

Character and Health Education (C&HE) Policy

Reviewed and approved:	Head of Character and Health Education April 2026
Next review due:	April 2027



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DEFINITIONS AND APPLICABILITY

This Policy applies to the Prep School only.

In this Policy:

- **“C&HE”** means Character and Health Education, which comprises PSHEE and RSE.
- **“EA 2010”** means the Equality Act 2010.
- **“PSHEE”** means Personal, Social, Health and Economic Education. Parts of PSHEE are compulsory for all schools.
- **“RSE”** means Relationships and Sex Education. Relationships Education is compulsory in all primary schools and Relationships and Sex Education is compulsory in all secondary schools.
- **“School”** means the Dragon Prep School (only) situated at Bardwell Road.

This Policy should be read in conjunction with the Character and Health Education Plan for the academic year 2025-2026 as well as the following school policies and guidance documents:

- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Substance Abuse Policy
- Pastoral Approach
- Nurturing Programme
- Social and Emotional Learning
- [Department for Education statutory guidance](#)

AIMS AND OBJECTIVES

The school is committed to being a community where every child and their family feel included, diversity in every respect is celebrated and equality is championed. C&HE is taught with this commitment firmly in mind.

The school also puts pastoral care and development at the heart of all that it does and encourages every child to ‘reach for the sun’ and approach everyday life with kindness, courage and respect. We want to equip our children with the necessary skills to move through their childhoods, and into adolescence and beyond, with confidence. We believe that a thoughtful and robust C&HE curriculum which is carefully taught by our skilled colleagues forms an essential part of achieving this.

WHAT IS TAUGHT IN C&HE?

C&HE is the subject name for PSHEE and RSE at the School. Therefore, C&HE covers

- Personal Education
- Social Education
- Health Education
- Economic Education
- Relationships Education
- Sex Education

At the School, we have created three broad categories to cover these topics, which are:

1. Attitudes and values
2. Personal and social skills
3. Knowledge and understanding

This will enable us to cover all the topics required by both the PSHE and RSE curricula whilst remaining age-appropriate and in-line with our school values and teaching approach. Further detail around the teaching of topics within these categories can be found in the Education Plan linked above.

Aspects of PSHE and RSE are mandatory parts of the national curriculum, and the government sets specific standards around what pupils must have been taught by certain stages in their education. [Government guidance](#) is split into the topics which should have been covered by the end of 'primary' and by the end of 'secondary' education, which presents the school with challenges as we teach pupils of secondary school age but not up to the end of secondary school. More information regarding the mandatory parts of the PSHE and RSE curricula can be found in the government guidance.

We have developed our C&HE curriculum in line with the relevant government guidance and the guidance available from the PSHE Association, whilst tailoring it to our specific context and the needs of our pupils, bearing in mind our role as educators of both primary and secondary school aged children.

[CHE Topics 2026/27](#)

Relationships and Sex Education

Some parents/carers want reassurance that the content of RSE (and Sex Education in particular) will be age-appropriate, and some may also want reassurance about how certain topics will be presented. The intention of our teaching of RSE is to support the children to live safe, fulfilled and healthy lives. Therefore, the following topics are taught during each key stage of the school:

- Key Stage 1: understanding growth and change and respect for one another
- Key Stage 2: preparation for the changes of puberty
- Key Stages 3 and 4: comprehensive body of knowledge and understanding about sexual health to manage fertility and avoid infection.

[RSE Topics 2026/27](#)

HOW IS C&HE TAUGHT?

C&HE is taught via a timetabled weekly lesson, with topics and schemes of work planned by the Deputy Head Pastoral and Head of C&HE. Lessons may be delivered by visiting speakers as well as School staff where specific expertise is required.

The teaching of C&HE is further supported by

- The content of weekly assemblies
- Form time
- Tutor time
- Relevant content addressed in other subject areas.

We know that C&HE must be accessible for all pupils, including those with special educational needs and disabilities. We keep this clearly in mind when planning our schemes of work, particularly in the context of the adult outcomes we are preparing our pupils for. We are also aware that pupils with special educational requirements and disabilities can be more vulnerable to exploitation in their relationships. We make sure that our topics reflect (a) the different needs of our pupils as well as (b) educating our whole school population about the ways in which different people in society may experience the issues covered by the C&HE curriculum.

The school is committed to teaching C&HE in line with the Public Sector Equality Duty set out in section 149 of the EA 2010, ensuring that our teaching:

- Eliminates discrimination, harassment, victimisation and any other conduct prohibited by the EA 2010;
Example: different forms of sexual orientation will be explained in a neutral way.
- Advances equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
Example: where pupils identify themselves as having a protected characteristic and express a particular perspective relevant to that protected characteristic during a C&HE lessons, we will ensure that their views and experiences are respected by the rest of the group.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
Example: we will encourage pupils to listen to each other's points of view and guide and monitor discussions around areas of contention carefully.

WHAT ARE THE OUTCOMES FOR PUPILS IN C&HE?

Before we commence teaching particular topics in C&HE, teachers carry out initial activities which gauge pupils' existing knowledge, skills, attitudes, and beliefs. This is used to inform the teacher's planning for that part of the curriculum. At the end of the topic, module, or lesson, a further activity is carried out which allows pupils to demonstrate the progress they've made since doing the baseline activity (e.g. a 'mind-map'). As well as demonstrating progress, this can also be used to measure attainment against a set of success criteria identified by the teacher.

We also assess the effectiveness of pupils' learning in C&HE through their own reflections, evaluations, and discussions around the topics taught. Teachers listen carefully to pupils' own feedback in order to assess where they require further information or a change of approach in teaching. We also use the information provided in formal evaluations and via feedback groups such as the School Council.

We also use the PSHE Association Guide to Primary and Secondary Assessments to support our assessment in teaching C&HE.

ROLE OF PARENTS IN C&HE

As with all aspect of education at the school, the effectiveness of our teaching in C&HE will be affected by our partnership with parents and families. The school will write to parents at the beginning of the autumn term setting out the overall curriculum for C&HE, and this is followed up by separate communications in the Dragon News bulletins which provide more detail on specific topics. The letter sent during the autumn term will also include details of parents'/carers' right to withdraw their child from some or all the sex education that is taught as part of the broad CH&E curriculum. Parents do not have the right to withdraw their child from C&HE as a whole subject.

However, we would welcome the opportunity to discuss any concerns that parents have with the teaching of this part of the C&HE curriculum before moving to accept any request to withdraw, as we consider that providing the children with **age-appropriate information about sex is an important part of equipping them with the tools they need to keep themselves safe and to make good choices as they move into adolescence.** We have also structured our schemes of work so that discussions around sex are rarely taught in isolation but rather form part of broader topics such as consent or appropriate relationships. Therefore, accepting a request for a child to be withdrawn from sex education alone can present challenges to the teaching of C&HE in practice.

Parents are also encouraged to learn more about the teaching of C&HE and topics related to this subject via our Saturday morning Parent Forums (which include the opportunity for parents to suggest topics which they would like to have included in the curriculum).