is being taught effectively and consistently. Students' progress

and development in PSHE/RSE are monitored by class teachers and year teams, using each school's internal assessment systems. Feedback from students and staff, as well as outcomes from curriculum reviews, informs ongoing improvements. At Trust level, the personal development lead works with schools to monitor the quality and consistency of provision across the Trust and to identify areas of strength and development. This policy will be reviewed annually by the Trust's personal development lead.

- **Part A** (Trust-wide) will be reviewed and approved by the **board of trustees**
- **Part B** (school-specific) will be reviewed and approved by each school's **local governing body**

Any significant changes to statutory guidance or DfE policy will trigger an earlier review, if required.

#### Version history

First issue/revision date	Approved by	Summary of changes if not first issue
March 2026	BoT	New policy

## Appendix A: Statutory elements of relationships and sex education (RSE)

By the end of primary school, students should know:

Topic	students should know
<b>Families and people who care about me</b>	<ul style="list-style-type: none"> <li>● That families are important for children growing up because they can give love, security and stability</li> <li>● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>● 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</li> <li>● 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</li> </ul>

<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this links to their own happiness</li> <li>● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>● That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>● How information and data is shared and used online</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>● How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>● Where to get advice e.g. family, school and/or other sources</li> </ul>

By the end of secondary schools, students should know:

Topic	students should know
<b>Families</b>	<ul style="list-style-type: none"> <li>● That there are different types of committed, stable relationships</li> <li>● How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>● What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>● Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>● The characteristics and legal status of other types of long-term relationships</li> <li>● The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting</li> <li>● How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
<b>Respectful relationships, including friendships</b>	<ul style="list-style-type: none"> <li>● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>● What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>● The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

<b>Online and media</b>	<ul style="list-style-type: none"> <li>● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>● About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>● What to do and where to get support to report material or manage issues online</li> <li>● The impact of viewing harmful content</li> <li>● That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>● How information and data is generated, collected, shared and used online</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<ul style="list-style-type: none"> <li>● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>● That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>● The facts about the full range of contraceptive choices, efficacy and options available</li> <li>● The facts around pregnancy including miscarriage</li> <li>● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>● How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

**Appendix B: Parent/carer form: withdrawal from sex education within RSE**

To be completed by parents/carers			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. <i>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</i>

## **Part B: Hermitage Primary School**

### **1. Introduction, intent and scope**

The personal, social, health and economic education (PSHE) programme at Hermitage Primary School, which includes statutory elements of relationships and health education (and non-statutory relationships and sex education, RSE), plays a central role in promoting student wellbeing, safeguarding children and young people, as well as preparing them for life in modern Britain and beyond. Through the school's PSHE/RSE curriculum, students are supported to develop self-awareness, respect for others and a sense of social responsibility. Effective provision will enable children and young people to make responsible and well-informed decisions about their lives, based on empathy, respect and accurate knowledge. High-quality, inclusive RSE builds confidence and self-esteem, encourages healthy and respectful relationships and helps students stay safe both online and offline. It does not promote sexual activity or any particular lifestyle. Instead, it provides students with the language, understanding and strategies they need to navigate the challenges of growing up safely and confidently. The PSHE curriculum at Hermitage Primary School offers a structured and supportive space in which students:

- reflect on their own values and beliefs while learning about those of others;
- recognise and celebrate similarities and differences within the school and the wider community;
- engage with complex and age-appropriate moral, social and philosophical questions; and
- explore issues relating to personal safety, wellbeing and healthy relationships.

Whole-school opportunities, such as assemblies, themed events and awareness weeks, further support students' personal development and help to reinforce curriculum content in a broader context. The PSHE and RSE provision is shaped through ongoing consultation with students, parents/carers and staff, and is responsive to both the needs of the school community and local safeguarding priorities. Content is delivered in a way that is age-appropriate, inclusive and sensitive to students' lived experiences. As students move through the school, the curriculum builds in depth and complexity, ensuring learning is developmentally appropriate and supports preparation for future education and adult life. This approach reflects the school's values of community, aspiration, respect and endeavour and supports the inclusive culture of celebrating diversity and tackling discrimination.

### **2. A safe and supportive learning environment**

The PSHE programme at Hermitage Primary School, aims to provide students with balanced, factual and age-appropriate information about the emotional, ethical, moral and, where appropriate, religious dimensions of health and relationships. This includes clear and accurate knowledge of human development, reproduction, sexuality and personal safety, consent, coercive control, domestic abuse, and online risks, including misinformation and disinformation. Teaching fosters positive values and moral judgement, helps students communicate effectively about sex, relationships and health, and ensures they know how to access confidential support when needed. Lessons are delivered in a safe environment, supported by clear ground rules co-constructed with students. Techniques such as distancing strategies allow open dialogue while protecting individual comfort. Staff model respect, inclusivity and neutrality throughout discussions.

### **3. Equality and inclusion**

Hermitage Primary School recognises that high-quality PSHE and elements of RSE are critical to promoting equality, inclusion and social justice. The curriculum actively challenges stereotypes, prejudice, discrimination and harassment, and celebrates diversity across gender, sexuality, cultural and religious identities. Provision is adapted to meet the needs of students with special educational needs and disabilities (SEND) and those for whom English is an additional language, drawing on specialist advice where necessary. Students are supported to see themselves and their families reflected positively in learning materials. The curriculum addresses gender equality, challenges sexism and sexual harassment, and ensures that students who may be questioning their sense of identity (which could include their sexuality) are respected and supported. Religious and cultural considerations are incorporated sensitively, while upholding the principles of equality and non-discrimination set out in the Equality Act 2010. Parental engagement is actively encouraged, with opportunities for discussion, feedback, and review of curriculum content.

#### 4. Roles and responsibilities

Members of staff at Hermitage Primary School with key responsibilities related to PSHE/RSE are as follows:

- The senior leader with the responsibility for the PSHE/RSE curriculum is Nicholas Hingley.
- The subject leader for PSHE is Charlotte Nicholls.
- The subject leader for Science is Majinder Gil.
- The subject leader for RE is Jubaira Alam.

PSHE/RSE is delivered by teaching staff across the school. Leaders ensure consistency, quality and statutory compliance, and coordinate professional development to support staff confidence in delivering sensitive topics.

#### 5. Curriculum

The PSHE/RSE curriculum at Hermitage Primary School has been developed in line with statutory guidance on relationships and sex education, health education, drug education, financial education, and healthy lifestyle promotion. The curriculum is planned thematically to ensure students build on prior knowledge year-on-year in an age-appropriate and developmentally appropriate manner. Students explore broad themes including:

- Health and wellbeing
- Healthy relationships and consent, including domestic abuse awareness and coercive control
- Online safety and digital literacy, including evaluation of misinformation and disinformation
- Drugs and alcohol awareness
- First aid and personal safety
- Financial capability and economic awareness

Staff respond honestly to questions, using correct terminology and adapting responses to students' developmental stage. More detailed or individual questions may be addressed outside lessons. Curriculum and delivery are regularly reviewed to meet the evolving needs of the school community. Further details can be found in the **Appendix**.

#### 6. Delivery of PSHE/RSE at Hermitage Primary School

##### 6.1 Overview

At Hermitage Primary School, the majority of the PSHE/RSE programme is delivered through a whole school approach, building emotional resilience and an inclusive culture. These lessons are complemented by circle time activities, whole school and key stage assemblies and targeted workshops delivered by external providers. Biological aspects of puberty and reproduction are covered in science, and ethical or religious perspectives are explored in RE, with key themes reinforced in PSHE/RSE lessons. Other subjects may embed elements such as online safety in Computing lessons. The **Appendix** maps curriculum coverage across year groups.

##### 6.2 Accessibility

All content is delivered in a non-judgemental, factual manner, using correct medical and relational terminology. Lessons are accessible to all students, with adaptive teaching strategies for learners who may have additional needs as well those requiring additional pastoral support. Targeted reinforcement is provided when misconceptions or difficulties arise, often in collaboration with the special educational needs coordinator (SENCo) and pastoral staff. Schools will monitor curriculum coverage to ensure statutory content is delivered in full and, where sessions are missed due to absence, staffing changes or other disruption, appropriate arrangements will be made for learning to be revisited within the planned curriculum sequence.

##### 6.3 Sensitive topics

PSHE/RSE may involve sensitive or challenging topics. Ground rules at the start of lessons establish expectations for respectful discussion and that discourages children from sharing personal information that is not appropriate or necessary. Staff respond honestly and neutrally, referring students to trusted support when questions extend beyond the curriculum. Students who are particularly vulnerable are offered adapted content, alternative activities or additional pastoral support. External health professionals or youth organisations may deliver targeted workshops, particularly for groups such as students in specialist resource provisions.

## 7. Safeguarding and confidentiality

Staff understand they cannot promise unconditional confidentiality. If a student discloses sexual activity, abuse, or risk, staff will:

- encourage discussion with parents/carers and/or medical professionals;
- refer the student to the designated safeguarding lead (DSL) in line with school procedures;
- provide clear, accurate and age-appropriate information about relationships, keeping safe, and looking after their health.

PSHE/RSE content may prompt disclosures of abuse, neglect or other concerns. All staff adhere to safeguarding procedures and external professionals working in classrooms must follow school policy. Additional support is provided for vulnerable students to ensure safety and wellbeing throughout sensitive topics.

## 8. Monitoring

The quality and impact of PSHE/RSE are monitored regularly. Formative assessment, student feedback and staff evaluation inform curriculum development. The school's senior leadership team leads on quality assurance activities, including lesson observations, planning reviews and student voice activities. The curriculum is reviewed to ensure coverage of statutory content, local safeguarding priorities and emerging issues such as digital resilience and domestic abuse awareness.

## 9. Sources of support and advice

Curriculum content draws on trusted resources including:

- The Oak Academy
- PSHE Association
- ChildLine, NSPCC, Brook, YoungMinds
- Local health and youth support services

These sources ensure accuracy, inclusivity and alignment with statutory guidance.

### Version history

First issue/revision date	Approved by	Summary of changes if not first issue
May 2026	LGB	New Part B policy

## Appendix: Personal, social, health and economic education curriculum overview

### Codes

**BV** = British values

**PV** = pupil voice

**SG** = safeguarding

**SMSC** = spiritual, moral, social, cultural

**C** = careers

**A** = preparation for adulthood

PHSE Curriculum Implementation						
Year group EYFS						
PSHE topics						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key content and skills	<p><b>Being me in my world</b></p> <p>Self Regulation - feelings            Managing self - rules            Building relationships - co-operation / sensitivity  <b>BV (Democracy / Rule of Law)</b>  <b>SMSC</b></p>	<p><b>Celebrating difference</b></p> <p>Self Regulation - feelings and behaviour            Building relationships - sensitivity to own and others' needs  <b>BV (Tolerance / Respect)</b>  <b>PC</b>  <b>SMSC</b></p>	<p><b>Dreams and goals</b></p> <p>Self Regulation - goals            Managing self - independence, resilience and perseverance            Building relationships - taking turns  <b>BV (Tolerance / Respect)</b>  <b>PC</b>  <b>SMSC</b></p>	<p><b>Healthy me</b></p> <p>Self Regulation - listening and focus            Managing self - basic hygiene and personal needs  <b>BV (Tolerance / Respect)</b>  <b>SMSC</b></p>	<p><b>Relationships</b></p> <p>Self Regulation - understanding own and others' feelings            Building relationships - positive attachments  <b>BV (Tolerance / Respect)</b>  <b>PC</b>  <b>SMSC</b></p>	<p><b>Changing me</b></p> <p>Self Regulation - listening and focus            Building relationships - sensitivity to own and others' needs  <b>BV (Tolerance / Respect)</b>  <b>PC</b>  <b>SMSC</b></p>

PHSE Curriculum Implementation

Year 1

PSHE topics

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key content and skills	<p><b>Being me in my world</b></p> <p>Rights to learn/ play Self -worth How choices have consequences</p> <p><b>BV (Democracy and Rule of law)</b> <b>SMSC</b></p>	<p><b>Celebrating difference</b></p> <p>Identifying special qualities in self and others Standing up for oneself</p> <p><b>BV (Tolerance / Respect)</b> <b>PC</b> <b>SMSC</b></p>	<p><b>Dreams and goals</b></p> <p>Setting simple goals Future jobs Importance of resilience</p> <p><b>BV (Individual liberty)</b> <b>SMSC</b></p>	<p><b>Healthy me</b></p> <p>Handwashing Basic body parts Exercise for health</p> <p><b>SMSC</b></p>	<p><b>Relationships</b></p> <p>Family roles Making friends Understanding kind / unkind touch</p> <p><b>BV (Mutual Respect)</b> <b>SMSC</b></p>	<p><b>Changing me</b></p> <p>Physical changes since being a baby Identifying body parts</p> <p><b>SMSC</b></p>

PHSE Curriculum Implementation

Year 2

PSHE topics

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key content and skills	<p><b>Being me in my world</b></p> <p>Managing feelings Classroom responsibilities</p>	<p><b>Celebrating difference</b></p> <p>Understanding bullying Power in groups</p>	<p><b>Dreams and goals</b></p> <p>Perseverance Facing challenges Achieving goals</p>	<p><b>Healthy me</b></p> <p>Healthy vs unhealthy choices Sleep</p>	<p><b>Relationships</b></p> <p>Significant relationships within the school community</p>	<p><b>Changing me</b></p> <p>Names and functions of body parts Respecting privacy</p>

	Working with others  <b>BV (Democracy / Rule of Law)</b> SMSC	The lives of people with disabilities  <b>BV (Tolerance / Respect)</b> PC SMSC		Road safety  SMSC	Personal attributes  <b>BV (Mutual respect)</b> SMSC	SMSC
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PHSE Curriculum Implementation						
Year 3						
PSHE topics						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key content and skills	<b>Being me in my world</b>  Self identity Fitting into the class / school community  <b>BV (Democracy / Rule of law)</b> SMSC	<b>Celebrating difference</b>  Perceptions of 'normal' The effect of difference Why some people bully  <b>BV (Mutual respect)</b> PC SMSC	<b>Dreams and goals</b>  Personal learning goals Perseverance Awareness of global issues  <b>BV (Individual liberty)</b> SMSC	<b>Healthy me</b>  Active lifestyles Risks of inactivity Seeking health support  SMSC	<b>Relationships</b>  Friendship conflict resolution Initial inline safety  <b>BV (Mutual Respect)</b> SMSC	<b>Changing me</b>  How babies grow How bodies change with age  SMSC

PHSE Curriculum Implementation

Year 4

PSHE topics

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key content and skills	<p><b>Being me in my world</b></p> <p>Being a responsible citizen Belonging Respect</p> <p><b>BV (Democracy / Rule of Law)</b> <b>SMSC</b></p>	<p><b>Celebrating difference</b></p> <p>Stereotypes Diversity in cultures / abilities Solving problems kindly</p> <p><b>BV (Tolerance / respect)</b> <b>SMSC</b> <b>PC</b></p>	<p><b>Dreams and goals</b></p> <p>Adult lifestyles Money Careers How goals can change over time</p> <p><b>BV (Individual liberty)</b> <b>SMSC</b></p>	<p><b>Healthy me</b></p> <p>Healthy diets (nutrition / calories) The risks of poor diet / alcohol</p> <p><b>SMSC</b></p>	<p><b>Relationships</b></p> <p>Significant relationships Personal attributes as a community member</p> <p><b>BV (Mutual respect)</b> <b>SMSC</b></p>	<p><b>Changing me</b></p> <p>Introduction to puberty Managing feelings about change</p> <p><b>SMSC</b></p>

PHSE Curriculum Implementation

Year 5

PSHE topics

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key content and skills	<p><b>Being me in my world</b></p> <p>Identify within the global community School values</p>	<p><b>Celebrating difference</b></p> <p>Anti-bullying strategies, including cyber and homophobic bullying</p>	<p><b>Dreams and goals</b></p> <p>Aspirations and future contributions to society</p>	<p><b>Healthy me</b></p> <p>Detailed drugs and alcohol education Building self-esteem</p>	<p><b>Relationships</b></p> <p>Respectful relationships The importance of permission seeking</p>	<p><b>Changing me</b></p> <p>Physical and emotional changes during puberty Human reproduction</p>

	<b>BV (Democracy / Rule of law)</b> <b>SMSC</b>	<b>BV (tolerance and respect)</b> <b>PC</b> <b>SMSC</b>	<b>BV (Individual liberty)</b> <b>SMSC</b>	<b>SMSC</b>	<b>BV (mutual respect)</b> <b>SMSC</b>	<b>SMSC</b>
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### PHSE Curriculum Implementation

#### Year 6

#### PSHE topics

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key content and skills	<b>Being me in my world</b>  Role beyond the classroom Responsibilities Mutual respect  <b>BV (Democracy / Rule of law)</b> <b>SMSC</b>	<b>Celebrating difference</b>  Unique attributes Celebrating diversity - school wide  <b>BV (Tolerance / Respect)</b> <b>SMSC</b> <b>PC</b>	<b>Dreams and goals</b>  Aspirations across different cultures Community fundraising action  <b>BV (individual liberty)</b> <b>SMSC</b>	<b>Healthy me</b>  Basic first aid Hygiene / germs The importance of sleep for mood  <b>SMSC</b>	<b>Relationships</b>  Broadening community roles Transition to secondary school  <b>BV (mutual respect)</b> <b>SMSC</b>	<b>Changing me</b>  Transitioning to puberty Managing feeling associated with secondary school readiness  <b>SMSC</b>

#### Events and assemblies\*

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Codes</b> <b>BV</b> = British values <b>PV</b> = pupil voice <b>SG</b> = safeguarding	Sammy Feels Shy - Tom Percival - <b>SMSC</b> , <b>BV</b>	Environment/Climate Change - <b>SMSC</b>  Christmas Show	NSPCC Number Day - <b>SG</b>	Ramadan - <b>BV</b> , <b>SMSC</b>  Significant Achievement - <b>SMSC</b>	St George's Day - <b>BV</b>  Deaf Awareness week assembly - <b>BV</b>	Significant Achievement assembly - <b>SMSC</b>

<p><b>SMSC</b> = spiritual, moral, social, cultural  <b>C</b> = careers  <b>A</b> = preparation for adulthood</p>	<p>Black History Month - <b>BV, SMSC</b></p> <p>Diwali assembly - <b>BV</b>  Harvest festival - <b>BV</b></p> <p>Pedestrian training - <b>SG</b></p> <p>Swimming KS2 - <b>SG</b></p> <p>Parliamentary outreach assembly - <b>BV</b></p> <p>School council elections - <b>BV</b></p> <p>Year 2 hairdressing workshop - <b>C</b></p> <p>STEAM day (Thorpe Park) - <b>C, BV</b></p> <p>Year 6 to battle of Britain bunker - <b>BV</b></p>	<p>(Year 2 &amp; Year 5) - <b>BV</b></p> <p>Nativity (Reception) - <b>BV</b></p> <p>Significant Achievement - <b>SMSC</b></p> <p>Local MP assembly and visit to school council - <b>BV</b></p> <p>Olympian assembly - <b>SMSC</b></p> <p>Environmental sustainability week assembly - <b>SMSC</b></p> <p>Anti bullying week assembly - <b>BV, SG</b></p> <p>Swimming KS2 - <b>SG</b></p> <p>Library visits (Reception) - <b>SMSC</b></p> <p>Environmental sustainability week - <b>SMSC</b></p> <p>Anti bullying week - <b>BV, SG</b></p> <p>Parliament week - <b>BV</b></p>	<p>Safer internet day assembly - <b>SG</b></p> <p>French activity day assembly - <b>BV</b></p> <p>Y2 Tower of London</p> <p>Y6 Junior citizen - <b>BV, C</b></p> <p>Y4 Residential</p> <p>EYFS &amp; KS1 Pedestrian training - <b>SG</b></p> <p>NSPCC number day - <b>SG, SMSC</b></p> <p>Y6 Bikeability - <b>SG</b></p> <p>French activity day - <b>BV</b></p>	<p>Kindness workshop - <b>BV</b></p> <p>Clever never goes internet safety workshop - <b>SG</b></p> <p>Equality week assembly - <b>BV</b></p> <p>Y1 animal workshop</p> <p>Equality week - <b>BV</b></p> <p>Y6 to Vyners production - <b>C, SG</b> (transition to hs)</p> <p>Author visit (Jennifer Killick) - <b>C</b></p>	<p>Equality week assembly - <b>BV</b></p> <p>EYFS / KS1 farm visit</p> <p>Chiltern rangers - <b>C</b>  Pizza making / tasting (School council) - <b>PV, C</b></p> <p>Y2 Mosque visit - <b>BV, SMSC</b></p> <p>Cooking competition - <b>C, A</b></p> <p>Pupil Voice: School council / kindness ambassadors zoom - <b>BV</b></p> <p>Deaf Awareness week - <b>BV</b></p> <p>Equality week - <b>BV</b></p>	<p>Year 6 leavers' assembly/ graduation - <b>SMSC</b></p> <p>Table tennis competition</p> <p>Y4 - Ivor environmental centre</p> <p>YR natural history museum</p> <p>EYFS / KS1 performance workshops - <b>C</b></p> <p>Rock steady concert - <b>C</b></p> <p>Shop/ prepare / cook - picnic - <b>A</b></p>
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		<p>School council - <b>BV, PV</b></p> <p>School newspaper - <b>BV</b></p> <p>School council visit to Mayor's parlour - <b>BV</b></p> <p>Y3 (Panto) - <b>SMSC</b></p> <p>PATH: Book at bedtime - <b>SMSC, BV</b></p> <p>Christmas Lunch - <b>BV</b></p> <p>Year 1 dentist talk - <b>C</b></p> <p>Preparation for adulthood : Shop and cook - <b>A, SG</b></p>				
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*\*This includes weekly 'Smile' assemblies which focus on the school's values (Socially confident, Mentally healthy, Intellectually curious, Life long learners, Emotionally regulated.)*

Parents / carers

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><b>Codes</b>  <b>BV</b> = British values  <b>PV</b> = pupil voice  <b>SG</b> = safeguarding  <b>SMSC</b> = spiritual, moral, social, cultural  <b>C</b> = careers  <b>A</b> = preparation for adulthood</p>	<p>Parent information evenings</p> <p>Trust wide personal development and wellbeing survey - <b>SG</b></p>	<p>VLT Christmas concert - <b>BV</b></p>	<p>Reception open days</p> <p>Parent workshop - look and learn (maths)</p> <p>Parent Workshop - Communication skills - <b>SG</b></p> <p>Trust wide safeguarding survey - <b>SG</b></p>	<p>Mother's day shopping (PATH) - <b>BV</b></p>	<p>Trust wide behaviour and attitudes survey - <b>SG, BV, SMSC</b></p>	<p>Open evenings</p> <p>RSE consultation meetings - <b>SG</b></p>