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STOVER SCHOOL

PSHE & RSHE POLICY

Sept 2026

Contents

1. Introduction, scope and status
2. Our aims
3. The statutory and regulatory framework
4. What we teach, and when
5. Curriculum design, delivery and sequencing
6. Creating a safe learning environment
7. Safeguarding, confidentiality and disclosures
8. Answering difficult questions
9. Equality, respect and the protected characteristics
10. Religion and belief
11. Pupils with SEND
12. Working in partnership with parents
13. Parents' right to request withdrawal from sex education
14. Visitors and external providers
15. Roles and responsibilities
16. Assessment, monitoring and evaluation
17. Training
18. Related policies and guidance
19. Approval and review

Appendix 1: Curriculum overview

Appendix 2: Where the statutory RSHE content is taught

Appendix 3: Parent consultation, summer 2026 – summary and our response

Appendix 4: Parent form – request to withdraw from sex education within RSE

1. INTRODUCTION, SCOPE AND STATUS

At Stover School we teach Personal, Social, Health and Economic education (PSHE) through a whole-school approach, with the aim of creating a community that respects, supports and encourages every pupil. Relationships Education, Relationships and Sex Education (RSE) and Health Education – together, RSHE – sit within that PSHE programme.

This policy applies to the whole school: the Early Years Foundation Stage, Stover Preparatory School and the Senior School, including the Sixth Form. It is published on our website and a copy is provided free of charge to anyone who asks for one.

This policy takes effect on 1 September 2026 and replaces our previous PSHE and RSE policy. It reflects the Department for Education's statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education, published in July 2025, which replaces the 2019 guidance and becomes statutory from 1 September 2026.

It also reflects the views of parents gathered through our formal consultation in the summer term of 2026. A summary of that consultation, and of the changes we made as a result, is at Appendix 3.

2. OUR AIMS

PSHE and RSHE make a significant contribution to our pupils' personal and social development, and support learning across every other subject. Through this programme we aim to:

- help pupils build their personal identity, confidence and self-esteem, and develop a positive relationship with themselves;
- give pupils the knowledge and skills to form and sustain healthy, respectful relationships of every kind – friendships, family relationships, working relationships and, in time, intimate relationships;
- help pupils recognise when something is not right, in their own lives or in the lives of others, and know how and where to seek help;
- support pupils' physical and mental health, and reduce the stigma attached to talking about either;
- help pupils navigate life online with confidence and a critical eye;
- prepare pupils for the opportunities, responsibilities and experiences of adult life in British society, including financial capability and informed career choices;
- enable pupils to recognise and manage their emotions, and to communicate well in a wide range of situations.

Our programme is positive in tone. It focuses on building healthy attitudes and practical skills rather than on alarming pupils, and it is sequenced so that pupils are equipped with knowledge before they are likely to need it.

3. THE STATUTORY AND REGULATORY FRAMEWORK

Independent School Standards

As an independent school, Stover is regulated under the Education (Independent School Standards) Regulations 2014 ("the Standards"). The following Standards bear directly on this policy:

- Paragraph 2(2)(d) requires us to provide PSHE which reflects the school's aim and ethos and which encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. Health education is provided under this Standard.
- Paragraph 2(2)(e) requires impartial, accurate and up-to-date careers guidance for pupils receiving secondary education.
- Paragraph 2(2)(i) requires us to prepare pupils effectively for the opportunities, responsibilities and experiences of life in British society.
- Paragraph 2A requires us to provide relationships education to pupils receiving primary education and relationships and sex education to pupils receiving secondary education; to have regard to the Secretary of State's statutory guidance in doing so; to keep a separate, up-to-date written policy; to consult parents before making or revising it; and to publish it and provide a copy free of charge on request. This policy is that written statement.
- Part 2, paragraph 5 requires us to promote pupils' spiritual, moral, social and cultural development, to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, and to encourage respect for other people with particular regard to the protected characteristics.

Statutory guidance

We have regard to the DfE statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025), which applies from 1 September 2026. Where we depart from any part of that guidance, we record our reasons for doing so.

Health education is not separately compulsory for independent schools; we deliver it within PSHE under paragraph 2(2)(d) of the Standards. We have nonetheless chosen to follow the health and wellbeing content of the statutory guidance in full, because we believe our pupils benefit from it and because it strengthens our safeguarding provision.

Equality law

We comply with the relevant provisions of the Equality Act 2010, including Part 6, which governs the treatment of pupils. As an independent school that is not an academy, Stover is not subject to the Public Sector Equality Duty, but we hold ourselves to the same spirit of fairness and inclusion in how this curriculum is planned and taught.

Inspection

Our PSHE and RSHE provision contributes directly to the areas inspected by the Independent Schools Inspectorate under its inspection framework, particularly pupils' physical and mental health and emotional wellbeing, and pupils' social and economic education and contribution to society. Inspectors will look for evidence that we have consulted parents on this policy and that staff are trained to deliver the curriculum. Both are addressed in this policy.

4. WHAT WE TEACH, AND WHEN

Our full curriculum overview, year group by year group, is at Appendix 1. Appendix 2 shows where each area of the statutory content is taught, including the safeguarding topics parents asked us to map explicitly.

The difference between relationships education and sex education

We think it is important that parents understand the distinction, because the right to request withdrawal applies only to sex education.

Relationships education is about families, friendships, kindness, boundaries, respect, consent, online conduct and personal safety. It does not involve explaining the detail of sexual activity. It can, however, properly cover sensitive subjects – including how to recognise and report abuse – because doing so keeps children safe. Parents cannot withdraw a pupil from relationships education.

Sex education is teaching about sexual activity, intimate relationships and sexual health. Parents may request that their child is withdrawn from some or all of it. Pupils cannot be withdrawn from content taught as part of the science curriculum, including puberty and human reproduction.

Prep School: relationships education

From the Early Years upwards, we teach the building blocks of positive relationships: families of many kinds, friendship, kindness, managing difficult feelings, boundaries, privacy, bullying and stereotypes, and how to ask for help and keep asking until someone listens. We teach children the correct names for the main parts of the body, including the penis, vulva, vagina, testicles, scrotum and nipples, so that they can describe accurately what has happened to them if they ever need to. Children are taught that these parts of the body are private.

Online safety and wellbeing runs through every year group, including the minimum age for social media accounts, the risks of sharing personal information and images, recognising harmful contact and content, and the age restrictions on games and gambling-style content.

Health and wellbeing content in the Prep School covers physical activity, healthy eating and a healthy relationship with food, sleep, dental and personal hygiene, vaccination, sun safety, the menstrual cycle, and personal safety around roads, railways, level crossings, water and fire. Pupils are taught basic first aid and how to make a clear call to the emergency services.

Prep School: sex education

Sex education is not compulsory in primary education. In line with the statutory guidance, we teach an age-appropriate introduction to relationships and sex education in Years 5 and 6, alongside the science curriculum content on conception, birth and puberty. We inform parents before teaching this content, we offer support to parents in talking to their children about it at home, and we advise parents of their right to request withdrawal.

Senior School: relationships and sex education

RSE at Stover builds on what pupils learned in the Prep School. It is taught through our PSHE programme and reinforced in science, computing, PE, religious studies and the tutorial programme. It covers:

- families and committed relationships, including the legal status of marriage and civil partnership, that 'common-law marriage' is a myth, and that forced marriage and marriage under the age of 18 are illegal;
- respectful relationships, self-esteem, boundaries, managing conflict, and ending relationships with kindness;
- consent – including that consent can be withheld, and can be withdrawn at any time, even after it has been given – and that kindness, care and attention to the other person's needs and vulnerabilities are required over and above consent;
- how inequalities of power affect behaviour in relationships, how stereotypes cause damage, how to recognise misogyny and other forms of prejudice, and how sub-cultures and online influencers, including so-called 'incel' communities, shape attitudes to sexual ethics;
- how pornography presents a distorted picture of people and sexual behaviour, and can normalise harmful attitudes;
- online safety and awareness, including deepfakes, AI-generated imagery, sextortion, online scams, the law on sharing indecent images, the risks posed by AI chatbots creating fake intimacy or offering harmful advice, and how to report and seek support;
- personal safety, sexual harassment and sexual violence, domestic abuse and coercive control, stalking and fixated behaviour, grooming and exploitation, forced marriage, female genital mutilation, virginity testing and hymenoplasty, and that strangulation and suffocation are criminal offences regardless of whether injury is caused;
- intimate and sexual relationships and sexual health, including the age of consent, the full range of contraceptive choices, sexually transmitted infections and how risk is reduced, PrEP and PEP, regular testing, the choices available in relation to pregnancy, and where to access confidential advice and treatment.

Health and wellbeing content in the Senior School covers mental wellbeing and where to seek help; physical health, healthy eating and sleep; drugs, alcohol, tobacco and vaping, including the risks of spiked drinks and of potentially fatal substances such as methanol; gambling and the gambling-like features of some gaming; menstrual and gynaecological health, including premenstrual syndrome, heavy menstrual bleeding, endometriosis and polycystic ovary syndrome; fertility, pregnancy and menopause; how to navigate the healthcare system; Gillick competence and the age of medical consent; personal safety, including the law on knives and violence; and life-saving first aid, including CPR and the use of defibrillators.

Eating disorders, self-harm and suicide prevention

These are specialised areas. We teach them only where staff are properly trained and using reliable, high-quality material, and we take advice from qualified professionals in planning that teaching. We take particular care not to discuss methods or to use language that romanticises or sensationalises these subjects, and we always signpost pupils to sources of support. We consider carefully, in the light of pupils' age, maturity and personal experience, when this content is best delivered.

Financial capability and preparing for adult life

Parents told us clearly that they value this area. Economic wellbeing runs through every year group – from understanding money in the Prep School to budgeting, debt, credit, financial harms, online scams and future finances in the Senior School and Sixth Form – alongside impartial careers education.

5. CURRICULUM DESIGN, DELIVERY AND SEQUENCING

Our programme follows the PSHE Association's Programme of Study, adapted to Stover's context and mapped against the statutory RSHE content. It is planned as a spiral curriculum: themes recur across year groups and are revisited with increasing depth, so that pupils build knowledge and skills over time rather than meeting a topic once.

PSHE and RSHE are taught in timetabled lessons by our own teaching staff, supported by the tutorial and assembly programme and by carefully selected external specialists. Specific content is also taught within science, computing, PE and religious studies. The PSHE and RSHE Co-ordinators work with colleagues in those subjects so that the programmes complement rather than duplicate one another.

Teaching is participative and interactive. Parents told us they wanted lessons to be practical rather than theoretical – to help pupils navigate real situations rather than simply recite facts – and our schemes of work use discussion, scenario work, role-play and case studies to that end.

PSHE is a flexible subject that responds to the needs of our pupils. Where an event or an emerging issue makes it necessary, we will teach a topic out of sequence or introduce new content. Where that represents a departure from this published policy, we will inform parents in advance and share the relevant materials with them on request.

6. CREATING A SAFE LEARNING ENVIRONMENT

PSHE and RSHE draw on pupils' real-life experiences, and both pupils and staff need protecting in these lessons. Every class agrees and negotiates their own ground rules at the beginning of the year; these are recapped before sensitive work begins and amended where necessary. This creates a shared sense of ownership while ensuring safe discussion principles are covered. The principles are based on:

- Openness (without directly discussing our own or others' personal or private lives)
- Keeping the conversation in the room (unless there is a concern that someone is at risk, in which case the school's safeguarding policy will be followed)
- A non-judgmental approach ('challenge the opinion, not the person')
- The right to pass
- Making no assumptions
- Using appropriate language
- Asking questions
- Seeking help and advice

Teachers also use distancing techniques, and anonymous question boxes, so that pupils can raise issues without exposing themselves. Where we identify a specific need, we may teach a particular topic in single-sex groups to create a safer space for discussion. Where we do so, we take care not to stigmatise boys, and not to suggest to girls that they will inevitably be victims or that their safety is their own responsibility.

Throughout the programme we avoid language that might normalise harmful behaviour or that stereotypes any group. Pupils are taught that most boys and young men behave respectfully, and that anyone can be a victim of sexual violence regardless of sex, sexual orientation or any other characteristic. Where misogynistic or prejudiced views are expressed, staff challenge the idea rather than the pupil.

7. SAFEGUARDING, CONFIDENTIALITY AND DISCLOSURES

Teaching about these subjects can lead to an increase in safeguarding disclosures. That is a sign the curriculum is working, and we plan for it.

All staff are trained in safeguarding and know what to do if they have a concern about a pupil. Staff follow Part 1 of Keeping Children Safe in Education and our own Safeguarding and Child Protection Policy, and act on concerns immediately by speaking to the Designated Safeguarding Lead or a deputy. Staff never promise a pupil that they will keep a disclosure to themselves.

Pupils are told where they can seek help outside school if they would rather not speak to a member of staff.

Staff are aware of the mandatory reporting duty in relation to female genital mutilation, that virginity testing and hymenoplasty are criminal offences, and of the forthcoming duty to report child sexual abuse.

8. ANSWERING DIFFICULT QUESTIONS

Pupils will sometimes ask questions that go beyond the sex education we cover, or that relate to content from which they have been withdrawn. Staff answer such questions in a way that supports the pupil, recognising that a child whose question goes unanswered is likely to look for an answer online instead.

In practice, a teacher will judge whether the question is best answered for the whole class, answered individually afterwards, or referred elsewhere. Where a pupil has been withdrawn from sex education, the teacher will not deliver that content to them individually, but will encourage the pupil to speak to their parents or another trusted adult and will signpost reliable sources of support. Where a question raises a safeguarding concern, the teacher follows safeguarding procedures. Staff can seek advice from the PSHE and RSHE Co-ordinators or the Designated Safeguarding Lead at any point.

9. EQUALITY, RESPECT AND THE PROTECTED CHARACTERISTICS

This policy promotes respect for every pupil. Our curriculum is designed to encourage respect for other people, paying particular regard to the protected characteristics under the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Appendix 2 identifies where each is addressed.

We teach in a way that does not discriminate against pupils or amount to harassment, and we illustrate a wide range of family structures positively, so that no child is stigmatised because of their home circumstances. Pupils learn about all the protected characteristics, including sexual orientation and gender reassignment, by the end of their secondary education. Content on same-sex relationships is integrated into the programme rather than delivered as a stand-alone lesson, and our teaching on sexual health is relevant to all pupils.

Pupils are taught the facts and the law about biological sex and gender reassignment, including that people have legal rights by virtue of their biological sex, and that people with the protected characteristic of gender reassignment are protected from discrimination and must be treated with respect and dignity. Beyond the facts and the law there is significant public debate, and we do not endorse a particular view or teach contested belief as fact. We encourage pupils to express their views while respecting the views of others, and we are clear that bullying or disrespectful language is never acceptable.

10. RELIGION AND BELIEF

We respect the right of pupils, their families and our staff to hold beliefs, religious or otherwise, and we recognise that these may sometimes differ from aspects of our approach to RSHE. We teach about faith perspectives on relationships and family life, and we are clear with pupils when we are presenting a religious belief rather than a fact or a legal position. Balanced discussion of contested issues is welcome.

11. PUPILS WITH SEND

Our PSHE and RSHE curriculum is for every pupil. High-quality teaching is adapted and personalised so that all pupils can access the content, and the Learning Support department advises on adaptations for individual pupils, including those with an education, health and care plan.

In practice this may mean using visual or simplified materials, smaller group or individual delivery, additional time on a topic, or revisiting content more often. We are conscious that pupils with SEND – particularly those with social, emotional and mental health needs or learning difficulties – can be more vulnerable to harmful sexual behaviour, abuse, exploitation and bullying, which makes this curriculum especially important for them. Teaching is also designed to prepare pupils with SEND for adulthood, in line with the SEND Code of Practice.

We check that materials from external sources are accessible to all pupils before we use them.

12. WORKING IN PARTNERSHIP WITH PARENTS

Parents are the primary educators of their children in these matters, and our role is to support and complement what happens at home.

Consultation

We consult parents before making or revising this policy. Our most recent consultation ran in the summer term of 2026 and invited views on the proposed curriculum and on this policy. A summary of the responses and of our response to them is at Appendix 3. We will consult again at each substantive review.

Seeing what we teach

Parents may view any of the materials we use to teach RSHE. On request, parents can be provided with access to any requested resources, in an accessible format.

Where copyright applies, we comply with it and acknowledge the author. Access is given on the condition that parents agree not to copy or share the content further except as copyright law permits. Copyright affects how we share materials; it is never a reason to refuse to share them. When we contract with an external provider, we do not agree to any restriction on showing parents the content they deliver.

Parents are not able to veto curriculum content. But we take parents' views seriously, we will always explain our reasoning, and we would far rather hear a concern early than late. Any parent who would like to discuss this curriculum should contact the PSHE and RSHE Co-ordinator or the Head of the relevant school in the first instance.

13. PARENTS' RIGHT TO REQUEST WITHDRAWAL FROM SEX EDUCATION

Parents have the right to request that their child is withdrawn from some or all of the sex education delivered as part of RSE.

There is no right of withdrawal from relationships education, from health education, or from any content taught as part of the science curriculum, including science topics relating to puberty and sexual reproduction.

How to make a request

Requests should be made in writing using the form at Appendix 4, addressed to the Head of the Preparatory School for pupils in the Prep School, or to the Headteacher for pupils in the Senior School.

Before a request is granted, the Head will discuss it with the parents, and with the pupil where that is appropriate, in order to understand the request and to explain what the curriculum covers. That conversation will include the benefits of sex education and the possible effects of withdrawal, including the likelihood that the pupil will hear an inaccurate second-hand account from classmates. A record of the discussion and of the decision is kept in the pupil's educational record.

Prep School

Where a parent requests that a pupil is withdrawn from sex education in the Prep School, the Head of the Preparatory School will grant the request, other than in respect of content taught as part of the science curriculum.

Senior School

In the Senior School, the Headteacher will grant a request except in exceptional circumstances – for example where there is a safeguarding concern, or where a pupil's particular vulnerability means that withdrawal would not be in their interests. Where the Headteacher considers that a pupil should not be excused, the reasons will be explained to the parents and recorded.

Pupils opting back in

From three terms before a pupil turns 16, the pupil may choose to receive sex education even if their parent has requested withdrawal. If a pupil makes that choice, we will arrange for them to receive it. We make sure that pupils know they have this right.

While a pupil is withdrawn

Where a pupil is withdrawn, we remain responsible for their education during that time, and they will be given purposeful, supervised alternative work. A request may be withdrawn by the parent at any time.

14. VISITORS AND EXTERNAL PROVIDERS

We value working with external partners, who bring specialist knowledge and different ways of engaging our pupils. Whoever delivers a session, however, the school remains responsible for the content and for the way our pupils are taught.

Before an external provider works with pupils we check their credentials; ask to see their materials and lesson plan in advance; satisfy ourselves that the content is accurate, unbiased, age and stage appropriate and accessible to all pupils, including those with SEND; confirm that it fits our scheme of work; and agree how any safeguarding concern arising in the session will be handled. We are particularly cautious about organisations with a commercial interest in a product or a strongly partisan view on a contested topic.

All visitors are subject to our Safeguarding and Child Protection Policy and our procedures for visitors to site. A member of Stover teaching staff remains present throughout any session delivered by a visitor.

15. ROLES AND RESPONSIBILITIES

The Governing Body

Governors approve this policy and monitor its implementation. They assure themselves that all pupils make progress in these subjects, that teaching is accessible to pupils with SEND, that curriculum content and materials align with statutory guidance, and that parents are given clear information about what is taught, by whom, and about the right to request withdrawal.

The Governor with responsibility for monitoring this policy receives an annual update on PSHE and RSHE. This includes involvement in policy development and review, consideration of pupil voice and participation, engagement with lesson observations and learning walks, and, where appropriate, review of communications sent to parents regarding the right to withdraw.

The Headteacher

The Headteacher is responsible for ensuring that PSHE and RSHE are taught consistently across the school, working with the Senior Leadership Team and the PSHE and RSHE Co-ordinators. The Headteacher, or the Head of the Preparatory School in respect of Prep School pupils, manages requests to withdraw pupils from sex education.

The PSHE and RSHE Co-ordinators

The Co-ordinators are responsible for the curriculum map and schemes of work; for keeping content current against the statutory guidance; for selecting and checking resources and external providers; for supporting and training colleagues; and for monitoring and evaluating the quality of provision.

The Designated Safeguarding Lead

The DSL advises on safeguarding content, maintains knowledge of local support and local issues that it may be appropriate to address in lessons, and receives and acts on any concern arising from PSHE and RSHE teaching.

Staff

All staff who teach PSHE and RSHE are responsible for:

- delivering the programme sensitively, accurately and in line with this policy;
- modelling positive attitudes and challenging prejudice, sexism and misogyny wherever it appears;
- adapting teaching to the needs of individual pupils;
- monitoring pupils' progress and feeding back to the Co-ordinators;
- responding appropriately where a pupil has been withdrawn from sex education;
- following safeguarding procedures without delay where a concern arises.

Staff do not have the right to opt out of teaching RSHE. Any member of staff with concerns about teaching it should discuss them with their line manager or with the PSHE and RSHE Co-ordinator, who will provide support and, where needed, training.

Pupils

We expect all pupils to engage fully with PSHE and RSHE, to observe the ground rules, and to treat one another with respect and sensitivity.

Parents

All parents have access to this policy and are invited to give feedback as part of our consultation process.

16. ASSESSMENT, MONITORING AND EVALUATION

Pupils do not pass or fail PSHE and RSHE. They do, however, make progress, and we assess that progress so that teaching can be adapted.

Pupils reflect on their learning, set personal goals, and record their understanding in a range of ways, including discussion, group work, written and creative tasks, and baseline and end-point assessment activities within each unit. Teachers use these to identify where a class or an individual needs more.

The quality of provision is monitored by the PSHE and RSHE Co-ordinators through scrutiny of planning and pupils' work, learning walks and lesson observations, and staff feedback. Pupil voice is gathered each year through surveys and the school council and is used to adapt the programme so that it stays relevant to our pupils' actual experience. Parent views are gathered through consultation.

The Co-ordinators report annually to the Senior Leadership Team and to governors on the effectiveness of the programme, any gaps identified against the statutory guidance, and the actions taken in response.

17. TRAINING

Staff who deliver PSHE and RSHE undergo training and support where appropriate. Safeguarding training is included in staff induction. Our continuing professional development programme covers the statutory content, how to create a safe learning environment, how to handle sensitive and difficult questions, and what to do in the event of a disclosure.

Where the curriculum covers specialised areas – including eating disorders, self-harm and suicide prevention – we ensure that the staff delivering it have received appropriate, evidence-based training before that content is taught. The Headteacher and the Co-ordinators may invite specialist professionals to provide training to staff.

18. RELATED POLICIES AND GUIDANCE

This policy should be read alongside our:

- Safeguarding and Child Protection Policy
- Child-on-Child Abuse Policy
- Anti-Bullying Policy
- Behaviour Policy
- Online Safety and Acceptable Use Policy
- Curriculum Policy
- Equal Opportunities Policy and Accessibility Plan
- SEND and Learning Support Policy
- Mental Health and Wellbeing Policy
- Complaints Policy

It is informed by the following guidance and legislation:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE statutory guidance (July 2025, in force from 1 September 2026)
- The Education (Independent School Standards) Regulations 2014, and the DfE's Independent School Standards guidance
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Equality Act 2010
- SEND Code of Practice: 0 to 25 years
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying

- Teaching Online Safety in Schools
- Promoting Fundamental British Values as part of SMSC in schools
- The Equality and Human Rights Commission's advice and guidance for schools

19. APPROVAL AND REVIEW

This policy was drafted by the PSHE and RSHE Co-ordinators with the Senior Leadership Team. It was informed by consultation with parents during the summer of 2026, along with pupils and staff in September 2026 and approved by the Governing Body.

It will be reviewed annually by the Senior Leadership Team, and more frequently if the statutory guidance changes, if an incident or emerging issue makes a change necessary, or if consultation indicates that a change is needed. Parents will be consulted before any substantive revision, and the revised policy will be published on the school website.

Approved by the Governing Body: September 2026

Next review due: September 2027

Appendix 1: Curriculum Overview

N.B. PSHE is intended to be a flexible subject which responds to the needs of the pupils. Sometimes, there will be the need to cover a specific topic as a response to an event or incident. Therefore, the order of teaching within year groups may not be identical to the mapping below.

Stover Preparatory School: Nursery – Year 6 (Updated March 2026)

EYFS	**Educational Programme for Personal, Social, and Emotional Development** **Self-Regulation - Managing Self - Building Relationships**
	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.
	Our children will be learning to: ● Select and use activities and resources, asking for help when needed. This helps children to achieve a goal they have chosen, or one which is suggested to them. ● Develop their sense of responsibility and membership of a community. ● Become more outgoing with unfamiliar people, in the safe context of their setting. ● Show more confidence in new social situations. ● Play with one or more other children, extending and elaborating play ideas. ● Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. ● Increasingly follow rules, understanding why they are important. ● Do not always need an adult to remind them of a rule. ● Develop appropriate ways of being assertive. ● Shows an understanding how others might be feeling and can regulate their behaviour accordingly. ● Can consider the perspectives of others and can use talk to resolve conflicts. ● Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ● Begin to understand how others might be feeling. ● Manage their own basic hygiene and personal needs. ● Talk about the different factors that support their overall health and wellbeing.

Year 1	Autumn 1	Spring 1	Summer 1
	Asking for help – who can we go to? Setting class rules. Setting goals	Healthy Choices Personal hygiene to keep us healthy. Caring for our Environment – How can we 'do our bit'?	Emotions and Bullying Rights and responsibilities. People who work in our community – how do they help us?

	Different feelings and emotions. Positive and negative.		
	Autumn 2	Spring 2	Summer 2
	What needs do we have? Does everyone have the same needs? Bullying How our behaviour affects others. Appropriate and inappropriate touch and how feelings and bodies can be hurt.	Online safety. Money – What is it? Special people Looking at similarities and differences between people and families. Teasing – what can we do about it?	Growing and Changing – becoming more independent. Parts of the body – correct names. Keeping Safe – what rules do we follow in school and in the wider community? Privacy and keeping secrets.
Year 2	Autumn 1	Spring 1	Summer 1
	Class rules and why they are important. What am I good at and what do I want to get better at? – setting goals. How do we know how we and others are feeling? Managing our feelings.	What is a healthy diet? How does exercise help us to stay healthy? Making healthy choices – what can happen if we don't? Money - What happens when we don't have enough? How do we keep it safe?	People working in our community – the emergency services – how do we get their help? What skills do people need for their jobs? The dangers of household products if not used correctly. Rules for keeping safe.
	Autumn 2	Spring 2	Summer 2
	Bullying How different types of behaviour affect others and how we can help it to stop. Listening to others and playing cooperatively. How are we all the same/different.	Online safety. NSPCC pants lessons (to include correct terminology of body parts). Bodies and feelings can be hurt. Right to speak out and who to go to for help.	Understanding how we have changed since being a baby. What does it mean to be independent? How can we continue to be more independent? Ways we are the same as other people. Privacy in different contexts.. Correct names for the main parts of the body.
Year 3	Autumn 1	Spring 1	Summer 1
	Setting goals and recognising achievements Fabulous Friends – what makes a good friend? Agreeing and disagreeing. How do our actions affect others? Non-verbal communication – How do we know how someone feels?	What is climate change? How can we improve sustainability of the environment world-wide. Acceptable and unacceptable physical contact. Secrets/surprises and confidentiality.	Values and customs of people around the world. Appreciating differences and diversity (within the uk). Equality. What is community? How do we play our part?
	Autumn 2	Spring 2	Summer 2
	Bullying Diversity – What it means. Stereotypes and respecting difference. Equality	Keeping safe online. Images in the media – can we trust them? What is peer pressure? Healthy lifestyles – diet, exercise and sleep – why is it important?	Managing risk and keeping safe. Importance of rules. What to do in an emergency. How our feelings change as we grow up.
Year 4	Autumn 1	Spring 1	Summer 1
	Set goals for the year and look back to past achievements – everyone has different strengths.	Hygiene and keeping ourselves well. How do we know if we are unwell? What is money? How do we earn it and how do we budget?	Keeping safe in our local environment (including mobile phone use/dares and peer pressure). Privacy and personal boundaries. Saying no.

	How do we know how others feel? And how should we respond? Resolving disputes.	Money – What is meant by loan and interest? What does it mean to be enterprising?	When is it ok to 'tell'? Confidentiality and secrets.
	Autumn 2	Spring 2	Summer 2
	Bullying What is anti-social behaviour and how does it affect others? What responsibilities, duties and rights do we have in school, at home and in the wider community?	Online safety What is a habit? How they can be hard to change. Drugs that are common in everyday life and their effects (alcohol, caffeine, medicines, tobacco/vaping). What are stereotypes?	What is a positive, healthy relationship and how do we know? Maintaining good friendships. What is mental health and how can we keep it healthy? Discuss mental ill-health. What does it mean to be lonely?
Year 5	Autumn 1	Spring 1	Summer 1
	Achievements and setting goals – for year 5 and long term – what job might they like to do? Empathy and compassion. How do we recognise feelings in ourselves and others? Healthy relationships. What do we mean by healthy? How to judge when a friendship becomes unhealthy.	Medicines and drugs. What does illegal and legal mean? The role of vaccinations. Illegal drugs. Looking after our money – being a critical consumer. What is gambling?	What is a 'dare' and how do we keep ourselves safe? Recognising identity/stereotypes and equality. How stereotypes can affect career choices. What makes us the same and different? Coping with bereavement, loss and change.
	Autumn 2	Spring 2	Summer 2
	Human rights and how democracy works. Bullying Taking responsibility for our actions. Body image and the media. What should we share with others.	Online safety. Teasing, prejudice and discrimination. Consent - it's my body. Personal boundaries and respecting other people's privacy.	Keeping safe in local environment – water/fire/rail/sun safety, online safety. What does being part of a community mean? What is peer pressure?
Year 6	Autumn 1	Spring 1	Summer 1
	Aspirations and achieving goals. Types of relationship – focus on diversity. Maintaining relationships – resolving differences. Recognising unhealthy relationships.	What is loan, credit, debt and interest? Enterprise (linked to Red Nose Day). Appropriate physical contact. Confidentiality and secrets.	Why and how are laws made? Human rights and the UN declaration on the rights of the child. Keeping safe – where can I get help? What do I do in an emergency? Including first aid. Using a mobile phone safely.
	Autumn 2	Spring 2	Summer 2
	Bullying Anti-social behaviour. Respecting diversity of ethnicity, religion etc in Britain. Being thankful.	Changes during puberty. Menstrual well-being. Sex education. Rights and responsibilities – Law and democracy. Working collaboratively towards shared goals – negotiation and compromise.	Growing and changing – impacts on our mental health and how to ask for help. Transition to Secondary school. Feelings of loss incl. bereavement.

Appendix 1: Curriculum Overview cont. KS3 & 4 Year 7 – 13 (Last updated Sept 26)

Secondary PSHE education | Long-term overview

Statutory RSHE | Statutory RSHE | Economic Wellbeing & Careers | Economic Wellbeing & Careers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Emotional wellbeing: managing change and transition	Friendship and bullying	Families and changing relationships	Puberty and keeping safe	Influences on relationships	Financial decisions
Year 8	Health and wellbeing	Personal safety and managing risk	Belonging and community	The online world	Healthy and unhealthy relationships	Managing money
Year 9	Mental health and wellbeing	Careers and future choices	Drug education	Managing risk in relation to the law	Intimate sexual relationships	Navigating online harms
Year 10	Independence, health choices and wellbeing	Navigating the online world	Friendship, diversity and challenging extremism	Managing influence	Exploring consent and recognising abuse	Study, work and careers
Year 11	Life-long wellbeing	Drugs and personal safety	Safe relationships and sexual health	Families, fertility and pregnancy	Online financial harms	

Appendix 1: Curriculum Overview cont. KS5 (Year 12-13)

Key stage 5 PSHE education | Long-term overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	Physical and mental health and wellbeing	Healthy relationships and consent	Recognising and responding to harmful relationship behaviours	Work, study and careers	Drugs, alcohol, and managing risk	Financial decisions
Year 13	Next steps	Independence and personal safety	Sexual and reproductive health	Life online	Future finances	

Appendix 2: Where the statutory RSHE content is taught

Parents asked us to say explicitly where the statutory content – and in particular the safeguarding topics – is taught. This table maps the statutory RSHE content to the point in our programme at which it is introduced. Content is revisited and deepened in later years; the year shown is where it is first taught in a substantive way. Detailed schemes of work are available from the PSHE and RSHE Co-ordinators on request.

Topic	Phase and year group	Where it is taught
Families of different kinds, including single-parent, same-sex, kinship, adoptive and foster families	Prep, Years 1–6	PSHE: 'Special people', 'Types of relationship – diversity', 'Similarities and differences between people and families'
Correct names for body parts, privacy and personal boundaries	Prep, Years 1–2	PSHE: 'Parts of the body – correct names'; NSPCC PANTS lessons
Appropriate and inappropriate contact; recognising and reporting abuse	Prep, Years 1–6	PSHE: 'Appropriate and inappropriate touch', 'Right to speak out and who to go to for help', 'Consent – it's my body'
Bullying, including online bullying, stereotypes and prejudice	Prep, Years 1–6; Senior, Year 7	PSHE: 'Bullying' (each year); 'Stereotypes and respecting difference'; 'Friendship and bullying' (Year 7)
Online safety, privacy and critical evaluation of online content	Prep, Years 1–6; Senior, Years 8–13	PSHE: 'Online safety' (each year); 'The online world' (Year 8); 'Navigating online harms' (Year 9); 'Life online' (Year 13); Computing
Puberty, menstrual wellbeing and the changing body	Prep, Year 6; Senior, Year 7	PSHE: 'Changes during puberty', 'Menstrual well-being'; 'Puberty and keeping safe' (Year 7); Science
Sex education: conception, birth and reproduction	Prep, Years 5–6	PSHE: 'Sex education' (Year 6); Science curriculum
Protected characteristics: race, religion or belief, disability, sex, sexual orientation, gender reassignment, age, pregnancy and maternity, marriage and civil partnership	Prep, Years 3–6; Senior, Years 7–11	PSHE: 'Equality', 'Diversity', 'Respecting diversity of ethnicity, religion'; 'Belonging and community' (Year 8); 'Friendship, diversity and challenging extremism' (Year 10); Religious Studies
Consent, including that consent can be withdrawn at any time	Prep, Years 5–6; Senior, Years 9–12	PSHE: 'Consent – it's my body' (Prep); 'Intimate sexual relationships' (Y9); 'Exploring consent and recognising abuse' (Y10); 'Healthy relationships and consent' (Y12)
Sexual harassment, sexual violence and harmful sexual behaviour	Senior, Years 10–12	PSHE: 'Exploring consent and recognising abuse' (Year 10); 'Recognising and responding to harmful relationship behaviours' (Year 12)
Domestic abuse, coercive and controlling behaviour	Senior, Years 10–12	PSHE: 'Managing influence' (Year 10); 'Recognising and responding to harmful relationship behaviours' (Year 12)
Stalking and fixated, obsessive or repeated behaviour	Senior, Years 10–12	PSHE: 'Exploring consent and recognising abuse' (Year 10); 'Independence and personal safety' (Year 13)
Strangulation and suffocation as criminal offences	Senior, Years 11–12	PSHE: 'Safe relationships and sexual health' (Year 11); 'Recognising and responding to harmful relationship behaviours' (Year 12)
Grooming, criminal and sexual exploitation, county lines	Senior, Years 8–10	PSHE: 'Personal safety and managing risk' (Year 8); 'Managing risk in relation to the law' (Year 9); 'Managing influence' (Year 10)
Forced marriage, marriage under 18, and so-called honour-based abuse	Senior, Years 9–11	PSHE: 'Managing risk in relation to the law' (Year 9); 'Families, fertility and pregnancy' (Year 11)
Female genital mutilation, virginity testing and hymenoplasty	Senior, Years 10–11	PSHE: 'Exploring consent and recognising abuse' (Year 10); 'Safe relationships and sexual health' (Year 11)
Non-consensual image sharing, indecent images and the law, including AI-generated imagery	Senior, Years 9–11	PSHE: 'Navigating online harms' (Year 9); 'Navigating the online world' (Year 10); Computing
Deepfakes, misinformation and AI chatbots	Senior, Years 9–11	PSHE: 'Navigating online harms' (Year 9); 'Navigating the online world' (Year 10); Computing

Topic	Phase and year group	Where it is taught
Sextortion, online scams and financial harms online	Senior, Years 10–13	PSHE: 'Navigating the online world' (Year 10); 'Online financial harms' (Year 11); 'Future finances' (Year 13)
Pornography and its influence on attitudes and behaviour	Senior, Years 9–11	PSHE: 'Intimate sexual relationships' (Year 9); 'Navigating the online world' (Year 10)
Misogyny, violence against women and girls, and online influencers	Senior, Years 10–12	PSHE: 'Managing influence' (Year 10); 'Friendship, diversity and challenging extremism' (Year 10); 'Recognising and responding to harmful relationship behaviours' (Year 12)
Sexual health, contraception, STIs, PrEP and PEP	Senior, Years 11–13	PSHE: 'Safe relationships and sexual health' (Year 11); 'Sexual and reproductive health' (Year 13); Science
Choices in relation to pregnancy, including keeping the baby, adoption and abortion	Senior, Years 11–13	PSHE: 'Families, fertility and pregnancy' (Year 11); 'Sexual and reproductive health' (Year 13)
Menstrual and gynaecological health; fertility and menopause	Senior, Years 11–13	PSHE: 'Families, fertility and pregnancy' (Year 11); 'Sexual and reproductive health' (Year 13)
Mental health, emotional wellbeing and where to seek help	Prep, Years 4–6; Senior, Years 7–12	PSHE: 'What is mental health' (Prep); 'Emotional wellbeing' (Year 7); 'Mental health and wellbeing' (Year 9); 'Life-long wellbeing' (Year 11); 'Physical and mental health and wellbeing' (Year 12)
Self-harm, suicide prevention and eating disorders	Senior, Years 9–12, by trained staff	PSHE: 'Mental health and wellbeing' (Year 9); 'Independence, health choices and wellbeing' (Year 10); 'Life-long wellbeing' (Year 11)
Drugs, alcohol, tobacco and vaping, including spiked drinks	Prep, Years 4–6; Senior, Years 9–12	PSHE: 'Medicines and drugs' (Prep); 'Drug education' (Year 9); 'Drugs and personal safety' (Year 11); 'Drugs, alcohol and managing risk' (Year 12)
Gambling and gambling-like content in gaming	Prep, Year 5; Senior, Years 8–11	PSHE: 'What is gambling?' (Year 5); 'Managing money' (Year 8); 'Online financial harms' (Year 11)
Knife crime, violence and the law	Senior, Years 9–11	PSHE: 'Managing risk in relation to the law' (Year 9); 'Drugs and personal safety' (Year 11)
Extremism and radicalisation	Senior, Year 10	PSHE: 'Friendship, diversity and challenging extremism' (Year 10)
Personal safety: roads, railways and level crossings, water, fire and sun safety	Prep, Years 1–6; Senior, Years 8 and 13	PSHE: 'Keeping safe in local environment' (Prep); 'Personal safety and managing risk' (Year 8); 'Independence and personal safety' (Year 13)
First aid, emergency calls, CPR and defibrillators	Prep, Year 6; Senior, Years 10–11	PSHE: 'What do I do in an emergency? Including first aid' (Year 6); 'Independence, health choices and wellbeing' (Year 10)
Healthcare system, Gillick competence and medical consent	Senior, Years 12–13	PSHE: 'Physical and mental health and wellbeing' (Year 12); 'Independence and personal safety' (Year 13)
Financial capability, careers and preparing for adult life	Prep, Years 1–6; Senior, Years 7–13	PSHE: 'Money' units (Prep); 'Financial decisions' (Years 7 and 12); 'Managing money' (Year 8); 'Careers and future choices' (Year 9); 'Study, work and careers' (Year 10); 'Work, study and careers' (Year 12); 'Next steps' (Year 13)

Note: where a topic is first taught in a given year, it is revisited in later years at greater depth. The order of teaching within a year group may vary, as PSHE responds to the needs of pupils and to events.

Appendix 3: Parent consultation, summer 2026 – summary and our response

In accordance with paragraph 2A of the Independent School Standards and the DfE statutory guidance, we consulted parents on the proposed PSHE and RSHE curriculum and on this policy before finalising it.

How we consulted

In July 2026 we wrote to all parents with a summary of the proposed curriculum changes and invited responses through an online questionnaire. The questionnaire asked parents how supportive they were of the proposed updates, how important they considered each area of the curriculum, whether the proposed content was age-appropriate, relevant, inclusive, supportive of wellbeing and promoting of safeguarding, and invited open comments. Parents were also offered a copy of the draft policy before it was finalised.

Who responded

Five families responded. Four had children in the Senior School and one in the Prep School. The response rate was low, and we say so plainly here; we have taken the substance of what parents said seriously, while recognising that it represents a small number of families. We will look at how we promote the next consultation in order to reach more parents, in future.

What parents told us

- Support for the proposals was high. Three respondents were very supportive and one mostly supportive. One respondent was unsure, and had not read the consultation information.
- Every curriculum area was rated important or very important by almost all respondents. Healthy relationships and respect, online safety, mental health and emotional wellbeing, and modern technology including AI, deepfakes and misinformation were rated very important by every respondent who expressed a view.
- Financial education and preparing for adult life was rated very important or important by all respondents.
- Four of the five respondents considered the proposed content age-appropriate; the remaining respondent answered 'somewhat' across the board.
- Two parents requested a copy of the draft policy before it was finalised, and this was provided.

What parents said in their own words, and what we have done

Four parents left open comments. We have grouped them into four themes.

1. Consent must be taught as something that can change, and taught even-handedly

One parent welcomed the prominence given to respect, consent and boundaries, and asked that it be made clear that consent applies equally to boys and girls rather than assuming that boys are the ones who push; that consent can be withdrawn after it has been given; and that pupils are given practical guidance on how to ask respectfully, and how to receive a refusal or a change of mind.

We agree, and this is reflected throughout the policy. Section 4 now states explicitly that consent can be withheld and can be withdrawn at any time, even after it has been given, and that kindness and care are required over and above consent. Section 6 commits us to language that does not stigmatise boys or cast girls as inevitable victims, in line with the 2026 statutory guidance. Our schemes of work include practical skills for expressing and receiving boundaries in both directions.

2. Teaching should be practical rather than theoretical

The same parent observed that most teenagers already know the facts, and that the difficulty lies in navigating real situations.

We agree. Section 5 commits us to participative, interactive teaching using discussion, scenario work, role-play and case studies rather than transmission of facts alone.

3. Please map explicitly where safeguarding topics and protected characteristics are covered

A Prep School parent asked us to confirm how and in which year groups the curriculum represents different family structures and the protected characteristics, and asked for the curriculum map to identify explicitly where a detailed list of safeguarding topics is addressed – including sexual harassment and assault, domestic abuse and coercive control, stalking, drink spiking, grooming and exploitation, forced marriage, FGM, so-called honour-based abuse, non-consensual image sharing, deepfakes, pornography, sexual health, contraception, STIs, pregnancy choices, self-harm, suicide prevention and eating disorders.

This was the single most substantial piece of feedback we received, and we have acted on it in full. Appendix 2 is new, and maps every one of those topics, together with the protected characteristics and family structures, to the phase and year group in which it is taught and the unit through which it is delivered. Detailed schemes of work are available on request.

4. There should be as much PSHE as possible

One parent commented that PSHE feels like the most important thing children learn and that there should be as much of it as possible.

We share that view. PSHE and RSHE are timetabled in every year group from Reception to Year 13, and are reinforced through the tutorial, assembly and co-curricular programmes. We will keep curriculum time under review as part of the annual evaluation described in Section 16.

Points we considered but have not adopted

One respondent answered ‘somewhat’ rather than ‘yes’ to each question about the proposed content but did not leave a comment explaining their reservations, and one respondent who was unsure about the proposals had not read the consultation information. We were therefore unable to identify a specific change to make in response. We would welcome a conversation with any parent who has reservations, and we will make the next consultation easier to engage with.

No parent asked us to remove content from the curriculum. Parents are not able to veto curriculum content, but where a request of that kind is made we will always explain our reasoning and discuss it

with the family, and we will make clear the separate right to request withdrawal from sex education described in Section 13.

Next consultation

We will consult parents again before the next substantive revision of this policy, and in any event within three years. Pupil voice is gathered annually and feeds into the same review.

Appendix 4: Parent form – request to withdraw from sex education within RSE at Stover School

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Date/Signed	