Hampton Court House

PSHE (Personal, Social, Health and Economic Education) Policy

Including Relationships Education and Relationships and Sex Education (RSE)

Last Updated: August 2026
Next Review: August 2027

Updated by ACB

1. Context and purpose

Hampton Court House provides a broad and balanced curriculum that promotes pupils' spiritual, moral, social, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of later life.

Personal, Social, Health and Economic Education (PSHE) is taught as a whole-school programme. It supports pupils to develop the knowledge, understanding, skills and attributes they need to manage their lives now and in the future, and contributes to safeguarding, equality, behaviour, personal development and the school's wider ethos.

The school includes statutory Relationships Education in the primary phase and Relationships and Sex Education (RSE) in the secondary phase within its PSHE programme. As an independent school, PSHE is compulsory under the Independent School Standards. The statutory Health Education requirements do not apply to independent schools; however, Hampton Court House uses the principles and content of the Department for Education's Health Education guidance to inform an age-appropriate health and wellbeing curriculum.

2. Statutory framework

This policy has been reviewed with regard to the Department for Education's revised statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', published in July 2025 for introduction from 1 September 2026.

The policy should be read alongside current school policies and statutory guidance, including:

- Keeping Children Safe in Education;
- the Equality Act 2010 and relevant guidance for schools;
- the SEND Code of Practice: 0 to 25 years;
- the Independent School Standards;
- the school's Safeguarding and Child Protection Policy;
- the school's Behaviour Policy and Anti-Bullying arrangements;
- Prevent and wider safeguarding guidance;
- relevant guidance on sexual violence, sexual harassment and child-on-child abuse.

3. Aims of PSHE and RSHE

Through PSHE and RSHE, Hampton Court House aims to enable pupils to:

- develop healthy, respectful and nurturing relationships in person and online;
- understand consent, boundaries, personal safety and how to seek help;
- develop knowledge that supports physical, sexual and mental health and wellbeing;
- recognise unhealthy, abusive, coercive, discriminatory and exploitative behaviour;
- understand how online environments, media and emerging technologies can influence relationships, attitudes and behaviour;
- develop critical thinking, resilience, self-awareness, financial capability and decision-making skills;
- respect difference and understand the importance of equality and the protected characteristics;
- prepare for adult life, further study, employment, relationships and participation in society.

4. Curriculum organisation and progression

The curriculum is carefully sequenced and revisits key concepts at increasing levels of complexity. Content is adapted to the age, developmental stage and needs of pupils and is reviewed in response to statutory guidance, safeguarding themes, pupil need and relevant changes in society and technology.

Prep Years

In the Prep years the school uses Jigsaw, the mindful approach to PSHE, alongside school-selected resources where appropriate. The programme covers relationships, health and wellbeing, difference, aspirations, change and age-appropriate preparation for puberty.

Where primary sex education is taught beyond the requirements of science, this is delivered through a graduated, age-appropriate programme and is communicated to parents in advance.

Senior Years: Years 7-11

Years 7-11 follow a mapped PSHE curriculum covering relationships and RSE, health and wellbeing, online safety and digital life, financial education, careers and preparation for adult life. The curriculum develops progressively from healthy friendships and relationships towards more complex learning about consent, intimate relationships, sexual health, coercion and controlling behaviour, sexual harassment and sexual violence, pornography, misogyny and harmful online influences, image-based abuse and sextortion, AI-generated or manipulated sexual content, misinformation and online influence, mental health and suicide prevention, substance misuse and financial wellbeing.

Sixth Form: Years 12-13

PSHE continues in the Sixth Form through age-appropriate provision focused on emotional wellbeing, respectful and intimate relationships, sexual health, drugs and risk, equality and diversity, personal finance, careers and preparation for independent adult life. Relevant themes such as consent, coercion, power imbalances and emerging digital risks are revisited at an appropriate post-16 level.

The detailed curriculum overview and mapping documents are maintained separately from this policy so that they can be updated as the curriculum develops without requiring the policy itself to reproduce every lesson title.

5. Teaching responsibility and curriculum time

PSHE is delivered by appropriately briefed school staff, principally class teachers/form tutors and other staff identified by the school. The PSHE Lead oversees curriculum planning, resource selection, quality assurance, staff support and review.

In Years 7 8 and 9, PSHE is allocated approximately 50 minutes per week. In Years 10 and 11, provision includes approximately one hour per week, currently delivered through four 15-minute sessions during lunchtime registration. Sixth Form provision is delivered through the school's planned PSHE/pastoral programme.

Explicit PSHE teaching is reinforced through the wider life of the school, including:

- assemblies and tutor/pastoral provision;
- safeguarding and wellbeing work;
- the school's behaviour, praise and reward systems;
- careers and preparation for adult life;
- relationships across the school community;
- appropriate external speakers and specialist provision.

6. Teaching, learning and assessment

PSHE and RSHE are taught within a safe, supportive and respectful learning environment. Staff establish appropriate ground rules and use distancing techniques, fictional scenarios and hypothetical examples so that pupils are not expected to disclose personal experiences.

Pupils are encouraged to ask questions, including anonymously where appropriate. Staff answer questions in an age-appropriate, factual, inclusive and non-judgemental manner, while recognising that safeguarding considerations may require some questions or disclosures to be followed up outside the lesson.

Assessment in PSHE is used to establish what pupils already know and understand, identify misconceptions and demonstrate progress in knowledge, understanding and application. Substantial units use a proportionate baseline -> formative assessment -> endpoint assessment approach. Assessment is not based on pupils' personal experiences, private attitudes or willingness to disclose information.

Teachers use questioning, discussion, scenario work, retrieval, reflection and application tasks to monitor understanding and adapt future teaching where necessary.

7. Safeguarding and confidentiality

PSHE and RSHE are taught in accordance with the school's Safeguarding and Child Protection Policy and current Keeping Children Safe in Education guidance. Pupils are reminded that staff cannot promise confidentiality where information suggests that a child or another person may be at risk of harm.

If a pupil makes a disclosure or raises a safeguarding concern during or following a PSHE lesson, staff will respond calmly, avoid investigative questioning and report the concern in accordance with the school's safeguarding procedures to the Designated Safeguarding Lead or a Deputy DSL.

Staff avoid encouraging personal disclosure during whole-class discussion and use distancing techniques when teaching sensitive subjects.

8. Resources and external agencies

The school uses a range of carefully selected and quality-assured resources, including materials from Jigsaw, the PSHE Association and other appropriate providers. Resources are reviewed by the PSHE Lead to ensure that they are current, factually and medically accurate where relevant, age and developmentally appropriate, inclusive and consistent with statutory guidance, safeguarding responsibilities and the school's ethos.

External organisations and visitors may enhance PSHE and RSHE by providing specialist knowledge or different ways of engaging pupils. The school remains responsible for the curriculum. The credentials of visitors are checked and the PSHE Lead or relevant school leader agrees the content, learning outcomes and delivery in advance. Visiting content must be age-appropriate, accessible and consistent with the published curriculum and safeguarding procedures.

9. Relationships and Sex Education

RSE gives pupils the knowledge they need to develop healthy, respectful and nurturing relationships of all kinds and to understand acceptable and unacceptable behaviour in relationships. It supports pupils to make informed, safe and responsible decisions about intimate relationships and sexual health at an appropriate stage.

Secondary RSE includes age-appropriate teaching about:

- families and different types of committed relationships;
- respectful relationships and friendships;
- consent, boundaries, pressure, coercion and power;
- online relationships, pornography, harmful online influences and image-based abuse;
- sexual harassment, sexual violence, stalking, exploitation and abuse;
- intimate and sexual relationships and sexual health;
- contraception, reproductive health, pregnancy outcomes and sexually transmitted infections;
- how and where to seek reliable information, advice and support.

10. Inclusion, SEND and equality

Hampton Court House is committed to inclusive PSHE and RSHE. Teaching is adapted so that pupils with SEND can access and understand the curriculum. Staff consider pupils' cognitive and developmental stage, communication and language needs, sensory needs, social understanding and vulnerability when planning and delivering content.

Where appropriate, concepts may be revisited, taught explicitly, broken into smaller steps or supported through visual resources, pre-teaching, adapted language, sentence starters, picture prompts or additional adult support.

Teaching promotes respect for all and is delivered in accordance with the Equality Act 2010. Relevant content, including LGBT content, is integrated into the curriculum at appropriate points rather than treated only as a stand-alone issue. The school recognises and respects that pupils, families and staff may hold a range of religious and other beliefs; teaching remains respectful, factual and consistent with the school's legal duties and safeguarding responsibilities.

11. Working with parents and carers

Parents and carers are important partners in PSHE and RSHE. The school consults parents when developing and reviewing this policy and provides information about what will be taught and when. Curriculum mapping documents and relevant resources are made available through parent consultation arrangements and on request.

The current PSHE/RSHE policy and curriculum overview are made available to parents and others and should be published on the school website. Parent consultation informs the school's approach to delivery; statutory curriculum requirements remain the responsibility of the school.

For primary sex education beyond science, parents are consulted about the detailed content before the final year of primary education, with opportunities to understand the programme and ask questions.

12. Right to request withdrawal from sex education

There is no right to withdraw a pupil from Relationships Education or from the relationships elements of RSE. There is also no right to withdraw from content taught as part of the science curriculum. Health and wellbeing education remains part of the school's compulsory PSHE provision as an independent school.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE in the secondary phase. Before a decision is made, the Vice Principal Pastoral or an appropriate senior leader will discuss the request with the parent and, where appropriate, the pupil, to understand their wishes and explain the nature and purpose of the curriculum.

Except in exceptional circumstances, the school will respect a parental request up to and until three terms before the pupil turns 16. From that point, if the pupil wishes to receive sex education rather than remain withdrawn, the school will make arrangements for this to happen during one of those three terms.

Where a pupil is withdrawn from sex education, the school will provide appropriate and purposeful alternative education during the period of withdrawal. Requests should be made to the Vice Principal Pastoral/PSHE Lead in accordance with school procedures.

Where primary sex education is provided beyond science, parents may request withdrawal from that additional sex education.

13. Monitoring, evaluation and governance

The PSHE Lead monitors curriculum coverage, progression, resource quality, assessment practice and pupil need. Monitoring may include curriculum audits, review of planning and resources, learning walks or lesson visits where appropriate, staff feedback, pupil voice, parent feedback and analysis of relevant safeguarding and pastoral themes.

The school uses assessment evidence proportionately to check that pupils are developing the intended knowledge and understanding and to identify misconceptions or areas requiring further teaching.

Governors provide oversight of the school's approach to PSHE and RSHE and seek assurance that curriculum content and resources are appropriately selected, quality-assured and consistent with statutory guidance, safeguarding requirements and the school's ethos. Governors are not expected to ratify individual lesson resources.

The policy is reviewed annually, with appropriate input from leaders, teachers, pupils, parents and governors. It may be reviewed earlier where statutory guidance, safeguarding requirements or the needs of pupils change.

14. Policy review and related documentation

This policy should be read alongside:

- the current PSHE/RSHE curriculum overview for Years 1-13;
- detailed curriculum mapping and schemes of work;
- the Safeguarding and Child Protection Policy;
- the Behaviour Policy and Anti-Bullying arrangements;
- the Equality Policy and SEND / Learning Support Policy;
- relevant careers and personal development documentation.

Appendix A – Senior and Sixth Form Curriculum Overview

	A	B	C	D	E	F	G
1	**Year Group**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
2	**Year 7**	**Careers and Aspirations - Living in the Wider World**	**Finance - / British Values Living in the Wider World**	**Healthy Relationships -Relationships**	**Sex Education - Relationships**	**Healthy Body - Health and Wellbeing**	**Healthy Mind - Health and Wellbeing**
3		1. Starting Secondary School 2. Goal Setting 3. Resiliance 4. Self Esteem 5. Career Interests	1. Spend or Save 2. Budgeting 3. Keeping my Money Safe	To be covered: 1. Puberty 2. Having a baby 3. Changing emotions/feelings 4. Periods	To be covered: 1. Puberty, 2. having a baby, 3. changing emotions/feelings, 4. Periods	To be covered: Dangers of smoking/vaping, intro to drugs, healthy eating/energy drinks	To be covered: Managing anger, radicalisation/extremism, what is FGM
4	**Year 8**	**Careers and Aspirations - Living in the Wider World**	**Finance - / British Values Living in the Wider World**	**Healthy Relationships -Relationships**	**Sex Education - Relationships**	**Healthy Body - Health and Wellbeing**	**Healthy Mind - Health and Wellbeing**
5		1. Behaviour to Achieve 2. Communication Skills 3. Teamwork 4. Navigating Work, Study and Careers 5. Entrepreneurship	1. Understanding Credit and Debit 2. Consumer Rights 3. Staying in Control of my Money	1. Healthy behaviours in relationships 2. gender and stereotypes 3. Homophobia/transphobia 4. Prejudice	1. Consent 2. Contraception 3. Dangers of Pornography and 'Sexting' 4. STI's 5. Pregnancy and Parenting 6. NEW: Sextortion and image-based abuse	1. Body Image 2. Vaping, Nicotine and Addiction 3. Cancer Awareness	1. Mindfulness 2. Self Confidence 3. Emotional Literacy and Self Awareness
6	**Year 9**	**Careers and Aspirations - Living in the Wider World**	**Finance - / British Values Living in the Wider World**	**Healthy Relationships -Relationships**	**Sex Education - Relationships**	**Healthy Body - Health and Wellbeing**	**Healthy Mind - Health and Wellbeing**
7		1. Self Discipline to Achieve 2. Growth Mindset 3. Enterprising Personalities 4. Preparing for KS4 Options 5. Personal Strengths	1. Keeping Finances Secure 2. Payslips and Deductions 3. Designing and App	1. Peer Pressure 2. Abusive Relationships 3. Child Sexual Exploitation 4. Respectful Relationship Behaviour 5. LGBTQAI+	1. Contraception 2. Consequences of Unprotected Sex 3. Porn 4. Sex and the Law	1. Body Image and Eating Disorders 2. Alcohol Awareness 3. Drugs and the Law 4. Vaccinations, Blood and Organ Donations	1. Managing Stress and Anxiety 2. Self-Harm
8	**Year 10**	**Careers and Aspirations - Living in the Wider World**	**Finance - / British Values Living in the Wider World**	**Healthy Relationships -Relationships**	**Sex Education - Relationships**	**Healthy Body - Health and Wellbeing**	**Healthy Mind - Health and Wellbeing**
9		1, Developing Skills for KS4 2. Choosing the Right Career 3. CVs 4. Managing Online Reputation 5. Rights and Responsibilities in the Workplace	1. Understanding Take Home Pay 2. Budgeting 3. Managing Inflation	1. Conflict Management 2. Forced Marriage 3. Stalking and Harassment 4. Transgender 5. Sexism and Prejudice 6. Manosphere, Misogyny and Online Influencers	1. Pornography 2. Coercion, Consent and Power Imbalances 3. Fertility 4. Pregnancy Outcomes 5. Abortion 6. NEW: AI, Deepfakes and Intimate Images	1. Binge Drinking 2. Tattoos and Piercings	1. Social Media and Self Esteem 2. Managing Social Anxiety 3. Suicide Prevention 4. Managing Grief and Bereavement 5. NEW: Algorithms, Echo Chambers and Online Influence
10	**Year 11**	**Careers and Aspirations - Living in the Wider World**	**Finance - / British Values Living in the Wider World**	**Healthy Relationships -Relationships**	**Sex Education - Relationships**	**Healthy Body - Health and Wellbeing**	**Study Leave/Exams**
11		1. Applying to University or College 2. Independent Living 3. Preparing for Job Interviews 4. health and Safety in the Workplace 5. Trade Unions	1. Pensions 2. Morgages 3. Insurance	1. Relationship Types 2. Consent and Rape 3. Online Dating 4/5. Stalking, Harassment and the Law 6. NEW: Digital Relationship Risks - Sextortion, Deepfakes and AI	1. Good Sex and Reproductive Health 2. NEW: Consent, Respect and Power - post-16 preparation / transition	1. Personal Safety 2. First Aid 3. Gambling and Online Gaming	
12	**Year 12**	**Health & Wellbeing**	**Drugs & Risk Education**	**Diversity, Safety & Health**	**Careers**	**Positive Wellbeing**	**Personal Finance**
13		1. Health & wellbeing intro/presentations 2. Sleep 3. Procrastination/study habits 4. Stress management	1. Alcohol safety 2. Substance misuse 3. Drugs & their effects 4. Drugs and the law/classifications 5. Drugs education (Spice, LSD)	1. LGBT equality 2. Report reviews/reflections 3. Masculinity/Femininity, Misogyny and Misandry 4. Neurodiversity 5. Cancer 6. Medical advancements and ethics 7. NEW: Algorithms, Misinformation and Online Influence	1. Planning for the future 2. Personal branding 3. Personal statement 4. CV writing 5. Making applications 6. Interview preparation	1. Dealing with depression 2. Stress and performance 3. Dealing with anxiety 4. Healthy eating & habits / eating disorders 5. Emotional wellbeing 6. Resilience & growing up	1. UK taxes 2. Banks, money & insurance 3. Employment and paperwork 4. Debt 5. Income and benefits 6. Trade unions
14	**Year 13**	**Emotional Wellbeing**	**Personal Finance Revisited**	**Digital Life & Emerging Risks**	**Sexual Health (RSE)**	**Exam Leave**	
15		1. Mental health: nature & nurture 2. Looking after your wellbeing 3. Physical health 4. Body image 5/6. Stress management	1. Payment methods 2. Budgeting 3. Borrowing and its risks 4. Value for money & making it 5. Inflation 6. Foreign exchange	1. NEW: AI, Deepfakes and Synthetic Media 2. NEW: Sextortion and Image-Based Abuse 3. NEW: Algorithms, Echo Chambers & Misinformation 4. Online Reputation and Digital Footprint	1. Pornography 2. Fertility & the menstrual cycle 3. Alcohol and bad choices 4. Sexual health and contraception 5/6. Respect in relationships - explicitly revisit consent, coercion and power imbalances		