PSHE and RSHE Policy

Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSHE) Policy

October 2026

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1 Our School Aims

1.1 At Holme Court Derby, PSHE and RSHE support pupils to develop the knowledge, skills and confidence needed to understand themselves, build positive relationships, make informed choices and prepare for adulthood.

1.2 The subject contributes directly to the school's values of Be Connected, Be Curious and Be Courageous and supports pupils to thrive both in school and beyond help every pupil feel safe, valued and successful.

1.3 The curriculum supports pupils to understand themselves, develop healthy and respectful relationships, make informed decisions, maintain positive physical and mental health and prepare for adulthood.

1.4 The curriculum helps pupils to:

1.4.1 understand themselves and others;

1.4.2 develop emotional wellbeing and resilience;

1.4.3 build safe, healthy and respectful relationships;

1.4.4 make informed choices;

1.4.5 stay safe in an increasingly complex world;

1.4.6 develop independence and self-advocacy;

1.4.7 prepare successfully for adulthood, employment and community life.

1.5 The policy applies to all pupils attending Holme Court Derby.

2 Regulatory Framework

2.1 This policy has been developed with regard to:

2.1.1 Children and Social Work Act 2017;

2.1.2 Equality Act 2010;

2.1.3 Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE);

2.1.4 Special Educational Needs and Disability Code of Practice: 0-25 Years;

2.1.5 Keeping Children Safe in Education 2026;

2.1.6 Working Together to Safeguard Children 2026.

3 Our Commitment

3.1 PSHE and RSHE play a central role in helping pupils develop confidence, resilience, self-awareness, healthy relationships, personal responsibility and preparation for adulthood.

3.2 PSHE and RSHE play a central role in helping pupils develop confidence, resilience, self-awareness, healthy relationships, personal responsibility and preparation for adulthood

4 Curriculum Drivers

4.1 PSHE and RSHE contribute directly to the values that underpin the Holme Court Derby curriculum.

Value	PSHE & RSHE Contribution
Be Connected	Building positive relationships and participating within communities.
Be Curious	Exploring themselves, others and the wider world.
Be Courageous	Developing confidence to make informed choices and take responsibility.

5 Curriculum Structure

5.1 PSHE and RSHE are organised around six curriculum strands:

5.1.1 Self-Awareness

(a) Identity, confidence, self-esteem and aspiration.

5.1.2 Relationships

(a) Friendships, families, communication, trust and boundaries.

5.1.3 Health and Wellbeing

(a) Physical health, mental wellbeing, resilience and self-care.

5.1.4 Safety and Decision Making

(a) Personal safety, risk management and informed decision making.

5.1.5 Citizenship and Community

(a) Rights, responsibilities, democracy and participation.

5.1.6 Future Readiness

(a) Preparation for adulthood, life choices and future aspirations.

5.2 These strands are revisited throughout the curriculum using a spiral approach to support sustained development and progression.

6 Curriculum Pathways

6.1 The curriculum is delivered through the Holme Court Derby pathway model.

6.2 Discover

6.2.1 Pupils are supported to recognise, participate and respond.

6.2.2 Teaching focuses on:

(a) understanding self and others;

(b) developing communication;

(c) participating in discussions and activities;

(d) recognising feelings, needs and choices;

(e) developing awareness, confidence and engagement.

6.3 Explore

6.3.1 Pupils are supported to explain, apply and discuss.

6.3.2 Teaching focuses on:

(a) applying learning within real-life situations;

(b) discussing relationships and choices;

(c) developing responsibility;

(d) building resilience and independence;

(e) exploring wider social issues.

6.4 Extend

6.4.1 Pupils are supported to analyse, evaluate and prepare.

6.4.2 Teaching focuses on:

(a) critical thinking;

(b) informed decision making;

(c) self-advocacy;

(d) preparation for adulthood;

(e) healthy relationships and future pathways.

6.5 Placement within a pathway is not fixed. Pupils may move between Discover, Explore and Extend as their needs, confidence, attainment, independence and aspirations develop. Decisions regarding pathway placement are informed by assessment, EHCP outcomes, professional judgement and pupil progress.

7 Preparation for Adulthood

7.1 Preparation for Adulthood is embedded throughout PSHE and RSHE.

7.2 The curriculum supports the four recognised Preparation for Adulthood outcomes:

7.2.1 Employment

(a) Communication, teamwork, resilience, responsibility and employability behaviours

7.2.2 Independent Living

(a) Decision making, health, wellbeing and personal safety.

7.2.3 Community Inclusion

(a) Citizenship, equality, relationships and participation.

7.2.4 Good Health

(a) Mental wellbeing, emotional resilience and physical health

8 RSHE Principles

8.1 Relationships, Sex and Health Education is delivered in a way that is age-appropriate, developmentally appropriate and sensitive to pupils' SEND, communication needs and individual circumstances.

8.2 Teaching promotes dignity, respect, consent, equality, personal safety and healthy relationships.

9 Relationships and Sex Education (RSE)

9.1 Relationships Education supports pupils to understand:

9.1.1 families and caring relationships;

9.1.2 friendships;

9.1.3 respectful relationships;

9.1.4 online relationships;

9.1.5 bullying and discrimination;

9.1.6 trust and communication;

9.1.7 personal boundaries;

9.1.8 consent and respect.

9.2 Teaching about relationships and sex education includes age-appropriate learning about consent, boundaries, privacy, respect and healthy relationships.

9.3 Teaching is adapted to reflect pupils' age, developmental stage, SEND needs and communication profile.

10 Health Education

10.1 Health Education supports pupils to understand:

10.1.1 physical health;

10.1.2 mental wellbeing;

10.1.3 healthy lifestyles;

10.1.4 personal hygiene;

10.1.5 emotional regulation;

10.1.6 healthy routines;

10.1.7 personal safety;

10.1.8 risk awareness;

10.1.9 first aid awareness.

11 Sex Education

11.1 Holme Court Derby recognises that pupils require age-appropriate and developmentally appropriate teaching about relationships, growing up and sexual health.

11.2 Sex education is delivered sensitively and appropriately, taking account of:

11.2.1 age;

11.2.2 understanding;

11.2.3 SEND needs;

11.2.4 communication needs;

11.2.5 maturity;

11.2.6 EHCP outcomes.

11.3 Teaching includes:

11.3.1 puberty;

11.3.2 growing and changing;

11.3.3 healthy intimate relationships;

11.3.4 consent;

11.3.5 relationship boundaries;

11.3.6 personal responsibility.

12 Adapting the Curriculum for SEND

12.1 Holme Court Derby is a specialist setting for pupils with EHCPs.

12.2 Teaching may include:

12.2.1 visual supports;

12.2.2 communication boards;

12.2.3 social narratives;

12.2.4 adapted resources;

12.2.5 small-group teaching;

12.2.6 pre-teaching and overlearning;

12.2.7 sensory adaptations;

12.2.8 practical and experiential learning opportunities;

12.2.9 structured discussion and role play.

12.3 PSHE and RSHE teaching is informed by:

12.3.1 EHCP outcomes;

12.3.2 communication profiles;

12.3.3 therapeutic recommendations;

12.3.4 individual learning profiles;

12.3.5 assessment information.

13 British Values

13.1 British Values are explicitly promoted through the PSHE and RSHE curriculum.

13.2 Democracy

13.2.1 Developing pupil voice, participation and decision making.

13.3 Rule of Law

13.3.1 Understanding rights, responsibilities, rules and consequences.

13.4 Individual Liberty

13.4.1 Making informed choices and developing independence.

13.5 Mutual Respect and Tolerance

13.5.1 Valuing diversity, inclusion and positive relationships

14 Assessment

14.1 Assessment supports staff to identify strengths, inform planning and monitor progress.

14.2 Assessment may include:

14.2.1 observation;

14.2.2 discussion;

14.2.3 pupil voice;

14.2.4 practical activities;

14.2.5 reflection tasks;

14.2.6 investigations and scenarios;

14.2.7 portfolio work;

14.2.8 teacher assessment.

14.3 Assessment arrangements are aligned to the Discover, Explore and Extend pathway model and recognise both academic and non-academic achievement.

14.4 Progress information is used to:

14.4.1 inform future planning;

14.4.2 review EHCP outcomes;

14.4.3 support pathway decisions;

14.4.4 identify next steps in learning.

15 Parental Right to Request Withdrawal from Sex Education

15.1 Relationships Education and Health Education form part of the statutory curriculum and pupils may not be withdrawn from these elements.

15.2 Parents/carers have the right to request withdrawal from some elements of sex education that fall outside the statutory science curriculum.

15.3 Any request should be made in writing to the Head and will be discussed with parents/carers before a final decision is reached.

16 Monitoring and Review

16.1 The PSHE and RSHE curriculum is reviewed annually by senior leaders.

16.2 Evaluation may include:

16.2.1 pupil voice;

16.2.2 parental feedback;

16.2.3 staff feedback;

16.2.4 assessment information;

16.2.5 EHCP outcomes;

16.2.6 safeguarding information;

16.2.7 curriculum review activities.

16.3 The School will ensure that PSHE and RSHE remain relevant, ambitious, inclusive and responsive to pupil need.

17 Linked Documents

17.1 This policy should be read alongside:

17.1.1 Curriculum Policy

17.1.2 Child Protection and Safeguarding Policy

17.1.3 Behaviour and Discipline Policy

17.1.4 Attendance Policy

17.1.5 Equality Policy

17.1.6 Online Safety Policy

17.1.7 RSHE Subject Overview

17.1.8 PSHE & RSHE Medium Term Plans