

Daffodil Grammar School for Girls

PSHE Policy

School address: 163 Commercial Road, London, E1 2DA

Proprietor: ASM Anisuzzaman

Headteacher: Mr Stephen Montford

Designated Safeguarding Lead: Eman Ahamed

Deputy Designated Safeguarding Lead: Mr Stephen Montford

1. Status, purpose and scope of this policy

This policy sets out how Daffodil Grammar School for Girls provides personal, social, health and economic education to pupils in Key Stage 3 and how that provision contributes to safeguarding, personal development, character formation, preparation for adult life and the school's wider educational aims. It establishes the school's curriculum intent, its approach to planning and delivery, the responsibilities of leaders and staff, the relationship between PSHE and statutory relationships, sex and health education requirements, and the procedures through which the school ensures that its provision is lawful, age-appropriate, coherent and consistent with the school's ethos.

The school recognises that PSHE is not an optional or peripheral area of the curriculum. It is a central means by which pupils learn how to understand themselves, relate well to others, make safe and responsible decisions, recognise risk, develop resilience, and prepare for life beyond school. In an independent school, PSHE also sits directly within the personal development and welfare framework considered under the Independent School Standards. The current April 2026 guidance states that some form of PSHE must be provided for all pupils and that the school's approach may reflect its aims and ethos, but it must also encourage respect for other people with particular regard to protected characteristics.

This policy applies to all pupils on roll, to all staff contributing to the subject, and to all aspects of school life through which PSHE is delivered. Although there will be taught PSHE lessons, the school recognises that personal development education also takes place through assemblies, form or tutor time, pastoral systems, behaviour systems, safeguarding work, visiting speakers,

educational visits, informal conversation, and the general tone and expectations of the school community. For that reason, this policy is relevant not only to teachers with specific PSHE teaching responsibilities but to all adults working in the school.

This policy should be read alongside the Safeguarding and Child Protection Policy, Behaviour Policy, Anti-Bullying Policy, Online Safety Policy, Equality Policy, SEND Policy, Attendance Policy and any policy relating specifically to relationships and sex education if issued separately in the future.

2. Legal and regulatory framework

This policy is written having regard to the DfE's statutory guidance **Relationships Education, Relationships and Sex Education (RSE) and Health Education**, the current **Keeping Children Safe in Education 2025**, the **Education (Independent School Standards) Regulations 2014**, the **Independent school standards guidance** updated in April 2026, and the Equality Act 2010. The current government page for the relationships and sex education guidance states that the revised 2025 guidance is for reference to help schools prepare for its introduction on 1 September 2026, which means the current statutory framework in force now remains the earlier guidance pending that commencement date.

The school is also mindful that KCSIE 2025 continues to frame online safety, child-on-child abuse, sexual harassment, sexual violence, mental health indicators and wider safeguarding risk as matters requiring whole-school education and vigilance. PSHE therefore contributes directly to the school's safeguarding duties by helping pupils understand boundaries, abuse, risk, coercion, consent, online harms, help-seeking and respectful conduct.

In the independent school context, the April 2026 standards guidance is especially important. It states that the requirement is that some form of PSHE is provided for all pupils, that the school has wide discretion to adjust its content to reflect its aims and ethos, and that the PSHE curriculum must be designed to encourage respect for other people with particular regard to the protected characteristics in the Equality Act 2010. It further states that it is not enough for a school simply to say that it encourages respect for all people in a general way.

The school therefore understands that its PSHE curriculum must achieve several things at once. It must reflect the ethos of the school. It must be age-appropriate. It must support safeguarding and wellbeing. It must prepare pupils for life in modern Britain. It must encourage respect for others in a way that gives proper regard to protected characteristics. And it must do so in a manner that is educationally serious rather than tokenistic.

3. School ethos and the place of PSHE in this school

Daffodil Grammar School for Girls is an Islamic school. Its approach to PSHE is therefore rooted in values of dignity, modesty, justice, responsibility, honesty, compassion, self-discipline and respect. The school sees personal development not as a secular add-on to academic study, but as part of the moral and educational formation of the whole person.

At the same time, the school is clear that PSHE in an independent school must prepare pupils for the realities of life beyond the school gates. The school therefore understands PSHE as a subject through which pupils are helped to become informed, thoughtful and principled young people who can navigate relationships, health choices, public life, online spaces, financial decisions and personal challenges with maturity and sound judgment.

The school rejects two equally weak approaches. The first is a minimal approach in which PSHE is reduced to occasional talks, moral slogans or reactive assemblies. The second is a purely permissive approach in which the school abandons moral seriousness and presents all choices as morally neutral. The school's position is that pupils should receive clear, age-appropriate, factually accurate and ethically serious education that helps them understand both freedom and responsibility.

The school also recognises that girls in Key Stage 3 are at a particularly important stage of development. They are moving from childhood into adolescence, encountering rapid social, emotional and physical change, increasing online exposure, greater peer influence, and more complex questions about identity, relationships, wellbeing and safety. A strong PSHE curriculum is therefore particularly important at this stage.

4. Aims of the PSHE curriculum

The school's PSHE curriculum aims to help pupils acquire the knowledge, understanding, language and confidence they need to stay safe, stay healthy, form respectful relationships, recognise risk, behave responsibly and participate positively in society.

The school intends that pupils should learn how to recognise healthy and unhealthy relationships, how to understand boundaries and consent in age-appropriate ways, how to respond to pressure, how to seek help when worried, how to care for their physical and mental wellbeing,

how to understand the impact of online behaviour, how to manage conflict respectfully, how to make sensible decisions about money and responsibility, and how to understand their rights and duties as members of a wider society.

The school also intends that PSHE should support pupils' moral and civic development. Pupils should become increasingly able to think beyond impulse, resist harmful influence, reflect on consequences, understand the effect of their actions on others, and appreciate the importance of law, mutual respect and personal accountability.

Because the school is an Islamic girls' school, the curriculum also aims to support pupils in understanding how faith, values and personal conduct relate to everyday life. The school does not treat these dimensions as contradictory. Rather, it seeks to help pupils see that moral seriousness, safeguarding awareness, respect for law and respect for others belong together.

5. Curriculum content and broad areas of study

The PSHE curriculum at Daffodil Grammar School for Girls is planned so that pupils receive coherent teaching across the broad areas of relationships, health and wellbeing, personal safety, online life, citizenship and economic understanding.

In the area of relationships, pupils are taught about friendship, respect, trust, kindness, peer pressure, conflict, boundaries, appropriate and inappropriate behaviour, family life, and the qualities of healthy relationships. As pupils move through Key Stage 3, the teaching becomes more mature and nuanced. Pupils are helped to understand manipulation, coercion, exclusion, controlling behaviour, social pressure, sexual harassment and the importance of reporting concerns. The statutory guidance on Relationships Education, RSE and Health Education sets out expectations around respectful relationships, being safe, online relationships and families, and these remain central reference points for curriculum design.

In the area of health and wellbeing, pupils are taught about physical health, puberty, hygiene, nutrition, exercise, sleep, emotional wellbeing, stress, resilience, healthy coping strategies and the importance of seeking support. The school recognises that adolescence can be a time of emotional volatility and insecurity, and that pupils benefit from clear teaching that helps them understand what they may experience and how to respond appropriately.

In the area of safeguarding and personal safety, pupils are taught how to identify risk, how to recognise abuse, how to respond to inappropriate behaviour from peers or adults, how to seek

help, and how to understand the difference between safe secrecy and unsafe secrecy. They are also taught about exploitation, grooming, coercion, and the importance of telling a trusted adult where something feels wrong.

In the area of online life, pupils are taught about digital footprint, privacy, social media behaviour, image-sharing risk, misinformation, harmful content, online coercion, online harassment, sextortion, manipulation and the importance of critical thinking online. KCSIE 2025 continues to emphasise online safety as part of safeguarding and expects schools to teach pupils about safeguarding, including online safety, as part of a broad and balanced curriculum.

In the area of economic understanding and wider life skills, pupils are introduced to responsible decision-making, money awareness, budgeting in basic form, value, consumer awareness and the long-term consequences of choices. The school recognises that economic education at Key Stage 3 should be introductory but real, helping pupils understand that personal responsibility includes financial responsibility.

6. Relationships and sex education within PSHE

The school recognises that there is often confusion between PSHE as a broad curriculum area and RSE as a statutory curriculum area. In practice, elements of relationships education, sex education and health education sit within the school's wider PSHE programme.

The school will teach all statutory elements required by law and regulation for its context, and it will do so in a manner that is age-appropriate, factually accurate, carefully sequenced and consistent with the school's ethos. The government's current page on the statutory guidance makes clear that schools must prepare for revised guidance coming into force from 1 September 2026, but until that date the existing statutory position remains applicable.

The school understands that relationships education must help pupils understand respect, family, friendship, online relationships and safety. In the secondary context, RSE also includes more developed teaching around intimate and sexual relationships and sexual health. However, because Daffodil Grammar School for Girls is currently educating pupils in Key Stage 3 only, the school will ensure that the teaching remains appropriate to age and stage, neither introducing content prematurely nor avoiding necessary content where pupils need it for safety, understanding and preparation.

The school will not treat RSE as a taboo subject, nor as a sensational one. It will be taught seriously, modestly and clearly. Pupils must leave the curriculum with truthful understanding, appropriate vocabulary, and the ability to recognise harmful behaviour, seek help and respect themselves and others.

7. Teaching style, pedagogy and classroom approach

PSHE is taught through a planned and structured approach rather than improvised discussion alone. While discussion has an important place in the subject, the school recognises that good PSHE teaching requires clear objectives, secure subject knowledge, age-appropriate resources, strong classroom management, and careful attention to safeguarding and sensitivity.

Teachers delivering PSHE are expected to create a classroom environment that is calm, respectful and safe for learning. Pupils should feel able to engage seriously with the subject, but staff must also ensure that no pupil is pressured into sharing private personal experiences, disclosing family circumstances or speaking beyond what is appropriate. The classroom must be a place of thoughtful learning, not forced confession.

Ground rules for discussion will therefore be clear. Pupils will be expected to listen respectfully, avoid mockery or sensationalism, and understand that some topics are sensitive. Teachers must retain control of the lesson and ensure that inappropriate comments, prejudice or immaturity are challenged at once.

The school does not regard PSHE as a lesson in which any opinion is automatically valid simply because it is sincerely held. Staff must distinguish between respectful discussion and the expression of views that are factually wrong, unsafe, discriminatory or inconsistent with the law and the standards expected by the school.

8. Safeguarding, disclosure and sensitive issues

Because PSHE lessons may touch on abuse, relationships, mental health, harassment, exploitation, online harm and help-seeking, the school recognises that the subject has a particularly close relationship with safeguarding.

Teachers must therefore be alert to the possibility that a pupil may disclose abuse, exploitation, harmful behaviour, coercion, fear or other safeguarding concerns in or around a PSHE lesson. If this happens, the member of staff must respond in accordance with the Safeguarding and Child Protection Policy. They must listen calmly, avoid promising confidentiality, avoid pressing for unnecessary detail, and report the matter promptly to the DSL. KCSIE 2025 continues to require all staff to know how to respond to concerns about children and to report them without delay.

The school also recognises that some pupils may feel unsettled by particular subject matter because of personal experience, family history, cultural pressure or current distress. Teachers should therefore exercise professional sensitivity. This does not mean avoiding necessary teaching, but it does mean being thoughtful about delivery, warning of especially sensitive transitions where appropriate, and ensuring that support is available afterwards if needed.

The school is also clear that PSHE cannot be taught as though safeguarding were somebody else's responsibility. Teachers delivering the subject must understand the safeguarding relevance of what they are teaching.

9. Equality, inclusion and protected characteristics

The PSHE curriculum at Daffodil Grammar School for Girls will be inclusive, lawful and respectful. The school recognises that PSHE is one of the main curriculum areas through which the school must actively encourage respect for other people with particular regard to protected characteristics. The April 2026 Independent School Standards guidance is explicit on this point and states that generalised respect language is not sufficient.

The school will therefore ensure that its curriculum encourages respect for others and helps pupils understand that discrimination, harassment and prejudice are wrong. This will be taught in an age-appropriate way and in a manner consistent with the school's ethos and legal duties.

The school will also ensure that PSHE is accessible to pupils with SEND and to pupils who may need adapted explanation, additional support, structured vocabulary or differentiated materials. The school recognises that some pupils may need concepts to be broken down more carefully, repeated more often or taught through more concrete examples.

Inclusion does not mean that all pupils will always receive identical materials in identical ways. It means that the school will plan carefully so that all pupils can access the intended learning.

10. Parental engagement and communication

The school recognises the importance of working in partnership with parents. Parents are the primary educators of their children in many important respects, and a strong PSHE curriculum is best supported where there is trust and clarity between home and school.

The school will therefore ensure that parents are informed about the broad nature and aims of the PSHE programme. Where the curriculum includes relationships or sex education content of particular sensitivity, the school will communicate clearly with parents so that they understand what is being taught, why it is being taught, and how it is being delivered.

The school also recognises that there may be parental questions, concerns or misunderstandings, especially in relation to faith, modesty, age-appropriateness or the distinction between PSHE and RSE. The school will address such concerns respectfully, but it will also remain clear that it must meet its legal duties and safeguarding responsibilities.

The school's aim is constructive partnership, not unnecessary conflict. However, it will not dilute safeguarding education or lawful curriculum requirements simply because a topic is sensitive.

11. Staff roles and responsibilities

The proprietor is responsible for ensuring that the school has a lawful and effective PSHE policy and curriculum and that this area of provision meets the relevant regulatory standards.

The headteacher is responsible for ensuring that the curriculum is implemented effectively, that staff are trained and supported, that planning is coherent, and that PSHE reflects both the ethos of the school and its legal obligations.

The DSL has an important role in ensuring that PSHE contributes effectively to safeguarding and that staff understand how to manage disclosures, concerns and sensitive issues arising in lessons.

Teachers delivering PSHE are responsible for planning and teaching lessons appropriately, maintaining professional boundaries, ensuring respectful discussion, identifying concerns and reporting safeguarding matters promptly where they arise.

All staff, even where they do not teach the discrete programme, contribute to the lived PSHE curriculum through the language they use, the values they model, the way they respond to conflict, and the seriousness with which they treat pupils' safety and wellbeing.

12. Assessment, monitoring and evaluation

The school recognises that PSHE is not assessed in the same way as a conventional academic subject. However, it must still be monitored and evaluated carefully. The effectiveness of PSHE cannot be judged by examination scores alone. It must be judged by the coherence of the curriculum, the quality of teaching, pupil understanding, pupil confidence in seeking help, alignment with safeguarding priorities, and consistency with the school's ethos and legal duties.

Monitoring may therefore include lesson observations, review of plans and resources, discussion with staff, pupil voice, feedback from parents where appropriate, review of safeguarding themes, and scrutiny of whether the curriculum responds appropriately to emerging issues such as online harms, misogyny, harassment or mental health concerns.

The school will also consider whether PSHE teaching is reflected in the wider life of the school. A curriculum that speaks about respect but is contradicted by everyday school culture is not effective. The school will therefore look for consistency between the taught curriculum and lived practice.

13. Staff training and confidence

The school recognises that PSHE is only as strong as the staff who deliver it. Teachers must therefore have suitable subject knowledge, safeguarding awareness and confidence in handling sensitive discussions. The school will support staff through training, internal guidance and leadership support so that they can teach the subject seriously and competently.

The school also recognises that some topics may require additional support or preparation. Staff must not be left to improvise on difficult safeguarding-sensitive issues without guidance. The school's leadership has a responsibility to ensure that staff understand both content and process.

14. Review and development of the curriculum

The school regards PSHE as an area that requires regular review. The digital world changes. Safeguarding risks change. Public guidance changes. Pupils' needs also change over time. The school will therefore review the curriculum and this policy at least annually, and sooner where there is a significant legal, regulatory, safeguarding or pastoral reason to do so.

The school will also prepare for the revised statutory guidance intended for introduction from 1 September 2026. The government's current publication page states that the revised guidance was published in July 2025 for reference to help schools prepare for that introduction date. The school will therefore keep the curriculum under review so that it remains compliant both now and when the revised framework takes effect.

15. Adoption

This policy is adopted as the formal PSHE Policy of Daffodil Grammar School for Girls and takes effect immediately upon approval by the proprietor.