

Personal, social, health and economic (PSHE) education policy

North Baddesley Junior School.



Approved by: North
Baddesley
Junior School
Governing Body

Date: May 2026

Last reviewed on: May 2026

Next review due by: May 2027

VERSION	REVISION DATE	REVISION DESCRIPTION	REVISED BY
1			

Contents

1. Aims.....	4
2. Statutory requirements	4
3. Content and delivery.....	4
4. Roles and responsibilities.....	7
5. Monitoring arrangements.....	8
6. Links with other policies.....	8

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

The PSHE curriculum at North Baddesley Junior School is firmly rooted in the school's ethos and core values of **Respect, Aspiration, and Resilience**. These values are woven throughout the curriculum to promote pupils' personal development, wellbeing, and readiness for life beyond school.

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

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).

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 the school website.

For other aspects of PSHE, including health education, see the North Baddesley Junior School curriculum map on the school website for more details about what we teach in each year group.

3.2 How we teach it

- › Weekly PSHE lessons take place at North Baddesley Junior School

- › Parts of the PSHE curriculum can sometimes be covered in the wider school offer, such as in assemblies.
- › The curriculum will be delivered by North Baddesley Junior School staff, with external agencies and specialist organisations occasionally invited to support the delivery of workshops and lessons to pupils.
- › At North Baddesley Junior School, we are committed to ensuring that all pupils can access and participate fully in PSHE lessons, regardless of ability, background, or special educational needs and/or disabilities (SEND). Lessons are carefully planned and adapted to meet the needs of all learners through appropriate differentiation, scaffolding, visual supports, and a range of teaching approaches. Staff provide a safe, inclusive, and supportive learning environment where all pupils are encouraged to contribute and develop confidence. Where appropriate, additional support and resources will be provided in consultation with the SENDCo, parents/carers, and external professionals to ensure every child can successfully access the curriculum and achieve their full potential.
- › At North Baddesley Junior School, we recognise that pupils may ask challenging or sensitive questions during PSHE lessons. Teachers will approach all topics in an age-appropriate, factual, balanced, and inclusive manner, creating a safe environment where pupils feel respected and listened to. Staff will encourage open discussion while ensuring that all viewpoints are treated with sensitivity and respect. Teachers will not promote their own personal beliefs, values, or opinions when teaching PSHE and will remain professional and impartial at all times. If questions arise that are inappropriate for the age or understanding of the pupils, staff will use professional judgement and may choose to address the question at a later time, in consultation with parents/carers or relevant professionals where appropriate.
- › At North Baddesley Junior School, staff are expected to deliver the PSHE curriculum professionally, sensitively, and in line with statutory guidance and the school's values. If a teacher has concerns about delivering any aspect of the curriculum, they are encouraged to discuss these with the PSHE lead or senior leadership team at the earliest opportunity. Appropriate support, guidance, training, and resources will be provided to ensure all staff feel confident and prepared to teach the curriculum effectively. While staff members' personal beliefs and attitudes will be respected, these must not influence or prevent the delivery of the curriculum. Teachers are expected to present topics in a balanced, factual, and inclusive manner at all times.
- › At North Baddesley Junior School, PSHE is taught using the Kapow Primary scheme of work, which is a nationally recognised programme of study designed to support the delivery of high-quality PSHE

education. The scheme provides a progressive and age-appropriate curriculum that covers key areas of personal, social, health, and economic education, including relationships, health and wellbeing, and living in the wider world.

- › A range of teaching methods will be used to engage pupils and support different learning styles, including class discussions, collaborative activities, role play, storytelling, videos, practical tasks, and reflection activities. Lessons are carefully planned to create a safe, inclusive, and respectful learning environment where pupils feel confident to participate and share ideas. Teachers may also use additional resources and workshops from trusted external organisations to further enhance pupils' learning experiences.
- › Assessment in PSHE at North Baddesley Junior School is ongoing and primarily formative in nature. Using the Kapow Primary scheme of work, teachers assess pupils' understanding, knowledge, skills, and attitudes through class discussions, observations, questioning, reflection activities, quizzes, and pupil voice.
- › Teachers use assessment opportunities built into the Kapow PSHE programme to monitor progress and identify any gaps in understanding. Pupils may also complete self-assessment and peer-assessment activities to encourage reflection on their own learning and personal development. Evidence of learning may be recorded through written work, practical activities, floor books, photographs, or displays where appropriate.
- › Assessment in PSHE focuses on supporting pupils' personal development and understanding rather than testing or grading pupils against fixed outcomes.
- › Parents and carers will be kept informed about their child's progress in PSHE through annual school reports, parents' evenings, and ongoing communication where appropriate. Teachers will share information about pupils' personal development, engagement, and understanding of key PSHE concepts in a sensitive and supportive manner.
- › The school values the partnership between home and school and encourages parents/carers to discuss any questions or concerns regarding the PSHE curriculum with class teachers or school leaders. Information about the curriculum may also be shared through newsletters, the school website, or curriculum information evenings where appropriate.
- › Parents and carers will be kept informed about their child's progress in PSHE through annual school reports, parents' evenings, and ongoing communication where appropriate. Teachers will share information about pupils' personal development, engagement, and understanding of key PSHE concepts in a sensitive and supportive manner.

- › The school values the partnership between home and school and encourages parents/carers to discuss any questions or concerns regarding the PSHE curriculum with class teachers or school leaders. Information about the curriculum may also be shared through newsletters, the school website, or curriculum information evenings where appropriate.
- › Parents and carers will be kept informed about their child's progress in PSHE through annual school reports, parents' evenings, and ongoing communication where appropriate. Teachers will share information about pupils' personal development, engagement, and understanding of key PSHE concepts in a sensitive and supportive manner.
- › The school values the partnership between home and school and encourages parents/carers to discuss any questions or concerns regarding the PSHE curriculum with class teachers or school leaders. Information about the curriculum may also be shared through newsletters, the school website, or curriculum information evenings where appropriate.

4. Roles and responsibilities

4.1 The governing board

The governing board is responsible for approving the PSHE policy and for holding the Headteacher to account for its effective implementation throughout the school. Governors will monitor the impact of the curriculum to ensure it meets statutory requirements and reflects the school's ethos and values.

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 the Headteacher and PSHE Lead through a range of quality assurance activities, including lesson observations, learning walks, planning scrutinies, pupil voice discussions, and work scrutiny. Monitoring ensures that the curriculum is delivered consistently, reflects the school's ethos and values, and meets the needs of all pupils. Feedback from staff, pupils, and parents/carers may also be used to support the ongoing development and improvement of the PSHE curriculum.

This policy will be reviewed every two years by the Headteacher and governing body. At each review, the policy will be formally approved by the governing board to ensure it remains up to date and continues to meet statutory requirements and the needs of the school community.

6. Links with other policies

This policy links to the following policies and procedures:

- › [Relationships and health education (RHE)] [Relationships, sex and health education (RSHE)] policy
- › Behaviour policy