



HPP

PSHE (Personal, Social, Health and Economics)
& Citizenship Education Policy

RSE (Relationships, Sex and Health Education)

Version	Date	Review Date	Comments
1	2nd February 2026	September 2027	New policy created in line with the RSHE statutory guidance (July 2025). Begins September 2026

Introduction and Policy Statement

At Hampton Primary Partnership, we are committed to providing high-quality Personal, Social, Health and Economic Education (PSHE) that prepares our pupils for the opportunities and responsibilities of adult life.

High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness.

This policy covers our approach to PSHE education, including the statutory requirements for Relationships Education and Health Education, which we deliver as part of our broader PSHE curriculum.

Legal Framework and Statutory Requirements

All schools with a primary phase need to provide:

- Relationships education
- Health education

Sex education is not compulsory in primary schools, but the DfE recommends sex education is taught in years 5 and/or 6, in line with content about conception and birth, which forms part of the National Curriculum for science.

This policy has been developed in line with:

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE statutory guidance 'Relationships, Sex and Health Education' (July 2025), effective from September 2026
- Keeping Children Safe in Education (current version)
- Equality Act 2010
- SEND Code of Practice 0-25 years

Definition and Rationale of PSHE at Hampton Primary Partnership

PSHE education is a planned programme of learning through which our pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. It forms part of our school's approach to promoting pupils' spiritual, moral, social and cultural development.

Our PSHE curriculum includes:

- **Relationships Education** (statutory)
- **Health Education** (statutory)
- **Sex Education** (non-statutory, but recommended by the DfE - see section 6)
- **Economic Education** and other non-statutory PSHE topics

We organise our PSHE curriculum around three core themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

The PSHE Association states that, 'PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is important in relation to personal development and well being, behaviour and safeguarding.' In addition, the Relationships and Health and Wellbeing areas of PSHE and Citizenship education have been compulsory in primary schools since September 2020.

We believe PSHE and Citizenship education is an important and necessary part of all pupils' education. In our school, it is a key element of school life and, as well as explicit teaching sessions which will draw on good practice and national recommendations, it will be built into many aspects of the wider curriculum. At Hampton Primary Partnership we believe PSHE and Citizenship education is a shared responsibility of school staff, parents, carers, pupils and, where appropriate, the wider community.

Aims

PSHE and Citizenship education in our school aims to explore the knowledge and understanding children need to stay safe, be happy and healthy and fulfill their potential, while also preparing them for life, both in the present and future. It also aims to equip children with the skills they need to live successfully as citizens of the communities to which they belong and enables them to celebrate diversity and treat all people with kindness and respect. PSHE and Citizenship education in our school also aims to encourage children to develop positive mental health and emotional wellbeing, by empowering them with the knowledge of why this is important and how it can be achieved. We want to educate the whole child through our PSHE and Citizenship education and believe this positively impacts the individual, the school community, the wider community and the global community - both present and future.

The Delivery of the PSHE and Citizenship Scheme of Work

In our school, PSHE and Citizenship education will be delivered in a way which is accessible to and inclusive of all pupils. These lessons will involve a variety of teaching methods and interactive activities to encourage pupil engagement. We aim to create a safe and supportive climate for learning in which all children can thrive, feel able to ask questions and discuss issues openly.

All of our pupils will participate in weekly PSHE and Citizenship education lessons and these will be taught by staff who are trained in delivering the specific content of the lessons. Ground rules will be established in class and pupils will be reminded regularly of these. Special consideration will be given when teaching particularly sensitive content; staff will be fully aware of the children in their class and how they might relate to the lesson content, providing extra support to enable participation. Each class has a worry box or worry monster which gives pupils the option of writing down their questions and receiving an answer on a one-to-one basis, rather than in front of the whole class. Distancing techniques will be employed in all PSHE and Citizenship education lessons, meaning that children are able to engage with and explore issues deeply without having to discuss their own lives and experiences.

Curriculum Intent and Guiding Principles

Our curriculum is developed with the following key principles in mind:

- Engagement with pupils - An inclusive and well-sequenced PSHE curriculum informed by meaningful engagement with pupils.
- Engagement and transparency with parents - We engage with parents on the content of PSHE and are transparent about all materials used
- Positivity - We focus on building positive attitudes and skills, promoting healthy norms about relationships and health
- Careful sequencing - We sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur.
- Relevant and responsive - We develop the curriculum to be relevant to our pupils at Hampton Primary Partnership, age and stage appropriate and accessible to pupils.
- Skilled delivery of participative education - The curriculum is delivered by school staff who have the knowledge, skills and confidence to create a safe and supportive environment
- Whole school approach - The curriculum is delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies.

How PSHE is taught

PSHE is taught through:

- **Dedicated PSHE lessons:** 30-40 mins once week
- **Cross-curricular links:** Reinforcing PSHE themes through other subjects including Science, Computing, PE, and RE
- **Whole-school approach:** Assembly themes, school values, behaviour policy, and pastoral support

The Content of the PSHE and Citizenship Education Scheme of Work

At HPP, we have created a bespoke PSHE curriculum for our context and our pupils use a number of resources from the 'PSHE Association'. The scheme of work and all of its resources have been produced to be fully in line with the Learning Outcomes and Core Themes outlined in the 2020 PSHE Association Programme of Study which is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.

All aims are taught through the three core areas of PSHE and Citizenship education, which are: Health and Wellbeing, Relationships and Living in the Wider World.

The **EYFS (Early Years Foundation Stage)** framework for PSHE (Personal, Social, and Health Education) and Citizenship is designed to help children aged 0–5 develop a sense of self, build relationships, and understand their place in the world.

In these early years, the curriculum is less about formal "lessons" and more about integrated experiences that align with the **PSED (Personal, Social, and Emotional Development)** area of the UK Statutory Framework.

The curriculum is divided into three core themes:

1. Health and Wellbeing

This focuses on the "physical" self and emotional literacy.

- **Managing Feelings:** Learning to name emotions like "happy," "sad," or "angry" and finding ways to calm down.

- **Self-Care:** Understanding the importance of brushing teeth, washing hands, and eating healthy foods.
- **Safety:** Recognising people who help us (doctors, police) and basic rules for staying safe at home or school.

2. Relationships

This helps children develop an understanding of forming friendships and respecting personal space.

- **Building Bonds:** Learning how to make friends and resolve small conflicts through words rather than actions.
- **Boundaries:** Understanding "gentle hands" and respecting personal space.
- **Communication:** Practicing listening to others and taking turns during play.

3. Living in the Wider World (Citizenship)

This is where "Citizenship" begins, fostering a sense of community and responsibility.

- **Belonging:** Recognising that they belong to various groups (family, school, local neighborhood).
- **Our World:** Developing care for the environment (e.g., not littering) and animals.
- **Diversity:** Celebrating different cultures, religions, and family structures to foster a culture of respect.

Early Years and Foundation Stage- Nursery and Reception

Autumn 1	Autumn 2
All about me	Developing relationships
Spring 1	Spring 2
Healthy lifestyles	Being safe
Summer 1	Summer 2
Communities	Transition

KS1 - Years 1-2

Autumn 1	Autumn 2
Year 1 - Emotions (Health and Well Being) Year 2 - Emotions (Health and Well Being)	Y1 - Friendships (Relationships) Y2 - Friendships (Relationships)
Spring 1	Spring 2
Year 1 Staying safe (Health and Well Being) Year 2 Respecting Rights (Relationships)	Year 1 Families (Relationships) Year 2 Ourselves, growing and changing (Health and Well-being)
Summer 1	Summer 2
Year 1 Healthy lifestyles (Health and Well-Being) Year 2 Communities (Living in the Wider World)	Year 1 Keeping Safe (Health and Wellbeing) Year 2 Economic Well-Being (Living in the Wider World)

KS2 - Years 3-6

Autumn 1	Autumn 2
Year 3 - Teamwork (Relationships) Year 4 - Healthy minds (Health and Wellbeing) Year 5 - Teamwork (Relationships) Year 6 - Positive thinking (Health and Wellbeing)	Year 3 - Life in Britain (Living in the Wider World) Year 4 - Respecting human rights (Living in the Wider World) Year 5 - Contributing to our community (Living in the Wider World) Year 6 - Respecting human rights (Living in the Wider World)
Spring 1	Spring 2
Year 3 - Emotions (Relationships) Year 4 - Friendships (Relationships) Year 5 - Being yourself (Relationships) Year 6 - Helping others (Relationships)	Year 3 - Healthy lifestyles (Health and Wellbeing) Year 4 - Healthy Lifestyles (Living in the Wider World) Year 5 - Healthy lifestyles (Health and Wellbeing) Year 6 - Environment (Living in the Wider World)
Summer 1	Summer 2
Year 3 - Safety in my local area (Health and Wellbeing) Year 4 - Keeping myself safe (Health and wellbeing) Year 5 - Economic well-being (Living in the Wider World)	Year 3- My body and different relationships (Relationships - RSE) Year 4 - Changing bodies (Relationships-RSE) Year 5 - Career aspirations (Health and Wellbeing)

Year 6 - Taking responsibility over my own wellbeing. (Health and Wellbeing)	Changing bodies and feelings (Relationships- RSE) Year 6 - Changes we experience and building respectful relationships (Health and Wellbeing/ Relationships- RSE)
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Mental Health and Wellbeing

At HPP we are aware, more than ever, of the growing need to adopt a whole-school approach to promoting positive mental health and wellbeing. We help children flourish, learn and succeed by providing opportunities for them to develop the strengths and coping skills that underpin resilience, increase their self-esteem and foster a growth mindset. Teaching about positive mental health and wellbeing not only plays a key role through the Health and Wellbeing core of the PSHE curriculum but it is also embedded across HPP through a whole-school approach where positive mental health and wellbeing is seen as fundamental to our values, mission and culture.

Drugs, Alcohol and Tobacco Education- Key Stage 2

The Health and Wellbeing aspect of the PSHE curriculum is particularly important in educating our children about drugs (legal and illegal), alcohol and tobacco. The aim of drug education is to raise pupils' awareness about drugs and help them develop the skills and attitudes to make healthy and safe decisions about drugs, alcohol and tobacco.

To achieve this, our curriculum will help pupils:

- Learn about the effects of alcohol, tobacco and other drugs on the human body.
- Learn about the benefits of a healthy lifestyle and develop an understanding that pressure to behave in an unacceptable way can come from a variety of sources and basic techniques to resist this pressure.

Relationships and Sexual health Education (RSE)

The Hampton Primary Partnership (HPP) is committed to the teaching of relationships and sexual health education (RSE). It will be taught as part of our PSHE (Personal, Social, Health and Economics Education) curriculum.

The intent of relationships and sex education (RSE) at our school are to:

- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Provide a framework in which sensitive discussions can take place
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Be developmental and be appropriate to the age and the stage of the child. Common starting points can't be assumed;

Effective relationships and sexual health education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation and is therefore taught as part of our spiral PSHE curriculum.

Confidentiality

For any child wishing to discuss something confidential relating to the lesson content, an opportunity will be provided in which the policies and protocols of safeguarding and confidentiality are adhered to.

Continuing Professional Development

The professional development needs of all staff in relation to the teaching and learning in PSHE and Citizenship education will be regularly assessed and monitored and relevant training and support provided. The subject leader for PSHE and Citizenship will regularly model and disseminate best practice, working closely with the SLT and governors.

Roles and responsibilities

The Governing Board

The governing board will approve the PSHE and RSE policy and hold the headteacher to account for its implementation.

The Head of School

The Head of School is responsible for ensuring that PSHE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modeling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils