

PSHE Policy



Approved by:	Interim Executive Board
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Last reviewed on:	23 March 2026
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Next review due by:	Spring 2 2027
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Contents

1. Aims.	3
2. Statutory requirements.	3
3. Content and delivery.	4
4. Roles and responsibilities.	4
5. Monitoring arrangements.	5
6. Links with other policies.	5

1. Aims

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

- Gain the knowledge and skills necessary to make safe and informed decisions
- Understand how to stay healthy and active
- Positively contribute to school life and life in the wider community
- Develop an understanding of democracy and how to voice their views

Our PSHE curriculum is rooted in our ethos and values of teamwork, aspiration, resilience and respect.

2. Statutory requirements

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

- 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
- Pupils are expected to learn personal, social and emotional development (PSED) under the [Early Years Foundation Stage \(EYFS\) statutory framework](#)

3. Content and delivery

3.1 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). We also teach British Values and lessons on protected characteristics threaded throughout every lesson.

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 policy can be found on our website.

For other aspects of PSHE, including health education, see our [curriculum map](#) for more details about what we teach each year.

3.2 How we teach it

PSHE lessons are taught weekly by our classteachers. Teachers adapt lessons to suit the needs of all learners in their class to ensure all children are included and can access the lesson.

Our staff will answer difficult questions from pupils with respect, understanding and kindness. If the question is not appropriate to answer, teachers will refrain. If a child wants to ask a question away from the class, they will be given the opportunity to do so through writing questions down. Staff will always ensure they do not let their personal beliefs and attitudes influence teaching. Teachers use the PSHE Association Curriculum to support planning.

We also include some parts of our PSHE curriculum in our assemblies, especially around our school values of teamwork, aspiration, resilience and respect.

4. Roles and responsibilities

4.1 The governing board

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

4.2 The headteacher

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

4.3 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

4.4 Pupils

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

5. Monitoring arrangements

The delivery of PSHE is monitored by Sophia Ship, Acting Headteacher through:

- Learning walks
- Book looks
- Pupil conferencing
- Planning scrutiny

This policy will be reviewed by the governing body, bi-annually. At every review, the policy will be approved by the governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- Relationships and health education (RHE) policy
- Early Years Foundation Stage (EYFS) policy
- Behaviour policy