

**Personal, Social, Health &
Economic (PSHE) Education
and Relationships and Sex
Education (RSHE) Policy.
(Includes EYFS)**

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1. Introduction and Legal Framework

1.1 This policy applies to all pupils, including EYFS, and sets out Abbot's Hill's approach to:

- PSHE (Personal, Social, Health and Education)
- Relationships Education (Years 1–6)
- Relationships and Sex Education (RSHE) and Health Education (Years 7–9)
- Citizenship, SMSC (Spiritual, Moral, Social & Cultural Education), Fundamental British Values

This document is produced in line with:

- Independent School Regulations 2014, specifically:
 - Part 2 – Welfare, health and safety of pupils: The policy supports the spiritual, moral, social, and cultural development of pupils, promotes wellbeing, and outlines procedures for safeguarding and child protection.
 - Part 8 – Quality of education provided: The policy ensures a planned, coherent curriculum that meets statutory requirements for Relationships Education, RSHE, and Health Education, including provision for pupils with SEND and SEMH needs
- Statutory Framework for Early Years Foundation Stage (EYFS)
- Independent School Standards Regulations 2014 (Part 8, Paragraph 34(1)(c))
- DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education Guidance (2019, updated 2021)
- Children and Social Work Act 2017, Sections 34 & 35
- Keeping Children Safe in Education (DfE, 2025)

1.2 This Policy should be read in conjunction with the following Policies which are available on the [Mill Hill Education Group](#) and Abbot's Hill's websites:

- Safeguarding and Promoting the Welfare of Pupils Policy
- Anti-bullying Policy
- Curriculum Policy
- Equality, Diversity and Inclusion Policy (Pupils)
- Equality, Diversity and Inclusion Policy (Staff)
- Online Safety Policy
- Promoting Positive Behaviour Policy
- Smoking, Alcohol, Drugs and Other Substances Policy
- Visiting Speakers Policy
- Acceptable Use of IT (Pupils, Staff and Governors)

This policy has been developed in consultation with staff, pupils, and parents. The development process involved: Review (by a staff working group), Staff Consultation, Parent/Stakeholder Consultation (via the website/newsletter with a Google Form for responses), Pupil Consultation, and final Ratification.

2. Legislation (Statutory Regulations and Guidelines)

- 2.1 Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:
- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
 - Prepares pupils at the school for opportunities, responsibilities and experiences of later life
- 2.2 The 2006 Education and Inspections Act placed a duty on Governing Bodies to
- Promote the wellbeing of pupils at the school
- 2.3 Department for Education statutory guidance states that from September 2020 all schools must deliver:
- Relationships Education (Primary) and Relationships and Sex Education (Secondary)
- 2.4 Other relevant legislation and guidance:
- The DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education statutory guidance (2019, updated 2021)
 - DfE 'Working together to safeguard children' February 2024
 - Keeping Children Safe in Education (2025)
 - ISI Commentary on the Regulatory Requirements (Sept 2021)
 - PSHE Association Programme of Study, KS1-5 (2020)
 - PSHE Association – Writing PSHE Policy (2018)
 - PSHE Association – Writing RSHE Policy (2018)
 - Equality Act (2010)
 - DfE Careers Guidance and Access for Education and Training Providers – statutory guidance for schools (July 2021)
- 2.5 Glossary of terms:

PSHE*:	Personal, Social, Health and Economic Education*
RSHE:	Relationships and Sex Education
SMSC:	Spiritual, Moral, Social and Cultural
SEMH:	Social, Emotional, Mental Health
EYFS:	Early Years Foundation Stage
SEND:	Special Educational Needs and Disabilities
EAL:	English as an Additional Language
LGBTQ+AI:	Lesbian, Gay, Trans, Queer, ASexual, Intersex

* For the purposes of this policy, the term PSHE also covers the delivery of RSHE content.

2.6 The Relationships Education, Relationships and Sex Education and Health Education Regulations (England) Regulations 2021 states Pupils receiving primary education must be taught Relationships Education, and Pupils receiving secondary education must be taught Relationships and Sex Education.

2.7 PSHE education is compulsory in independent schools.

2.8 Under the provisions of the Equality Act 2010, Schools must not unlawfully discriminate against Pupils 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). The School will make reasonable adjustments to alleviate disadvantage and refer to the Special Educational Needs and Disability Code of Practice (January 2015) when planning the RSHE curriculum and will fully integrate discussion of LGBTQIA+ issues into all the relevant parts of the broader RSHE curriculum in a sensitive and age-appropriate manner.

3. Purpose, Aims and Intended Outcomes

The PSHE and RSHE programme at Abbot's Hill aims to equip pupils with the knowledge, skills, and understanding to develop into confident, healthy, and responsible individuals. It promotes personal growth, social responsibility, and prepares pupils for life in modern Britain and the world.

3.1 Core Aims

PSHE and RSHE support the school's responsibility to:

- Promote pupil wellbeing and mental/physical health
- Foster respect for others and challenge discrimination
- Develop self-confidence, self-esteem, and independence
- Teach social skills, conflict resolution, and emotional literacy
- Support pupils to make informed choices about health, relationships, and careers
- Promote British values, SMSC, and responsible citizenship
- Provide statutory relationships and sex education

3.2 Intended Outcomes

Pupils will:

- Gain accurate, age-appropriate knowledge of physical, emotional, and social development
- Develop life skills including communication, decision-making, resilience, and assertiveness
- Learn about healthy relationships, consent, and personal safety
- Understand diversity, equality, and inclusion
- Be prepared for puberty, adulthood, and lifelong learning
- Develop awareness of rights, responsibilities, and community participation

4. Management and Organisation of PSHE (including RSHE content)

4.1 The PSHE Subject Coordinators (Prep) and HoD PSHE (Senior) oversee the teaching team, planning, schemes of work, and external speakers. They report to the Assistant Head, Pastoral.

Responsibilities include:

- Monitoring and evaluating PSHE teaching across all year groups
- Ensuring continuity and progression between key stages
- Implementing and updating the PSHE policy and schemes of work
- Keeping resources up to date and organising staff training

4.2 Staff Roles and Responsibilities

- Staff deliver PSHE and RSHE in line with the policy, ensuring their personal beliefs do not influence teaching.
- Teachers encourage pupils to communicate concerns about their personal, social, and emotional development.
- Staff must follow safeguarding procedures, handle sensitive topics appropriately, and undertake specialist training when required.
- SENDCo & Pastoral Team: advise on differentiation and individual support; liaise with parents where necessary.
- MHEG Court of Governors: review policy, receive annual reports on delivery and outcomes, and ensure statutory duties are met.

4.3 Schools play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares Pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. The Schools have a clear set of values and standards, upheld and demonstrated throughout all aspects of School life. These are underpinned by the Schools' Positive Behaviour Policies and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

4.4 Staff Training & Resources

- The school funds regular CPD for PSHE leads and teachers; resources are reviewed and updated annually.
- External specialists may provide training and lesson support as required.

5. Definition of Relationships and Sex Education (RSHE)

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Abbot's Hill believes that good quality RSHE is both an entitlement and part of compulsory curriculum provision, and must:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices.
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Seek to break down stereotypes, tackle negative behaviour and build a culture of positive tolerance and understanding consistently role-modelled by all staff at the school;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident educators in an age-appropriate way and does not sexualise children or young people
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

6. Parent Engagement, Communication and Pupil Consultation

6.1 The Department for Education (DfE) statutory guidance [Relationships Education, Relationships and Sex Education, and Health Education](#) is currently in force, however, the DfE have updated the existing guidance with new guidance published in July 2025. The new guidance replaces the 2019 framework and will come into force on 1 September 2026.

https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf.

The guidance states that Schools must consult Parent/s/Guardian/s/Carer/s in developing and reviewing their Policy and should also ensure that examples of resources they plan to use are made available. The updated guidance places an emphasis on online and offline safety topics with a strong focus on misogyny, online risks such as deepfakes and financial exploitation. It also expands on mental health education to include grief and loss and adds personal safety education for all ages and strengthens the requirement in lessons to discuss and understand informed consent. The delivery of the updated guidance will be mindful of age appropriate teaching of the topics.

Abbot's Hill School recognises that parental engagement is essential for the effective delivery of Personal, Social, Health and Economic (PSHE) Education, including Relationships and Sex Education (RSHE). We aim to foster a strong partnership with parents, ensuring open communication and collaboration on matters relating to their children's personal, social, and emotional development.

By maintaining open and transparent communication, Abbot's Hill ensures that parents remain informed, engaged, and active partners in their child's PSHE and RSHE education.

6.2 Information for Parents

- Parents are kept informed about the PSHE and RSHE curriculum, including key topics and sensitive issues, via:
 - Letters and emails
 - School bulletins and newsletters
 - Provision of curriculum overviews
 - Presentations and parent meetings
- Parents have access to resources used in lessons and can request to review materials used in PSHE and RSHE teaching.
- A summary of the programme is attached in Appendix 1 and 2

6.3 Consultation Channels

Abbot's Hill seeks parental input and feedback through:

- Questionnaires and online surveys
- Meetings and training sessions
- Letters requesting responses or feedback
- Departmental reviews and ongoing communication through pastoral teams

These channels ensure that parents have the opportunity to contribute to policy development, curriculum planning, and the delivery of sensitive content in PSHE and RSHE.

6.4 Partnership in Sensitive Topics

- Sensitive topics, such as puberty, consent, or FGM, are communicated to parents in advance, with recommendations for supportive resources at home.
- Parents are encouraged to create an open forum at home, where pupils can discuss topics raised in school and continue learning in a safe and supportive environment.
- The school will respond to parental concerns promptly and provide guidance or discussion opportunities with the Head of PSHE or relevant staff where necessary.

7 Parental Rights

- 7.1 The Mill Hill Education Group aims to keep Parent/Guardian/s/Carer/s informed about all aspects of the taught RSHE Curriculum.
- 7.2 Parent/s/Guardian/s/Carer/s have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. The Mill Hill Education Group believes that before granting any such request, it is good practice for the Head or a Senior

Leader to discuss the request with Parents/Guardian/s/Carer/s and as appropriate, with the Pupil to ensure that their wishes are understood and to clarify the nature and purpose of the Curriculum. This process will be documented and a record kept on the Pupil's Education File.

- 7.3 Once these discussions have taken place, except in exceptional circumstances, the School will respect the Parent/s/Guardian/s/Carer/s request to withdraw their child, up to and until three terms before the Pupil turns sixteen. After this point, if the Pupil wishes to receive sex education, the School will make arrangements to provide this during one of those terms.
- 7.4 The process is the same for Pupils with Special Educational Needs and/or Disabilities (SEND). There may be exceptional circumstances where the Head of School may want to take a Pupil's specific need/s arising from their SEND into account when reaching a decision.
- 7.5 As set out in the statutory DfE guidance [Relationships Education, Relationships and Sex Education, and Health Education](#) (September 2021), the Head will automatically grant a request to withdraw a Pupil from any sex education delivered in Primary Schools, other than as part of the Science Curriculum.
- 7.6 RSHE is a vital part of the School curriculum and supports child development. The Foundation strongly urge parents to carefully consider their decision before requesting to withdraw their child from this aspect of School life.
- 7.7 There is no right to withdraw from:
- Science lessons on human growth, reproduction and puberty.
 - Relationships Education (primary) or Relationships and Health Education (secondary), which are compulsory.

Year Group	Area of Education	Right to Withdraw?
All Primary (EYFS-Year 6)	Relationships Education and Health Education	No. This is statutory and compulsory
Secondary (Year 7-11)	Relationships Education and Health Education	No. This is statutory and compulsory
Primary (Year 5 - 6)	Sex Education (non-statutory)	Yes (Parents may request withdrawal from non-statutory Sex Education Content (conception) taught in summer term, but not from statutory content on puberty and the changing body)
Secondary (Year 7-11)	Sex Education	Yes (Parents may request withdrawal from non-statutory Sex education content delivered within the Science Curriculum)

7.8 Procedure for Withdrawal

- Requests must be made in writing and addressed to the Head of School.
- The Head or senior leader will discuss the request with parents, explain the curriculum content, and seek to address any concerns.
- Once granted, the withdrawal remains in place unless the parent requests otherwise. Pupils will receive purposeful alternative education during this period.
- Pupils may resume participation in sex education lessons if a parent withdraws a previous request. From three terms before a pupil turns sixteen, the pupil may choose to receive sex education regardless of parental withdrawal, and the School will make appropriate arrangements in accordance with statutory guidance.

8. Careers Education

Abbot's Hill believes that high-quality careers education is essential for preparing pupils for their future pathways, equipping them with the knowledge, skills, and confidence to make informed choices about education, work, and life. Careers education supports pupils to develop self-awareness, understand the world of work, and acquire career management skills to achieve positive outcomes. This provision meets the requirements of the DfE Careers Guidance and Access for Education and Training Providers (2021) for independent schools.

8.1 Aims of Careers Education

The careers programme aims to enable pupils to:

- Understand their strengths, interests, and aspirations in relation to learning and future opportunities.
- Explore a wide range of careers and educational pathways, challenging stereotypes, and ensuring all pupils consider diverse options.
- Access personalised guidance and advice to support informed decision-making.
- Gain practical experience where possible, including work-related learning, projects, or encounters with professionals.
- Understand the routes to training, higher education, and employment beyond school.

8.2 Delivery of Careers Education

Careers education is embedded throughout the school curriculum and wider school activities, including:

- PSHE lessons: Careers topics are integrated into regular lessons to develop knowledge, skills, and personal reflection.
- Assemblies and workshops: Presentations, talks, and interactive sessions broaden pupils' awareness of professions and employability skills.
- Guest speakers and alumni events: Experienced professionals and parents from the school community share insights into career pathways.
- One-to-one guidance: In the Senior School, the Head of Pathways provides personalised, impartial support for subject choices, further education, and career planning.
- Enrichment activities: Careers Day, employer visits, and preparatory workshops provide hands-on exposure to the world of work.

8.3 Equal Access

All pupils have equal access to careers education, regardless of gender, background, or ability. The programme actively challenges stereotypes, promotes inclusion, and ensures pupils from all groups are encouraged to explore a broad range of options.

8lgb.4 Monitoring and Evaluation

The effectiveness of the careers programme is monitored through:

- Feedback from pupils, staff, and parents.
- Observation of lessons, workshops, and events.
- Review of individual guidance sessions and participation in enrichment opportunities.

This ensures that careers education remains responsive to pupils' needs, current labour market trends, and statutory guidance.

9. Curriculum Overview, Delivery and Teaching Approach

9.1 Abbot's Hill delivers PSHE, including Relationships and Sex Education (RSHE), through a carefully planned, age-appropriate, and sensitive curriculum that supports the personal, social, health, and emotional development of all pupils. The delivery is designed to be progressive, inclusive, and responsive to the needs of individuals and cohorts.

9.2 The PSHE and RSHE curriculum at Abbot's Hill is designed to support pupils' personal development, wellbeing, and preparation for life beyond school. It is based on core themes that provide a broad and balanced educational experience:

- **Personal Development:** Self-awareness, self-esteem, confidence, and emotional literacy.
- **Health and Wellbeing:** Physical and mental health, nutrition, sleep, substance misuse, and managing risk.
- **Relationships:** Healthy relationships, consent, friendship, families, and respect for others.
- **Sex Education (age-appropriate):** Puberty, reproduction, contraception, sexual health, and sexuality (as appropriate).
- **Citizenship and Society:** Rights and responsibilities, democracy, rule of law, diversity, and community participation.
- **Economic Wellbeing:** Financial capability, career aspirations, and preparation for adult life.
- **Online safety:** healthy online relationships, social media use and digital consent

Our curriculum content covers the required themes set out in the *Relationships Education, Relationships and Sex Education (RSHE) and Health Education: Statutory Guidance 2025*, which include:

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

Please refer to **Appendix 1 and 2** for full curriculum content from Reception to Year 11.

9.3 Organisation and Roles

- PSHE and RSHE are primarily delivered through discrete lessons, supplemented and reinforced through assemblies, form periods, and pastoral activities.
- The programme is planned and overseen by the PSHE Leads and Heads of Department, with support from pastoral staff.
- Teachers delivering PSHE/RSHE receive guidance, resources, and training to ensure confidence and competence in addressing sensitive topics.

9.4 Teaching Methods

The PSHE and RSHE curriculum employs a variety of teaching approaches to engage pupils effectively:

- Class discussions and debates
- Role-play and simulations
- Guest speakers and external specialists (e.g., health professionals, youth workers)
- One-to-one guidance and reflection exercises
- Interactive workshops and assemblies
- Form time activities and pastoral reinforcement

9.5 Age-Appropriate and Developmentally Sensitive

- Lessons are tailored to be developmentally appropriate for each key stage, including consideration of pupils with SEND or SEMH needs.
- Content is delivered in line with statutory guidance and legal frameworks, ensuring pupils receive accurate information about relationships, sexual health, wellbeing, and safeguarding.
- Teachers exercise professional judgement in responding to questions, and opportunities for anonymous questions are provided to support open discussion.

9.6 Safe and Supportive Learning Environment

- Ground rules are established in every lesson to ensure sensitive and respectful discussions.
- Pupils are encouraged to participate at their comfort level and are supported by PSHE leads, pastoral staff, and, where appropriate, external professionals.
- Resources and signposting are provided for pupils to access trusted information and support outside of lessons.

9.7 Continuous Review and Adaptation

- The curriculum is regularly updated to reflect new resources, guidance, and relevant societal developments.
- Teachers monitor pupil engagement and understanding to adapt lessons and provide additional support where needed.
- The programme encourages reflection, discussion, and pupil voice to promote meaningful learning and personal development.

9.8 Integration Across the School

- PSHE and RSHE content is embedded across the curriculum where appropriate, including in subjects such as Science and Philosophy, Ethics and Religion (PER), to reinforce key concepts and promote holistic learning.
- Careers education and life skills, including communication, decision-making, and resilience, are integrated within PSHE lessons and enrichment activities.

By combining structured lessons with wider pastoral reinforcement and external expertise, Abbot's Hill ensures that PSHE and RSHE are delivered in a coherent, inclusive, and effective manner, preparing pupils for healthy relationships, responsible citizenship, and lifelong wellbeing.

9.9 Inclusion and SEND Support

Abbot's Hill is committed to ensuring that all pupils have equal access to the PSHE and RSHE curriculum, including those with Special Educational Needs and Disabilities (SEND) or Social, Emotional, and Mental Health (SEMH) needs. The school aims to provide a supportive, inclusive, and differentiated learning environment that meets the diverse needs of all learners.

9.9.1 Differentiated Teaching

- Lessons are planned and delivered to accommodate a range of abilities and developmental needs.
- Pupils with SEND or SEMH needs may receive additional support in-class or, where necessary, participate in small-group or individual sessions tailored to their specific requirements.
- The curriculum is adapted to ensure accessibility, enabling all pupils to engage meaningfully with PSHE and RSHE content.

9.9.2 Collaborative Planning and Support

- The SENDCo, Assistant Heads (Pastoral), and PSHE Leads work together to identify pupils who may require differentiated support and develop tailored learning plans.
- Plans are created in consultation with parents to ensure alignment with individual needs and to provide consistent support at home and school.

9.9.3 Promoting Inclusion and Respect for Diversity

- All pupils, regardless of disability, gender, sexuality, faith, culture, or family background, are included fully in the PSHE and RSHE curriculum.
- The programme addresses issues of equality, diversity, and inclusion, and supports pupils to respect the perspectives and needs of others.
- Questions about sexual orientation, relationships, or personal identity are handled sensitively and inclusively.
- Teaching recognises that pupils come from a wide range of religious, cultural backgrounds. Pupils are taught to respect differing beliefs while understanding the law and their rights.

9.9.4 Preparing for Adulthood

- For pupils with SEND, learning is linked to "preparing for adulthood" outcomes, helping them develop independence, decision-making skills, and awareness of their rights and responsibilities.

- The school ensures that pupils with additional needs receive the guidance, knowledge, and skills required to participate safely and confidently in society.

9.9.5 By providing differentiated teaching, tailored support, and a culture of inclusion, Abbot's Hill ensures that every pupil can access PSHE and RSHE lessons, build confidence, and develop the skills necessary for personal, social, and emotional wellbeing.

10. Safe & Effective Practice

Abbot's Hill aims to provide a safe and supportive environment where pupils feel comfortable seeking help about any concerns, whether related to school or home. All teachers receive training on confidentiality. Where discussions about relationships raise a potential child protection issue, staff must follow the *Safeguarding and Protecting the Welfare of Pupils Policy (2025)*

10.1 If a pupil under 16 approaches a member of staff about having, or contemplating having, sexual intercourse, the member of staff should:

- ensure the pupil understands the risks of being sexually active and is accessing appropriate contraceptive and sexual health advice
- encourage the pupil to speak with their parent or carer, promoting open and trusting family relationships
- Alert the DSL as this is a safeguarding concern

If the pupil is under 13, the matter must be treated as a child protection issue. Pupils with SEND may be more vulnerable to exploitation. Staff should seek guidance from the Pastoral Lead, SENDCO and or DSL if concerns arise.

Providing advice about contraception and safe sex is a core element of the RSHE curriculum, and parents are encouraged to discuss these topics openly with their children.

Staff are not expected to know, and must not discriminate on the basis of, any pupil's or colleague's HIV or hepatitis status.

Sexual Violence and Sexual Harassment between Children

Abbot's Hill promotes healthy, respectful relationships and ensures that pupils understand boundaries and consent. Through RSHE and wider pastoral systems, pupils are encouraged to report concerns about sexual violence or harassment. Such behaviour is never acceptable or tolerated, and all reports are taken seriously and managed in line with safeguarding procedures.

Pupil Confidentiality Boundaries

Staff provide a supportive environment for discussing sensitive issues, but they cannot promise complete confidentiality.

Any information raising a safeguarding concern must be reported to the Designated Safeguarding Lead (DSL) in accordance with school procedures.

Pupils are made aware of these confidentiality boundaries in advance and are supported appropriately if sensitive information is shared. This maintains openness while prioritising safety and wellbeing.

Responding to pupils' questions

Pupils should feel able to ask questions, and their curiosity should be respected. Teachers do not need to answer every question immediately or directly; they may defer an answer to a later lesson if more time is needed to respond appropriately. Anonymous question boxes may be used to manage sensitive or explicit queries.

Teachers must not ask pupils to disclose their sexual orientation or personal information about themselves or others.

If a question raises a safeguarding concern, it must be referred to the DSL, who will advise on the appropriate response.

HIV/AIDS: Lessons on HIV transmission may involve discussion of sexual practices. Teachers should handle these topics sensitively, challenge stereotypes, and avoid bias or prejudice.

Teachers should be mindful of potential trigger topics and ensure pupils are aware of upcoming sensitive content, allowing time for support where needed.

11. Assessment and Monitoring

11.1 Monitoring quality

- The Assistant Head, Snr & Prep (Pastoral) are responsible for monitoring the quality of teaching and learning for the subject.
- The Assistant Head, Snr & Prep (Pastoral) will conduct subject assessments on a regular basis, which will include a mixture of the following:
 - Lesson observations
 - Topic feedback forms
 - Learning walks
 - Lesson planning scrutiny

11.2 The Assistant Heads (Snr and Prep), Pastoral will jointly produce annual subject reports for the Head and MHEG Court of Governors.

12. Guest Speakers and Outside Visitors

The school may use external visitors or agencies to support aspects of the Relationships, Sex and Health Education (RSHE) programme. All external visitors and speakers are managed in accordance with the School's **Visiting Speakers Policy**, and will be appropriately vetted, supervised, and briefed in advance. Their input will be planned in partnership with teaching staff to ensure it is age-appropriate, balanced, and consistent with the School's values and statutory guidance.

12.1 Purpose and Planning

- Visitors may include health professionals, social workers, youth workers, peer educators, or other specialists relevant to the PSHE programme.

- All visits are planned in collaboration with the PSHE Leads, Heads of Department, and relevant pastoral staff to ensure alignment with curriculum objectives and learning outcomes.
- Clear learning objectives are established in advance, and the role of the visitor is agreed to prevent overlap with teaching responsibilities.

12.2 Boundaries and Safeguarding

- Visitors are briefed on the school's RSHE and PSHE policy, expected professional conduct, and the boundaries of their input.
- A member of staff (e.g., PSHE lead, pastoral staff, or school nurse) is present throughout the session to supervise and support the pupils.
- All visitors must comply with the school's Safeguarding and Child Protection policy.
- When providing individual advice or support, visitors may follow different confidentiality guidelines, which pupils are informed about beforehand.

12.3 Benefits for Pupils

- Guest speakers enrich lessons by providing real-world experience, expertise, and different perspectives.
- They support interactive learning through discussions, workshops, or Q&A sessions.
- Pupils are encouraged to reflect on and apply the knowledge gained in their personal development and wellbeing.

By carefully planning, supervising, and integrating external visitors, Abbot's Hill ensures that guest contributions complement the PSHE and RSHE curriculum safely, effectively, and meaningfully.

13. Policy Review and Updates

- 13.1 This policy will be reviewed by the Assistant Head, Snr (Pastoral) in conjunction with the Assistant Head, Prep (Pastoral) on an annual basis.
- 13.2 The Assistant Head, Snr (Pastoral) will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated annually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements.
- 13.3 Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSHE curriculum.

This Policy shall be reviewed every two years, or more frequently if required as a consequence of changes in legislation, regulation, statutory guidance or procedures.

This Review: January 2026

Next Review: January 2028

This Policy was approved by the Executive Team on 20 January 2026.

Appendix 1: Course Outline and intent statements

Reception – Year 6 PSHE Curriculum

Abbot's Hill School's PSHE curriculum is fully compliant with the DfE Statutory Relationships & Health Education Guidance 2025.

Inspired by Jigsaw PSHE. Personalised for AHS pupils

Jigsaw, the mindful approach to PSHE, is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within all six Puzzles (units of work) including explicit links to the DfE statutory Relationships and Health Education outcomes have been made in each Puzzle.

INTENT: Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation.

IMPLEMENTATION: Jigsaw 3-11 offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

IMPACT: This can be established through assessment identified in the key learning.



Senior Course Outline – Year 7-11

Our PSHE curriculum is structured as a spiral, progressive programme, carefully mapped and sequenced across Key Stages 3 and 4. It draws from and is enriched by the Jigsaw PSHE scheme of work, ensuring that pupils revisit key themes with increasing depth, challenge, and maturity as they move through the school. This spiral model ensures that pupils are not only introduced to essential knowledge and life skills but are also given the opportunity to revisit, reflect upon, and extend their understanding over time. The curriculum promotes holistic personal development, integrating statutory Relationships and Sex Education (RSE), Health Education, and Citizenship alongside a strong emphasis on SMSC development (Spiritual, Moral, Social, and Cultural).

Topics such as identity, relationships, health, consent, and online safety are revisited annually with a deepening level of sophistication and context. For example, early lessons about friendship and family in Year 7 develop into more complex discussions about power dynamics, intimacy, and long-term relationships in Years 10 and 11. The content is tailored to the age and stage of the learner. Sensitive and complex topics such as pornography, coercion, and pregnancy are introduced gradually, in line with student maturity, and following careful scaffolding of prior knowledge. The curriculum is not just knowledge-rich but skill-based. Students develop and refine their ability to evaluate risk, challenge discrimination, communicate effectively, reflect on values, and make informed choices.

Each half-term integrates aspects of SMSC and RSE, promoting not only understanding of self and others but also enabling students to become compassionate, respectful, and responsible citizens. Lessons use a mix of discussion-based learning, video stimuli, real-life case studies, and conclude with explicit signposting to support services or further information. This structure ensures engagement, critical thinking, and emotional safety.

The spiral curriculum model allows us to build pupils' resilience, empathy, confidence, and knowledge over time. It provides repeated opportunities to revisit core messages in age-appropriate ways, empowering students to apply what they learn to real-life situations. By Year 11, pupils are well-equipped with the understanding, values, and practical skills they need to make safe, respectful, and informed choices about their lives and relationships.

Appendix 2: Curriculum Map (Reception to Year 11)

Key Stage	Year Group	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Sumer 2
KS1	Year 1	Being Me in My World: Feeling special and safe	Celebrating Differences: Making new friends	Relationships: Being a good friend to others and myself	Dreams & Goals: Setting goals and overcoming challenges	Changing me: Changes since being a baby and differences between boys and girls	Healthy Me: Being clean, staying safe and making healthy choices
	Year 2	Being Me in My World: Our rights and responsibilities	Celebrating Differences: Standing up for myself and others	Relationships: Friendship & conflict and understanding boundaries	Dreams & Goals: Persevering and working together	Changing me: Growing from young to old and differences between boys and girls	Healthy Me: Being motivated and making healthy choices
KS2	Year 3	Being Me in My World: Self-identity and worth	Celebrating Differences: Recognising the power of words	Relationships: Understanding healthy friendships and family roles	Dreams & Goals: Dreams, ambitions and overcoming obstacles	Changing me: How babies grow and personal hygiene	Healthy Me: Healthy food swaps and the importance of exercise
	Year 4	Being Me in My World: Rights, responsibilities and democracy	Celebrating Differences: Challenging assumptions	Relationships: Jealousy, love and loss	Dreams & Goals: Achieving goals and overcoming disappointment	Changing me: Puberty and confidence with changes	Healthy Me: Healthy friendships and staying safe with friends
	Year 5	Being Me in My World: My role and rights in a society	Celebrating differences: Cultural differences and how they cause conflict	Relationships: Self-esteem and online safety	Dreams & Goals: Spending, saving and the value of money	Changing me: Puberty and conception	Healthy Me: Alcohol, smoking and making healthy choices
	Year 6	Being Me in My World: Global citizenship and the rights of children	Celebrating differences: Perceptions of normality and understanding disability	Relationships: Understanding power and control in a relationship	Dreams & Goals: Motivation, success and making a difference	Changing me: Puberty, conception to birth, physical attraction and consent	Healthy Me: Managing stress and understanding harmful substances
Key:	PSHE	RSHE					

Key Stage	Year Group	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Sumer 2
KS3	Year 7	Being Me in My World: How do I fit in?	Celebrating Differences: Do we need to feel the same to belong?	Relationships: What can make a relationship healthy/unhealthy?	Healthy Me: To what extent am I responsible for my mental and physical health?	Dreams & Goals: Can my choices affect my dreams and goals?	Changing Me: How do I feel about becoming an adult?
	Year 8	Being Me in My World: Can I choose how I fit into the world?	Celebrating Differences: How different are we really?	Relationships: How much should what and who we are impact our self-worth?	Healthy Me: Can I become more responsible for my health and happiness?	Dreams & Goals: Can the choices I make now influence my future?	Changing Me: What factors can make an intimate relationship happy and healthier?
	Year 9	Being Me in My World: To what extent does the world I live in affect my identity?	Celebrating Differences: Is being different a good thing?	Relationships: Can relationships ever be equal?	Healthy Me: How can substances impact on wellbeing?	Dreams & Goals: Who do I dream of becoming?	Changing Me: How can change affect mental health?
KS4	Year 10	Being Me in My World: Is managing my online and offline world in my control?	Celebrating Differences: Does difference result in inequality?	Relationships: Is love all you need?	Healthy Me: When it comes to health, to what extent am I in control?	Dreams & Goals: Is success only possible when physical and emotional needs are in balance?	Changing Me: Can all change be positive in some way?
	Year 11	Being Me in My World: Are we in the adult world at 16?	Dreams & Goals: How can I rely on myself to achieve my goals?	Relationships: Is it possible to stay true to youRSHElf and be in a healthy relationship?	Healthy Me: Should relationships, sex and sexual health be discussed more openly?	Exams/ Study Leave	
Key:	SMSC	RSHE	SMSC/RSHE				

Appendix 3: Example Letter to Prep Parents regarding Relationships and Sex Education

Dear parents,

In Summer term, each year group in the prep school will be covering the PSHE unit 'Changing Me', which covers content from the statutory requirements for the delivery of Relationships and Sex Education (RSE). At Abbot's Hill, we believe that knowledge empowers and protects children, so they can have an informed understanding of their bodies, and how they change and develop as they grow.

In line with our PSHE policy, children in Years 5 and 6 can be withdrawn from the non-statutory elements of the Relationships and Sex Education curriculum, which covers conception. Requests to withdraw your child from these lessons must be made in writing and addressed to the Head of School.

The table below sets out the key learning points from the 'Changing Me' unit in each year group. Each new concept is taught in an age-appropriate and safe environment.

	Key Learning Points
Year 1	<p>Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc.</p> <p>They discuss how they have changed so far and that people grow up at different rates.</p> <p>As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body.</p> <p>Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>
Year 2	<p>Children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age.</p> <p>As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness.</p> <p>Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened.</p> <p>Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p>

Year 3	<p>Children learn about babies and what they need to grow and develop, including positive parenting. Children are taught that it is usually the female that carries the baby in nature.</p> <p>This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught.</p> <p>Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period. Sexual intercourse and the birth of the baby are not taught in this year group.</p> <p>Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p>
Year 4	<p>Children revisit bodily changes at puberty, with some additional vocabulary, particularly around menstruation. Sanitary health is taught, introducing pupils to different sanitary and personal hygiene products.</p> <p>Children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that contain personal characteristics.</p> <p>Children explore the feelings associated with change and how to manage these. They are introduced to the 'circle of change' model as a strategy for managing future changes.</p>
Year 5	<p>Pupils develop an awareness of their own self-image and consider how their perception of their body forms part of this.</p> <p>They learn how our bodies changes during puberty and explore the importance of caring for themselves both physically and emotionally during this time.</p> <p>They are introduced to the idea that sexual intercourse can lead to conception, and that this is how babies are usually created. They also gain a simple understanding that some people may need medical support, such as IVF, to help them have a baby.</p> <p>Pupils reflect on the aspects of becoming a teenager that they are looking forward to, while recognising that growing up brings new cur, including an understanding of the age of consent.</p>
Year 6	<p>Pupils develop an awareness of their own self-image and begin to consider how their perception of their body contributes to this overall sense of self.</p> <p>They learn about the physical and emotional changes that take place in both girls' and boys' bodies during puberty and explore the importance of caring for themselves throughout these changes.</p> <p>Children are introduced to the process of human development from conception through the nine months of pregnancy, gaining a simple understanding of how a baby grows and how birth occurs.</p> <p>They also learn that physical attraction can influence the nature of a relationship and begin to consider what this might mean in terms of forming a romantic relationship as they grow older.</p> <p>Pupils reflect on their own sense of identity and learn how to maintain positive relationships with others while still preserving their individuality.</p> <p>They develop an understanding of the importance of positive self-esteem and explore strategies that can help them build and sustain it.</p>

Understandably, your children may have some questions following these lessons. We hope you are able to have some open and nurturing conversations as and when they might occur. Please let us know if we can support in any way. If you have any questions relating to our 'Changing Me' unit, please do not hesitate to contact me or your child's form tutor.

Kind regards,

Annex A: Regulations**Relationships education, Relationships and Sex Education, and Health education**

The Relationships education, Relationships and Sex Education, and Health education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017 and provide that pupils receiving primary education must be taught relationships education; pupils receiving secondary education must be taught RSHE; and that all primary and secondary pupils must be taught health education. The subjects of relationships education and RSHE must be taught in all maintained schools, academies and independent schools. This includes pupil referral units, maintained special schools, special academies, and non-maintained special schools. All schools, except independent schools, must make provision for health education.

To give effect to the duty in section 34 of the 2017 Act and the power in section 35 of that Act, the Relationships education, Relationships and Sex Education and Health education (England) Regulations 2019 amend existing provisions in the Education Act 1996 and the Education Act 2002 and insert new provisions into the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. The provisions include a requirement for the Secretary of State to publish guidance on relationships education, RSHE, and health education; require schools to have regard to that guidance; require schools to make a statement of policy on their provision of relationships education and RSHE; and set out the circumstances in which a pupil is to be withdrawn from RSHE.

The regulations and guidance in relation to health education do not apply to independent schools – they will continue to make provision for the health education element of PSHE under the Education (Independent School Standards) Regulations 2014.

Annex B: Government Resources

Curriculum resources

The Department for Education [page](#) brings together all existing information available to schools on the teaching of the RSHE curriculum. This includes parent guides and guidance in engaging parents on Relationships education. Schools will also want to refer to Keeping children safe in education (statutory guidance).

- Schools may also wish to see a series of [DfE sexual harassment webinars](#) covering domestic abuse, pornography and sexual exploitation.
- [Non-statutory framework for Citizenship KS 1 and 2](#) (Non-statutory programme of study). Schools may wish to draw on the statutory Citizenship programme of study for KS 3 and 4 in their planning.
- [Oak National Academy](#), the independent provider of freely available online curriculum and lesson resources, are developing curriculum materials to make sure every school can access high-quality, compliant resources which will build on what is already available for schools.
- Example of a model RSHE curriculum produced in 2019 by the Catholic Education Service in conjunction with the Department for Education: [the primary RSHE Model Curriculum](#) and [secondary RSHE Model Curriculum](#)

Wider resources

These subjects support many cross-government strategies of which schools will want to be aware. Whilst we have not referenced all strategies or supporting documents, we have included some of the key areas below.

- The [Working together to safeguarding children](#) statutory guidance on multi-agency working to help, protect and promote the welfare of children.
- The [Domestic Abuse Act 2021](#) statutory guidance which is intended to increase awareness and inform the response to domestic abuse, also conveying standards and promotes best practice.
- [Statutory guidance on FGM](#), including the [mandatory reporting duty](#) which applies to teachers, health and social care professionals, and [statutory guidance on forced marriage](#).
- The report [Teaching Relationships Education to Prevent Sexual Abuse](#) is a rapid evidence assessment of the academic and grey literature on teaching relationships education to prevent sexual abuse.

- [Centre of expertise on child sexual abuse](#). Advice, research and resources to help professionals identify, respond and support children and young people who have experienced sexual abuse.
- [Crimestoppers Fearless](#). Definitions, advice on how to spot the signs, and guidance to support young people affected by sexual harms, including child sexual abuse and harmful sexual behaviour.
- The [Virginity testing and hymenoplasty: multi-agency guidance](#) offers advice for chief executives, directors, senior managers, frontline professionals within agencies and anyone else who may come in to contact with women and girls affected by virginity testing and hymenoplasty. It encourages agencies to cooperate and work together to protect and support those at risk of, or who have undergone, these procedures.
- [The Child Exploitation and Online Protection \(CEOP\)](#) Education programme, part of the National Crime Agency, which aims to protect children and young people from the threat of online child sexual abuse. Their offer for professionals includes training, guidance and free educational resources that are aligned to the RSHE curriculum.
- The National Crime Agency in partnership with the PSHE association have developed lesson plans that explore the risks involved in committing cybercrime and help students to recognise and avoid the techniques used to manipulate young people online: [National Crime Agency: Exploring Cybercrime \(pshe-association.org.uk\)](#).
- [Report Remove](#) is a service designed for young people in the UK, under 18, to confidentially report and remove sexual images or videos of themselves from the internet. This initiative, a collaboration between Childline and the Internet Watch Foundation (IWF), offers a secure and anonymous way for minors to take control of their online presence and safety.
- The Youth Endowment Fund (YEF, the 'what works' centre for preventing violence) Education Practice Guidance outlines evidence-based recommendations on how to help prevent children's involvement in violence. [Education guidance | Youth Endowment Fund](#) The YEF also produce an online toolkit that fund and evaluate interventions. The toolkit currently summarises 32 different approaches to violence prevention, highlighting impact on violent crime, evidence quality and cost. The YEF's Toolkit outlines 12 approaches to preventing violence among school-age children within Education and Children's Services [Youth Endowment Fund Toolkit](#).
- The Children's Commissioner [Digital 5 A Day](#) provides a simple framework that reflects the concerns of parents as well as children's behaviours and needs.
- Better Health (NHS) have produced a website for teachers which covers a broad range of health and relationships issues in a format which is accessible for young people, targeted at primary and secondary age pupils. This includes Every Mind Matters resources for lessons which are accredited by the NHS: [School Zone | Campaigns | Campaign Resource Centre](#). Additionally, [Talk to Frank](#) provides 44 tailored, youth centred information about nicotine/vaping, alongside

other substances. Home Office guidance and resources for teachers and school staff on responding to and preventing abuse in a school setting, as well as resources for teaching about sexual harassment and sexual abuse, including preventing violence against women and girls: [Guidance and resources for teachers and school staff | ENOUGH](#)

- [Shore Space](#). An anonymous and confidential chat service and website for children and young people who are worried about their own or others' sexual thoughts, feelings or actions.
- The [Drug Education](#) suite of drug and alcohol education lesson materials incorporates the latest evidence, information and statistics, along with additional content on vaping, synthetic drugs and more.
- The National Centre For Smoking Cessation and Training ([NCSCT](#)) provides resources and practice guidance for healthcare professionals and teachers to support children and young people quit tobacco and/or vaping.
- The [Teenage Pregnancy prevention framework](#) provides evidence based guidance for local authorities, including the important role of RSHE and links to local sexual health services. Additionally, the [Fingertips tool](#) offers a large public health data collection where information on teenage pregnancies can be found. The Department of Health and Social Care's [Framework for Sexual Health Improvement in England](#) supports the prevention of early, unplanned pregnancy.
- [Reproductive health - a public health issue](#) (PHE. 2018) A consensus statement, data and women's experiences, covering reproductive health through the life course, from menstruation to menopause. (PHE. 2018)
- [Period product scheme for schools and colleges - GOV.UK](#)
- Physical activity guidelines ([Guidance from the Chief Medical Office](#)) on how much physical activity people should be doing, along with supporting documents.
- The [Eatwell Guide](#) is a policy tool used to define government recommendations on eating healthily and achieving a balanced diet.
- [The Children's health: migrant health guide](#) contains advice and guidance on the health needs of migrant patients for healthcare practitioners.
- The [Children's Oral Health elearning programme](#) provides information and advice about children's oral health. It is aimed at parents, expectant mothers, early years healthcare workers, teachers, nurse's, GPs and the public.
- The [Commissioning and delivering supervised toothbrushing schemes in early years and school settings - GOV.UK](#) guidance and toolkit has been updated to support commissioners and providers of local supervised toothbrushing schemes to ensure activities are evidence-informed, safe and have clear accountability and reporting arrangements to demonstrate impact.

- [The Yellow Card Scheme](#) – self-care and the importance of reporting suspected side effects to medicines. A fully tested and evidence-based [guide for pupils and teachers](#) on the potential risks of medicines and healthcare products, including side effects, problems with medical devices, blood products, e-cigarettes, and vapes, and what to do about them.
- NHS Blood and Transplant curriculum resources on blood, organ and stem cell donation: [Educational resources - NHS Blood and Transplant](#)
- Briefing for primary schools on the [Flu vaccination programme in schools - GOV.UK](#)
- Briefing for secondary schools on the [Adolescent vaccination programme in secondary schools for 2024 to 2025 - GOV.UK](#)
- The UKHSA e-bug resources cover a broader health education programme that includes vaccination and developed materials from early years to Key stage 3. These can be found here: [e-bug home](#)
- The Government response to the [consultation on the structure, distribution and governance of the statutory levy on gambling operators - GOV.UK](#)
- [The Gambling Levy Regulations 2025 – GOV.UK](#)
- Educational resources to help young people stay safe around the railways can be found here: [Safety education - Network Rail](#)

Data to understand the health and wellbeing needs of the local school-age population

- The Office for Health Improvement and Disparities (OHID) through its [Fingertips tool](#) offers a large public health data collection. Data is organised into themed profiles including a [child and maternal health profile](#). The indicators included in the profile allow areas to see how they perform against the national average and against other local areas. These tools, accompanied by local health intelligence, can be used by schools to identify and respond to the particular health and wellbeing needs of their local school-age population.