



# PSHE and Relationship and Sex Education Policy

**School Division:** Whole

**Policy Division:** Safeguarding

**Policy Owner:** Principal

**Date:** September 2026

**Review Date:** September 2027

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# 1. Aims

The aims of PSHE and relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide careers information
- Provide the knowledge to operate safely both online and offline
- Foster knowledge of the wider world, and the skills needed to navigate it
- Promote British Values and the School's values

PSHE enables our students to navigate the risks in an increasingly complex on- and offline world. Our students need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way. It is our job to equip students with values, skills and knowledge to become confident, aspirational changemakers in a world of opportunity. We aim for the Claremont Student to grow in responsibility and make positive contributions to their community, both while at school and beyond.

The PSHE curriculum and ethos is underpinned by the school's values:

- **Ambition:** Becoming your own best, regardless of starting point.
  - **Open Mindedness:** Respect and celebrate the best in yourself, others, and society.
  - **Responsibility:** Become dependable and accountable for your actions.
  - **Courage:** Learn from mistakes and pursue personal growth.
  - **Integrity:** Be consistent, honest and authentic in relationships.
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## 2. Statutory requirements

As a primary and secondary provider, Claremont School complies with statutory duties outlined in the Children and Social Work Act 2017 and associated guidance.

We are legally required to provide:

- **Relationships Education and Health Education** at the primary level
- **Relationships and Sex Education (RSE) and Health Education** at the secondary level

Sex Education is not statutory at primary level, but schools are encouraged to deliver age-appropriate content. At Claremont, we have chosen to include limited sex education content (see Section 5).

## 3. Definition

PSHE stands for personal, social, health and economic. RSE is the statutory component within the PSHE curriculum.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## 4. Curriculum

Our curriculum is set out as per Appendix 1 and 2 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Sex education is not compulsory for primary aged pupils. In consultation we have decided it appropriate for Claremont students sex education lessons to focus on::

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

## 6. Delivery of PSHE + RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

At the Prep School PSHE is delivered by form tutors in tutor time, using the Jigsaw curriculum and resources. At this phase, we feel tutor delivery is most appropriate, building on the close nurturing relationships, allowing students to feel comfortable exploring more challenging topics.

At the Senior School PSHE is taught by a select group of teachers, chosen for their commitment, and suitability to teach such topics, and a specialised curriculum built to cover the statutory components, and reflect the context of the school. Unifrog resources are widely used to support the curriculum.

PSHE is taught for 50 minutes a week at the Prep School, and 50 Minutes at the Senior School..

Pupils also receive stand-alone sex education sessions delivered by either the school nurses, or outside sexual health professionals.

Stand alone sessions are also taught in relation to drug, and safety education.

The PSHE curriculum is linked to the school values and characteristics.

Discussion is had with the SENCO about differentiation and inclusion of LSAs in PSHE lessons.

Teachers are encouraged to ask for support prior to the teaching of a controversial topic, and can be supported in the classroom by pastoral leads, heads of house, or safeguarding leads.

The curriculum is designed by the DSL, to ensure local public health, and safeguarding intelligence is included.

At the Prep School, relationships and sex education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

At the Senior School RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our PSHE curriculum, see Appendices 1, 2 and 3.

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

At the Prep School the [Jigsaw](#) PSHE resources are used to support the curriculum.

## 7. Protected Characteristics

The Equality Act came into force from October 2010 providing a modern, single legal framework with clear, streamlined law to more effectively tackle disadvantage and discrimination. It stated that it is against the law (UK) to discriminate against anyone because of these characteristics, Age, Gender reassignment, marriage, and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, disability.

These are called '**protected characteristics**', and Claremont has a duty of care to protect all pupils from discrimination or harassment, and ensure the PSHE curriculum helps individuals understand, and promote these characteristics.

Claremont school also actively promotes our values, respect for yourself, respect for each other, and respect for the environment in PSHE and Assemblies. Key events are also celebrated such as Black History month, Holocaust memorial week, Pride etc. The academic curriculum handbooks outline how Equality and Diversity is promoted in their areas.

The below grid shows how the PSHE curriculum at Claremont addresses these themes

| Protected Characteristics                                                                                                                                        | Links to curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Age<br>Gender reassignment<br>Marriage and civil partnership<br>Pregnancy and maternity<br>Race<br>Religion or belief<br>Sex<br>Sexual orientation<br>Disability | <p><b><u>CPS</u></b></p> <p>Our age and stage appropriate PSHE lessons enable pupils to feel comfortable exploring values and different attitudes. Pupils are able to express their own opinions and consider the views and opinions of others, without the fear of negative feedback, and only if they choose to.</p> <p>'Celebrating Difference' is the most significant unit for learning about the Protected Characteristics. It focuses on similarities and differences and teaches about diversity, such as disability, racism, gender, family composition, friendships, and conflict. Children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'. Bullying – what it is and what it isn't, including cyber and homophobic bullying.</p> <p>The Relationships topic focuses on issues such as families,</p> |

friendships, equality in relationships, and love and loss – all of which can help to deliver the messages behind the Equality Act. A vital part of this topic is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families and look at stereotypes.

**Age - Celebrating Difference**

*A person belonging to a particular age (for example, 32-year-olds) or range of ages (for example, 18- to 30-year olds).*

Y6 - Power Struggles

**Gender reassignment - Celebrating Difference**

*The process of transitioning from one gender to another.*

Year 1: Celebrating Me.

Year 3: Gender diversity

Year 4: Judging by appearances

Year 6: Understanding difference

Year 7: Discrimination in school

**Being married or in a civil partnership - Celebrating Difference**

*Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple.*

*Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).*

Year 3: Families

Year 7: Discrimination in school

**Being pregnant or on maternity leave - Celebrating Difference**

*Pregnancy is the condition of being pregnant or expecting a baby.*

*Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the nonwork context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.*

Year 3: Families

Year 7: Discrimination in school

**Disability - Celebrating Difference**

*A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.*

Year 6: Celebrating difference

Year 7: Discrimination in school

**Race including colour, nationality, ethnic or national origin - Celebrating Difference**

*Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.*

Year 5: Racism

**Religion, belief or lack of religion/ belief - Celebrating Difference**

*Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as*

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|  | <p><i>Atheism</i>). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.</p> <p>Year 5 - Different Cultures<br/>Year 7 - Discrimination in school</p> <p><b>Sex - Celebrating Difference</b><br/><i>A man or a woman</i><br/>Year 2 - Boys and Girls<br/>Year 7 - Challenging stereotypes</p> <p><b>Sexual orientation Celebrating Difference</b><br/><i>Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.</i><br/>Year 6 - Boyfriends and girlfriends<br/>Year 7 - Discrimination in school</p> <hr/> <p>CSS</p> <p>Protected characteristics are taught about explicitly through 'challenging discrimination, knowing your rights, and the equalities act.</p> <p>When teaching about relationships, care is taken to ensure the materials reflect varied relationships, varied identities, and how good relationships are modelled, and what abuse looks like in all relationships.</p> <p>The below topic headings are areas where protected characteristics are both promoted, included, or examined.</p> <ul style="list-style-type: none"> <li>• What makes a healthy relationship?</li> <li>• Coping with change</li> <li>• Marriage and civil partnerships</li> <li>• Unhealthy and abusive relationships</li> <li>• Relationships and conflict</li> <li>• Overcoming conflict</li> <li>• Social influences</li> <li>• Family Life</li> <li>• What is good communication</li> <li>• Harmful relationships</li> <li>• Navigating social influences and pressures</li> <li>• Changes in relationships</li> <li>• Conflict in relationships</li> <li>• Marriages and civil partnerships</li> <li>• Understanding different perspectives</li> <li>• Recognising and challenging Misogyny/ Misandry</li> <li>• Control coercion and grooming</li> </ul> |
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## 8. Roles and responsibilities

### 8.1 The Principal

The headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

## **8.2 Staff**

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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

## **8.3 Pupils**

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

## **9. Parents' right to withdraw**

At the Prep School Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE, up to year 6 at the Prep School.

Parents were written to as part of the consultation process, and shared a google form, requesting the right to withdraw.

Alternative work will be given to pupils who are withdrawn from sex education.

At the Senior School parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

A note of withdrawal requests will be placed in the pupil's educational record on Engage. The DSL will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

## **10. Training**

Staff are supported on the delivery of PSHE and RSE by the DSL and are included as part of our continuing professional development.

The DSL will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching PSHE and RSE.

## **11. Monitoring arrangements**

The delivery of PSHE and RSE is monitored by Rebecca Hurton through:

The standard of PSHE and RSE teaching and learning will be monitored by reviewing pupil work, Looking for learning and feedback from student and teacher questionnaires.

Pupils' development in PSHE and RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Rebecca Hurton..

**The Policy Owner is:** School Principal

**Issue date:** September 2026

**Review Date:** This policy is reviewed annually. The next review is due September 2027.

## Appendix 1: Curriculum map

### Claremont PSHE Overview



### Prep School

| School Year | <br>Being Me In My World                                                    | <br>Celebrating Difference                                             | <br>Dreams and Goals                                                                                                                          | <br>Healthy Me                                                                                   | <br>Relationships                                                                                                                                                | <br>Changing Me                                                                                                                    |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reception   | Self-identity<br>Understanding feelings<br>Being in a classroom<br>Being gentle<br>Rights and responsibilities                                               | Identifying talents<br>Being special<br>Families<br>Where we live<br>Making friends<br>Standing up for yourself                                         | Challenges<br>Perseverance<br>Achieving and setting goals<br>Overcoming obstacles<br>Seeking help<br>Jobs                                                                                                                       | Exercising bodies<br>Physical activity<br>Healthy food<br>Sleep<br>Keeping clean<br>Safety                                                                                          | Family life<br>Friendships<br>Breaking friendships<br>Falling out<br>Dealing with bullying<br>Being a good friend                                                                                                                                   | Bodies<br>Respecting my body<br>Growing up<br>Growth and change<br>Fun and fears<br>Celebrations                                                                                                                      |
| Year 1      | Feeling special and safe<br>Being part of a class<br>Rights and responsibilities<br>Rewards and feeling proud<br>Consequences<br>Owning the learning charter | Similarities and differences<br>Understanding bullying and knowing how to deal with it<br>Making new friends<br>Celebrating the differences in everyone | Setting goals<br>Identifying successes and achievements<br>Learning styles<br>Working well and celebrating achievement with a partner<br>Tackling new challenges<br>Identifying and overcoming obstacles<br>Feelings of success | Keeping myself healthy<br>Healthier lifestyle choices<br>Keeping clean<br>Being safe<br>Medicine safety/ safety with household items<br>Road safety<br>Linking health and happiness | Belonging to a family<br>Making friends/being a good friend<br>Physical contact preferences<br>People who help us<br>Qualities as a friend and person<br>Self-acknowledgement<br>Being a good friend to myself<br>Celebrating special relationships | Life cycles – animal and human<br>Changes in me<br>Changes since being a baby<br>Differences between female and male bodies (correct terminology)<br>Linking growing and learning<br>Coping with change<br>Transition |
| Year 2      | Hopes and fears for the year                                                                                                                                 | Assumptions and stereotypes about                                                                                                                       | Achieving realistic goals<br>Staying healthy to                                                                                                                                                                                 | Motivation<br>Healthier choices                                                                                                                                                     | Different types of family<br>Physical contact                                                                                                                                                                                                       | Life cycles in nature<br>Growing from young to                                                                                                                                                                        |

|        |                                                                                                                                                                                                                    |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                              |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | Rights and responsibilities<br>Rewards and consequences<br>Safe and fair learning environment<br>Valuing contributions<br>Choices<br>Recognising feelings                                                          | gender<br>Understanding bullying<br>Standing up for self and others<br>Making new friends<br>Celebrating difference and remaining friends                                                                                     | achieve goals<br>Perseverance and strengths<br>Learning with others<br>Group co-operation<br>Contributing to and sharing success                                                                                                                              | Healthy eating and nutrition<br>Safety in the home<br>Safety out and about<br>Medicines                                                                                                                             | boundaries<br>Friendship and conflict<br>Secrets<br>Trust and appreciation<br>Expressing appreciation for special relationships                                                                                                                                                                  | old<br>Increasing independence<br>Differences in female and male bodies (correct terminology)<br>Assertiveness<br>Preparing for transition                   |
| Year 3 | Setting personal goals<br>Self-identity and worth<br>Positivity in challenges<br>Rules, rights and responsibilities<br>Rewards and consequences<br>Responsible choices<br>Seeing things from others' perspectives  | Families and their differences<br>Family conflict and how to manage it (childcentred)<br>Witnessing bullying and how to solve it<br>Recognising how words can be hurtful<br>Giving and receiving compliments                  | Difficult challenges and achieving success<br>Dreams and ambitions<br>Motivation and enthusiasm<br>Recognising and trying to overcome obstacles<br>Evaluating learning<br>Processes<br>Contributing to the community<br>Managing feelings<br>Simple budgeting | Exercise<br>Food labelling and healthy swaps<br>Attitudes towards drugs<br>Keeping safe online and offline<br>Respect for myself and others<br>Healthy and safe choices outdoors<br>Water safety<br>Asking for help | Family roles and responsibilities<br>Friendship and negotiation<br>Keeping safe online and who to go to for help<br>Media influence<br>Being a global citizen<br>How my choices affect others<br>Awareness of other children's different lives<br>Expressing appreciation for family and friends | How babies grow<br>Outside body changes<br>Inside body changes<br>Personal hygiene<br>Family stereotypes<br>Challenging my ideas<br>Preparing for transition |
| Year 4 | Being part of a class team<br>Being a school citizen<br>Rights, responsibilities and democracy (school council)<br>Rewards and consequences<br>Group decision-making<br>Having a voice<br>What motivates behaviour | Challenging assumptions<br>Judging by appearance<br>Accepting self and others<br>Understanding influences<br>Understanding bullying<br>Problem-solving<br>Identifying how special and unique everyone is<br>First impressions | Hopes and dreams<br>Overcoming disappointment<br>Creating new realistic dreams<br>Achieving goals<br>Working in a group<br>Celebrating contributions<br>Resilience<br>Positive attitudes                                                                      | Healthier friendships<br>Peer influences<br>Railway safety<br>Staying safe with friends<br>Smoking<br>Alcohol and vaping<br>Assertiveness<br>Peer pressure<br>Celebrating inner strength                            | Jealousy<br>Love and loss<br>Memories of loved ones<br>Getting and Falling Out<br>Girlfriends and Boyfriends<br>Showing appreciation to people and animals                                                                                                                                       | Being unique<br>Girls and puberty<br>Being part of a family<br>Confidence in change<br>Accepting change<br>Preparing for transition<br>Environmental change  |
| Year 5 | Planning the year ahead<br>Being a citizen<br>Rights and                                                                                                                                                           | Cultural differences and how they can cause conflict                                                                                                                                                                          | Future dreams<br>Spending, saving and value of money                                                                                                                                                                                                          | Smoking including vaping<br>Alcohol and vaping                                                                                                                                                                      | Self-recognition/selfworth<br>Building self-esteem                                                                                                                                                                                                                                               | Self- and body image<br>Influence of online and media on body image                                                                                          |

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|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | responsibilities<br>Rewards and consequences<br>How behaviour affects groups<br>Democracy, having a voice, participating                                                                                                                             | Racism<br>Rumours and namecalling<br>Types of bullying<br>Materials wealth and happiness<br>Enjoying and respecting other cultures                                                                                                   | Jobs and careers<br>Dream job and how to get there<br>Goals in different cultures<br>Supporting others (charity)<br>Motivation                                                                                                                | Alcohol and anti-social behaviour<br>Emergency aid<br>Body image<br>Relationships with food<br>Healthy choices<br>Motivation and behaviour                                                                                                                         | Safer online communities<br>Rights and responsibilities online<br>Online gaming and risks<br>Reducing screen time<br>Dangers of online grooming<br>Internet safety rules                                              | Puberty for girls<br>Puberty for boys<br><b>Conception (including IVF)</b><br>Growing responsibility<br>Coping with change<br>Preparing for transition                                                                                                      |
| Year 6 | Identifying goals for the year<br>Global citizenship<br>Children's universal rights<br>Feeling welcome and valued<br>Choices, consequences and rewards<br>Group dynamics<br>Democracy, having a voice<br>Anti-social behaviour<br>Role-modelling     | Perceptions of normality<br>Understanding disability<br>Power struggles<br>Understanding bullying<br>Inclusion/exclusion<br>Differences as conflict, difference as celebration<br>Empathy                                            | Personal learning goals, in and out of school<br>Success criteria<br>Emotions in success<br>Making a difference in the world<br>Motivation<br>Recognising achievements<br>Compliments                                                         | Taking personal responsibility<br>How substances affect the body<br>Exploitation including 'county lines' and gang culture<br>Emotional and mental health<br>Managing stress                                                                                       | Mental health<br>Identifying mental health worries and sources of support<br>Love and loss<br>Managing feelings<br>Power and control<br>Assertiveness<br>Technology safety<br>Take responsibility with technology use | Self-image<br>Body-image<br>Puberty and feelings<br><b>Conception to birth</b><br>Reflections about change<br>Physical attraction<br>Respect and consent<br>Boyfriends/girlfriends<br>Sexting<br>Transition                                                 |
| Year 7 | Unique me, differences and conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity, online gaming-safety and financial risks | Prejudice and discrimination, equality<br>Act 2010, bystanders, assertiveness, positive and negative Influences, challenging attitude and negative behaviours, stereotypes, Human Rights, Inclusion, bullying, exclusion and respect | Defining success, setting dreams and goals, skills for the future, what is failure, coping strategies for when things go wrong, building skills for the future and teamwork, health and wellbeing, gang culture and knife crime, county lines | Nutrition and exercise, managing physical activity and mental health, stress and anxiety, effects of substances (nicotine and caffeine), vaping, nutrition, sleep, health choices, physical illness and medicine, personal hygiene, contributing to your community | Changing relationships, consent, healthy relationships, falling out and friendships, social media vs reality, authenticity online, personal space and setting boundaries, healthy and unhealthy relationships         | Puberty changes, <b>reproduction facts</b> , menstrual cycle, responsibilities of parenthood, IVF, <b>types of committed relationships and families</b> , UN Rights of a child, media and self-esteem, selfimage, FGM, factors affecting hormones and moods |
| Year 8 | Self-identity, influences, online influence, family and identity, managing expectations, active                                                                                                                                                      | Prejudice and persecution, LGBT bullying, the equality act, social justice and hate                                                                                                                                                  | Goal setting, grit and resilience, can money buy happiness? Keeping safe online, income and                                                                                                                                                   | Types of health, cardiovascular health and diabetes. Risks, illegal and legal                                                                                                                                                                                      | AI and media influence, maintaining positive relationships, assertiveness, sexting                                                                                                                                    | <b>Types of close intimate relationships</b> , behaviours in healthy and unhealthy romantic relationships,                                                                                                                                                  |

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|  | listening skills, personal beliefs and judgements, first impressions, positive selftalk, marriage, civil partnerships and the law, beliefs and religions, protected characteristics, online and oAline identity | crimes, multiculturalism and religious tolerance, standing up for what you believe in, celebrating differences | poverty, budgeting, expenditure, debt and budgeting, poverty, online scams, sextortion, taking risks, staying safe online | substances, dental health, skin protection, steps to protecting physical health, vaccinations, peer pressure, vaping | and sextortion, power dynamics, knife crime, social media platforms, neurodiversity: autism and ADHD, inclusion and equality | what makes a healthier relationship? harassment, attraction, love or lust? sexuality, pornography and the law, dealing with unwanted messages. Alcohol, risky behaviour and the law |
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## Claremont PSHE Overview



### Senior School

|               | Year 9                                                                                                                                                                                                                                                                                                                                                                 | Year 10                                                                                                                                                                                                                                                                                                                                                                         | Year 11                                                                                                                                                                                                                                                                                                                                      | Year 12                                                                                                                                                                                                                                                                                                                                                                            |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Topics</b> | <b>Relationships</b><br>What makes a healthy relationship?<br>Coping with change<br>Marriage and civil partnerships<br>Unhealthy and abusive relationships<br>Relationships and conflict<br>Overcoming conflict<br>Social influences<br>Family Life<br>What is good communication<br>Harmful relationships<br><br><b>Life Skills</b><br>Managing risk, personal safety | <b>Life Skills</b><br>Challenging prejudice and discrimination<br>Knowing your rights, and the equalities act.<br><br><b>Online safety</b><br>Staying safe online<br>Responsible digital citizenship<br>Interpreting online information<br>Data advertising and persuasive design<br>Sex and consent online<br>Protecting your personal data<br>AI, risks and critical thinking | <b>Life skills</b><br>Unsafe and emergency situations<br>Effective revisions<br>Gambling risks<br>Financial choices<br>Bullying, online and offline<br>Employability skills<br>Post 16 choices<br>Volunteering<br>Apprenticeships and higher education<br><br>Online safety<br><br>Misinformation and extremism<br>Harmful content and scams | <b>Life skills</b><br>Study skills<br>Critical evaluation of information<br>Debating skills<br>Exiting aggressive situations<br>Protecting your finances<br>Dangerous and emergency situations<br>Working and earning<br>Transport and travel - safe driving<br>Recognising harassment and abuse<br>Understanding cultural identity and inclusion<br>Marginalisation and privilege |

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|  | <p>Gambling- the facts<br/>Leadership skills<br/>Financial choices: budgeting, saving, debt.<br/>Social influences, and gangs</p> <p><b>Reproductive health consent, and sex.</b></p> <p>Sexuality and gender identity<br/><b>Consent</b><br/><b>Practising safe sex</b><br/>Harassment and the law<br/>Sex relationships and the media</p> <p><b>Wellbeing and mental health</b></p> <p>What is mental health<br/>Social media and mental health<br/>Talking about emotions<br/>Self esteem and confidence<br/>Developing coping strategies</p> <p><b>Physical health</b></p> <p>Smoking and vaping, risks and consequences<br/>Female genital mutilation<br/>Addictive substances, alcohol, legal and illegal drugs.</p> <p><b>Life skills</b></p> <p>Skills audit<br/>Managing your money</p> | <p><b>Reproductive health consent, and sex.</b></p> <p>Sexuality and gender<br/>Pregnancy choices<br/>Accessing contraception<br/><b>Understanding pornography</b><br/><b>Consent and intimacy</b><br/><b>Sexual health</b><br/>Menstrual health<br/>Understanding fertility<br/>Stalking sexual harassment</p> <p><b>Wellbeing and mental health</b></p> <p>Body image<br/>Recognising strengths<br/>Mental health challenges</p> <p><b>Relationships</b></p> <p>Navigating social influences and pressures<br/>Changes in relationships<br/>Conflict in relationships<br/>Marriages and civil partnerships<br/>Understanding different perspectives<br/>Recognising and challenging<br/>Misogyny/ Misandry<br/>Control coercion and grooming</p> <p><b>Life skills</b></p> <p>What career is best for me?<br/>Wellbeing in the workplace<br/>Hybrid and remote working</p> | <p><b>Wellbeing and mental and physical health</b></p> <p>Building resilience<br/>Healthy lifestyles<br/>Health related choices<br/>Alcohol risks<br/>Illegal drugs risks<br/>Managing health, service and support<br/>Substance addiction, how to seek help<br/>Aesthetic procedures<br/>Screening, prevention and medicines<br/>Managing exam stress</p> | <p><b>Reproductive health consent, and sex.</b></p> <p>Pregnancy choices and parenthood<br/>Sexual health<br/>Consent<br/>Sexual harassment, reporting<br/>Pornography, harms</p> <p><b>Relationships</b></p> <p>Trust and intimacy<br/>Ending relationships<br/>Meeting new people<br/>Values and differences<br/>Forced marriages<br/>Power imbalances and exploitation</p> <p><b>Online safety</b></p> <p>Setting boundaries online<br/>Extremism<br/>AI<br/>Accessing mental health support<br/>Understanding misinformation</p> <p><b>Wellbeing and mental and physical health</b></p> <p>Alcohol and binge drinking<br/>Recreational drugs<br/>Leaving home.</p> |
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## Appendix 3- By the end of Primary School

| TOPIC                               | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Families and people who care for me | <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 safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li><li>• That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care</li><li>• That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up</li><li>• That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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>                                                                                                        |
| Caring friendships                  | <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 that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships</li><li>• That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it</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</li><li>• About managing conflict with kindness and respect, and that violence is never right</li><li>• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed</li></ul> |

| TOPIC                          | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Respectful, kind relationships | <ul style="list-style-type: none"> <li>• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people in relationships, and why this can be complicated</li> <li>• The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults</li> <li>• How to communicate effectively and manage conflict with kindness and respect: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration</li> <li>• That they can expect to be treated with respect by others and the importance of respecting others, including those who are different (for example: physically or in character, personality or background), or make different choices, or have different preferences or beliefs</li> <li>• The practical steps they can take in a range of different contexts to improve or support their relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests</li> <li>• Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs</li> <li>• About different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype</li> </ul>                                                            |
| Online safety and awareness    | <ul style="list-style-type: none"> <li>• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met</li> <li>• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations</li> <li>• That people should be respectful in online interactions, and 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. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</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>• That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults</li> <li>• That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online</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, including where pictures or words might be circulated</li> <li>• Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up</li> <li>• That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online</li> </ul> |

| TOPIC             | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Being safe        | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books and resources, for example</li> <li>• About the concept of privacy and the implications of it for both children and adults, including that it's 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 contact, including physical contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't know</li> <li>• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust</li> <li>• How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• Where to get advice, for example from their family, school and/or other sources</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                             |
| General wellbeing | <ul style="list-style-type: none"> <li>• The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation</li> <li>• The importance of promoting general wellbeing and physical health</li> <li>• The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition</li> <li>• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• That isolation and loneliness can affect children, and the benefits of seeking support</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others</li> <li>• That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including who to speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> <li>• That it is common to experience mental health problems, and early support can help</li> </ul> |

| TOPIC                              | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Wellbeing online                   | <ul style="list-style-type: none"> <li>• That for almost everyone the internet is an integral part of life</li> <li>• How to think about positive and negative aspects of the internet</li> <li>• How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection</li> <li>• The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>• How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online</li> <li>• Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted</li> <li>• The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive</li> <li>• How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them</li> <li>• That abuse, bullying and harassment can take place online and that this can impact wellbeing</li> <li>• How to seek support from trusted adults</li> <li>• How to understand the information they find online, including from search engines, and know how information is selected and targeted</li> <li>• That they have rights in relation to sharing personal data, privacy and consent</li> <li>• Where and how to report concerns and get support with issues online</li> </ul> |
| Physical health and fitness        | <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle</li> <li>• The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity</li> <li>• The risks associated with an inactive lifestyle, including obesity</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Healthy eating                     | <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• Understanding the importance of a healthy relationship with food</li> <li>• The principles of planning and preparing a range of healthy meals</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Drugs, alcohol, tobacco and vaping | <ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| TOPIC                            | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Health protection and prevention | <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn</li> <li>• About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils</li> </ul> |
| Personal safety                  | <ul style="list-style-type: none"> <li>• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks</li> <li>• How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Basic first aid                  | <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them</li> <li>• Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Developing bodies                | <ul style="list-style-type: none"> <li>• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process</li> <li>• The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts</li> <li>• The facts about the menstrual cycle, including physical and emotional changes (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress)</li> </ul>                                                                                                                                                                                                                                                                                                                       |

### Appendix 3: By the end of secondary school pupils should know

| TOPIC    | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Families | <ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to wellbeing, and their importance for bringing up children</li> <li>• Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony</li> <li>• That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children</li> <li>• That forced marriage and marriage before the age of 18 are illegal</li> <li>• How families and relationships change over time, including through birth, death, separation and new relationships.</li> </ul> |

| TOPIC                                           | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                                 | <ul style="list-style-type: none"> <li>• The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development</li> <li>• How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Respectful relationships, including friendships | <ul style="list-style-type: none"> <li>• About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships</li> <li>• How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal</li> <li>• The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others</li> <li>• What tolerance requires, including the importance of tolerance of other people's beliefs</li> <li>• The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict</li> <li>• The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help</li> <li>• Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration</li> <li>• The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay</li> <li>• How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice</li> <li>• How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others</li> <li>• How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others</li> <li>• How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers</li> </ul> |
| Online safety and awareness                     | <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 the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. They should also understand the difference between public and private online spaces and related safety issues</li> <li>• Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images</li> <li>• About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| TOPIC      | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|            | <p>situations, and that some users present highly exaggerated or idealised profiles of themselves online</p> <ul style="list-style-type: none"> <li>• That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI generated imagery). The potentially serious consequences of acquiring or generating images, indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. That sharing indecent images of people over 18 without their consent is also a crime</li> <li>• How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared</li> <li>• What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online</li> <li>• About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them</li> <li>• That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons</li> <li>• Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong</li> <li>• That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice</li> <li>• How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns</li> <li>• That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it</li> <li>• How information and data is generated, collected, shared and used online</li> <li>• That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising)</li> <li>• That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion</li> <li>• That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk</li> </ul> |
| Being safe | <ul style="list-style-type: none"> <li>• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent</li> <li>• That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others</li> <li>• How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed</li> <li>• How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| TOPIC                                                      | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                                                            | <ul style="list-style-type: none"> <li>• What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it</li> <li>• That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting</li> <li>• About concepts, laws and where to find support relating to: <ul style="list-style-type: none"> <li>○ Sexual violence, including rape and sexual assault</li> <li>○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language</li> <li>○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour</li> <li>○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation</li> <li>○ Forced marriage</li> <li>○ The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible</li> </ul> </li> <li>• That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed</li> <li>• That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury</li> <li>• That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death</li> <li>• That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful</li> <li>• How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault</li> </ul> |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> <li>• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive</li> <li>• The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex</li> <li>• About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent</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>• That some sexual behaviours can be harmful</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making</li> <li>• That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and 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)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| TOPIC            | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                  | <ul style="list-style-type: none"> <li>● About the use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma</li> <li>● About the prevalence of STIs, the short and long-term 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 people to take risks in their sexual behaviour</li> <li>● How and where to seek support for concerns around sexual relationships including sexual violence or harms</li> <li>● How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Mental wellbeing | <ul style="list-style-type: none"> <li>● How to talk about their emotions accurately and sensitively, using appropriate vocabulary</li> <li>● The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness</li> <li>● That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed</li> <li>● That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal</li> <li>● Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions</li> <li>● How to critically evaluate which activities will contribute to their overall wellbeing</li> <li>● How to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.</li> <li>● That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others</li> <li>● That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones</li> <li>● That stopping smoking can improve people's mental health and decrease anxiety</li> </ul> |
| Wellbeing online | <ul style="list-style-type: none"> <li>● About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>● The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have</li> <li>● How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours</li> <li>● About the risks related to online gambling and gambling-like content within gaming, including the accumulation of debt</li> <li>● How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories</li> <li>● About the risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online</li> <li>● About the serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| TOPIC                                                                     | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Physical health and fitness                                               | <ul style="list-style-type: none"> <li>• The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health</li> <li>• Factual information about the prevalence and characteristics of more serious health conditions</li> <li>• That physical activity can promote wellbeing and combat stress</li> <li>• The science relating to blood, organ and stem cell donation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Healthy eating                                                            | <ul style="list-style-type: none"> <li>• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease</li> <li>• The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease</li> <li>• About the impacts of alcohol on diet and unhealthy weight gain</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Drugs, alcohol, tobacco and vaping                                        | <ul style="list-style-type: none"> <li>• The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health</li> <li>• About the law relating to the supply and possession of illegal substances</li> <li>• About the physical and psychological risks associated with alcohol consumption</li> <li>• What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England</li> <li>• How to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol</li> <li>• About the physical and psychological consequences of problem-use of alcohol, including alcohol dependency</li> <li>• About the dangers of the misuse of prescribed and over-the-counter medicines</li> <li>• The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so</li> <li>• The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Health protection and prevention, and understanding the healthcare system | <ul style="list-style-type: none"> <li>• Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics</li> <li>• Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist</li> <li>• How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals</li> <li>• The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening</li> <li>• The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils</li> <li>• The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn</li> <li>• The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support</li> <li>• How to navigate their local healthcare system: what a GP is; when to use A&amp;E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third-sector partners which may have specialist services</li> <li>• The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment</li> </ul> |

| TOPIC             | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Personal safety   | <ul style="list-style-type: none"> <li>• How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents)</li> <li>• How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media</li> <li>• How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure</li> <li>• Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime</li> <li>• The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too)</li> <li>• The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern</li> </ul> |
| Basic first aid   | <ul style="list-style-type: none"> <li>• Basic treatment for common injuries and ailments</li> <li>• Life-saving skills, including how to administer CPR</li> <li>• The purpose of defibrillators, when one might be needed and who can use them</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Developing bodies | <ul style="list-style-type: none"> <li>• The main changes which take place in males and females, and the implications for emotional and physical health</li> <li>• The facts about puberty, the changing adolescent body, including brain development</li> <li>• About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals</li> <li>• The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## Appendix 4: Letter sent to parents advertising their write to withdraw from Sex Education element of PSHE curriculum

01 September 2026

Dear Parents,

Relationships and Sex Education (RSE), along with Health Education, are part of the National Curriculum. and are taught as part of the school's wider Personal, Social and Health Education (PSHE) programme.

The PSHE programme is hugely important in highlighting and teaching students how to navigate the risks of an increasingly complex world. [The statutory curriculum](#) has recently been updated, placing greater emphasis on recognising abuse in relationships, and the myriad of threats from the online world.

At the Prep School PSHE is predominantly taught by the students form teachers. At the Senior school it is taught primarily by pastoral leaders, reflecting the more complex topics that are routinely discussed during the lessons.

I attach to this letter a detailed breakdown of every topic that is taught by year group.

[Prep School curriculum](#)

[Senior School curriculum](#)

It is important that parents are aware of what is being taught, and can engage with their sons and daughters with the topics, and can continue the conversations at home, deepening their awareness and ability to navigate these challenges. If you would like to see individual lessons, or the lesson plans for any of these topics you have the right to see them. You are warmly invited at any time, to come and speak to me about topics, approaches, resources, or contribute ideas, and topics that are not currently included.

Please note you do have a right to withdraw your child from Sex Education delivered as part of RSE up to three terms before your child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. I have highlighted these topics in yellow on the curriculum overviews. Should you wish to do so, please complete the [attached form](#), or preferably get in touch with me, and we can discuss it further..

There is no right to withdraw from Relationships Education at secondary level and we believe the content of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught in order for them to develop and recognise what healthy relationships are.

PSHE represents such a significant part of the holistic character education that is so valuable to our students. It is key to us that the values we are teaching our students reflect British Values, the statutory curriculum, but also specifically our families, and the wider Claremont community.

Yours sincerely,

Rebecca Hurton



Assistant Principal

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