



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

Prepared by: The Central Team

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CONTENTS

[Introduction](#)

[Aims](#)

[Statutory Requirements](#)

[Content And Delivery](#)

[Roles And Responsibilities](#)

[Monitoring Arrangement](#)

[Links With Other Policies](#)

[Approval & Policy Review](#)

[Revision History](#)

[Appendix 1 – PSHE Curriculum Map](#)

Introduction

Burlington House School is owned and operated by Cavendish Education.

In all Burlington House School policies, the words “Burlington House School” refer to both Burlington House School – Bishops Avenue Campus and Burlington House School – Sixth Form Campus unless stated otherwise.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school’s aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values: that all children can achieve

While this current policy document may be referred to elsewhere in Burlington House School’s documentation, including particulars of employment, it is non-contractual.

In the school’s policies, unless the specific context requires otherwise, the word “parent” is used in terms of Section 576 of the [Education Act 1996](#), which states that a ‘parent’, in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#), considers a ‘parent’ to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time, and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to ‘employees’, the term refers to any individual who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Burlington House School.

The policy documents of Burlington House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions, a significant revision, although promulgated in school separately, may have to take effect between the republication of a set of policy documents. Care should

therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

2. AIMS

Our PSHE curriculum is rooted in the school's core value that all children can achieve. It is also rooted in our commitment to character education, which we see as a way of living rather than a set of actions adopted at specific times. PSHE is planned to meet the individual needs of all pupils through an ambitious, inclusive and personalised approach.

The aims of personal, social, health and economic (PSHE) education in our school are to help pupils:

- develop the knowledge, understanding and skills needed to lead safe, healthy and fulfilling lives;
- build positive relationships based on respect, empathy and inclusion;
- develop resilience, confidence, self-esteem and emotional wellbeing;
- make informed and responsible decisions about their health, safety and future;
- understand their rights, responsibilities and role as active citizens, and contribute to a just society;
- develop spiritual, moral, social and cultural awareness, including respect for people with the protected characteristics set out in the Equality Act 2010; and
- prepare for successful adulthood, including greater independence, employment and participation in society.

Within Cavendish Education, PSHE makes a significant contribution to pupils' personal development. Learning is planned and delivered to support progress across the Cavendish Personal Development Scale, recognising that pupils develop at different rates and require personalised opportunities to build the knowledge, skills, attitudes and behaviours that prepare them for successful adulthood.

The PSHE curriculum contributes to the six domains of the Cavendish Personal Development Scale by supporting pupils' development in:

- Emotional Regulation
- Confidence, Self-Esteem and Sense of Safety
- Organisation and Self-Management
- Social Understanding and Relationships
- Communication of Needs and Engagement
- Relational Security and Reflective Development

These domains are developed through planned PSHE learning alongside wider opportunities for personal development, therapeutic support, pastoral care and preparation for adulthood, ensuring that pupils can apply their knowledge, skills and understanding across all aspects of school life.

3. STATUTORY REQUIREMENTS

PSHE is a non-statutory subject. However, there are aspects of it that we are required to teach.

In planning and delivering PSHE, the school has regard to the Department for Education's statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (July 2025, in force from 1 September 2026). The school also has regard to the Equality Act 2010, the SEND Code of Practice and current safeguarding guidance, including *Keeping Children Safe in Education*.

Primary schools insert:

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

Secondary schools insert:

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

Parental right to request withdrawal

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE. This does not apply to Relationships Education, Health Education or sex education taught within the science curriculum. Before a request is granted, the Headteacher will discuss it with the parents and, where appropriate, the pupil. Full details are set out in our Relationships and Sex Education Policy.

4. CONTENT AND DELIVERY

What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. This can be found on our website.

For other aspects of PSHE, including health education, see the attached curriculum map below as Appendix 1 for more details about what we teach in each year.

The PSHE curriculum is broad, balanced, age-appropriate and responsive to the needs of all pupils. It is planned to promote pupils' personal development, wellbeing and preparation for adulthood and includes learning about:

- health and wellbeing;
- relationships;
- living in the wider world;
- economic wellbeing and financial education;
- emotional wellbeing and mental health;
- online safety, digital citizenship and media literacy;
- citizenship, rights, responsibilities and British values;
- diversity, equality and inclusion;
- physical health, healthy lifestyles and personal safety; and
- preparation for adulthood, including independence, employability and participation in society.

The curriculum is regularly reviewed to ensure it remains relevant, evidence-informed and responsive to pupils' developmental needs, safeguarding priorities and emerging local and national issues. Individual schools may adapt the curriculum to reflect the needs of their pupils while ensuring that statutory requirements are met.

How we teach it

Frequency and delivery

Every pupil in the Senior School has a weekly PSHE lesson. The PSHE Lead(s) curate(s) the scheme of work and plans the lessons. Lessons are taught by the Form Tutor, or another appointed teacher, who knows the needs of every pupil in the form group well. Because Form Tutors already hold pastoral responsibility for their group, they are well placed to adapt content for individual pupils.

PSHE across the wider curriculum

PSHE is reinforced across the school through:

- **Gatherings:** held at least twice a week to promote pupils' spiritual, moral, social and cultural (SMSC) development and British values.
- **Religious and Social Studies (RSS) and Humanities:** these subjects cover citizenship, identity, world religions, mutual respect and tolerance, the UK political system, human rights, the law and the power of the media. GCSE Citizenship is also offered as a Key Stage 4 option.
- **Food Technology:** healthy eating, food preparation, food storage and the environmental impact of food.
- **Physical Education:** personal fitness, team and individual activities, and mindful movement.
- **School lunches:** freshly cooked lunches and a varied salad bar. Staff eat alongside pupils and model healthy choices.
- **Student Council:** democratically elected form representatives meet each half term and raise pupil issues with SLT. The council also leads charity fundraising.
- **Enrichment and the Duke of Edinburgh's Award:** all Year 10 pupils are offered the Bronze Award, with Silver and Gold available in Year 11 and the Sixth Form.

Sixth Form

PSHE continues in the Sixth Form. It is complemented by Life Skills and Progression sessions, which include Careers Education, RSE and Health Education. Careers provision is planned with reference to the Gatsby Benchmarks. It includes industry workshop days in professional workplaces, sustained work experience with local businesses and a Next Steps Careers Fair.

External agencies

Some RSE and sexual health education is delivered by specialist external providers. These include SASH (Support and Advice on Sexual Health) and Resilience (the Hammersmith and Fulham Young People's Service for Sexual Health and Substance Use). [CHECK: are both still in use?] All visiting speakers are vetted in line with the school's safeguarding procedures. A member of staff is present for all sessions, and materials are reviewed in advance by the PSHE Lead(s).

Pastoral and therapeutic support

PSHE is underpinned by pastoral care from Form Tutors and LSAs. It is also supported by our in-house Occupational Therapy, Speech and Language Therapy and Counselling teams, who can reinforce PSHE learning and support individual pupils as needed.

Including all pupils

Teaching is adapted to meet pupils' individual communication, sensory, cognitive, emotional and developmental needs. Staff use appropriate scaffolding, visual support, repetition, modelling, practical learning and alternative methods of communication while keeping ambitious expectations for all pupils. Teachers take account of pupils' EHCP outcomes and support plans when planning lessons.

Controversial topics and difficult questions

PSHE lessons are a positive space where pupils can shine for their attitudes rather than their knowledge. To keep lessons safe:

- each group agrees ground rules at the start of the programme;
- staff avoid personal disclosures and do not share their own personal beliefs or attitudes;
- distancing techniques, such as scenarios and case studies, are used so that pupils do not need to talk about their own experiences;

- questions are answered factually and in an age- and developmentally-appropriate way;
- questions that are not suitable for the whole class are followed up individually, in private; and
- any disclosure or concern is reported to the Designated Safeguarding Lead in line with the Safeguarding and Child Protection Policy.

Pupils' religious and cultural backgrounds are taken into account when planning teaching, in line with the Equality Act 2010.

Staff concerns

Any member of staff with concerns about teaching part of the curriculum should raise them with the PSHE Lead(s) or the Deputy Head(s). Additional support, training or co-teaching will be provided where appropriate.

Resources

Lessons draw on PSHE Association resources and other approved, quality-assured materials, adapted for our pupils' needs. Parents may ask to view RSE teaching materials by contacting the school.

Assessment

Assessment in PSHE focuses on pupils' developing knowledge, understanding, skills and ability to apply learning. It may include baseline activities, discussion, observation, pupil reflection, practical tasks, quizzes and review of work. Assessment will not seek to judge pupils' personal experiences, beliefs or family circumstances.

Where appropriate, evidence from PSHE may contribute to wider evaluation of progress through the Cavendish Personal Development Scale, recognising that the scale is broader than the PSHE curriculum alone.

Reporting to parents

Progress in PSHE and personal development is reported to parents through school reports, parents' evenings and EHCP annual reviews.

5. ROLES AND RESPONSIBILITIES

The Governing Body/Directors

The governing body/directors will approve the PSHE policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- establishing a safe and respectful learning environment;
- adapting teaching to pupils' needs;
- using approved and age-appropriate resources;
- responding appropriately to safeguarding concerns;
- avoiding the promotion of personal political or religious views;
- contributing to assessment and curriculum evaluation.

The PSHE Lead

The PSHE Lead is responsible for:

- developing and reviewing the curriculum;
- supporting staff with planning and delivery;
- ensuring appropriate progression and sequencing;
- monitoring teaching, learning and pupil outcomes;
- reviewing resources and external provision;
- maintaining links with the Designated Safeguarding Lead, SENDCO and relevant therapeutic and pastoral staff; and
- ensuring the curriculum responds appropriately to emerging local and national issues.

The PSHE Leads are:

- Colwin Bristol, Deputy Head – Prep (KS2-3)
- Stu Bridge, Assistant Head – Pastoral (KS4)
- Jonathan Brophy, Assistant Head – Pastoral (KS5)

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

6. MONITORING ARRANGEMENTS

The delivery of PSHE is monitored by the PSHE Lead(s) through:

- curriculum and planning reviews;
- learning walks and lesson visits;
- review of pupils' work;
- staff feedback, including from Form Tutors and subject teachers;
- pupil voice, including through the Student Council; and
- parent feedback questionnaires.

Monitoring considers curriculum coverage, quality of teaching, accessibility, pupil engagement and the impact of provision on pupils' personal development.

This policy will be reviewed by the Cavendish Education Board of Directors/Senior Leadership Team of the school.

7. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- Relationships and Sex Education (RSE) Policy
- SMSC Policy
- Behaviour Management Policy
- Safeguarding Policy
- Equality, Diversity and Inclusion Policy
- Anti-Bullying Policy
- Online Safety Policy
- Careers Policy
- Special Educational Needs Policy
- Educational Visits Policy
- Remote Learning
- Use of Google Classroom Policy

8. APPROVAL & POLICY REVIEW

Policy Approver(s)	Cavendish Education Board of Directors/Senior Leadership Team of the school
Storage Location	Online
Effective Date	September 2026
Next Review Date	September 2027

9. REVISION HISTORY

Version	Change	Author	Date of Change
1	First published	Cavendish Central Team	July 2026
2	Localisation at BHS Level	S. Bridge - Assistant Head, Pastoral	September 2026

APPENDIX 1 – PSHE Curriculum Map

Year 4/5

Theme	Topics covered
Relationships	Good friendship qualities; empathy and feelings; loss and grief; celebrating life; expressing feelings; bullying and safe/unsafe relationships; decision making
Health and Wellbeing	Learning strengths; healthy diet; oral hygiene; sleep and healthy routines; the right to say no; hygiene during puberty; safety in everyday situations
Living in the Wider World	Stereotypes; expressing opinions; anti-social behaviour and the police; legal ages; healthy attitudes towards money; community spirit

Year 6

Theme	Topics covered
Relationships	Self-esteem and identity; growth mindset; family diversity; relationships and trust; safe and unsafe relationships; what is love?; peer pressure; building strong friendships; PANTS (NSPCC)
Health and Wellbeing	Confidence; growth mindset; puberty; menstruation; public health; e-safety: recognising harmful content and responding safely; road and water safety; harassment and unwanted attention; reporting and seeking help
Living in the Wider World	Successful learning and recognising achievements; actions and consequences; cultural awareness; prejudice awareness; personal organisation; public speaking confidence; alcohol and tobacco awareness; safety around medicines; basic first aid; video game monetisation

Year 7

Theme	Topics covered
Relationships	Celebrating uniqueness; friendship qualities; power dynamics; what is consent?; bullying and the responsibilities of the bystander; recognising coercion; role models; understanding physical attraction; foundations of healthy relationships; loneliness
Health and Wellbeing	Self-esteem; body image and positive self-talk; media manipulation and AI; digital wellbeing; hormones and puberty changes; menstruation; understanding conception; balanced nutrition; drug and medicine awareness; vaccinations; basic first aid
Living in the Wider World	Understanding prejudice; protected characteristics; recognising misogyny online; online safety and harmful content; harassment, coercion and violence; fraud and scams; illegal behaviours, including drug and knife supply; first aid in action; transition and moving on; celebration and reflection

Year 8

Unit	Topics covered
Managing Change	What is PSHE?; getting to know people and trust; what is a community?; careers and your future; sleep and relaxation; proud to be me; transition points in your life
Money, Media and Modern Society	Introduction to tax and how the government uses it; advertising tricks; becoming a responsible citizen; deepfakes in politics; avoiding financial scams; Census 2021 and multicultural Britain
Friends, Respect and Relationships	Consent and boundaries; respect and relationships; what makes a good friend; friendships and online relationships; being positive; pressure, influence and friends; what it means to be a man today
Staying Safe Online and Offline	Avoiding gangs and criminal behaviour; staying safe online; online gaming, grooming and addiction; alcohol and risk; nicotine and smoking; e-cigarettes, vaping and shisha; energy drinks and caffeine; knife crime and safety
Puberty and Body Development	Introduction to puberty; girls' puberty and periods; boys' puberty; personal hygiene; growing up; self-esteem; tooth decay and dental health
Law, Crime and Society	Desert Island project: living, building a community, making decisions, criminals and the law; how laws are made; prison, reform and punishment

Year 9

Unit	Topics covered
Celebrating Differences	What is your identity?; multicultural Britain; the importance of being kind; breaking down stereotypes; learning disabilities; prejudice and discrimination; challenging Islamophobia
Staying Safe and Building Respect	Loneliness; banter or bullying?; peer pressure and risk-taking; personal safety around water; personal safety in unfamiliar settings; respect for women and girls; why sexist jokes are wrong
Identity, Relationships and Sex Education	Introduction to RSE; being yourself and self-love; healthy, respectful relationships; what is love?; dealing with conflict; periods and the menstrual cycle; introduction to contraception; sexual orientation
Dangerous Society Online and Offline	County lines: what it is and who is at risk; substance misuse; cyberbullying; online grooming; alcohol safety; child exploitation and online protection
Physical Health and Mental Wellbeing	Health and wellbeing; what is mental health?; positive body image; child abuse; types of bullying; healthy eating and cholesterol; stress management
Digital Worlds and Emerging Dangers	What are deepfakes?; deepfake bullying and digital media literacy; AI-generated sexual imagery; AI chatbots: scams and emotional attachment; how algorithms push content; how AI is changing the way we think and interact; illegal online behaviours, including drug and knife supply

Year 10

Unit	Topics covered
Equality and Diversity Explored	The Equality Act 2010; LGBTQ+: what it is; LGBTQ+ rights across the world; gender equality; ableism and disability discrimination; removing the barriers: equality for all; racism and discrimination in society
Sex, the Law and Consent	Sexual consent and the law; FGM and the law; relationships and partners; domestic abuse and domestic violence; why have sex?; delaying sexual activity; sexual harassment and stalking
Contraception and STIs	What are STIs?; treating STIs and the clinic; contraception explored; condoms; contraception explored further; HIV and AIDS; HIV and AIDS prejudice and discrimination
Legal and Illegal Drugs	What is a drug?; types of addiction; cannabis products; drug classifications; party drugs and illegal drugs; the war on drugs; volatile substance abuse
Body Confidence	How self-esteem changes; male and female anatomy; bullying in all its forms; dealing with grief and loss; media and airbrushing; cancer prevention and healthy lifestyles
Combatting Extremism and Terrorism	Conspiracy theories and extremist narratives; forms of extremism; what is terrorism?; war and conflict; the radicalisation process; how counter-terrorism works; antisemitism

Year 11

Unit	Topics covered
Exploring British Values	Critical thinking and fake news; hate crime in the UK; British values and identity; mutual respect and tolerance; individual liberty; human rights; democracy explored
Relationships, Respect and Modern Challenges	Sextortion; the dangers of virginity testing and hymenoplasty; positive male role models and incel culture; marriage, cohabitation and civil partnerships; ending friendships and relationships kindly; financial abuse and control in relationships; personal safety in public spaces
Risk, Relationships and Sex Education	Pleasure and delaying sexual activity; campaigning against FGM; sexting and sharing nude images; online pornography: myths vs reality; pornography and its impact on society; unhealthy relationships, sexual assault and rape; sexualisation of the media
Violence, Crimes and Seeking Safety	Honour-based violence; forced marriage and breast ironing; online gaming and gambling; social media validation; modern-day slavery; keeping your data safe; causes of knife crime
Healthy Minds, Safe Choices	Child sexual abuse; screen time; masculinity and misogyny; basic first aid skills; self-harm; suicide (thoughts and feelings); promoting emotional wellbeing
Healthy Bodies, Healthy Futures	What a GP does; the role of pharmacists; the local healthcare system; antimicrobial resistance; menstrual and gynaecological health; healthy behaviours before, during and after pregnancy; unhealthy weight gain and associated health risks
Additional content	Additional content such as sexual health (revisiting contraception and STIs), fertility, cancer awareness and screening, peer-on-peer abuse, cyberflashing and upskirting may be covered through separate talks, drop-down sessions and workshops. Parents will be notified of these curriculum exceptions, and content will be delivered in line with the RSE Policy.

Sixth Form (indicative)

Sixth Form PSHE draws on the KS4 themes below. Topics are selected and sequenced by the Sixth Form team according to students' needs, readiness and EHCP outcomes, rather than following a fixed order. PSHE sits alongside Life Skills and Progression sessions, which cover careers education (with reference to the Gatsby Benchmarks), independence and preparation for adulthood.

Theme	Indicative content
Sexual health and relationships	Sexual health and why it matters; revisiting contraception and STIs; fertility; alcohol, parties and decision-making; respect, love and relationships; peer-on-peer abuse
Adult health and looking after yourself	Mental health conditions and where to get help; cancer awareness and screening (breast, cervical, testicular and prostate); organ and blood donation; teenage pregnancy choices and parenthood; recognising abuse in relationships
Staying safe as a young adult	Vaping; new psychoactive substances; festivals and nitrous oxide; substance addiction; peer-on-peer abuse, cyberflashing and upskirting, and how the law protects people
Digital life and wellbeing	Social media vs real life; screen time and studying; online reputation and digital footprints; group chats and online bullying; livestreaming and virtual reality; misinformation; targeted advertising and personal data
Justice, ethics and modern society	What justice means; moral and ethical decision-making; media literacy and digital resilience; music, culture and violence; debating respectfully; abortion law and ethics; sex trafficking