

Curriculum, Relationships Education and SMSC Policy

Version	3.0
Effective	August 2026
Approved by	Governing Body
Review	August 2027 or sooner if required

Daffodil standard

Every Daffodil document is written to be understood, applied, evidenced and reviewed.

- Know the non-negotiable requirements, the responsible lead and the point for escalation.
- Put pupils' welfare, dignity, equality and access at the centre of each decision.
- Act promptly where safety or safeguarding may be at risk; do not wait for certainty.
- Make reasonable adjustments and listen to the pupil's voice in an accessible way.
- Keep factual, dated and secure records; review whether action made the intended difference.

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Policy summary

This operating table converts the policy into minimum actions and evidence. It supports implementation but does not replace the detailed modules.

Decision point	Minimum action	Required evidence	Review point
Curriculum design	Define ambitious intended knowledge, sequence prerequisites and plan access for pupils with SEND/EAL without lowering expectations.	Curriculum map, schemes and adaptation evidence	Annual and after assessment evidence
Sensitive content	Use age-appropriate, factually accurate teaching, safeguarding protocols and transparent parent communication while meeting statutory duties.	Programme, resources and consultation record	Before delivery and after feedback
Assessment	Use valid evidence to identify learning, reteach misconceptions and evaluate curriculum impact across groups.	Assessment analysis and responsive planning	Planned checkpoints
SMSC and protected characteristics	Teach respect, lawful pluralism, democratic participation and understanding of protected characteristics within the school's ethos.	Curriculum evidence, pupil voice and incident trends	Termly sampling

Part 1 Curriculum provision

Purpose and scope

This policy sets out Daffodil Preparatory School's arrangements for curriculum policy. It applies to the proprietor/governing body, leaders, employees, agency staff, contractors, volunteers, pupils and visitors where relevant, including school-organised activity off site and online conduct connected with the school.

The school is an independent primary school in Tower Hamlets with an Islamic ethos. The welfare and best interests of children are central. Faith ethos is implemented consistently with safeguarding, equality, human-rights, employment, health and safety and education law.

Policy commitments

- Act lawfully, promptly, proportionately and in the child's best interests.
- Listen to children and take account of age, development, communication, disability, SEND, EAL, culture and vulnerability.
- Keep clear, factual, secure records of decisions, actions, rationale and review.
- Escalate concerns and seek competent advice rather than allowing uncertainty to cause delay.
- Monitor implementation and learn from incidents, complaints, near misses, pupil voice and external guidance.

Responsibilities

- The proprietor/governing body retains strategic oversight, approves the policy, assures resources and receives evidence of effectiveness.

- The Headteacher implements the policy, assigns competent leads, ensures training and reports material risk or non-compliance.
- The DSL leads safeguarding aspects and is consulted whenever a child may be at risk of harm.
- The SENCO advises on SEND, disability, communication and reasonable adjustments.
- All staff follow procedures, maintain professional curiosity, record accurately and report concerns immediately.
- Pupils and parents are expected to follow school rules and are given accessible ways to ask questions, seek help and raise concerns.

Curriculum entitlement

- Provide a full-time supervised education that gives experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.
- Ensure curriculum plans, schemes and lesson planning support progression, assessment and preparation for life in modern Britain.
- Teach Relationships Education and relevant health content under the guidance applying from 1 September 2026.

Inclusion and safeguarding

- Make reasonable adjustments and use graduated support for SEND and EAL without lowering ambition.
- Embed reading, communication, online safety, safeguarding, mental wellbeing, equality and fundamental British values.

Equality, SEND and accessibility

The school applies the Equality Act 2010, anticipates reasonable adjustments and avoids blanket decisions. Staff distinguish deliberate misconduct from behaviour or difficulty arising from disability, SEND, communication need, trauma or medical condition. Information and processes are made accessible, and the pupil's voice is sought in a way they can understand.

Records, confidentiality and information sharing

Records are factual, dated, attributable, access-controlled and retained under the Data Retention Policy. Information is shared on a need-to-know basis when lawful and necessary. Safeguarding information is shared promptly to protect a child; data protection law is not used as a reason to withhold necessary safeguarding information.

Training, monitoring and assurance

- Induction and refresher training are proportionate to role and risk.
- The policy lead monitors incidents, timeliness, outcomes, equality impact, recurring themes and overdue actions.
- Material breaches are reported promptly to the Headteacher and governing body/proprietor and, where required, regulators or authorities.
- This policy is reviewed at least annually and sooner after significant incidents, legal change, updated statutory guidance or evidence that arrangements are ineffective.

Related school policies

- Part 3 — Spiritual, moral, social and cultural development
- Part 2 — Relationships and health education

- SEND and EHC Policy
- Online Safety Policy

Legal and guidance framework

- Independent School Standards guidance (April 2026)
- Relationships, Sex and Health Education guidance (from 1 September 2026)
- Equality Act 2010
- KCSIE 2026
- Independent school inspection toolkit (August 2026)
- Children's Wellbeing and Schools Act 2026

Legal status note: KCSIE 2025 applies through 31 August 2026. This August review is written for implementation from 1 September 2026 and therefore adopts KCSIE 2026, the statutory mobile-phone guidance and the revised Relationships, Sex and Health Education guidance where relevant. Proposed SEND reforms are not treated as enacted duties unless commenced.

Part 2 Relationships and health education

This policy is available to all parents and carers:

- On the school website:
- In printed form upon request from the school office

Introduction

At Daffodil Preparatory School, we are committed to providing high-quality Sex and Relationships Education (SRE) that supports the personal, moral, and social development of all pupils. We believe that SRE plays a vital role in preparing children for the opportunities, responsibilities, and experiences of life, while helping them to develop the knowledge, skills, and values they need to make informed and healthy choices.

This policy sets out the school's approach to SRE, ensuring that teaching is age-appropriate, inclusive, and sensitive to the diverse backgrounds and beliefs of our pupils and their families. Our programme places a strong emphasis on respect, responsibility, safety, and the importance of healthy relationships.

Our approach is aligned with statutory requirements, the Independent School Standards Regulations (ISSRs), and the expectations of Ofsted, as well as the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE 2019). In line with these frameworks, we also actively promote British Values, including respect, tolerance, and individual liberty.

By delivering SRE within a safe and supportive environment, we aim to help pupils develop confidence, resilience, and a clear moral framework, enabling them to thrive as respectful, responsible, and well-informed members of society.

Statement

We see Sex and Relationships Education as one element within a whole school approach for Personal, Social and Health Education. We believe Sex and Relationships Education encourages children to develop an awareness of and respect for themselves and for others. It encourages the development of self-esteem, which

will help children to respond to and cope with the challenges of personal growth. We see teaching this to children as an opportunity for them to learn and understand about sensitive issues within a warm, caring and familiar environment.

We wish to deliver a planned SRE programme to enable children to understand and value their bodies as well as develop positive attitudes and values towards sexuality. To develop in them a caring and considerate attitude to each other, towards their community and society.

SRE enables children to be aware of the personal choice points which growing up will present to them, and seeks to prepare them with enough factual knowledge and the skills to make responsible decisions for their lives.

Aims

Stay as healthy as possible.

Keep themselves and others safe.

Have worthwhile and fulfilling relationships.

Respect the differences between people.

To develop independence and responsibility.

Main Objectives

To think about attitudes around sex and relationships.

To teach them the knowledge and skills to be able to keep themselves safe and to realise it is their own responsibility to protect themselves from harm and/or abuse, and where they can turn for help and advice.

To understand how bodies change with age, and understand reproduction which is also taught in the Science Curriculum.

To recognise gender equality and the importance of the role of women in society.

Attitudes and Values

Learning the importance of values and individual conscience and moral considerations. Learning the value of family life, marriage and stable and loving relationships, for the nurture of children. Learning the value of respect, love and care. Exploring, considering and understanding moral dilemmas. To develop critical thinking as part of decision making.

Personal and Social Skills

Learning to manage emotions and relationships confidently and sensitively. Developing self-respect and empathy for others. Learning to make choices based on an understanding of difference and with an absence of prejudice. Develop appreciation of the consequences of choices made. Managing conflict. Learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

Learning and understanding physical development at appropriate stages. Understanding human sexuality, reproduction, health, emotions and relationships.

Programme

Our Sex and Relationship Education programme is tailored to the age and the physical and emotional maturity of our children. All our children, including those who develop earlier than the average, should know about

puberty before they experience the onset of physical change, as well as education about relationships which needs to focus on friendship, bullying and the building of self-esteem.

Our teaching methods will take account of the developmental differences of children and the potential discussion on a one-to-one basis or in small groups. Where teachers require support and training in answering questions, the PSHE and Citizenship coordinator or Head teacher will provide advice.

- The lessons will appeal to all types of learners through the use of various resources.
- When teaching SRE a box will be provided for questions throughout the year.
- Children will be instructed that general questions will be answered to the whole class and should remain anonymous; whereas named questions will be answered privately.
- Children should be told that teachers will not answer personal questions about themselves.

Use of Visitors

Appropriate visitors may be invited into help with the delivery of the lesson under the direction of the class teacher.

Dealing with Sensitive Issues

- The staff and governors are aware that Sex Education may be a trigger for child protection disclosure.
- Any difficult or inappropriate questions or comments will be valued, the children will then be told the teacher needs to have time to think about the question and respond at a later named date.
- Discuss with PSHE Subject Lead and DSL and respond accordingly.
- The children will have been informed of the content of the lessons to give them a chance to order their thoughts and feelings, and prepare any questions.
- The staff will keep their own beliefs and opinions aside.
- Staff are aware of the children's individual situations and sensitive to them, for example, open a statement with "the people in your home".
- We will not present stereotypical views of a family when teaching SRE.

Child Protection

Staff treat any unusual comments from the children with care and report to the DSL.

Parental Involvement

At our school we see our parents as being important in all aspects of our teaching and learning, and would appreciate the support in SRE, also:

- Teaching their children about sex and relationships.
- Maintaining the culture and ethos of the family.
- Helping their children cope with the emotional and physical aspects of growing up.
- Preparing them for the challenges and responsibilities that sexual maturity brings.
- Promoting tolerance of the multi-cultural and multi-faith society in which we live.
- Parents will be made aware of the knowledge, skills and attitudes being taught and assessed through:
- Parents Information on Website
- Parents Evenings
- Parents Forum
- Parents do however have the right to withdraw their child from all or part of the SRE curriculum, except for those parts included in the statutory National Curriculum.

Assessment

Teachers will be assessing on an ongoing basis and will report to parents on the End of Year Reports.

Evaluation

Evaluation of SRE will be carried out on a regular basis and will include the following:

- Lesson observations
- Monitoring planning
- Discussion with coordinators
- Sampling pupils' work
- Feedback from pupils
- Feedback from parents
- Feedback from teachers
- Discussion with link governor
- Further information can be found:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_EducationRelationships_and_Sex_EducationRSEand_Health_Education.pdf

August 2026 operational update

Curriculum from September 2026

- Teach the statutory primary Relationships Education content and age-appropriate physical health and mental wellbeing content.
- Cover families and people who care, caring friendships, respectful relationships, online relationships, being safe, mental wellbeing, health, puberty and safeguarding in an age-appropriate sequence.
- Teach facts accurately, sensitively and inclusively while reflecting the school's Islamic ethos and the law.

Parents and withdrawal

- Consult parents on policy and curriculum and make materials available.
- There is no right to withdraw from Relationships Education or national curriculum science; parents may request withdrawal from non-statutory primary sex education.
- The Headteacher discusses requests, documents the decision and provides alternative supervised education where withdrawal applies.

Equality, SEND and accessibility

The school applies the Equality Act 2010, anticipates reasonable adjustments and avoids blanket decisions. Staff distinguish deliberate misconduct from behaviour or difficulty arising from disability, SEND, communication need, trauma or medical condition. Information and processes are made accessible, and the pupil's voice is sought in a way they can understand.

Records, confidentiality and information sharing

Records are factual, dated, attributable, access-controlled and retained under the Data Retention Policy. Information is shared on a need-to-know basis when lawful and necessary. Safeguarding information is shared promptly to protect a child; data protection law is not used as a reason to withhold necessary safeguarding information.

Part 3 Spiritual, moral, social and cultural development

This policy is available to all parents and carers:

- On the school website:
- In printed form upon request from the school office

Introduction

At Daffodil Preparatory School, we are committed to the spiritual, moral, social, and cultural development of every pupil as an integral part of their education. We recognise that SMSC development underpins both academic achievement and personal growth, preparing pupils to become confident, respectful, and responsible members of society.

This policy outlines how we embed SMSC across the curriculum and wider school life, ensuring that pupils are encouraged to reflect on their beliefs and values, develop a strong moral framework, build positive relationships, and appreciate cultural diversity.

Our approach is aligned with the **Independent School Standards Regulations (ISSRs)** and the expectations of **Ofsted**, which require schools to actively promote SMSC and the **fundamental British Values** of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

By fostering pupils' SMSC development, we aim to nurture well-rounded individuals who are prepared not only for the next stage of their education, but also for life in modern Britain and an increasingly interconnected world.

Aim

At Daffodil Preparatory School the promotion of pupils' Spiritual, Moral, Social and Cultural education is related to the whole life of the school.

Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values. Our aim is to develop our children into confident, well-mannered, law-abiding, British citizens who demonstrate academic skills, knowledge and mutual respect.

Of particular importance in promoting SMSCD is the example set by adults in the school, the quality of relationships which enforces our ethos. We hope that this is reflective of the examples set at home and in the community.

The connection between good results in the curriculum and high standards in SMSCD is widely acknowledged and is evident in a significant number of OFSTED reports.

The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years in general.

Defining SMSCD

At Daffodil Preparatory School we believe that:

- Spiritual Development is an understanding and reflection of one's own faith and an interest and tolerance for those of other faiths or none.
- Spiritual development is therefore, about the wonderment of creation and development of a person, and using this reflection to gain a strong sense of identity, self-worth, meaning and purpose.
- All areas of the curriculum should contribute to pupils' spiritual development, through use of imagination and reflecting on all experiences.

- Moral Development is acquiring a knowledge and understanding of what is right and wrong, aligned with the law of the land, and will develop their personal behaviour.
- It is the basis upon which pupils may develop the ability to make judgements about how to behave and recognise consequences of the behaviour of themselves and others.
- It is learning that society has some shared and agreed values and that these may change and there are issues where there may be disagreement.
- Moral development is understanding the range of views, and developing an informed opinion on these views.
- Social Development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in the school community and wider society.
- It is about functioning effectively in a multi-racial, multi-cultural and multi-faith society and developing into a tolerant and helpful individual with the inter-personal skills required for successful relationships.
- This also includes understanding people, institutions, structures, political principles, roles and responsibilities and life as a member of a family, a workplace or a citizen in general.

Cultural Development refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. This is to include the British culture in which they live, the history and values that have been inherited and continue to grow, which shape our way of life, and also include the heritage of their families and other people around them which would invariably be of different religious and ethnic groups. It is about understanding and feeling comfortable with a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by art, media, sport, travel and the internet. Ultimately about acceptance and celebration of our diversity in the human race.

Our aims are to develop our children in all areas as outlined:

To enable pupils to develop their self-knowledge, self-esteem and self-confidence

Promote teaching styles which value pupils' questions and give them space for their own thoughts, ideas and concerns.

Teachers to act as role models of the desired values in pupils.

Ensure an environment is created where every child may reach their potential regardless of gender, race or disability.

Help pupils be aware of their potential and support them to achieve it.

Support and encourage a child's religious beliefs in ways which are personal to them.

Provide opportunities for spiritual development through learning outside the classroom, art, drama, museums, historic buildings, etc

Encourage exploration and analysis of their own interest and what interests and inspires others.

Encourage pupils to reflect and learn from reflection.

Encourage individual endeavour and celebrate achievement and success, both within and outside the classroom.

Encourage pupils to work and cooperate as part of a team.

Provide opportunities for pupils to develop leadership skills and challenge so they can take care of themselves and others.

To enable pupils to distinguish right from wrong and to respect the law.

Teach pupils how today's legal system has evolved and why it is important, and help them to understand the law and the importance of abiding by it.

Provide a clear framework of values and behaviours which are promoted consistently through all aspects of the school, with teachers as role models.

Inform parents of school ethos and procedures so that what is learnt at school can be supported at home.

Give opportunities across the curriculum to explore and develop moral concepts and values, such as right and wrong, justice, personal rights and responsibilities.

Reward good insight and behaviour.

Teach the importance of being a good citizen and what citizenship is.

Discuss in an informed and balanced way breaches of agreed moral codes where they arise, and their impact on society and themselves.

Provide models of virtue through literature, humanities, sciences, arts, assemblies, relevant role models, and acts of worship.

Reinforce the importance of a cohesive, harmonious, law abiding society through visual displays, exhibitions.

Address discrimination on the grounds of race, religion, gender, sexual orientation, age and promote racial equality.

To encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life.

Create a sense of community, with common and inclusive values which ensure that everyone regardless of ethnicity, nationality, gender, ability or beliefs can flourish.

Encourage pupils to work cooperatively.

Provide positive group activities, such as assemblies, team activities, outings.

Encourage responsibility for behaviour, respect for property, care of the environment and codes of behaviour.

School linking to give pupils the chance to mix with other pupils from different areas, cultures and faiths.

Help pupils to develop personal qualities which are valued in society, like thoughtfulness, honesty, respect and sound morals.

Provide opportunities to participate in different communities.

Provide opportunities to exercise leadership and responsibility.

Ensure that through lessons and other settings, opportunities are provided for pupils to demonstrate initiative, develop interests and organise activities for themselves and others.

To provide pupils with a broad general knowledge of public institutions and services in England.

Teach pupils about democracy and citizenship, and the importance of being a good citizen.

Ensure all pupils have a voice that is listened to.

Ensure that pupils are aware of their rights and the rights of others as human beings.

Teach pupils about what public institutions and services are available, what they are for and how they are funded.

Provide positive and effective links with the world of work and the wider community.

Provide opportunities for pupils to learn about and engage in local and national democratic processes, including democratic processes within school, such as the school council.

To assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.

Provide opportunities for pupils to explore their own cultural assumptions and values.

Provide opportunities for pupils to participate in literature, drama, art, crafts and other cultural events and encourage reflection on their significance.

Provide opportunities for children to mix with children from other cultures.

Give opportunity to explore different values, beliefs and cultures through a variety of approaches, including discussion and debate, in order to gain understanding.

Present authentic accounts of attitudes, values and traditions of diverse cultures.

Develop partnerships with outside agencies and individuals to extend pupils cultural awareness; museums, gallery visits, artists, etc

Expand the quality and nature of opportunities for pupils to extend their cultural development across the curriculum, particularly developing an understanding of cultures in the UK.

Role of SMSCD Lead

- The named lead has responsibility for overseeing the planning, the provision and the monitoring and evaluation of SMSC development.
- The lead will keep in touch with national developments and will act in an advisory capacity, supporting colleagues.
- Staff meetings may be used for discussion and the update of information.
- They will understand the impact that good spiritual, moral, social and cultural development can have on the school as a whole.

Role of Headteacher

Lead, manage and monitor the implementation of the SMSCD policy, including monitoring teaching plans and the quality of teaching in classrooms.

Keep the governing body informed about the progress made.

Ensure that SMSCD remains a high profile in the school's development work.

Deploy support staff to maximise support.

August 2026 operational update

Provision

- Develop self-knowledge, moral reasoning, appreciation of culture, respect for others and participation in community life.
- Actively promote democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.
- Prevent partisan political indoctrination and present opposing views in a balanced manner when political issues are taught.

Equality, SEND and accessibility

The school applies the Equality Act 2010, anticipates reasonable adjustments and avoids blanket decisions. Staff distinguish deliberate misconduct from behaviour or difficulty arising from disability,

SEND, communication need, trauma or medical condition. Information and processes are made accessible, and the pupil's voice is sought in a way they can understand.

Records, confidentiality and information sharing

Records are factual, dated, attributable, access-controlled and retained under the Data Retention Policy. Information is shared on a need-to-know basis when lawful and necessary. Safeguarding information is shared promptly to protect a child; data protection law is not used as a reason to withhold necessary safeguarding information.

Training, monitoring and assurance

- Induction and refresher training are proportionate to role and risk.
- The policy lead monitors incidents, timeliness, outcomes, equality impact, recurring themes and overdue actions.
- Material breaches are reported promptly to the Headteacher and governing body/proprietor and, where required, regulators or authorities.
- This policy is reviewed at least annually and sooner after significant incidents, legal change, updated statutory guidance or evidence that arrangements are ineffective.

Part 4 Monitoring, accountability and review

Equality, SEND and accessibility

Decisions must be fair, evidence-based and free from unlawful discrimination. Staff identify and record reasonable adjustments, accessible communication and support required by disability, SEND, medical need, language, religion or belief and other protected characteristics.

Safeguarding priority

Any concern that may indicate abuse, neglect, exploitation, peer-on-peer harm, self-harm, significant vulnerability or risk of serious harm is referred immediately to the DSL. Policy processes must not delay emergency or safeguarding action.

Records and confidentiality

The responsible lead records the decision, evidence, action, communication, support, adjustment, owner and review date in the appropriate secure system. Information is shared on a lawful, necessary and proportionate basis and retained under the school's information-governance requirements.

Training and implementation

The policy owner identifies role-specific induction, refresher training, drills or competency checks. Leaders sample implementation and records, address inconsistency promptly and report material themes and risks to governors.

Review and continuous improvement

The policy is reviewed at least annually, and sooner after a serious incident, complaint, audit finding, statutory or guidance change, recurring pattern or evidence that controls are ineffective. Pupil, parent and staff voice is considered where relevant.

Curriculum, Relationships Education and SMSC Policy, version 3.0, effective August 2026. This document supersedes the corresponding earlier policy drafts included within it. Previous files remain version-history records and must not be used as concurrent instructions.

Part 5 Putting the policy into practice

Curriculum entitlement and sequencing

- Maintain a written, taught and assessed curriculum that is broad, balanced, age-appropriate and suitable for pupils' aptitudes, needs and prior attainment, including pupils with SEND and EAL.
- Subject leaders define end points, sequence essential knowledge and vocabulary, identify common misconceptions and ensure that assessment checks what pupils know and can do.
- Temporary adaptations must preserve entitlement: intervention, absence, medical need or reduced timetables must not create an unreviewed narrowing of the curriculum.
- Curriculum review uses work, lesson evidence, assessment, pupil voice and outcomes; no single observation or data point is treated as definitive.

Relationships education, safeguarding and parental engagement

- Teach the statutory primary relationships content, personal privacy, permission seeking, online safety, respectful relationships, help-seeking and protected characteristics in an age-appropriate way.
- Consult parents on the relationships and any non-statutory sex-education content, publish what is taught and explain that withdrawal applies only to sex education beyond national curriculum science—not relationships education.
- Sensitive questions are handled factually and safely; a question, disclosure or behaviour suggesting harm is passed to the DSL without conducting an investigation in the lesson.
- Resources are quality assured for accuracy, age appropriateness, inclusion, safeguarding and alignment with the school's ethos without teaching unlawful discrimination.

SMSC and quality assurance

- Plan explicit opportunities for pupils to develop spiritual, moral, social and cultural understanding, respect for people with protected characteristics and preparation for life in modern Britain.
- Leaders review participation and outcomes for disadvantaged pupils, SEND, EAL and other groups, then record actions where access or impact differs.
- Principal framework: Independent School Standards guidance (April 2026), statutory Relationships Education/RSE/Health Education guidance updated December 2025, Equality Act 2010 and KCSIE 2026.

Relationships education policy controls

- Publish the curriculum content and resources approach, consult parents when the policy is developed or materially changed and explain how questions, safeguarding disclosures and complaints are handled.
- Teach compulsory relationships education to all primary pupils; parents cannot withdraw from this content or from national curriculum science.
- Where the school teaches sex education beyond national curriculum science, define that content clearly and follow a parent's request to withdraw their child from that element, providing purposeful alternative education.
- Ensure teaching about families and relationships is factual, age-appropriate and respectful of protected characteristics while remaining consistent with the school's lawful ethos.

SMSC and preparation for life in modern Britain

- Map where pupils develop self-knowledge, moral reasoning, cooperation, cultural understanding, respect, democratic participation and knowledge of public institutions.
- Enable pupils to encounter different perspectives and challenge discriminatory or extremist ideas without promoting partisan political views.
- When political issues are taught, present a balanced view and distinguish evidence, belief, opinion and misinformation in an age-appropriate way.
- Evaluate SMSC through curriculum and pupil experience rather than isolated events; address gaps in participation or understanding.

References and statutory guidance

Linked titles open the current published source. Check the source page for later updates when this policy is reviewed.

1. [Independent School Standards guidance](#) - Department for Education, April 2026.
2. [Keeping children safe in education 2026](#) - Department for Education; in force from 1 September 2026.
3. [Working together to safeguard children 2026](#) - HM Government, updated March 2026.
4. [Education inspection toolkits and supporting evidence](#) - Ofsted; September 2026 inspection materials.