

PSHE & RSHE Policy

More Than Ed | Independent School

Compulsory RSHE elements from 1 September 2026 (DfE 2025 Statutory Guidance)

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Responsible Person: Karen Holmes & Hayley Winstanley

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1. Introduction

This policy sets out our school's approach to Personal, Social, Health and Economic (PSHE) education and Relationships, Sex and Health Education (RSHE) for our students with social, emotional and mental health (SEMH) needs. It replaces our previous PSHE Policy and incorporates the statutory RSHE content from the Department for Education's RSHE Statutory Guidance (July 2025), which becomes compulsory from 1 September 2026.

The promotion of Fundamental British Values (FBV) is an integral part of PSHE and supports the whole-school ethos. We focus on these values through the school's continued emphasis on the growth of the Spiritual, Moral, Social and Cultural (SMSC) development of our students. SMSC is embedded into our Schemes of Work but is also reinforced through many opportunities within the curriculum. The integration of SMSC is also a prerequisite for meeting the requirements of the Independent School's Teaching Standards — Part 2. For further information about how SMSC is actively promoted, please refer to our separate SMSC British Values Policy.

At our school, PSHE and RSHE are a planned programme of learning through which students acquire the knowledge, understanding and skills they need to manage their lives, their relationships, their bodies and their wellbeing now and in the future. We recognise that our students have experienced significant trauma which affects their learning and development, and our approaches are adapted accordingly through trauma-informed practice. Every student has an EHCP identifying SEMH as a primary need, and many are care-experienced or have co-occurring needs in communication, cognition or sensory processing. Our delivery is therefore highly individualised, predominantly 1:1, and sequenced to meet each student at their actual developmental, language and processing level.

This policy should be read alongside our PSHE/RSHE Whole-School Curriculum Coverage and Mapping document, our RSHE Advisory Statement, our PSHE/RSHE Sequential Learning Map (KS2–KS4), and our Safeguarding, Curriculum, and Behaviour and Relational Policies.

2. Aims and Objectives

The PSHE and RSHE curriculum aims to make a significant contribution to students' SMSC development, their behaviour and their safety. The learning provided by the whole-school and curriculum PSHE/RSHE provision is essential to the safeguarding of all our students. The three core themes of Health and Wellbeing, Relationships, and Living in the Wider World are embedded within the curriculum and link learning to economic and cultural difference, helping to promote the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those of different faiths and beliefs. Alongside the Fundamental British Values, our wider character education emphasises service, leadership, empathy, kindness and resilience.

By ensuring that PSHE and RSHE are a central aspect of each student's learning experience, we aim to enable our students to:

- know and understand what constitutes a healthy lifestyle
- be aware of safety issues, including online, in the community, and in relationships
- understand friendships, kindness, boundaries and respectful relationships with others, both online and offline
- recognise safe, trusted relationships, including with the adults who care for them
- have respect for others, including respect for the protected characteristics under the Equality Act 2010
- know correct anatomical names for body parts and understand bodily autonomy and privacy
- understand how their body changes during adolescence, including puberty and the menstrual cycle
- recognise risk and unsafe situations, and know how to seek help and keep telling until they are heard
- be independent and responsible members of the school community
- be positive and active members of a global community
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- develop emotional literacy, self-regulation strategies and resilience
- understand mental wellbeing, including loss, grief and bereavement
- at secondary age, understand consent, healthy intimate relationships, sexual health, and the law
- recognise online risks including grooming, image-sharing, sextortion, deepfakes, AI-generated content, scams and gambling
- aspire to economic wellbeing and develop the skills needed for adult life

3. Statutory Context

This policy has been written with reference to the following statutory and regulatory framework:

- DfE Statutory Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025), compulsory from 1 September 2026
- Relationships Education, RSE and Health Education (England) Regulations 2019, made under the Children and Social Work Act 2017
- Education (Independent School Standards) Regulations 2014 — Part 1 (PSHE reflects ethos and respect), Part 2 (SMSC and British Values), Part 3 (welfare, health and safety)
- Keeping Children Safe in Education (current edition)
- Equality Act 2010
- SEND Code of Practice: 0 to 25 years (2015)

- ISI Inspection Framework (Framework 23, in force from September 2023) — Sections 2, 3, 4 and Safeguarding

As an independent specialist SEMH school providing 1:1 therapeutic education for students with EHCPs, we have a standalone duty to provide PSHE under the Independent School Standards. This duty is broader than the RSHE duty applying to all schools, and requires our provision to reflect the school's aims and ethos, encourage respect for others (with regard to the protected characteristics), and contribute to SMSC development including Fundamental British Values.

4. Equality Act Compliance

Schools are required to comply with the relevant requirements of the Equality Act 2010. Under the provisions of the Act, schools must not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantages and be mindful of the SEND Code of Practice when planning these subjects.

Our PSHE and RSHE programme promotes equality and diversity, celebrates difference, and ensures no student is disadvantaged by their individual circumstances, learning needs or protected characteristics. Coverage of the protected characteristics is delivered primarily through Focus Friday (our cultural calendar programme), supported by our relational culture and 1:1 curriculum work. Where students have particular characteristics that are personally relevant — for example care-experienced students, LGBTQ+ students, or students from minority faith communities — content is delivered with additional sensitivity and personalised support.

Biological sex and gender reassignment

In line with the 2025 statutory guidance, we teach the facts and the law about biological sex and gender reassignment. Students are taught that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment, and that people with the protected characteristic of gender reassignment have protection from discrimination and should be treated with respect and dignity. Where there is significant public debate beyond the facts and the law, we are careful not to endorse a particular view or teach contested views as fact — for example, we do not teach as fact that all people have a gender identity. We avoid language and activities that repeat or enforce gender stereotypes, and we are mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort. We will incorporate the DfE's forthcoming Gender Questioning Children guidance into our practice once it is finalised.

5. PSHE and RSHE Leadership

Roles and Responsibilities

PSHE and RSHE are led jointly by Karen Holmes and Hayley Winstanley (Heads of PSHE/RSHE), who work closely with our therapeutic team, Designated Safeguarding Lead, in-house psychotherapist, Speech and Language Therapist (SaLT), and teaching staff to ensure effective delivery across all year groups. The programme is taught by trained staff

who understand our students' SEMH needs and adapt their teaching accordingly. Strategic oversight is provided by the Senior Leadership Team.

The Heads of PSHE/RSHE are responsible for:

- Updating and evaluating curriculum content in line with the 2025 DfE Statutory Guidance and the wider PSHE Association framework
- Maintaining the whole-school PSHE/RSHE curriculum map and sequential learning documentation
- Ensuring curriculum content is shared with all relevant staff
- Providing ongoing support and guidance for staff, especially for sensitive topics
- Curriculum planning and adaptation, including language adaptation for our cohort
- Monitoring provision, student engagement, and impact
- Liaising with parents, carers, foster carers, kinship carers, residential providers and placing authorities about the PSHE/RSHE programme
- Managing requests for withdrawal from sex education in line with statutory guidance
- Coordinating with the DSL on safeguarding-relevant content and disclosures arising through PSHE/RSHE

Teaching staff are responsible for:

- Creating safe, supportive 1:1 learning environments
- Delivering content in accessible ways using trauma-informed approaches
- Adapting language, pace and total communication approaches in line with SaLT guidance
- Maintaining appropriate records via Evidence for Learning (EfL), conversation logs and CPOMS where relevant
- Identifying when students need additional support, including from the in-house psychotherapist
- Establishing clear parameters for discussion using ground rules and detachment tools
- Recording links to relevant statutory strands on planning where PSHE/RSHE content is delivered through other lessons

Staff Training and Support

All staff teaching PSHE and RSHE receive initial training on the curriculum, the 2025 statutory requirements, and supporting students with SEMH needs. This includes training in trauma-informed practice (PACE, Dyadic Developmental Practice, the Trauma Recovery Model), managing sensitive topics, and supporting emotional regulation. Staff receive ongoing professional development through the PSHE Association, Adoption UK, NSPCC, and internal training programmes.

Before any staff member delivers content on suicide prevention, self-harm or eating disorders, they must complete approved external training (for example through Papyrus, Zero Suicide Alliance, or Beat). Regular supervision and support is provided to all PSHE/RSHE teachers, recognising that working with SEMH students on sensitive content

can be emotionally demanding. This safeguards staff wellbeing and maintains high-quality provision.

External Contributors

We use external contributors to enhance our PSHE/RSHE programme when their expertise adds value to planned learning. Organisations delivering sessions will be pre-approved and made aware of our safeguarding procedures. All visitors receive a comprehensive briefing about our students' needs and work alongside our staff, who remain responsible for student support and behaviour management. All materials are reviewed in advance by the Heads of PSHE/RSHE in consultation with the DSL.

6. Engaging with Parents/Carers and Students

We are committed to working in active partnership with parents, adoptive parents, foster carers, kinship carers, residential providers, local authority corporate parents, and placing authorities. Parents and carers are informed about this policy through consultation, and the policy is published on the school website. We will provide a copy free of charge on request.

We communicate with parents and carers daily — in person at drop-off and pick-up, through students' learning managers, and through termly reviews and EHCP annual reviews — where any concerns or worries can be discussed. We offer support and encourage discussion of topics at home by directing families to or providing resources that enable conversations and support outside school.

In line with the 2025 statutory guidance, we will notify parents in advance of any sex education content to be taught, and make all PSHE/RSHE materials available on request. Where a request for withdrawal is made, this will be discussed with parents (and the student where appropriate) before any decision is taken, to clarify the nature and purpose of the curriculum.

If a parent or carer has questions about our PSHE/RSHE provision, they can contact the school on 01302 957433 and ask to speak to one of the Heads of PSHE/RSHE. Parents/carers wishing to view PSHE/RSHE curriculum materials should contact the school.

Student Voice

Students have been involved in the development of the PSHE/RSHE curriculum through student voice and regular feedback from lessons, where they share their views and opinions. Our students' needs will continue to be met by ensuring that the curriculum is relevant to their particular circumstances and background. To achieve this, the school's approach to PSHE and RSHE takes account of:

- Ethnic and Cultural Diversity
- Sexual Identity and Sexual Orientation
- Mental Health and Wellbeing
- Special Educational Needs
- Care-experienced students, including looked-after, adopted, kinship and previously looked-after students
- Developmental trauma and attachment-related needs

Key priorities identified by our students include feeling safe in lessons, having clear routines, working 1:1 with a trusted adult, and learning practical skills for managing emotions, relationships and their own bodies.

7. The PSHE and RSHE Curriculum

Structure and Framework

The curriculum is planned around the three core themes that align both the 2025 DfE Statutory Guidance and the PSHE Association framework:

Health and Wellbeing encompasses statutory Health Education including mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol, tobacco and vaping; health and prevention; basic first aid (including CPR and defibrillators at secondary); and the changing adolescent body, including puberty and menstruation. In line with the 2025 guidance we include grief, loss and bereavement (including pregnancy loss); disordered eating delivered via safe-messaging; and, at secondary, navigating the healthcare system, Gillick competence, the legal age of medical consent, and stem cell, blood and organ donation.

Relationships delivers statutory Relationships Education at primary level (KS2) and Relationships and Sex Education at secondary level (KS3 and KS4). This includes: families and people who care for me (reframed as 'safe, trusted adults who care for me' to be inclusive of all our students' care arrangements); caring friendships; respectful, kind relationships; online safety and online relationships; being safe (including bodily autonomy, recognising abuse, exploitation, grooming, and the correct anatomical names for body parts); and, at secondary, intimate and sexual relationships including sexual health, consent, and the law. The 2025 guidance introduces expanded content on misogyny and violence against women and girls (VAWG), the manosphere, sextortion, deepfakes, AI chatbots, strangulation and suffocation as criminal offences, and pre-conception, menstrual and reproductive health — all of which are mapped into our curriculum, with reference to the Online Safety Act and the relevant criminal law.

Living in the Wider World covers our wider PSHE duties including economic wellbeing and financial capability (including online gambling, gaming-related spending and money mules as safeguarding concerns); careers education and aspiration; personal safety including fire, water, road and rail safety; rights and responsibilities; British Values; the protected characteristics; and environmental awareness. Careers education is supported by an Independent Careers Advisor in line with the SEND Code of Practice.

Discrete vs Integrated Delivery

In line with our published RSHE Advisory Statement, decisions about discrete versus integrated teaching are guided by the parental right of withdrawal and the expectation that our curriculum map provides defensible evidence of full coverage. The guiding principle is: content from which parents have a statutory right to withdraw their child is taught discretely and evidenced separately; all other PSHE/RSHE content may be woven across the curriculum, provided coverage is documented through our curriculum map.

The only content the school is required to teach as discrete, separately evidenced lessons is:

- Sex Education within secondary RSE — specifically the ‘Intimate and sexual relationships, including sexual health’ strand
- Sex Education at primary, taught in Years 5 and 6, alongside the National Curriculum science content on conception, puberty and reproduction

We teach Sex Education at primary in Years 5 and 6, alongside the National Curriculum science content on conception, puberty and reproduction, in line with the 2025 statutory guidance recommendation. Parents and carers are consulted on the content of any sex education taught at primary, are notified in advance, and have the right to request withdrawal from any element other than the science-curriculum content. All other content — Relationships Education at primary, the relationships strands of secondary RSE, the whole of Health Education, and the wider PSHE programme — is delivered through our integrated whole-school approach, supported by our central PSHE/RSHE curriculum map.

Structure of Teaching

The PSHE/RSHE curriculum is delivered using the PSHE Association framework and the 2025 DfE statutory guidance. The vast majority of provision is delivered 1:1 between a student and their key adult, supported by additional sessions through Lifeskills, Social and Emotional Learning (SEL) / psychoeducation, Philosophy for Children (P4C), Focus Friday, Executive Functioning lessons, PE, Cooking, and subject teaching where natural connections exist (for example online safety in ICT, healthy eating in Cooking, mental wellbeing in PE). Students in Years 10 and 11 are also supported by work experience and the Independent Careers Advisor.

Content is planned in a sensitive manner to ensure that it remains factual, unbiased and inclusive. A degree of flexibility is built into lessons to allow staff to adapt content and delivery to suit the specific needs of individuals, recognising that our students’ developmental, language and processing levels often differ significantly from age-related expectations. The most sensitive content (FGM, forced marriage, sexual violence, suicide prevention, detailed contraception and STIs, pornography, sextortion) is delivered 1:1 by trusted adults, planned with the DSL and the in-house psychotherapist, and only when individually appropriate.

The PSHE/RSHE curriculum is regularly reviewed to ensure that its coverage remains up to date with the 2025 statutory guidance and the teaching and learning requirements of our students. Whilst there is a planned curriculum, the order of coverage may shift to adapt to the needs of the ever-changing world or to respond to events of national significance (for example, as during the COVID-19 pandemic, where particular emphasis was placed on supporting student mental and emotional health).

Resources

The PSHE/RSHE curriculum is available to staff through the whole-school curriculum map and Sequential Learning Map (KS2–KS4). Lesson plans are shared with staff in advance by the Heads of PSHE/RSHE and are reviewed regularly to ensure responsiveness to individuals or events of national significance. Resources are SaLT-informed (visuals, social stories, symbols, objects of reference) and adapted in line with guidance from the PSHE Association, Adoption UK, CoramBAAF, PAC-UK, the Rees Centre, NASEN, and the NSPCC.

Age- and Developmentally-Appropriate Delivery

Content is delivered at age- and developmentally-appropriate levels, recognising that our students' emotional, social, language and processing development frequently differs from typical expectations. We ensure dignity and respect by using age-appropriate materials whilst differentiating teaching methods to support individual learning needs. Our trauma-informed approach means we are particularly sensitive to topics that might be challenging for students with adverse childhood experiences, including those who are care-experienced, who have attachment-related needs, or who carry diagnoses of attachment disorder, PTSD, ADHD, ASC, FASD, anxiety or depressive disorders.

Spiral and Sequential Curriculum

Our curriculum follows a spiral, sequential model: KS2 lays the foundations; KS3 develops and extends; KS4 consolidates and deepens for adult life. Key concepts are revisited regularly with increasing depth, an approach that particularly benefits our students, who often need additional reinforcement and repetition. Each topic builds on prior learning whilst allowing for different starting points and progression rates. The detailed sequencing for each statutory strand is set out in our PSHE/RSHE Sequential Learning Map (KS2 → KS3 → KS4).

8. Teaching and Learning

PSHE and RSHE are delivered predominantly on a 1:1 basis with the student's trusted key adult, supplemented by small-group and whole-school provision through Focus Friday, Lifeskills, SEL/psychoeducation, P4C, internal visitors, external visits, and work experience for Years 10 and 11. Lessons include a range of teaching strategies and materials, including visuals, social stories, sensory and practical activities, designed to support students in their understanding of the curriculum topics.

Topics are handled sensitively and within a framework of equality. While personal views are respected, all PSHE and RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that students can form their own informed opinions whilst also respecting others who may hold a different view.

Creating Safe Learning Environments

Staff establish clear parameters for appropriate discussion using ground rules, including detachment tools that remove any requirement to think or speak personally — using scenarios and phrases such as 'Someone might think that...' and 'What if...?'. These create a respectful atmosphere where students feel safe to participate and learn. The physical environment is organised to minimise distractions and provide calm spaces when needed. Our 1:1 relational delivery is itself the primary vehicle through which students experience safe, respectful, attuned relationships.

Handling Questions

We believe students should have opportunities to have their questions answered in a sensitive and informative way. Students will not be directed to find answers online unless through a carefully selected and pre-approved organisation or resource. Due to the nature of these topics, questions posed by students do not have to be answered immediately. Staff will use their professional judgement to decide whether it is appropriate to answer a

question, and whether it is best answered immediately or at a later time. Staff are required to refer to the Designated Safeguarding Team if a question or comment gives rise to a concern about a child's welfare.

Trauma-Informed Approach

As a Trauma Informed school, staff are aware that some topics may activate an emotional response in students, who may then present with expressive behaviours. Staff use their judgement to respond appropriately, drawing on PACE, Dyadic Developmental Practice, and the Trauma Recovery Model. The Senior Leadership Team and DSL audit topic coverage and give guidance to staff where students may need to be sensitively given the option to step away. Students are regularly signposted to specialist organisations, helplines, trained school staff and trusted adults. The in-house psychotherapist is available for containment of any activated material arising from PSHE/RSHE.

Language and Content Adaptation

Where statutory outcomes use language that may not be accessible, inclusive or safe for our cohort, language is adapted whilst preserving the underlying learning. Examples include reframing 'families' as 'safe, trusted adults who care for me' (inclusive of birth, adoptive, foster, kinship, residential staff and key adults); referring to 'home' as 'the place I live' or 'where I am safe'; and breaking 'friendship' into observable components (kindness, taking turns, listening, repairing). Abstract concepts are supported by visuals, symbols, social stories and objects of reference.

9. Parental Right to Withdraw

In line with the 2025 statutory guidance, parents and carers have the right to request withdrawal from some or all of sex education delivered as part of statutory RSE, but not from Relationships Education, Health Education, the wider PSHE programme, or any sex education content covered by the National Curriculum for Science (puberty, reproduction).

At secondary age, the headteacher may refuse a request to withdraw only in exceptional circumstances. From three terms before their 16th birthday, the student gains the right to opt back into sex education even if their parent has previously requested withdrawal; the school will ensure students are aware of this right.

Given the integrated, implicit and 1:1 nature of much of our delivery, requests for withdrawal are rare. Where a request is made, the headteacher will discuss it with the parents/carers (and the student where appropriate), ensure the wishes are understood and respected, and document the outcome. Parents and students withdrawn from sex education will continue to be supported with relationships and health education, and will be safeguarded with regard to any disclosures or concerns that may arise outside taught sessions.

10. Assessment and Evaluation

Our school uses a range of methods to assess and report on student progress, development and the impact of our PSHE/RSHE provision:

- Recognition of achievement and personal progress
- Formative assessment through 1:1 conversation and observation

- Evidence for Learning (EfL) app — providing a longitudinal record of engagement, progress and response
- Conversation logs — recording meaningful 1:1 discussions arising from sensitive topics, disclosures or student questions
- CPOMS entries — capturing safeguarding-relevant interactions and pastoral concerns
- Lesson observations — quality assurance of how content is delivered, both in discrete lessons and within integrated provision
- Whole-school PSHE/RSHE curriculum map — showing where every statutory strand is taught, revisited and assessed
- Discrete planning files for Sex Education, separately retained, with clear records of which students participated and which were withdrawn
- EHCP-driven personalisation — statutory PSHE/RSHE outcomes tracked alongside academic and therapeutic targets through annual reviews and termly target setting
- ISI inspections (most recent: February 2026, with student welfare and mental health identified as a significant strength)
- Annual reporting to parents/carers

Beyond evidence of delivery, we judge the success of our PSHE/RSHE provision by the lived experience of our students and the culture of the school community. Indicators that our curriculum is having its intended impact include:

- an absence of discriminatory language and bullying — particularly in relation to family structure, care experience, or other protected or vulnerable groups
- low levels of student illness, suggesting messages around physical and mental health, hygiene, sleep and self-care are being internalised
- an absence of illegal activity involving students in the wider community, suggesting messages around personal safety, peer influence and the law are landing effectively
- students' openness with staff about their worries, anxieties or concerns — a key indicator that we have built the trusted relationships and reporting culture the statutory guidance prioritises

We do not hold formal examinations in PSHE or RSHE. Assessments are positive and reflect each student's individual development and understanding throughout the year. Student achievement is reported to parents/carers in the annual report.

11. Monitoring and Review

The Heads of PSHE/RSHE will review this policy annually, and more often where legislation, statutory guidance, or KCSIE updates require. Reviews are also triggered by changes to the Independent School Standards or the ISI Inspection Framework, ISI inspection findings, student/parent/carers feedback, and safeguarding learning. The review is conducted in consultation with the DSL, the in-house psychotherapist, the SaLT, the SEL/psychoeducation lead, the Focus Friday lead, the Executive Functioning lead, the Independent Careers Advisor, the headteacher, and governors. The Senior Leadership

Team and Heads of PSHE/RSHE regularly monitor and review the implementation of the curriculum.

12. Safeguarding

Staff are aware that effective PSHE and RSHE — which bring an understanding of what is and is not appropriate in a relationship, lifestyle or community — can lead to the disclosure of a child protection issue. PSHE/RSHE plays a crucial role in keeping our students safe: the curriculum explicitly teaches students to recognise risks, understand their rights, know how to seek help, and develop protective behaviours.

All staff read Keeping Children Safe in Education (KCSIE) annually, attend regular safeguarding training, and adhere to the school's safeguarding policy when a disclosure is made: not offering complete confidentiality and ensuring the Designated Safeguarding Team is informed of any safeguarding concerns. Staff are aware of the existing FGM mandatory reporting duty, and of the new statutory duty introduced under the 2025 framework requiring those in regulated activity (including teachers) to report where they are made aware that a child is being sexually abused. All PSHE/RSHE provision is planned in consultation with the DSL and informed by individual care plans, EHCPs and therapeutic formulations. The DSL maintains oversight of activating themes, and key adults are briefed in advance.

Staff are trained to recognise that our students may be particularly vulnerable, and ensure safeguarding themes are woven throughout the programme. Disclosures may emerge through play, art, behaviour or indirect communication, and staff respond per the Safeguarding Policy. Organisations delivering sessions around PSHE/RSHE are pre-approved and made aware of our safeguarding procedures.

Suicide Prevention

A written Suicide Prevention Plan is being finalised in line with the 2026 statutory expectation, in consultation with the DSL, in-house psychotherapist, headteacher and external advisors (Papyrus, Zero Suicide Alliance). It covers safe-messaging principles (Samaritans/Papyrus), staff response to disclosure, postvention, CAMHS escalation, and family liaison, and will be ratified before September 2026. Safe-messaging principles are observed across the curriculum: methods of self-harm and suicide are not discussed; eating disorders are not romanticised and no specific numbers, behaviours or targets are taught; and external numbers (Papyrus HOPELINE247, Samaritans, Shout, Childline, CAMHS, Beat) are introduced at the appropriate developmental stage.

13. Appendix 1

This policy has been developed with due regard to the following statutory guidance and advice for schools:

- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(DfE 2025 Statutory Guidance\) - GOV.UK](#) (compulsory from 1 September 2026)
- [Keeping children safe in education - GOV.UK](#) (statutory guidance)
- [Education \(Independent School Standards\) Regulations 2014 - legislation.gov.uk](#)

- [Behaviour in schools - GOV.UK](#) (advice for schools, including advice for appropriate behaviour between students)
- [Equality Act 2010: advice for schools - GOV.UK](#)
- [SEND code of practice: 0 to 25 years - GOV.UK](#) (statutory guidance)
- [Mental health and behaviour in schools - GOV.UK](#) (advice for schools)
- [Preventing bullying - GOV.UK](#) (advice for schools, including advice on cyberbullying)

- [Guidance	EHRC](https://www.equalityhumanrights.com/guidance) (advice on avoiding discrimination in a variety of educational contexts)
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- [Promoting fundamental British values through SMSC - GOV.UK](#)
- [Character education framework - GOV.UK](#) (non-statutory guidance)
- [Citizenship programmes of study for key stages 1 and 2 - GOV.UK](#)
- [National curriculum in England: citizenship programmes of study - GOV.UK](#)
- [ISI Inspection Framework \(Framework 23, in force from September 2023\) - Independent Schools Inspectorate](#)

- [PSHE Association	Charity and membership body for PSHE education](https://pshe-association.org.uk/)
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- [SHEU: The Schools and Students Health Education Unit](#)
- [Adoption UK](#)
- [NSPCC PANTS - the underwear rule](#)
- [Papyrus - Prevention of Young Suicide](#)
- [Beat - the UK's eating disorder charity](#)

14. Appendix 2

This policy should be read alongside the following school documents:

- PSHE/RSHE Whole-School Curriculum Coverage and Mapping document
- RSHE Advisory Statement
- RSHE Statutory Content (curriculum mapping reference)
- PSHE/RSHE Sequential Learning Map (KS2 → KS3 → KS4)
- Safeguarding and Child Protection Policy
- Curriculum Policy
- Behaviour and Relational Policy
- SMSC and Fundamental British Values Policy
- Online Safety Policy

- Suicide Prevention Plan (in development for September 2026)
- Equality Policy
- SEND Policy

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