

Personal, Social and Health Education (PSHE) Policy 2025-2026

Date Reviewed:	December 2025
Next Review:	July 2026
Review Cycle:	2 years
Reviewing committee:	School
Reviewers:	AHT PSHE Leader
Linked Policies:	SMSC Policy RSHE Policy Anti-Bullying Policy Child Protection Policy Teaching and Learning Assessment for learning SEND code of Practice Equality Policy Curriculum Policy Inclusion Policy
Policy is based upon:	DfE Guidance, National Curriculum requirements and Hampshire RSHE policy guidance
Ratification Date:	
Signed by Headteacher:	
Signed by Chair of Governors:	

1. Aims

At Hook Junior School, Personal, Social and Health Education (PSHE) enables our children to develop socially, academically, culturally and spiritually within a caring atmosphere underpinned by strong school values shown in the model below. Our PSHE education provides pupils with the knowledge, understanding, attitudes, values and skills they need to reach their individual potential and participate successfully within the local, national and global community. PSHE supports our ethos and commitment to child-centred development and provision. 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 their school and

communities. In doing so, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. In order to prepare young children for their future, it is vital that they are equipped with the skills that will enable them to become informed and independent citizens able to deal with life's challenges.

We aim for our children to understand and respect our common humanity; diversity, similarities and differences so that they are equipped to form the effective, fulfilling relationships in a range of contexts that are an essential part of life and learning.

2. Statutory requirements

At Hook Junior School, we are committed to the development of the whole child and place Personal, Social and Health Education at the heart of all that we do. We recognise our role to support pupils to develop in many diverse aspects of life; the responsibility of preparing pupils for their adult lives is one we take pride in, and assume with integrity and purpose.

This PSHE policy is informed by latest DfE guidance (online) on:

- **Relationships and Sex Education (RSE) and Health Education (DfE guidance, revised for introduction September 2026)** - we will follow this guidance from September 2026, though we may begin implementing elements earlier
- Preventing and tackling bullying
- Drug and Alcohol Education
- **Keeping Children Safe in Education, September 2025**
- Equality (Equality Act 2010: revised June 2014)
- Public sector equality duty (PSED) (s.149 of the Equality Act)
- Respectful School Communities: Self Review and Signposting Tool
- Behaviour and Discipline in Schools
- SEND code of practice: 0 to 25 years
- Alternative Provision
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying
- Sexual violence and sexual harassment between children in schools
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools
- National Citizen Service guidance for schools

3. Guiding Principles for RSHE at Hook Junior School

Our RSHE curriculum is underpinned by the following key principles:

Engagement with pupils - Our curriculum is informed by meaningful engagement with pupils to ensure it is relevant and engaging

Engagement and transparency with parents/carers - We engage with parents/carers on the content of RSHE and are transparent about all materials used. All materials are available to parents/carers on request

Positivity - We focus on building positive attitudes and skills, promoting healthy norms about relationships and health, including mental health

Careful sequencing - We cover all statutory topics, sequencing teaching so that pupils are supported and equipped with knowledge to navigate different experiences in a positive way before they occur, and to prevent harms

Relevant and responsive - We develop our curriculum to be relevant, age and stage appropriate and accessible to pupils in our community

Skilled delivery - Our curriculum is delivered by school staff who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education

Whole school approach - Our curriculum is delivered as part of a whole school approach to wellbeing and positive relationships, supported by our behaviour and safeguarding policies

4. Teaching and Learning

At Hook Junior School, we use the term PSHE as an umbrella title for our curriculum in PSHE, Relationships and Sex Education (RSE), Health Education, SMSC education and British Values.

PSHE at Hook Junior School is organised around core, essential themes, with themes being taught in discrete, weekly lessons in each year group. The themes stated below are organised progressively so that each year the learning builds on prior learning appropriate to the children's age and development.

Core Themes:

- Growth Mind-set
- Physical and mental wellbeing
- Personal and E-Safety (including AI-generated sexual imagery and deepfakes awareness)
- Anti-bullying
- Relationships (RSE)
- Community
- Personal responsibility
- Respect and challenging stereotypes
- Children's rights and responsibilities (UNCRC)
- Inclusion and equality
- Social skills and play
- Individual freedom
- Resilience and change
- Health prevention and first aid
- Drugs, Alcohol and Healthy Lifestyles

- Body changes and Puberty (Year 5 onwards) (RSE)
- Sex Education (Year 6) (RSE)

New Content Areas (from September 2026):

Our curriculum will include the following additional content to meet updated statutory requirements:

- **Positive male role models** - helping pupils understand healthy masculinity and respectful behaviour
- **Actively challenging everyday sexism, misogyny, homophobia and stereotypes** - embedded throughout our teaching
- **Online safety including AI-generated sexual imagery** - awareness of deepfakes and how to report concerns
- **Social media age restrictions** - understanding that there is a minimum age (currently 13) for joining social media sites

Relationships Education Content:

Our relationships education curriculum includes:

- Different types of families, including same-sex parents/carers, presented in a positive way
- The facts and the law about biological sex and gender reassignment, including that legal rights may differ based on biological sex
- Teaching pupils to understand the importance of equality and respect for all protected characteristics
- Content that does not use materials that oversimplify gender identity or perpetuate stereotypes
- Recognition that we do not teach as fact that all people have a gender identity

Class teachers are responsible for planning appropriate lesson content which delivers the objectives of the Hook Junior School PSHE overview, including Relationship and Sex Education.

PSHE lessons are linked closely with the school values, character values, British Values and SMSC education. Where possible, PSHE lessons are linked to topic-based work to provide clear contextual links (e.g. personal responsibility and environmental issues).

Additional theme weeks and charitable giving days are held on a termly basis – e.g. Mental Health Awareness, Children in Need and Anti-Bullying weeks. Daily assemblies are based on our core values, British values, special days of religious observance and support the delivery of PSHE and SMSC education. Pupils are given opportunities to develop their personal and social skills through roles and responsibilities such as: prefects, school council representatives, sports leaders, junior librarians and playground buddies.

Integration with Safeguarding:

PSHE teaching is integrated with our safeguarding training and wider curriculum planning. All staff receive regular safeguarding and child protection updates, including online safety, at least annually. Children are taught about how to keep themselves and others safe, including online, with content tailored to individual needs and vulnerabilities.

Adaptations

The PSHE curriculum is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their classes and those individuals within them.

Hook Junior School offers opportunities for children to learn in different ways. These include: investigation and problem solving; research and finding out; group, pair, whole class and individual work; asking and answering questions; use of technology; fieldwork, visits to places of educational interest and visitors; creative activities; watching educational recordings and responding to musical or recorded material; debates, role-plays and oral presentations; designing and making things; participation in athletic or physical activity.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to identify ways to improve their learning.

Special Educational Needs and Disabilities (SEND)

The DfE guidance states: 'Lessons should be planned to ensure that there are no barriers to every pupil achieving.' This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.' The Equalities Act provides the guiding principle that pupils with additional needs must be able to participate in the curriculum, so the PSHE curriculum must be accessible to all pupils.

The guidance highlights the need for schools to be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in designing and teaching these subjects. We are also mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND. At Hook Junior School, we acknowledge that for some pupils there will be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. We will ensure that our PSHE teaching is sensitive, age-appropriate, developmentally-appropriate and delivered with reference to the law.

Resources

We use a range of up to date resources and technology to support PSHE teaching and learning, including a range of high quality texts to support children in their understanding of key concepts. These include social stories to enable children to empathise in situations they may not themselves experience.

In addition to this resource, teachers may use: My Happy Minds, Picture news, No Outsiders, SCARF, PSHE Association, Anne Freud resources, Oak National Academy (which is updating its RSHE materials to align with the September 2026 guidance), and other appropriate resources to support learning.

Resource Selection Criteria

When selecting resources, we ensure that materials:

- Are age and stage appropriate
- Do not use cartoons or diagrams that oversimplify gender identity or perpetuate stereotypes
- Are accurate and unbiased
- Can be shared with parents/carers on request
- Align with our school values and the statutory guidance
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The PSHE Leader conducts a termly review of resources and newly available resources.

Parental Engagement and Transparency

We believe it is important to have the support of parents/carers and the wider community for our RSHE programme.

We must proactively engage and consult parents/carers when developing or reviewing our RSHE policy. This ensures that parents/carers understand that effective RSHE is important for promoting and protecting the wellbeing of all children.

How we engage with parents/carers:

- Parent awareness workshops e.g. internet safety, Sex and Relationships education
- Information leaflets/displays e.g. mental health and anti-bullying advice and support
- Updated curriculum information and guidance on our school website
- Learning consultations
- Providing examples of resources during consultation to reassure parents/carers and enable them to continue conversations started in class at home
- Offering support to parents/carers in talking to their children about RSHE topics
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Viewing Curriculum Materials

Parents/carers are able to view all RSHE curriculum materials on request.

We are transparent about all materials used in RSHE teaching. When contracting with external providers, we do not agree to any contractual restrictions that would prevent us from sharing content with parents/carers.

Where copyright law applies, we comply with it when sharing resources with parents/carers by:

- Acknowledging the provider's authorship
- Sharing materials via appropriate means (e.g. presentation or parent portal)
- Including a statement that content should not be copied or shared further except as authorised under copyright law

Sex Education and Parental Right to Withdraw:

Sex education is taught in Year 6 at Hook Junior School. While this is not compulsory in primary schools, the DfE recommends that primary schools teach sex education in years 5 and/or year 6.

Parents/carers have the right to request that their child be withdrawn from sex education (but not from relationships education or health education).

In primary school, we must automatically grant a request to withdraw a pupil from sex education.

Before any sex education is taught, we will:

- Consult with parents/carers about the detailed content of what will be taught
- Offer parents/carers support in talking to their children about sex education
- Explain how this links with what is being taught in school

If a parent/carer wishes to withdraw their child from sex education, we will:

- Meet with the parent/carer to discuss the request and the impact of withdrawal, including:
 - The social and emotional effect of being left out
 - The possibility that the pupil may hear an account of lessons from peers, which might be inaccurate
- Honour the request for withdrawal
- Ensure the pupil receives appropriate, purposeful education during the withdrawal period

Parents/carers cannot withdraw their child from:

- Relationships education
- Health education
- Sex education content taught as part of the science national curriculum

Assessment

We assess children's learning in PSHE formatively during lessons, and through summative teacher assessment of learning against the specific objectives set out in the PSHE curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year and at the end of Key Stage Two.

While there is no formal examined assessment for PSHE, we use various methods to capture progress and strengthen quality of provision, such as written assignments, self-evaluations, and observations.

The assessments that we make of pupil achievement and their next steps in learning are discussed with parents/carers at learning consultations and formally reported in end of year pupil reports.

Roles and responsibilities

The governing body

The governing body has delegated the approval of this policy to the Headteacher and will hold the Headteacher to account for its implementation.

The governing body will ensure:

- All pupils make progress in achieving the expected educational outcomes
- Teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with statutory guidance
- Clear information is provided for parents/carers on the subject content, teaching materials and external providers, and on the right to request withdrawal from sex education

The Headteacher

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school and that the policy is implemented effectively.

The PSHE Leader

The PSHE Leader is responsible for implementing the PSHE curriculum, for monitoring standards and supporting staff to deliver high quality learning in PSHE.

Staff

Staff are responsible for:

- Planning and delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Assessing and recording pupil achievement
- Creating a safe and supportive environment for participative and interactive education
- Actively challenging everyday sexism, misogyny, homophobia and stereotypes

Pupils

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

Monitoring arrangements

The quality of teaching and learning in PSHE is monitored and evaluated by the subject leader and senior leadership team. The planning and co-ordination of teaching in PSHE are the responsibility of the subject leader who also:

- Supports colleagues in their teaching, by keeping them informed about current developments in the subject, and by providing a strategic lead and direction for PSHE and delivering staff training
- Evaluates the strengths and areas for development in the subject through a range of evidence and monitoring activities
- Communicates, supports and undertakes actions to secure improvement
- Writes and evaluates the strategic plan for PSHE
- Ensures staff are trained and confident in delivering the curriculum, including new content areas
- Reviews resources termly to ensure they meet statutory requirements and school values

Policy Review

This policy will be reviewed every two years, or sooner if statutory guidance changes. The next review is due in July 2025.

The policy will be reviewed in consultation with parents/carers, staff and pupils, and will be approved by the governing body.