



SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION POLICY

Policy title	Spiritual, Moral, Social and Cultural Education Policy
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Policy summary

Spiritual, moral, social and cultural development – SMSC – runs through everything we do at Cokethorpe: the taught curriculum, the pastoral programme, assemblies, the co-curricular programme and the everyday life of the School. This policy explains what SMSC means, why it matters, how the School delivers it across all year groups including the EYFS, and who is responsible for it. It sets out how the School actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, as required by the Independent School Standards. It also explains the School's approach to Religious Education, political impartiality, the Prevent duty, and respect for the protected characteristics under the Equality Act 2010. The policy applies to the whole School, including the Prep School and the EYFS, and to all staff, volunteers and external speakers.

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1. Why this matters

An education at Cokethorpe is about far more than what a pupil knows. It is about the kind of person a pupil becomes: how they think, how they treat other people, what they believe to be worth doing, and how they take their place in the world beyond the School gates.

Spiritual, moral, social and cultural development – SMSC – is the name we give to that work. It is not a subject on the timetable. It runs through the taught curriculum, the pastoral programme, assemblies, the co-curricular programme, trips and visits, and the countless ordinary interactions between pupils and staff that shape the character of a school.

Our expectations here are grounded in the values of respect and integrity. We believe that a strong community rests on a shared sense of purpose, belonging and responsibility, and that every member of that community has a part to play in creating a culture in which pupils can grow academically, socially and emotionally.

This policy explains why SMSC matters at Cokethorpe, what we are seeking to achieve, how we deliver it, and who is responsible for it.

2. What we are seeking to achieve

Through our SMSC provision we aim to:

- help pupils develop self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong, and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, to show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality in which the School is situated and to society more widely;
- enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
- give pupils space to reflect, to ask difficult questions, and to explore what inspires them; and
- prepare pupils for the opportunities, responsibilities and experiences of adult life in modern Britain.

These aims are not aspirational statements alone. Items in the list above reflect the principles the School is required actively to promote under paragraph 5(b) of Part 2 of the Schedule to the Education (Independent School Standards) Regulations 2014 (as amended).

3. Scope

This policy applies to the whole School, including the Prep School and the EYFS. It applies to all staff, to volunteers and to external speakers and providers who contribute to the taught or co-curricular programme.

4. Our legal and regulatory framework

As an independent school, Cokethorpe meets the requirements of the Education (Independent School Standards) Regulations 2014 (as amended). Paragraph 5 of Part 2 of the Schedule sets the standard for the spiritual, moral, social and cultural development of pupils. It requires the proprietor to:

- actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- ensure that the seven principles set out at paragraph 5(b), and reproduced at section 2 of this policy, are actively promoted;
- preclude the promotion of partisan political views in the teaching of any subject in the School; and
- take such steps as are reasonably practicable to ensure that, where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.

The School has regard to the DfE guidance "The Independent School Standards: Guidance for Independent Schools" (revised April 2026), which makes clear that the promotion of fundamental British values is expected across the whole life of the School – the curriculum and its resources, the pastoral programme, and co-curricular activity – and not through the formal curriculum alone.

This policy is also written to reflect the School's duties under the Equality Act 2010, and its duty under section 26 of the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Safeguarding arrangements referred to in this policy are those set out in the Safeguarding and Child Protection Policy, which reflects Keeping Children Safe in Education 2026 from 1 September 2026.

5. Spiritual development

Spiritual development is the growth of the inner life: a sense of identity, self-worth, personal insight, meaning and purpose. Some describe it as the development of the soul; others as the development of character or personality. Whichever language is used, it is concerned with the questions that matter most and are hardest to answer.

We aim to:

- give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect people's lives;
- support and develop any religious beliefs a pupil already holds, in ways which are personal and relevant to them;
- encourage pupils to explore and develop what inspires them and what inspires others;
- encourage pupils to reflect, and to learn from reflection;

- help pupils understand human feelings and emotions, the way they affect people, and how understanding them can help;
- sustain a climate and ethos in which every pupil can flourish, respect others, be respected, and respect the law;
- encourage pupils to accommodate difference and to respect the integrity of individuals; and
- promote teaching which values pupils' questions, gives them space for their own thoughts and concerns, enables them to make connections between aspects of their learning, and encourages them to ask "why", "how" and "where" as well as "what".

6. Moral development

Moral development is the building of a framework of values that guides a pupil's own behaviour, together with an understanding of the values a society shares. It includes recognising that people disagree, understanding the reasons for the range of views held, and forming a considered view of one's own.

We aim to:

- provide a clear moral code as the basis for behaviour, promoted consistently across every part of the School;
- prevent discrimination, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- give pupils opportunities within the curriculum to explore moral concepts and values — personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong;
- maintain an open and safe learning environment in which pupils can express their views and practise moral decision-making;
- address breaches of agreed moral codes where they arise — in the press, on television, online and within the School — through assemblies, tutor time and subject lessons;
- model the principles the School promotes through the quality of relationships between staff and pupils and among pupils themselves: fairness, integrity, respect for people, concern for pupils' welfare, respect for minority interests, the resolution of conflict, and keeping promises;
- encourage pupils to recognise and respect the codes and morals of the different cultures represented in the School and the wider community;
- encourage pupils to take responsibility for their actions, including respect for property and care of the environment;
- provide models of moral virtue through literature, the humanities, the sciences, the arts, assemblies and acts of worship; and
- reinforce the School's values through images, posters, classroom displays and exhibitions.

7. Social development

Social development is about young people working well with one another and playing a full part in a diverse society. It involves the skills and personal qualities needed for living and working together; knowledge and understanding of society, its institutions, structures, economic and political principles, and the roles and responsibilities of life as a citizen, parent or worker; and the interpersonal skills on which successful relationships depend.

We aim to:

- identify and communicate to pupils and parents the key values and principles on which School and community life is based;
- foster a sense of community, with common and inclusive values, in which everyone can flourish;
- encourage pupils to work cooperatively as members of a group or team, and provide shared experiences through assemblies, team activities, residential trips and School productions;
- encourage pupils to recognise and respect social differences and similarities;
- help pupils develop the personal qualities valued in a fair and open society — thoughtfulness, honesty, respect for difference, moral principle, independence, interdependence and self-respect;
- help pupils to challenge, where necessary and in appropriate ways, the values of a group or of the wider community;
- provide opportunities for engaging in the democratic process and participating in community life;
- provide opportunities for pupils to exercise leadership and responsibility, both through the taught curriculum and in the daily life of the School; and
- sustain an environment in which pupils feel able to speak up and to challenge, without fear, behaviour or comments that promote sexual violence or racial inequality.

8. Cultural development

Cultural development is about pupils understanding their own culture and the cultures of others — locally, nationally and internationally. It is about being at ease in a variety of cultures, understanding that cultures change, and being able to take part confidently in a world of shared experience created by travel, media and the internet. It is closely bound up with valuing cultural diversity and preventing racism.

We aim to:

- give pupils the opportunity to explore their own cultural assumptions and values;
- encourage pupils to study authentic accounts of the attitudes, values and traditions of diverse cultures;
- address discrimination on the grounds of any protected characteristic and promote racial and other forms of equality;
- recognise and nurture particular gifts and talents;
- provide opportunities for pupils to take part in literature, drama, music, art, craft and other cultural events, and encourage them to reflect on their significance;
- develop links with outside organisations and individuals that extend pupils' cultural awareness — theatre, museum, concert and gallery visits, resident artists and foreign exchanges; and
- reinforce the School's cultural values through displays, posters, exhibitions, productions and events.

9. Fundamental British values

We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We do so because these values underpin a society in which our pupils can live well together, and because we are required to do so by paragraph 5(a) of the standard.

We promote these values across the whole life of the School — through the curriculum and the resources we choose, through the pastoral programme, through assemblies and through the co-curricular programme — and not through any single lesson or event.

The table below shows how each value is actively promoted at Cokethorpe.

Fundamental British value	How it is actively promoted at Cokethorpe
Democracy	The Votes for Schools programme in tutor time, through which pupils debate a weekly issue and cast a vote; the LIF-Ed Wider World topic, which covers British values, democracy, the rule of law and the role of Parliament; pupil voice through Cokethorpe Community Council and in the appointment of Prefects; the study of government and political institutions within the humanities curriculum.
The rule of law	The School's behaviour expectations and their consistent application, as set out in the Behaviour Policy; assemblies and tutor sessions addressing why rules exist and what happens when they are broken; visits from and to public services and institutions; and the teaching of legal responsibility within the curriculum, including LIF-Ed.
Individual liberty	A pastoral system in which pupils are known individually and supported in making their own choices — subject options, co-curricular activities, positions of responsibility; teaching on rights, personal freedom and the responsible use of freedom within LIF-Ed; and e-safety and online decision-making teaching within the Health and Wellbeing topic.
Mutual respect	The School's values of respect and integrity, restated in the Behaviour Policy and the Prevention of Bullying Policy; the House and tutor system; team sport, ensembles and productions in which pupils depend on one another; Peer mentoring and the Prefect structures through which older pupils take some responsibility for younger ones.
Tolerance of those with different faiths and beliefs	Religious Education, which covers Christianity and other major religious traditions (section 10); the assembly programme, the Armistice Day Service; the study of diverse cultures across the curriculum; and visits, exchanges and external speakers that bring pupils into contact with beliefs different from their own.

We do not promote any view that undermines these values, and we do not present any partisan political view as the School's own — see section 11.

10. Religious Education

Religious Education makes a direct and distinctive contribution to spiritual, moral, social and cultural development. It is a body of knowledge concerned with fundamental questions about human experience and spirituality, and with the meaning people attribute to that experience within personal belief, ethics and religious tradition.

Through Religious Education we aim to:

- support pupils in their own search for meaning and purpose, through the exploration of human experiences that raise fundamental questions about beliefs and values;
- develop an awareness of self, of others and of the world, through reflection on inner feelings, on relationships and on responses to the natural world;
- develop the capacity to explore questions of meaning and purpose concerning human nature and spirituality, and an understanding of some religious responses to those questions;
- develop an understanding of how attitudes and behaviour are shaped by beliefs, values and commitments;
- develop knowledge and understanding of Christianity and of other major religious traditions;
- develop knowledge and understanding of different religious beliefs and commitments, how these relate to sacred writings and the teachings of key religious figures, and how they apply in everyday life;
- develop knowledge and understanding of practices associated with worship, prayer, celebration and pilgrimage, and sensitivity towards the attitude to life from which these arise; and
- develop an awareness of different means of expression and communication, including non-literal and non-verbal forms, and an understanding of religious symbolism and key religious concepts.

Breadth and balance.

Pupils take part in a variety of activities structured to allow reflection, exploration of beliefs and values, questioning and enquiry, investigation and personal response, reflected in appropriate teaching and learning approaches. Content is selected and planned to ensure coverage of Christianity and of other major religions.

Cross-curricular contribution.

Religious Education contributes directly to spiritual, moral, social and cultural development and to preparing pupils for the opportunities, responsibilities and experiences of life. It contributes to personal and social education and provides a natural focus for equal opportunities, multicultural education and citizenship. As with all subjects, a broad and balanced curriculum is provided for all pupils through suitable learning challenges and by responding to individual needs. Teachers work with the Head of Learning Support to make that provision, in accordance with the Learning Support Policy.

11. Political impartiality and the balanced presentation of opposing views

Teaching pupils about political issues, and about the different views people hold on them, is an important part of a broad and balanced education and of preparing pupils to be active

citizens. We encourage our pupils to engage with the issues of the day, to weigh evidence, and to reach and defend their own conclusions.

At the same time, the School must not promote partisan political views, and pupils must be given the opportunity to hear more than one side of a contested question. Accordingly:

- The School precludes the promotion of partisan political views in the teaching of any subject.
- Where political issues are brought to the attention of pupils — in lessons, in extra-curricular activities provided or organised by or on behalf of the School, or in the promotion of such activities at the School, including through the distribution of promotional material — the School takes such steps as are reasonably practicable to ensure that pupils are offered a balanced presentation of opposing views.
- Staff should take care to distinguish clearly between the presentation of a range of views and the expression of their own personal view, and should exercise particular care where an issue is politically contested.
- Materials from external organisations, and the content to be delivered by external speakers, are considered in advance against this policy and against the School's other policies before use (please see information about Visiting Speakers in Safeguarding and Safer Recruitment Policies).

The School has regard to the DfE guidance "Political impartiality in schools".

12. Protecting pupils from radicalisation — the Prevent duty

A confident, well-rounded SMSC education is one of the strongest protections a school can offer against radicalisation. Pupils who can think critically, who understand democracy and the rule of law, and who are used to encountering and respecting difference are better equipped to recognise and resist extremist narratives.

The School has a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism, and has regard to the Prevent duty guidance for England and Wales. In discharging that duty the School:

- maintains a Prevent risk assessment, owned and reviewed regularly by the DSL (who is also the Prevent Lead), which identifies the risks of pupils being drawn into terrorism and the action taken to reduce them;
- ensures that staff receive Prevent awareness training as part of their safeguarding training, so that they can identify pupils who may be at risk and know how to respond;
- builds pupils' resilience to radicalisation through the SMSC and fundamental British values provision described in this policy, and through the LIF-Ed programme; and
- requires any concern that a pupil may be at risk of being drawn into terrorism to be reported without delay to the Designated Safeguarding Lead, Mr Joe Hughes, in accordance with the Safeguarding and Child Protection Policy.

Information about the local Prevent referral route can be found here: [Safeguarding vulnerable people from extremism | Oxfordshire County Council](#)

13. Equality and respect for the protected characteristics

We want every pupil to be able to be themselves at Cokethorpe, and to be treated with respect by everyone around them. We encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

This runs through the curriculum, the pastoral programme and the co-curricular programme, and is reinforced in the Equal Opportunities Policy for Pupils, the Behaviour Policy and the Prevention of Bullying Policy. Discriminatory language or behaviour is taken seriously and addressed under those policies.

14. How SMSC is delivered at Cokethorpe

SMSC is developed through a whole-School approach and is a continuous process. It is delivered through the taught curriculum, the pastoral programme, the co-curricular programme and the wider life of the School.

14.1 The pastoral system

EYFS and Prep School.

Each pupil belongs to a class group, and the class teacher is responsible for their academic, social and personal welfare. School values and aspects of SMSC are promoted through Form Time, prep assemblies, the Prep School Houses, and the PSHE and Citizenship programme.

Senior School.

Each pupil belongs to a tutor group within a House, and the tutor is responsible for their academic, social and personal welfare. Heads of Year and tutors promote the personal values of all pupils. Tutors promote School values and discuss aspects of SMSC, not least through the Votes for Schools programme.

Sixth Form.

Each Sixth Form pupil belongs to a House and has a tutor who promotes School values and discusses aspects of SMSC with them.

14.2 Assemblies, Chapel and House meetings

Head's Assemblies.

The Head's Assembly makes a significant contribution to articulating and demonstrating the values the School seeks to promote, through what it applauds, celebrates and encourages. It gives the Head, staff and pupils the opportunity to address the School on moral, spiritual, cultural and social issues and to celebrate achievement. Each assembly includes at least one hymn and a prayer.

Chapel.

All Prep pupils attend a Chapel assembly, which covers a range of moral, spiritual, cultural and social issues. Senior School pupils may attend occasional Chapel services.

Year group and House Assemblies.

These take place on a rota with Head's assemblies and are organised by Heads of Year, Head of Sixth Form and Head of the House Programme. They include presentations by pupils on moral, spiritual, cultural or social themes.

Armistice Day Service.

All pupils attend the annual Armistice Day Service, held on 11 November or on the nearest Friday to Remembrance Sunday.

Prep School Assembly.

The Prep School Assembly is held each week and gives the Head of the Prep School, class teachers and visiting speakers the opportunity to address the Prep School on moral, spiritual, social and cultural issues and to celebrate achievement. Children take part in class assemblies. Each assembly includes a hymn and a time for reflection.

14.3 LIF-Ed

The LIF-Ed curriculum addresses many aspects of mental and physical wellbeing, health and relationships. Together with the rest of the curriculum, the co-curricular programme and pastoral care, it aims to create the conditions for a flourishing life. Rather than telling young people what to avoid, LIF-Ed informs pupils of the risks they may meet in the physical and digital world, and provides health education so that they can recognise and avoid behaviours likely to cause them difficulty later.

The programme is deliberately flexible and responsive to real-life and topical issues, so that pupils can see that they are able to make a difference to their own lives. It is organised in three topics, each embedded in an annual overview tailored to the year group, so that pupils build on prior learning through a spiral curriculum:

- Topic 1 — Health and Wellbeing: how the body works and how to help it function at its best; physical health; maintaining positive mental health; emotional growth, perspective, resilience and positive self-esteem; addiction; and e-safety.
- Topic 2 — Safety, Sex and Relationships: the foundations of successful family, friendship, romantic and sexual relationships; the consequences of choices; and the protected characteristics of sex, sexual orientation, gender reassignment, and pregnancy and maternity, addressed appropriately for each year group. This topic is delivered in accordance with the Relationships and Sex Education Policy, which is the School's authoritative statement of its RSE provision and of the right to request withdrawal from Sex Education.
- Topic 3 — Wider World: recognising character strengths, talents and skills and finding ways to use them for oneself and for others; financial understanding and the basics of economics; natural beauty, sustainability, consumerism and digital literacy; and British values, democracy, the rule of law and the role of Parliament.

Lessons are delivered by class teachers (Prep) and tutors (Senior School), under the guidance of the Assistant Head- Pastoral (Prep) and the Head of LIF-Ed (Senior School), in liaison with the Head of Year. This arrangement allows a bond of trust and respect to form within each group and pupils can take ownership of discussion and decision-making. Professional development for LIF-Ed is provided throughout the term, with updates communicated to Common Room through year group meetings, liaison with pastoral leaders and further INSET

as required. External specialist speakers give talks and run workshops through the year. Pupil feedback informs decision-making and future lesson content.

14.4 The taught curriculum

All subject areas provide a forum for moral, spiritual, social and cultural development through discussion of issues arising from the subject matter being taught; examples are given in the schemes of work for individual subjects.

14.5 Trips, visits and enrichment

The School runs a range of regular educational visits and activities, and residential trips in the United Kingdom and abroad. The AOB programme and Curriculum Enrichment Week extend the horizons of every pupil. Many of these activities have the development of aspects of SMSC among their explicit aims and objectives.

14.6 The co-curricular programme

Social, cultural, spiritual and moral development is promoted through the breadth of the AOB programme, on the games field and through team sport, the Duke of Edinburgh's Award, community service, visits to sites and institutions of educational interest organised by School clubs and societies, and pupils' involvement in music, concerts, plays and exhibitions.

14.7 Responsibility and leadership

All pupils are encouraged, through formal and informal opportunities, to exercise leadership, service and responsibility. For example, all pupils are encouraged to take an active role in leading and organising the School's clubs and societies, in participating in Community Council and in being an ambassador for the school at School events. More formal responsibilities for leadership include via the House system, Prefect system, sports teams, etc.

15. Monitoring, evaluation and development

SMSC is only meaningful if we can see it working. Provision is monitored and evaluated as follows:

- Heads of Department in the Senior School and Assistant Heads in the Prep School monitor and evaluate the teaching of SMSC within their areas, through schemes of work, work scrutiny and lesson observation, and develop it further where opportunities arise.
- Pastoral leaders monitor and evaluate the opportunities to develop SMSC through the pastoral and House systems, and class teachers do so with the Head and Assistant Heads of the Prep School in the Prep School.
- The Head of LIF-Ed monitors the LIF-Ed programme, including pupil feedback.
- The Senior Leadership team monitors and reviews the overall development of SMSC, including the promotion of fundamental British values across the curriculum, the pastoral programme, assemblies, and the co-curricular programme.
- The Deputy Head- Pastoral and Wellbeing reports to the Board of Governors on SMSC and fundamental British values.

16. Roles and responsibilities

Role	Responsibility for SMSC
Board of Governors	Approves this policy; satisfies itself that the School actively promotes SMSC and fundamental British values in accordance with Part 2 of the Independent School Standards; receives reports on provision.
Deputy Head- Pastoral and Wellbeing	Overall responsibility for implementation; for the ethos and culture in which SMSC is developed; and for the Head's Assembly programme.
Deputy Head Academic	SMSC within the taught curriculum, including schemes of work, teaching resources and the balanced presentation of opposing views in lessons.
Deputy Head Pastoral and Wellbeing	SMSC within the pastoral programme, the LIF-Ed curriculum and the assembly programme.
Designated Safeguarding Lead (Mr Joe Hughes)	Prevent concerns and referrals; safeguarding aspects of external speakers and visitors; safeguarding training including Prevent awareness.
Head of the Prep School and Prep Assistant Heads	SMSC in the EYFS and Prep School, including the Prep School Assembly, Chapel assemblies and the PSHE and Citizenship programme.
Head of LIF-Ed	The design, sequencing and quality of the LIF-Ed programme and the training of those who teach it.
Heads of Department and Subject Coordinators	Identifying, planning for and evaluating SMSC opportunities within their subject.
Heads of Year, tutors, Head of House Programme	Day-to-day promotion of School values and SMSC through tutor time, Votes for Schools, House and year group activity.
All staff	Modelling the School's values; promoting fundamental British values; maintaining political impartiality and balanced presentation; reporting safeguarding and Prevent concerns to the Designated Safeguarding Lead.

17. Related School policies and procedures

This policy should be read in conjunction with the following School policies and procedures:

- Safeguarding and Child Protection Policy and Procedures
- Curriculum Policy
- Relationships and Sex Education Policy
- LIF-Ed Policy
- Behaviour Policy
- Prevention of Bullying Policy
- Equal Opportunities Policy for Pupils
- Learning Support Policy (special educational needs and disabilities)
- Careers and Higher Education Policy
- Social Media Policy for Pupils
- Mobile Phone Policy
- Risk Assessment Policy
- Complaints Procedure Policy

18. Legislation, regulation and guidance

The following are the principal external sources relevant to this policy. References are to the current version of each document unless a specific version is material.

- Education (Independent School Standards) Regulations 2014 (as amended) — Part 2 of the Schedule, paragraph 5 — <https://www.legislation.gov.uk/uksi/2014/3283/contents>
- The Education (Independent School Standards) (England) (Amendment) Regulations 2014, regulation 2, which substituted the current paragraph 5 — <https://www.legislation.gov.uk/uksi/2014/2374/regulation/2/made>
- DfE, "Independent school standards: guidance for independent schools" (revised April 2026), Part 2 — [Independent school standards: guidance for independent schools](#)
- DfE, "Political impartiality in schools" (published 17 February 2022, last updated 21 March 2025) — <https://www.gov.uk/government/publications/political-impartiality-in-schools>
- Home Office, "Prevent duty guidance: England and Wales (2023)" (in force 31 December 2023, last updated 6 March 2024) — <https://www.gov.uk/government/publications/prevent-duty-guidance>
- Counter-Terrorism and Security Act 2015, section 26
<https://www.legislation.gov.uk/ukpga/2015/6/section/26>
- Equality Act 2010 — <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- DfE, "Keeping Children Safe in Education" — the 2026 version, in force from 1 September 2026
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- DfE, "Relationships Education, Relationships and Sex Education (RSE) and Health Education" — the version for introduction from 1 September 2026 —
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- DfE, "Statutory framework for the early years foundation stage" —
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>