



# Roundhay St John's CE Primary School

# PSHE Policy

Date: January 2026  
Full Review: Summer 2026

Headteacher: L Briggs  
Chair of LAC: J Thompson

## **Consultation**

### **process:**

This policy was drafted by Kelly Chapman in consultation with Sheryll Carter. Teaching and non-teaching staff were consulted, and pupils will be consulted through the School Council. Governors were consulted through a Governors meeting. This policy has been approved and adopted by the head teacher and Local Academy Council (LAC).

The member of staff responsible for overseeing and reviewing this policy is: Kelly Chapman. It will be reviewed in full every 3 years.

### **Links to Other Relevant Policies:**

This policy links to the following policies:

Relationships and Sex Education (RSE)

Drug Education and Managing Drug Related Incidents

Smoking

Equal Opportunities

SEN/Inclusion

Behaviour

## **Intent:**

At Roundhay St John's it is our intent to provide all children with a broad and balanced curriculum which will enable them to 'live life in all its fullness' now and in the future. Our curriculum will support them through their physical, emotional, moral and spiritual development, helping them to understand themselves, have respect for others and form healthy relationships. PSHE enables our children to become healthy, independent members of society and addresses many of the moral, social and cultural issues that are part of growing up. Children learn about rights and responsibilities and understand what it means to be a member of a diverse, inclusive society. They are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

We believe that PSHE is a vital part of school life and ultimately our children's future health and wellbeing. Our PSHE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents/carers, workers and members of society. It is embedded within the wider learning offered by the school to ensure that pupils experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. PSHE is central to our values and to achieving our school's stated aims.

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values,

- attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

## Implementation

Through the use of Islington's 'You, Me, PSHE' scheme of work, and with elements of the Kapow scheme, children are taught about topics which include physical health and wellbeing; identity, society and equality; keeping safe and managing risk; mental health and emotional wellbeing; drugs, alcohol and tobacco; careers and financial responsibility. As a Mindmate Friendly school, our Mindmate lessons focus on mental health and explore themes such as feeling good and being me; life changes; being the same and being different; friends and family; strong emotions and solving problems.

Relationship and Sex Education develops the practice of resilience and perseverance, self-respect and self-worth. Our school values support pupils in developing personal attributes including kindness, generosity, honesty, humility, respect and trustworthiness. Children are taught about positive relationships, including friendships, family relationships and relationships with other children and adults. Children are taught about families in a sensitive way, reflecting that some children have different family structures and relationships. They explore online safety and learn about appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively. Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing, and they also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers, in families and with others in all contexts, including online. They learn about their bodies, including how to understand and respect differences and similarities between people, physical changes that occur through puberty and how babies are made. Through PSHE, pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong.

### Entitlement and Progression

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

- We must teach relationships education (primary) under the [Children and Social Work Act 2017](#), in line with the terms set out in the [statutory guidance](#).
- We must teach health education under the same statutory guidance.
- We deliver these through our PSHE curriculum and our schemes of work- You Me, PSHE and Mindmate.

### What we teach

At Roundhay St John's we have a whole school ethos of resilience, developing self-confidence in pupils which enables them to develop the necessary skills to cope with the world around them.

We believe our PSHE curriculum helps to foster and embed these skills. We are required to cover the content for relationships education/RSE and health education, as set out in the statutory guidance (linked above).

Please refer to our RSE policy for details of what we teach in this subject. This policy is available on our school website (under policies) and through the school office, if required.

We are committed to ensuring that all the children receive high quality PSHE lessons, including health education, which are planned, sequenced and mapped out using You, Me and PSHE planning resources.

For details about all aspects of PSHE we teach in each year group/Key Stage, including health education, please see the long term plan on the school website.

### **How we teach it**

Pupils receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The PSHE programme is delivered through a variety of opportunities as set out below.

PSHE lessons are timetabled in each year group. The curriculum is delivered by class teachers or a HLTA who is familiar with the children. We may sometimes use outside agencies to deliver aspects of the curriculum- these are subject to our school safeguarding and visitors policies.

The curriculum is embedded through our whole school ethos of *learning to live life in all its fullness*. Some aspects of the curriculum are delivered cross- curricular e.g. healthy eating through science. This ensures that the curriculum has both breadth and relevance within the core curriculum.

Assemblies, themed weeks and enrichment days also support the delivery of the curriculum.

Teachers are respectful of the broad cultural and family background of our pupils. They deliver PSHE in a sensitive way, ensuring that their personal beliefs and attitudes will not prevent them from delivering a balanced PSHE curriculum in school.

### **Resources**

In EYFS we use Kapow and in KS1 and KS2 we use a combination of Kapow and You, Me, PSHE and the resources recommended within it. We also use Mindmate to support children's Social Emotional Mental Health (SEMH). We carefully select resources which meet the pupils' needs as well as appropriate objectives. We carefully evaluate teacher resources, leaflets, online resources and videos before using them.

We use books, both fiction and non-fiction, within our PSHE programme. Teachers read and assess the books before using them to ensure they are appropriate for the planned work. They also consider the needs and circumstances of individual pupils in their class when reading texts, in case they need to have a preparatory conversation with a pupil before the teaching takes place, for instance.

## **Working with visitors and other external agencies**

Where appropriate, we may use visits and visitors from external agencies or members of the community to support PSHE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. When visitors are used to support the programme, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it.

Residential trips can make a significant contribution to pupils' personal development. When planning such visits, we use opportunities to promote pupils' learning in relevant areas of the PSHE curriculum. Our partnership with the local community is also a priority, and we recognise and value its contribution to the PSHE programme.

Before involving visitors in any aspect of PSHE, teachers will ensure that:

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher will be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have

## **Roles and responsibilities**

### **The LAC**

The Local Academy Council (LAC) will approve the policy and hold the headteacher to account for its implementation.

### **Staff:**

Staff are responsible for:

- ensuring that they are up to date with school policy and curriculum requirements regarding PSHE
- delivering PSHE in a sensitive way, ensuring that their personal beliefs and attitudes will not prevent them from providing balanced PSHE in school
- tailoring their lessons to suit the needs of all pupils in their class, across the whole range of abilities, faiths, beliefs, culture, gender identity and sexual orientations, including SEND
- following the school's reporting systems if a pupil comes to a member of staff with an issue

- that they feel they are not able to deal with alone
- monitoring progress

## **Pupils:**

Pupils are responsible for:

- supporting one another with issues that arise through PSHE by, for example, alerting relevant members of staff to any potential worries or issues
- listening in class, being considerate of other people's feelings and beliefs and complying with the ground rules that are set in class
- talking to a member of staff, in confidence, regarding any concerns they have in school related to PSHE or otherwise
- giving feedback on the school's PSHE provision annually opinions on provision and comments will be reviewed by the lead member/s of staff for RSE and taken into consideration when planning

## **Staffing / Staff Development**

In order to achieve our intentions of all pupils receiving high quality PSHE lessons the school, through the PSHE subject leader, supports staff to gain confidence and competence in teaching high quality PSHE. This ensures that the ambitious curriculum, which is planned and sequenced, is well resourced in terms of staff competence, subject knowledge and pedagogy. Staff meetings inform staff of the latest changes and development of PSHE. Relevant training courses are available for staff as requested. The PSHE coordinator will provide advice and support if teaching staff have concerns about their ability to deliver PSHE. Regular monitoring by the subject leader will help identify further training or support needs. All staff are bound by the school's confidentiality policy.

## **Protected Characteristics**

All children and young people, whatever their experience, background or identity are entitled to good quality PSHE that helps them build a positive sense of self. Respect for themselves and each other is central to all teaching. We have a clear duty under the [Equality Act 2010](#) to ensure that our PSHE teaching is accessible to all pupils and we do not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief (collectively known as the protected characteristics). We also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects. Pre-teaching is available for SEND pupils if required. PSHE lessons help pupils to explore discrimination, prejudice, bullying, aggressive behaviour and other unhealthy relationship behaviours, including online. Teachers of PSHE agree to work within the school's framework for PSHE as described in this policy. Teacher's personal beliefs, values and attitudes will not affect their teaching of PSHE.

At Roundhay St John's we will ensure:

- approaches to teaching and learning take into account all needs of the pupils to ensure all can access the full PSHE provision
- staff approach PSHE sensitively, as pupils are all different, with different types of family
- staff encourage pupils to explore topics from different gender viewpoints and never automatically assume that intimate relationships are between opposite sexes
- PSHE caters for all pupils and teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils choose to identify themselves
- links between PSHE and the school's inclusion policy are made

### **Establishing a safe and supportive environment**

If pupils are to benefit fully from a PSHE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. A set ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information. We use the following techniques to allow all pupils to benefit fully from our PSHE programme:

- Boundaries for discussion and confidentiality are discussed before the lessons begin.
- Each class/group establishes its own ground rules, explaining how they would like everyone to behave in order to learn.
- Distancing techniques (e.g. role play, third person case studies and an anonymous question box) are used when teaching sensitive issues.

Our ground rules are:

- Everyone listens to each other
- Issues are not discussed outside the classroom unless a member of teaching staff needs to discuss issues with other staff, for example a safeguarding concern
- Pupils can say pass if they do not wish to speak
- We laugh with, not at, each other
- We are respectful of each other and our different opinions and backgrounds

We will develop these ground rules through:

- Pupils discussion and feedback at the start of each school year
- Use of ground rules at the beginning of lessons, enabling regular reviews

### **The needs of pupils**

We recognise that an interactive approach to PSHE will better develop the skills of our pupils and also to ensure we meet their needs in terms of their age, stage and development. We involve pupils in the planning, development and evaluation of their PSHE in appropriate and relevant ways.

We will involve pupils through:

- The use of school surveys, including the My Health My School survey in KS2
- School council reflecting on policy
- Interviewing diverse groups of pupils about PSHE

## **Confidentiality in the context of PSHE lessons**

PSHE is delivered within the context of the school Safeguarding Policy. Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to pass the information on to the school's Designated Safeguarding Lead (DSL) Lesley Briggs, or Deputy DSLs Pamela Jones, Ruth Hewitt and Caroline Richards, if what is disclosed indicates that a pupil is at risk of harm. Staff in the classroom establish boundaries where pupils feel safe and respected whilst protecting privacy. Pupils are reminded during lessons that if they divulge anything that indicates that they may be at risk from harm then this information has to be passed on. We use 'distancing techniques' to enable pupils to explore issues without talking about personal experiences, for example, puppets, invented characters, using case studies and scenarios.

In one-to-one situations, a member of staff will remind the pupil that they may not be able to keep some information confidential (e.g. if they think that the pupil is at risk of harm or abuse).

Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information they feel needs responding to via the member of staff present.

We provide information to pupils about support services and useful websites.

## **Safeguarding**

Pupils who are identified as being vulnerable are supported in a range of ways. All staff follow the school safeguarding procedures. Teaching staff are advised to be familiar with pupils who may be more vulnerable to sensitive topics. These pupils can be supported through pre-teaching, one to one discussions and parental contact prior to teaching. Time out breaks can be used if pupils find particular subjects challenging due to personal circumstances. Additional support is also provided by the Learning Mentor if required.

## **IMPACT**

Our PSHE curriculum is a spiral curriculum, linked to other subjects at key points of the year. Pupils revisit key themes and ideas across the Key Stages in an age-appropriate manner. This allows any gaps in learning to be addressed.

Lessons are planned starting with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may have.

How do teachers do this?

- Brainstorms and discussions
- The use of pre and post assessment materials within the scheme of work
- Draw and write activities to find out what pupils already know
- Continuums/diamond nine and other activities to find out what pupils feel is important to them

Assessment is the process where each pupil's learning and achievement are measured against

the lesson objectives

Pupil progress is assessed through a range of methods which can include:

- Pupil reflective assessment sheets at the end of each topic to enable them to reflect on their own learning, progress and next steps
- Written or oral assignments
- Quadrants
- Pupil self-evaluation
- One to one discussion

How assessments are delivered:

- The pre and post assessment are used at the beginning and end of each topic.
- Children who fall below expected achievement will be supported by further discussion and, where necessary, teaching from the class teaching staff or learning mentor
- The PSHE curriculum leader will review pupil assessments through pupil voice and work scrutinies

## **Monitoring**

The priorities set out in the PSHE plan are monitored and reported upon to ensure impact is maximised. The PSHE Subject Leader works collaboratively with the Health and Wellbeing team, named Link Governor and Head Teacher to scrutinise pupil health and wellbeing data e.g. the My Health My School/Wellbeing Survey to assess the impact of PSHE and identify emerging priorities.

The delivery of PSHE is monitored by Kelly Chapman through:

- Pupil voice
- Analysis of survey results
- Monitoring of floor books
- Lesson visits

Feedback is presented to staff and the Head Teacher

The PSHE Subject Leader also monitors the impact of staff CPD ensuring that the desired outcomes in terms of improved provision for PSHE are met. Where possible practice is shared, disseminated and develop.

