

Relationships & Sex Education (RSE) Policy

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Preface

In line with the DfE's statutory guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(for introduction 1 September 2026\)](#), the school aims to ensure all students receive an RSE programme appropriate for their age, ability, and development, including addressing challenges arising from digital engagement and diverse family structures. The school intends that all students experience a programme of RSE at a level which is appropriate for their age, ability, and development. The RSE programme is underpinned by safeguarding principles and supports the school's responsibilities under Keeping Children Safe in Education (KCSIE) and the Equality Act 2010. The programme is designed to equip students with the knowledge, understanding and skills needed to develop safe, respectful and healthy relationships, both online and offline.

UK primary students are taught to understand the importance of self-respect and self-worth and develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness, and a sense of justice. Students coming to Guildhouse School London often do not have this pre-requisite knowledge.

Delivery of RSE supports the school's duties under Keeping Children Safe in Education and complements the Safeguarding and Child Protection Policy.

What is Relationships and Sex Education?

The term Relationships and Sex Education (RSE) is used to stress that our approach goes beyond provision of biological information to focus also on attitudes and values, developing self-esteem and the skills to manage relationships in line with the Guildhouse School London core values. We want our RSE policy to encourage students to be:

- considerate of others,
- capable of recognising situations, and
- confident to respond in an appropriate manner.

According to DfE guidance, the aim of RSE is “to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships, fostering environments where they feel confident reporting concerns. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.’

Students will also be educated in the complex issues of relationships and peer pressure online, along with how to use technology safely, responsibly, and respectfully. Students will be encouraged to interact positively and to understand their legal responsibilities when using social media and online technology, including how to keep personal information private, challenge harmful content and balance online and offline worlds.

Key Definitions

Relationships Education: Focuses on building positive relationships, including friendships, family relationships, and respectful interactions.

Sex Education: Covers human reproduction, contraception, sexual health, consent, and managing pressure in intimate relationships.

Health Education: Includes mental wellbeing, physical health, personal safety, and online safety.

Online Misogyny & Toxic Influences: Refers to harmful online content that promotes gender-based hate, unrealistic body standards, or manipulative behaviours, including incel culture, deepfakes, and influencer-led misinformation.

Subject Content

The Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance from the DfE outlines a range of topics that should be covered. The Guildhouse School London's PSHE scheme of work has embedded these topics within it, clearly mapping the stated objectives in the guidance to the scheme of work. The programme includes age-appropriate discussions on sexual exploitation, radicalisation, and safeguarding risks online and offline.

Some areas of content below relate only to sex education and these are areas from which parents might withdraw some younger students.

The topics covered are:

1. Families
2. Respectful relationships, including friendships.
3. Online and media
4. Being safe
5. Intimate and sexual relationships, including sexual health.
6. Mental wellbeing
7. Internet safety and harms
8. Physical health and fitness
9. Healthy eating
10. Drugs, alcohol, and tobacco
11. Health and prevention
12. Basic first aid
13. Changing adolescent body

In line with the DfE guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(for introduction 1 September 2026\)](#), the following additional topics are now included:

- Online harms including deepfakes, scams, and pornography
- Toxic masculinity and positive male role models

- Spiking, methanol poisoning, and personal safety
- Grief, loss, and loneliness
- Challenging harmful online influencers and promoting digital resilience

Online Safety

- Deepfakes and AI-generated content
- Online scams and data privacy
- Pornography and its link to misogyny
- Fake social media accounts and influencer manipulation
- Clarification that indecent images are criminal offences
- AI-generated manipulation
- Image-based abuse
- Sextortion
- Algorithmic influence
- Online radicalisation pathways
- Financial scams targeting young adults

Students will be taught how online platforms may influence attitudes, beliefs and behaviours through algorithms, targeted advertising and manipulative content, and how to critically evaluate information encountered online.

Sexual Harassment & Violence

Students will be taught to recognise and respond to sexual harassment and violence, including:

- Stalking, upskirting, strangulation, and suffocation
- Financial sexual exploitation
- Understanding that boys can also be victims
- Reinforcing zero tolerance and safeguarding protocols

The school adopts a zero-tolerance approach to sexual violence, sexual harassment and harmful sexual behaviour. Students will be taught how to recognise concerns, challenge inappropriate behaviour safely and report concerns to trusted adults.

Child-on-Child Abuse and Harmful Sexual Behaviour

Relationships and Sex Education contributes to the prevention of child-on-child abuse by helping students understand respectful behaviour, personal boundaries, consent, healthy relationships, harmful sexual behaviour, sexual harassment and sexual violence both online and offline. Students are taught how to recognise inappropriate behaviour, challenge harmful attitudes safely, seek support and report concerns to trusted adults in line with the school's safeguarding procedures.

Mental Health and Emotional Wellbeing

The curriculum includes emotional regulation, coping strategies, grief, loss, and loneliness. Students will learn that feeling low or worried is normal and not necessarily indicative of a mental health condition. Suicide prevention is addressed with input from the wellbeing counsellor and staff training.

Personal Safety

Personal safety will now include spiking and methanol poisoning awareness and continued guidance and input on safety in public spaces and recognising risk, something which is prevalent in our current context.

Preparation for Adult Life

RSE supports preparation for adult life by addressing healthy adult relationships, independent living, university and workplace expectations, consent, sexual health services, financial exploitation, digital citizenship and personal safety.

Overview Scheme of Work

A mapped curriculum overview is provided in Appendix 1, demonstrating how statutory Relationships Education, Relationships and Sex Education and Health Education content is delivered progressively across year groups. Detailed schemes of work, lesson resources and curriculum plans are maintained by the school and are available for review upon request.

How is it taught and monitored?

Guildhouse School London's approach to RSE is as follows:

1. RSE modules are delivered within a planned PSHE Education programme. This programme can be subject to adjustment if there are occurrences or events involving one or more of the protected characteristics (Equality Act 2010) which become an issue amongst the students to help students understand the issues and ensure students respect anyone with these characteristics.
2. PSHE knowledge and understanding is taught through two tutorial lessons each week by personal tutors (form tutors), as well as in subjects like science.
3. Attitudes and values are taught across the school as part of the Guildhouse London values, as are personal and social skills. The PSHE curriculum is designed so that students who might be at the school for as little as one term still experience a broad range of PSHE topics, including RSE. All students attend the daily school Registration, most of which focus on PSHE/RSE.
4. Provision of appropriate information is through leaflets, books, posters, use of appropriate websites as highlighted in the RSE Scheme of Work and external agencies/ speakers.
5. Content is presented in an age-appropriate way, recognising the needs of second language learners and accommodating SEND requirements as known. The school recognises the increased vulnerability of SEND students and responds accordingly.
6. Values are explored that support positive relationships and students' developing emotional awareness and management.
7. Online safety education within RSE is closely aligned with the school's safeguarding policy, emphasising responsible digital behaviour, awareness of harmful content, and resilience against online exploitation.

8. Teaching is conducted in a safe learning environment through ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class.
9. While RSE lessons provide a safe and supportive environment for discussion, students should understand that staff cannot offer unconditional confidentiality. If a student discloses information that raises a safeguarding concern, staff will follow the school's Safeguarding and Child Protection Policy and share information with the Designated Safeguarding Lead where necessary to help keep students safe.
10. Teachers are empowered to use professional judgment in delivering sensitive content. Safe learning environments are maintained through ground rules and distancing techniques. Staff receive annual CPD on emerging safeguarding risks, including online misogyny and mental health.
11. Teaching resources are selected for their appropriateness to students' abilities and needs. At times, the programme delivery involves the use of guest speakers.
12. Themed assemblies are used to introduce key messages and address current affairs where appropriate, for example, topical online safety, anti-bullying, and mental health issues. On occasion these assemblies are used as the medium through which we respond to incidents as part of the wider set of mitigating measures identified through post incident risk assessment.
13. Each Pastoral Director is responsible for planning, monitoring, and evaluating the PSHE/RSE programme and provision and provides updates and feedback to personal tutors (form tutors) who deliver it formally in classrooms.
14. Staff delivering RSE receive regular training to maintain cultural sensitivity and awareness. Student feedback is actively collected through surveys to refine content delivery.
15. Monitoring and evaluating of the delivery of the PSHE programme are by means of regularly reviewing the online Personal Development Journals, conducting learning walks and reporting of outcomes through academic reports.
16. The Governing Body receive regular updates regarding the effectiveness of RSE provision, including curriculum coverage, student outcomes, safeguarding themes, parental feedback and proposed developments.

SEND (Special Educational Needs and Disabilities)

Guildhouse School is committed to ensuring that all students, including those with Special Educational Needs and Disabilities (SEND), are able to participate fully in Relationships and Sex Education and access learning that is appropriate to their age, stage of development and individual needs.

- RSE content and resources are adapted where necessary through differentiated teaching approaches, visual resources, scaffolded tasks, simplified language and additional support.
- Teaching materials are also adapted to support students with communication, literacy and language needs, including those for whom English is an additional language.

- The school recognises that some students with SEND may be more vulnerable to exploitation, abuse, unhealthy relationships, online harms and social isolation. RSE therefore contributes to safeguarding by explicitly teaching personal boundaries, consent, healthy relationships, online safety, recognising risk and how to seek help from trusted adults and support services.
- Where appropriate, additional support may be provided through small-group teaching, individual pastoral support from the respective Pastoral Director, counselling support with the Wellbeing Counsellor, or collaboration with parents, carers and relevant professionals.
- The programme aims to equip all students with the knowledge, understanding and skills needed to make informed decisions, build positive relationships and prepare for safe and successful adult lives.

Assessment

Assessment in RSE focuses on students' knowledge, understanding, reflection and ability to apply learning to real-life situations. The purpose of assessment is to monitor engagement, inform future learning and support students' personal development, rather than assess individual beliefs or values.

A range of formative assessment methods are used throughout the programme, including self-reflection, tutor feedback, discussion, scenario-based activities, questionnaires and Personal Development Journals. Personal Tutors use students' reflective journal entries to monitor progress, identify areas for further development and support the setting of individual targets. Relevant insights are shared through termly reporting to parents.

The Pastoral Management Team regularly reviews assessment information, student voice and programme outcomes to evaluate the effectiveness of provision and ensure consistency in delivery across tutor groups

Parental rights of withdrawal

Relationships Education and Health Education form part of the statutory curriculum and parents do not have the right to withdraw their child from these elements of the programme.

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of Relationships and Sex Education (RSE), other than content which forms part of the statutory science curriculum.

Any request for withdrawal should be made in writing to the Headteacher. Following receipt of a request, the Headteacher (or an appropriate senior member of staff) will arrange to discuss the request with parents and, where appropriate, the student, to ensure that parents are fully informed about the nature and purpose of the curriculum and to consider the benefits of receiving this education.

The school will respect a parent's request for withdrawal from sex education, except in the circumstances specified in statutory guidance. If a student is withdrawn from sex education, the school will provide appropriate and purposeful supervised education during the period of withdrawal.

In accordance with statutory guidance, a student may choose to receive sex education during the three terms before their sixteenth birthday, regardless of any earlier parental request for withdrawal.

Equality

At Guildhouse School London, RSE is taught in a way that does not subject students to discrimination and is mindful of individuals' religious, spiritual, and moral beliefs. The school has a duty under the Equality Act, (2010) to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual, and transgender (LGBT).

RSE will foster good relations between students, tackle all types of prejudice, including homophobia, and promote understanding, respect, and diversity. Staff will support students in developing qualities and skills such as resilience, confidence, self-respect, and self-control. RSE reinforces a zero-tolerance policy for bullying and discrimination, fostering an environment of inclusivity and respect for all protected characteristics under the Equality Act 2010. RSE also reflects diverse family structures including single parents, same-sex parents, kinship carers, foster/adoptive families, and young carers. Teaching is delivered in a factual, balanced and age-appropriate manner. Students are encouraged to engage respectfully with differing beliefs, values and viewpoints whilst understanding and respecting the protected characteristics set out in the Equality Act 2010. The school does not promote any particular political or ideological viewpoint and seeks to foster respectful discussion and critical thinking.

Parental consultation

Guildhouse School London recognises the important role parents and carers play in supporting young people's personal development, wellbeing and understanding of healthy relationships. The school is committed to working in partnership with parents and maintaining an open and transparent approach to Relationships and Sex Education (RSE).

The RSE programme is reviewed annually by the Pastoral Management Team, with consideration given to statutory guidance, safeguarding trends, student voice, staff feedback and, where appropriate, parental feedback. Parents are consulted on the school's overall approach to RSE and are encouraged to contribute comments and suggestions as part of the policy review process. Curriculum content remains the responsibility of the school and is determined in accordance with statutory guidance, safeguarding responsibilities and the needs of the student population.

To support effective partnership working, parents are provided with information regarding the school's RSE provision through:

- The publication of the RSE Policy on the school website;
- Annual communication of the RSE Policy, outlining the RSE curriculum and programme of study;
- Access to representative samples of teaching materials upon request;
- Opportunities to discuss concerns or questions with members of the Pastoral Management Team;

- Regular pastoral and wellbeing communications that highlight themes being explored through the Personal Development, PSHE and RSE programmes;
- Information and guidance linked to the school's Personal Development Awareness Calendar, including resources relating to online safety, wellbeing, healthy relationships and preparation for adult life.

As part of the school's commitment to safeguarding and preventative education, parents will receive regular information and awareness briefings throughout the academic year on topics relevant to the wellbeing and safety of young people. These may include online safety, digital resilience, healthy relationships, mental wellbeing, consent, exploitation, financial scams, university transition and emerging safeguarding concerns. This proactive approach supports a shared understanding between home and school and enables parents to reinforce key messages with their children.

The school welcomes parental feedback and values constructive dialogue. Whilst feedback is considered as part of the review process, responsibility for the curriculum remains with the school, which must ensure that its provision meets statutory requirements and reflects the needs of its students.

Monitoring and Review

The RSE policy is reviewed annually by the Deputy Head Pastoral & Boarding and Pastoral Management Team in line with statutory guidance and emerging safeguarding priorities. The review process includes:

- **Curriculum audit** against the latest DfE guidance
- **Staff feedback** from those delivering RSE content
- **Student feedback** gathered through surveys and Personal Development Journals
- **Parent feedback** gathered through surveys
- **Safeguarding updates** in response to incidents, trends, or external advice

Staff Training

Staff responsible for delivering RSE receive regular training to ensure that content is taught accurately, confidently and in an age-appropriate and culturally sensitive manner. Training supports staff in understanding statutory requirements, safeguarding responsibilities and emerging issues affecting young people, including online harms, consent, healthy relationships, sexual harassment, misogyny, exploitation, mental wellbeing and the impact of digital technologies.

All staff receive safeguarding training in line with the school's safeguarding procedures and Keeping Children Safe in Education (KCSIE). Staff delivering RSE are supported through ongoing professional development, access to curriculum resources and regular updates from the Pastoral Management Team to ensure that provision remains relevant, effective and responsive to students' needs.

Where external agencies or speakers contribute to the programme, they are appropriately vetted and their input is planned and monitored to ensure consistency with the school's values, safeguarding obligations and curriculum aims.

Review

The policy is formally reviewed each **September**, with interim updates made if required. Any changes are communicated to staff, students, and parents via the school website and termly newsletters.

Appendices

Appendix 1: Curriculum Overview and Progression Map (Years 11-13)

This outlines the school's Relationships and Sex Education curriculum and demonstrates how knowledge, understanding and skills are developed through a progressive and spiral curriculum model. The curriculum is designed to be age-appropriate, inclusive and responsive to the needs of the student population.

Autumn Term	Spring Term	Summer Term
• First Aid • British Values and Equality Act • Mental Wellbeing • Diversity and Inclusion • Healthy Relationships and Consent • Physical Health • Smoking, Vaping and Drugs • Online Safety and AI • Anti-Bullying • Misogyny and Child-on-Child Abuse	• Sexual Health • Grooming and Exploitation • Misinformation and Conspiracy Theories • Radicalisation and Extremism • Gaming and Gambling • Eating Disorders and Self-Harm • Religious Freedom • Financial Literacy • Knife Crime and Gangs • Anti-Racism	• Anxiety and Depression • Changing Bodies • Peer Pressure • Families and Relationships • Female Genital Mutilation (FGM) • LGBT+ • Examinations and Wellbeing

The sequence and depth of content may vary between year groups according to students' age, stage of development, previous learning, safeguarding needs and the composition of the cohort. The programme follows a spiral curriculum approach, revisiting key themes to deepen understanding and support preparation for adult life. The curriculum may also be adapted during the academic year in response to emerging safeguarding concerns, local and national issues, student voice and developments in statutory guidance.

Appendix 2: Parent Information, FAQs and Withdrawal Procedures

Guildhouse School London values effective partnership working with parents and carers. This appendix provides information regarding the school's approach to RSE, parental engagement arrangements and the process for requesting withdrawal from sex education.

Parent FAQs

What is RSE?

Relationships and Sex Education helps students develop the knowledge, understanding and skills needed to form healthy relationships, stay safe, maintain positive wellbeing and make informed decisions throughout life.

Can I see what my child will be taught?

Yes. Parents and carers may request further information about the RSE curriculum and view representative samples of teaching materials. The school is committed to maintaining an open and transparent approach to RSE and welcomes discussions about curriculum content

Can I withdraw my child from RSE?

No. Parents cannot withdraw their child from Relationships Education or Health Education. Parents may request withdrawal from certain aspects of Sex Education. Further information can be found in the Parental Rights of Withdrawal section of this policy.

How do I request withdrawal?

Requests should be made in writing to the Headteacher, who will arrange a discussion regarding the request and the curriculum content concerned. Such requests can be sent to:

studentservices@guildhouseschool.com

How are sensitive issues taught and managed?

Teachers deliver RSE in a safe, respectful and age-appropriate manner. Lessons are supported by established ground rules, professional judgement and appropriate teaching strategies to ensure that students can discuss sensitive topics in a supportive learning environment

How are online safety and emerging digital risks addressed?

Online safety is embedded throughout the RSE programme. Students learn about topics such as online relationships, privacy, social media, misinformation, scams, exploitation, pornography, AI-generated content, deepfakes and other emerging risks relevant to young people

Are external providers used?

Yes. External speakers and specialist organisations may contribute to the programme where appropriate. All external contributors are appropriately vetted, and their sessions are planned and monitored to ensure that content is accurate, balanced, age-appropriate and aligned with the school's safeguarding procedures and curriculum aims.

Do students have a say in the RSE programme?

Yes. Student voice is gathered through surveys, discussions and Personal Development Journals. Student feedback helps inform future planning and ensures that the programme remains relevant to the experiences and needs of young people.

How does the school keep parents informed about RSE?

Parents receive information through the school website, policy documentation, annual curriculum communications and regular pastoral and wellbeing updates linked to the school's Personal Development and Awareness Calendar

Who should I contact if I have questions about the RSE programme?

Parents are encouraged to contact the Deputy Headteacher Pastoral & Boarding if they have any questions, concerns or feedback regarding the school's RSE provision by writing to studentservices@guildhouseschool.com. The school values constructive dialogue and aims to work in partnership with families to support students' wellbeing, safety and personal development.

(RSE Email sent to Parents and Stakeholders)

Dear Parents and Carers,

*At Guildhouse School, we support your child's personal development and wellbeing through our **PSHE (Personal, Social, Health and Economic)** and **RSE (Relationships and Sex Education)** programmes. These lessons help students learn how to stay safe, healthy, and confident in everyday life.*

Your child will take part in RSE lessons. Students will participate in Relationships and Sex Education (RSE) as part of the school's broader Personal Development curriculum. The lessons will help students understand relationships, make good choices, and learn important life skills in a safe and respectful environment.

We teach PSHE and RSE in all year groups. Lessons include British Values and focus on social, moral, spiritual, and cultural understanding. This year, we are working with Life Lessons, a trusted education provider that offers discussion-based resources to help students learn and grow. Throughout the year, students will also engage with themes from the school's Personal Development Awareness Calendar, which supports learning in areas such as wellbeing, online safety, healthy relationships, personal safety, equality and preparation for adult life.

The programme is reviewed regularly by staff and school leaders to ensure that it remains relevant, age-appropriate and aligned with statutory guidance and safeguarding. Parents will receive regular pastoral and wellbeing updates throughout the academic year as part of the school newsletter, providing information and guidance on topics relevant to young people's development and safety.

If you would like more information, have questions, or wish to discuss withdrawing your child from sex education (not relationships education), please contact us at: studentservices@guildhouseschool.com We will be happy to arrange a meeting with a member of the Pastoral Management Team.

Thank you for working with us to support your child's education.

Best wishes,

Jamie Forbes

Deputy Head Pastoral & Boarding and Designated Safeguarding Lead

Appendix 3: Online Safety and Emerging Risks

Online safety forms an integral part of the school's safeguarding and RSE provision. Students are supported to navigate digital environments safely, responsibly and critically.

Online risks covered include:

Online Relationships	AI-generated content
Healthy online interactions	Sexual Risks
Digital communication	Pornography
Safe use of social media	Sextortion
Privacy and Security	Image-based abuse
Personal information	Grooming
Data protection	Exploitation
Password security	Financial Risks
Digital footprints	Online scams
Harmful Content	Fraud
Misinformation	Financial exploitation
Disinformation	Cryptocurrency and investment scams targeting young people
Deepfakes	Reporting Concerns

Students are taught at inductions and throughout the programme how to:

recognise concerns;
seek support;
report harmful content;
access appropriate safeguarding support.

Online safety advice for parents (in line with the NSPCC)

Online safety: top tips

Going online is a huge part of most young people's lives so it's important to talk to them about online safety. Here's our tips to get you started.



Chat to them about what they like to do online

The best way to find out what your child is doing online is to talk to them and have regular conversations so that online safety is part of everyday discussion. Ask them open-ended questions like 'What's your favourite game or app to play on?'.

- Listen to what they have to say and show an interest. They could give you a demo of their favourite app or show you their favourite YouTube or TikTok account.
- They will probably be able to teach you things you don't know! This will also give you an opportunity to chat about any safety settings they might already have in place.
- Regular conversations with your child will encourage them to come to you if they ever need support or advice.

Talk about who they are in contact with online

There are lots of different ways that children can talk to people online – messaging apps, on social media, and less obvious ways such as chat on online games. Talk to your child about who they are talking to and what they are sharing with them.

- Use settings to help limit who can contact your child.
- Remind your child that they shouldn't share personal information with people they don't know online.
- Let your child know they can come to you or another trusted adult if any conversation makes them feel uncomfortable.

Help manage what they see and do online

Parental controls and privacy settings can help you manage how your child spends time online and help to keep them safe.

- Device settings – manage things like location sharing, screen time and in-app purchases. Most tech and gaming companies have dedicated pages to support with setting these up.
- App or game settings – in-app tools that can help to keep your child's account private and manage who they're talking to. You can normally find information on these in account settings or directly on the platforms website.
- Mobile or network provider settings – help to manage browsing access and stop your child from visiting inappropriate sites or downloading apps that aren't suitable. Contact your mobile or broadband provider for more information about setting this up.

first before implementing any new settings and explain to them how they help to keep them safe.

Remember it's ok to ask for help!

Remember you don't have to be an online safety expert – that's our job! We're here to help, with resources and advice to help support you and your child.

If your child asks you a question you don't know the answer to, or speaks to you about a negative experience they had online, here are some of things you could do:

- Visit the NSPCC online safety hub: nspcc.org.uk/online-safety
- Call the NSPCC helpline **0808 800 5000** to speak to an advisor
- Ask another parent
- Speak to your child's teacher
- If your child needs more support, they can contact Childline: childline.org.uk



NSPCC

EVERY CHILDHOOD IS WORTH FIGHTING FOR

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Additional Useful Links

[Keeping children safe online | NSPCC](#)

[How to Ensure Your Children Stay Safe While Playing Online Games | NSPCC](#)

[Social media | NSPCC](#)

[Internet connected devices | NSPCC](#)

[Online wellbeing | NSPCC](#)

[Use Parental Controls to Keep Your Child Safe | NSPCC](#)

NSPCC- National Society for the Prevention of Cruelty to Children (UK)

Appendix 4: Personal Development Awareness Calendar

The Personal Development Awareness Calendar provides a structured programme of awareness events and themed activities throughout the academic year. These activities support students' wellbeing, safeguarding awareness, equality, inclusion, cultural understanding, personal growth and preparation for life beyond school. Themes may be reviewed annually in response to student needs, safeguarding trends and national awareness campaigns.

Month	Theme	Key Special Days and Celebrations
September	Belonging and New Beginnings	International Day of Peace (21 Sept), European Day of Languages (26 Sept)
October	Respect and Diversity	Black History Month, World Mental Health Day (10 Oct), World Food Day (16 Oct), Wear Red Day (16 Oct)
November	Kindness and Gratitude	World Kindness Day (13 Nov), Anti-Bullying Week, Remembrance Day (11 Nov)
December	Giving and Community	International Volunteer Day (5 Dec), Human Rights Day (10 Dec), Seasonal Celebrations
January	Goals and Growth Mindset	New Year Reflections, International Day of Education (24 Jan)
February	Healthy Relationships and Inclusion	Safer Internet Day, Random Acts of Kindness Day (17 Feb), LGBTQ+ History Month
March	Empowerment and Equality	International Women's Day (8 Mar), World Book Day, Neurodiversity Celebration Week, International Day of Happiness (20 Mar), International Day for the Elimination of Racial Discrimination (21 Mar)
April	Sustainability and Responsibility	World Health Day (7 Apr), Earth Day (22 Apr), Stephen Lawrence Day (22 Apr)
May	Leadership and Service	Mental Health Awareness Week, International Day of Families (15 May)
June	Global Citizenship and Pride	World Environment Day (5 Jun), Pride Month, Refugee Week

Appendix 5: External Speakers, Resources and Quality Assurance

External speakers and specialist organisations may contribute to the school's Relationships and Sex Education programme where their expertise enhances learning. All external contributors are appropriately vetted, and their content is reviewed to ensure it is age-appropriate, balanced, consistent with safeguarding requirements and aligned with the aims of the school's curriculum in line with the Visiting Speakers Pol

