





## **Personal, Social, Health Education and Relationships, Sex and Health Policy (PSHE / RSHE)**

Date Policy Adopted	January 2026
Date Policy to be Reviewed	January 2027
Date Presented to Governors	January 2026

## **Introduction**

This policy has been written to adhere that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002, a PSHE curriculum:

-  Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,
-  Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

At Peafield Lane Academy, we are committed to providing a full and enriching education for every pupil. We recognise the experiences a child has during the formative years of their life has such an impact on the kind of citizen they will develop into and become in the future. A lot of this important time is spent in school so it is essential that we work in partnership with parents so that we can make a positive difference and create a strong foundation that can be built upon as children continue to grow, develop and flourish.

We believe that the most effective way to promote this is by fostering positive attitudes towards school and our broad curriculum for supporting children's personal development, health, wellbeing and understand relationships.

That's why at Peafield Lane, we take PRIDE in everything we do – nurturing a thriving community where everyone is Proud, Respectful, Inclusive, Determined, and Empowered to succeed.

Our PRIDE values guide everything we do:

**Proud** – of who we are, where we come from and what we achieve together

**Respectful** – of ourselves, others, our environment and the world around us

**Inclusive** – we celebrate diversity, value every individual, and ensure everyone feels seen, heard and valued

**Determined** – to aim high, work hard, and never give up on our goals

**Empowered** – to make positive choices, lead with confidence, and shape a better future

Our Peafield values underpin the curriculum that we deliver, ensuring that all our pupils become aspirant, independent and life-long learners. We believe that children learn best when they feel happy, secure, confident and valued in their environment, irrespective of their ability, disability, social background, culture or gender. We believe children can thrive in stimulating and interesting surroundings with access to a full range of varied and appropriate resources. This will encourage and promote and opportunity for children to reflect on and talk about their learning.

### **Our vision for PSHE Education**






At Peafield Lane Academy, we believe every child deserves an education that prepares them not only for academic success but also to thrive as rounded citizens in modern society.

Personal, Social, Health and Economic (PSHE) education sits at the heart of this commitment as well as preparing them for the opportunities, responsibilities, and experiences of adult life in a digital age.

We believe PSHE is not an add-on to our curriculum; it is fundamental to our children's development as confident, healthy and respectful members of society. Through high-quality PSHE, we equip pupils with the knowledge, skills and attributes they need to stay safe, maintain wellbeing, and build positive relationships throughout their lives.

Our curriculum is carefully designed to be developmental and progressive. From the moment children join our school, they begin to explore emotional literacy—learning to recognise, name and talk about feelings. This foundation grows year by year, helping pupils to manage emotions, develop resilience, and make informed decisions that support their own and others' wellbeing. We believe by embedding PSHE across our school culture, we nurture a community where respect, inclusivity and responsibility flourish. In doing so, we prepare our pupils not only for the challenges of childhood but also for adulthood, work and active citizenship.

**At Peafield Lane Academy, we are committed to:**

-  Supporting the whole child - recognising that children's emotional and social development directly impacts their capacity to learn.
-  Creating a safe, inclusive environment where every child feels valued and able to discuss concerns without fear or stigma.
-  Building foundations for the future - providing age-appropriate learning that prepares children for the challenges and opportunities of adolescence and beyond.
-  Working in partnership with families, recognising that parents are children's first educators in many aspects of relationships and health.
-  Embedding PSHE across school life - not just in weekly lessons, but through our values, relationships, and everyday interactions.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive, equally it is essential that our children still have access to the learning they need to stay safe, healthy and understand their rights as individuals. We also acknowledge that all young people deserve the right to honest, open, and factually correct information to help better form their own beliefs and values, free from bias, judgement, or subjective personal beliefs of those who teach them.

**Statutory Requirements and Curriculum Framework**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3–11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities.

Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

A detailed mapping document showing how the Jigsaw programme covers every statutory outcome is available to view on request and can be accessed via

[www.peafieldlaneacademy.co.uk](http://www.peafieldlaneacademy.co.uk)

### **The Jigsaw Approach at Peafield Lane Academy: A Whole-School Framework**

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach including:

**Emotional literacy at the core** – Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

**Mindful practice** – Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.

**Connection and community** – The 'Connect Us' activity in every lesson strengthens

relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.

**Developing skills for respectful dialogue** – PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

**Age-appropriate spiral curriculum** – Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

**Interactive, participative teaching** – Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information – they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

### The Six Jigsaw Puzzles






Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term:

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising

Term	Puzzle	Key Content
		when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships and for upper Key Stage 2, human reproduction.

### Adapting Jigsaw for Our School Community

Whilst we follow the Jigsaw programme, we recognise that our children, families and context have specific needs and characteristics. Our PSHE lead and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, taking into account:

-  The specific needs, experiences and developmental stages of pupils in each class
-  Pupil voice – gathered through feedback within lessons, informal discussions with children, and class discussions.
-  Local context and community considerations.
-  Feedback from parents, pupils and staff.
-  Our school's distinctive PRIDE values and our ethos, *make everyday count*.




Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with reference to statutory requirements. Parents and carers are informed about significant adaptations, particularly where these relate to sensitive content.

### Curriculum Time and Whole-School Approach

PSHE is taught weekly through dedicated curriculum time of one hour per week by their class teachers. Learning is integrated naturally into the classroom environment so that teachers can draw connections between PSHE and other areas of learning.

### Beyond the Classroom: Embedding PSHE in School Life

We recognise that effective PSHE education extends far beyond weekly lessons. The skills, values and understanding developed in PSHE sessions are reinforced and 'lived' throughout our school day and across all areas of school life such as:

-  Assemblies that regularly explore PSHE themes, celebrating successes, exploring moral questions, and building whole-school awareness of current wellbeing and relationship topics.
-  Our behaviour and relationships policy reflects the principles taught in PSHE, emphasising respect, kindness, responsibility and positive conflict resolution. Adults model these values in all interactions with children and each other.
-  The Jigsaw Learning Charter established in each class at the start of the year becomes a living document that children refer to and use to guide behaviour and resolve difficulties.

- 🌱 Playground and social times provide opportunities for children to practise the friendship and conflict-resolution skills learned in PSHE, supported by staff who understand the PSHE curriculum and can reference learning when supporting children.
- 🌱 Emotional literacy taught in PSHE develops an extensive vocabulary for feelings and emotions which is reinforced throughout the school day, with staff supporting children to name and express their feelings, to understand others' emotions, and to use this awareness to build positive relationships and resolve difficulties.
- 🌱 Recognition and reward systems celebrate not just academic achievement but the personal and social qualities developed through PSHE – kindness, perseverance, respect, courage, and contribution to the school community.
- 🌱 Our learning environment reflects PSHE values and pride.

### **Learning Outdoors: Connecting PSHE to Our Environment**

*“Schools should emphasis the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors.”*

*DfE RSHE Guidance 2025, para 40*

We believe the use of outdoor space can enhance PSHE learning. Teachers plan regular opportunities to take PSHE learning outside where appropriate, and we encourage children to spend time outdoors during breaks and lunchtimes, recognising that unstructured outdoor play supports emotional regulation, creativity, and relationship-building.

### **Relationships and Health Education: Statutory Content**


#### **Relationships Education**

Relationships Education is compulsory for all primary-aged children. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- 🌱 **Families and people who care for me** – That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- 🌱 **Caring friendships** – How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- 🌱 **Respectful, kind relationships** – The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- 🌱 **Online safety and awareness** – How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information;










recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.

-  **Being safe** – Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

## Health Education

Health Education is compulsory for all primary-aged children. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of primary school, our children will understand:

-  **Mental wellbeing** – The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
-  **Internet safety and harms** – The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
-  **Physical health and fitness** – Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
-  **Healthy eating** – What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
-  **Drugs, alcohol, tobacco and vaping** – Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
-  **Health protection and prevention** – Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
-  **Personal safety** – Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
-  **Basic first aid** – How to make emergency calls; dealing with common injuries including head injuries.
-  **Developing bodies** – Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

## Building Foundations for Secondary RSHE

The primary PSHE curriculum is carefully designed to be age-appropriate and valuable for children's current stage of development. This learning also builds strong foundations that will support children as they encounter more complex content at secondary school.

## Challenging Stereotypes and Promoting Respect

At Peafield Lane Academy our PSHE curriculum actively work to break down harmful

stereotypes, including gender stereotypes that can limit children's aspirations and explain how some characteristics are protected under UK law. As children progress through the curriculum, they encounter a number of protected characteristics in age-appropriate ways, understanding why certain groups have legal protection from discrimination and how this relates to treating all people with dignity and respect. Age-appropriately, we address how stereotypes and prejudiced attitudes can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make it clear that everyone - boys and girls - has responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable.

This approach supports both safeguarding and the development of healthy, equal relationships, helping all children to feel valued and to respect others.

### **Sex Education at Peafield Lane Academy**

Sex education is not compulsory in primary schools, however the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes adolescence brings and understand how human life begins.

We teach age-appropriate sex education in Years 5 and 6 as part of our PSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins.

We define sex education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. Sex education is not learning about different types of sexual activity.

This is distinct from the statutory Health Education content about puberty and menstruation, and works alongside aspects of the science curriculum content, life cycles and reproduction in mammals.

The following Jigsaw lessons in the Changing Me Puzzle contain non-statutory sex education content:

-  Year 5: Conception
-  Year 6: Babies: Conception to Birth

### **Parent Engagement and the Right to Withdraw from Sex Education**





Parents have the right to request that their child be withdrawn from some or all of sex education taught as part of PSHE. Parents do NOT have the right to withdraw children from:

- Relationships Education (statutory)
- Health Education, including puberty education (statutory)
- Science curriculum content, including content about reproduction (statutory)

Before making a decision to withdraw a child from sex education, we invite parents to discuss their concerns with the headteacher, their class teacher or PSHE lead. Also take the opportunity to read documents from Gov.UK:

- [DfE RSE Guide for Parents](#)
- [DfE FAQ's RSE in Primary School](#)

**Where a parent requests withdrawal, we can:**

-  Arrange a meeting to discuss the request and the curriculum content in detail.
-  Share relevant teaching materials so parents can see exactly what will be taught.
-  Explain how we will support the child during withdrawal (ensuring they receive appropriate, purposeful education).
-  Respect the parent's final decision whilst documenting our professional advice.

We inform parents about sex education content by sending curriculum information letters at the start of the summer term are sent home and holding parent information sessions.

A withdrawal request form is available from the school office.

**Responding to children's questions**

We recognise that children may ask questions beyond our planned curriculum. Teachers use professional judgement to respond and may answer briefly and factually if age-appropriate, suggest the child speaks with their parent or carer, or acknowledge the question while explaining they'll learn more when older. We aim to address these with sensitivity and at a level appropriate to the age group and developmental stage of our pupils.




If a withdrawn child asks questions about sex education content, teachers will sensitively explain this is something their parents would like to discuss at home. We will inform parents so they can follow up.

**Inclusive Practice and Equality**

We are committed to an inclusive PSHE curriculum that is accessible to and respectful of all children and families.

**Meeting the Equality Act 2010**

We comply with the Equality Act 2010 and the Public Sector Equality Duty, ensuring that PSHE is taught in a way that:

-  Does not subject pupils to discrimination.
-  Promotes equality of opportunity.
-  Fosters good relations between people with protected characteristics and those without.

The protected characteristics are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

**Teaching about Families and Relationships**

Our curriculum presents families in all their forms, recognising that children come from diverse family backgrounds including:

- Single parent families
- Same-sex parent families

- Families headed by grandparents or other relatives
- Adoptive families
- Foster families
- Kinship care arrangements
- Blended families
- Families from different cultural and religious backgrounds

We ensure that no child is stigmatised based on their home circumstances and that all family structures are represented positively in our teaching. When discussing families, we emphasise that the key characteristic of families is that they provide love, care, stability and security for children, not a particular structure.

### **Including LGBT Content**






Throughout PSHE education, children learn that all people deserve to be treated with respect and kindness, regardless of difference. This is embedded and fundamental through all our teaching.

In teaching about families and relationships, we include same-sex parents alongside other family structures, presented naturally as one of the many different types of families that children may have or encounter. This content is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible and valued within our school community.

### **Provision for SEND inclusion/Equality and Diversity**

At Peafield we promote the needs and interests of all pupils, inclusive of gender, sexual orientation, race, religion, culture, ability or aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds and home circumstances of the children to ensure that all can access the full PSHE provision.

In relation to those with special educational needs, we will review our program to ensure teachers adapt lessons to ensure content is accessible, using:

-  Visual supports, simplified language, concrete examples.
-  Additional pre-teaching or small group work where needed.
-  Multi-sensory approaches and practical activities.
-  Extended time for processing and responding.
-  Personalised social stories or resources where appropriate.










For some children with SEND, certain PSHE content may need to be taught in different ways or at different times to ensure understanding and safety. The SENCO works closely with the PSHE lead and class teachers to ensure appropriate provision.

In relation to ethnicity, religion and cultural diversity, we respect the religious backgrounds and beliefs of all families in our school community. PSHE content is delivered in a factual, objective manner, presenting scientific and medical information accurately whilst being sensitive to diverse religious perspectives. At Peafield Lane Academy, we seek to promote respect and understand.

### **Safeguarding and Support**

PSHE education has a crucial role in our safeguarding provision, equipping children with the knowledge and skills to keep themselves safe and to seek help when needed.

Through PSHE, children learn to:

-  Recognise when relationships or situations are unsafe.
-  Understand that abuse is never their fault.
-  Know a range of trusted adults they can talk to.
-  Develop vocabulary to express concerns clearly.
-  Build confidence to keep asking for help until they are heard.
-  Understand their rights over their own bodies and personal information.
-  Recognise emotional, physical and sexual abuse.
-  Identify risks online and in the physical world.
-  Develop resilience and strategies for managing difficult situations.

### **Managing Disclosures and Concerns**

The nature of our PSHE/RSE curriculum means that children may disclose personal information that staff will respond to appropriately. Where there is a genuine risk to the safety of the child, information must be passed on to individuals and/or organisations responsible for protecting the child. We will follow the procedures outlined in other policies such as Safeguarding and Child Protection, Behaviour and Health and Safety. Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our Safeguarding and Child Protection policy.

If visitors are working in a classroom or other teaching situation, they will follow the school's policies/guidance on confidentiality and on safeguarding, and other relevant school policies. Safeguarding is everyone's responsibility however all staff, governors, visitors, parents/carers, and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The Designated Safeguarding Lead/leads (DSL) and their Deputy/deputies in our school is/are:

- Lois Clarke (Head Teacher)
- Millie Rowbotham (Deputy Head Teacher)
- Nadine Trolley (SENCo)
- Jodie Jones (Upper Key Stage 2 Lead)
- Abigail Fairlee (Key Stage 1 Lead)
- Rebecca Betts and Ellis Bradley (Early Years Leads)

### **The Role of Governors**

When aspects of RSHE appear in whole school development planning or the school improvement plan, the governors will be asked to reflect on, monitor and review the work as appropriate. The governing body.

### **Working in Partnership with Parents and Carers**

We recognise that parents and carers are children's first and most important educators, particularly regarding relationships and health. Effective PSHE education works in partnership

with families, supporting parents to continue conversations started in school and keeping them informed about what their children are learning.

### **Assessment, Monitoring and Evaluation**

We monitor and evaluate our PSHE provision to ensure it is meeting children's needs, is delivered consistently across the school, and is having positive impact on children's wellbeing and development. We track children's progress to ensure learning is embedded and to identify where additional support may be needed. Assessment in PSHE focuses on:

- Knowledge and understanding of key concepts
- Development of skills (e.g., communication, conflict resolution, decision-making)
- Ability to apply learning to real situations

The Jigsaw programme includes assessment materials and opportunities for children to reflect on their learning. Teachers use a range of strategies including:

- Observation of discussions, role plays and collaborative activities
- Review of written work, children's self-assessments and reflections
- Brief formative assessments to check understanding

Progress in PSHE is reported to parents as part of parents evenings and end of year reports.

### **Monitoring Quality and Impact**

The PSHE Lead, working with senior leadership and governors, monitors PSHE provision through:

- Regular review of planning and teaching materials
- Learning walks and lesson observations
- Review of children's work and assessment information
- Pupil voice activities to understand children's experience of PSHE
- Staff feedback on confidence, resources and support needs
- Analysis of behaviour, wellbeing and safeguarding data
- Parent feedback through surveys and consultation

Monitoring enables us to celebrate effective practice, identify areas for development, and ensure consistency in quality across the school.

### **Evaluating Impact**

We evaluate the impact of PSHE education by looking at:

- Children's knowledge, skills and confidence as evidenced through assessment
- Quality of relationships between children and between children and adults
- Positive behaviour and ability to resolve conflicts constructively
- Children's wellbeing and mental health indicators
- Children's confidence in seeking help and reporting concerns
- Safeguarding data and how well children identify and report concerns
- Preparedness for transition to secondary school

This evaluation informs ongoing improvement of our PSHE provision and contributes to our annual policy review.

### **Location and Dissemination**

This policy document is freely available on request to the entire school community. The staff responsible for overseeing and reviewing this policy is: PSHE/RSHE Lead: Leah Smith Date of Policy: September 2025 Next review date: September 2026.

### **Breaches / Complaints**

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body. If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

### **Links with other policies**

You may find it helpful to read this RSHE Policy alongside the other following school policies:

Policy	How it may link
Safeguarding Policy	Includes information about child protection procedures and contextualised safeguarding.
Child-on-Child Policy	Includes details about how to recognise, report and respond to all forms of child-on-child abuse.
Behaviour policy	Includes details about the school's behaviour system including potential sanctions for pupils.
Anti-bullying Policy	Includes information about bullying behaviours and vulnerable groups.
Online Safety Policy / E-Safety / Acceptance Use Policies	Includes information about children's online behaviour and details about online bullying / cyberbullying.
Equality Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice – related language, crime and the protected characteristics.
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response.

Further information and support can be found through the following links:

- Statutory RSHE guidance - <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- Keeping Children Safe in Education - <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>