

PSHE Policy

Freemantle Church of England Community Academy Trust



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Contents:

1. Our Context and why PSHE is important	2
2. Statutory Requirements	3
3. Aims	3
4. Creating a safe and supportive learning environment.....	4
5. Visitors	4
6. Academy Approach	4
7. Key principles and teaching methodology	4
8. Online safety and Digital Citizenship	5
9. Equality and Diversity (Links to Equality Policy).....	5
10. SEND and English as an additional language.....	5
11. Assessment in PSHE education.....	6
12. Theme/Topic coverage and schemes of work.....	6
13. Cross curricular links	6
14. Parent/Carer involvement.....	6
15. Right to withdraw	7
16. Academy leaders for PSHE.....	7
17. Linked policies	7

1. Our Context and why PSHE is important

Freemantle C.E. Community Academy is situated in the culturally and ethnically diverse inner city of Southampton. We work closely with our partner schools across the Southampton Cooperative Learning Trust (SCLT) and have developed our policy in line with them.

Within inner city Southampton and according to our safeguarding training, children may encounter a wide range of safeguarding, health and social challenges including domestic abuse, substance misuse, mental ill-health, deprivation, neglect, child criminal exploitation, gang involvement, radicalisation, harmful online influences, misogyny, online exploitation and risks associated with emerging technologies such as artificial intelligence.

The PSHE Association (2023) states:

“PSHE education makes a crucial contribution to schools' duties. The Education Act 2002 requires all schools to teach a curriculum that is ‘broadly based, balanced and meets the needs of pupils. Schools must ‘promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life’ while having a duty to keep pupils safe”

PSHE is an important subject to teach; it is vital if children are to learn how to keep safe and healthy in an ever-changing world. Teaching PSHE education is a key way our academy can ensure that children are receiving a wide and varied curriculum that is relevant to the lives they live today and prepares them well for their future whilst enriching their cultural capital. We consider the society and world in which we live and aim within our teaching to carefully consider the implications for our community when designing and delivering our curriculum.

2020 marked a new era for PSHE education: Under the Education Act 2002 / Academies act 2010 it is recognised that all schools must provide a balanced and broad curriculum which, “...promotes the spiritual, moral, cultural, mental and physical development of children at the school and at society and prepares children at our school for the opportunities, responsibilities and experiences of later life.”

PSHE helps children and young people stay safe, healthy and prepared for life. It is a school subject in its own right, through which children develop the knowledge, skills and attributes to manage their lives both now and in the future. When taught effectively, PSHE also helps pupils to achieve their academic potential as “children who are emotionally healthy, do better at school” – (PSHE Association 2022).

As a collection of schools across the Trust, PSHE education remains a priority for us and informs and enhances our Ethos, Education and Academy Values.

2. Statutory Requirements

This policy has been developed with regard to the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (July 2025, effective September 2026).

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

Please refer to our RSHE (Relationship and Health Education) Policy for more information about the statutory elements of PSHE.

This policy also complies with the terms of our funding agreement.

3. Aims

As an Academy, we recognise our responsibilities under the Equality Act 2010 to do the very best for all our children, irrespective of the protective characteristics (see Equality Policy).

At Freemantle Academy, our fundamental aim is to ensure the present and future wellbeing of our children and to meet their learning needs; in doing so encouraging our children to recognise their worth, work well with others and become increasingly responsible for their own learning.

The overarching aims and objectives for our children are...

- To support our children to reflect personally on their learning and experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that can be part of growing up in Southampton and modern-day democratic Britain.
- To support children to consider and reflect on their role as a member of a global community and how the choices they make can have a direct and indirect effect on others both now and in the future.
- To encourage children to adopt an independent growth mindset approach to make informed choices and be resilient when faced with new challenges and situations.
- To help our children to stay safe and reduce or remove barriers to learning.
- To help our children realise that in order to have a sense of wellbeing, emotional, physical, mental and economic balance needs to be achieved.
- To provide our children with strategies to achieve a healthy lifestyle and understand the importance of good physical and mental health.
- To encourage our children to be actively involved in a wide range of experiences and activities across and beyond the curriculum to help them contribute fully to the life of the academy and the communities they serve.
- To form effective, respectful and fulfilling relationships that are an essential part of life and learning and understand how these relationships may change and develop over time.
- To promote tolerance and respect by helping our children realise the nature and consequences of discrimination, teasing, bullying (including cyber bullying), child on child abuse, and aggressive behaviours such as the use of prejudicial language, and how to respond and ask for help.
- To maintain safe working environments where children's ideas and opinions are valued and where they can safely discuss themes that affect them and their lives (see Academy Child Protection and Safeguarding Policy, Anti-Bullying and Child on Child Abuse policy).
- To develop independent and lifelong learners, maximising academic achievement, and in doing so increase employability skills in the future.
- To develop respectful attitudes towards all people and challenge prejudice, harmful stereotypes, misogyny, sexism and behaviours that may contribute to violence, harassment or discrimination. Children will learn how to seek support, act safely and respectfully, and contribute positively to an inclusive society.
- To support children in understanding change, loss and bereavement and to develop resilience and strategies that help them manage a range of emotions and life experiences.

4. Creating a safe and supportive learning environment

As PSHE education works within children's real-life experiences, it is essential to establish a safe learning environment. The sharing of clear ground rules and a safeguarding culture helps us to create this.

Classroom pedagogy will consider children's ability, age, readiness and cultural backgrounds; teaching is adapted to enable all children to access learning in ways that are most appropriate to their needs. Effective baseline assessment at the start of each unit of work is carried out to elicit children's views. Such assessments are revisited again at the end to consider the progress children have made, to further address any misconceptions, and to enable teachers to plan their next unit of work.

5. Visitors

Visitors are carefully selected and will be inducted into the academy effectively by a DDSL/PSHE Lead or member of SAT before commencing any sessions. Any session plans are carefully considered in advance of teaching and resources are checked for relevance and suitability in advance. All visitors will be accompanied by a member of the academy team as outlined in our policies and teachers are always present to manage the learning.

6. Academy Approach

We will create a safe and supportive learning environment by:

- Respecting each child's contribution, ideas and opinions through our academy rules of: Ready, Respect, Safe and Belong.
- Promoting social learning and expect our children to show a high regard for the needs of others by promoting tolerance and respecting others' ideas and opinions, recognising that these do not have to agree with their own, thus further promoting the fundamental British Values.
- Helping children to seek to understand others and then be understood themselves.
- Sharing a confidential culture that is recognised by all staff.
- Training our staff explicitly on how to create safe environments.
- Training our children to raise opinions in an impartial and indirect way which keeps them safe, through a Restorative Practice approach.
- Ensuring all staff adhere to the academy Child Protection and Safeguarding policy regarding disclosures and that children are aware that no teacher can offer complete confidentiality.

7. Key principles and teaching methodology

All PSHE education within our academy starts from where our children are; we identify any misconceptions or gaps in understanding to provide a starting point for any topic or unit of work through the use of ipsative assessment practices (see assessment below).

Children are taught how to reflect critically to help make connections between the learning they receive in PSHE education and their current and future real-life experiences.

Our teaching is organised around three interrelated themes:

- **Relationships**
- **Living in the Wider World**
- **Health and wellbeing**

PSHE and RSHE education is taught as a spiral curriculum and as a planned programme of teaching where previous learning is revisited and built on and is sensitive to the children's ability, age, readiness and cultural backgrounds; teaching is adjusted to enable all children to access the learning. Learning will always take a positive approach providing realistic, relevant and factual information that helps children to explore the range of social norms.

Teaching will be age-appropriate, factual and inclusive. As part of safeguarding and healthy relationships education, children will be taught correct anatomical vocabulary and body ownership in an age-appropriate

way. This supports children in communicating confidently about their bodies, understanding personal boundaries and seeking help when required.

We ensure that sessions including those that are of a culturally sensitive or socially sensitive nature are shared ahead of time with parents. As an Academy, we will do our best to signpost further advice and support for our families and children with trusted agencies.

Our learning is always as interactive as possible to ensure that our children have the opportunity to engage socially and verbally in active learning, providing a range, where appropriate, of first-hand experiences.

As part of our approach to learning; we prioritise the development of speaking and listening in our sessions to reflect the ever-changing nature of our learners and the number of whom are at early stages of language acquisition to ensure we provide good role models to them.

8. Online Safety and Digital Citizenship

Online safety is intrinsically linked to our PSHE curriculum and the Computing Policy details our approach and aims for this area. Through both PSHE and Computing, children are supported to develop the knowledge, skills and understanding needed to participate safely, responsibly and respectfully in an increasingly digital world. The curriculum reflects the evolving nature of technology and the opportunities and risks that children may encounter online.

Children will be taught how to:

- Keep personal information safe and understand the importance of privacy and consent online.
- Recognise and respond appropriately to online risks, including cyberbullying, online exploitation, scams, misinformation, disinformation and inappropriate content.
- Critically evaluate information, images and messages they encounter online and understand that not all online content is accurate, trustworthy or created by real people.
- Understand age restrictions and make informed choices about websites, games, apps and social media platforms
- Develop positive online behaviours, including respectful communication and responsible participation in online communities.
- Understand how emerging technologies, including artificial intelligence (AI), can create and manipulate content and recognise the importance of seeking support if they encounter material that causes concern.

Children are encouraged to discuss online experiences with trusted adults and are taught how to seek help when something online makes them feel uncomfortable, unsafe or worried. Online safety is a safeguarding priority at our Academy and forms an integral part of our wider safeguarding curriculum and preventative education programme. Please see our online policy for further information.

9. Equality and Diversity (Links to Equality Policy)

We promote the needs and interest of all children irrespective of gender, culture, ability, aptitude or stage of English acquisition by teaching the children to raise, explore and suggest topics and ideas in a respectful way promoting social learning and valuing their contributions.

Directors at Freemantle C.E. Community Academy Trust ensure that our Equality obligations are fulfilled by meeting with the PSHE leader and discussing curriculum content.

10. SEND and English as an additional language

As far as is appropriate, children with special educational needs should follow the same PSHE education programme as all other children.

“Young people with Special Educational Needs and Disabilities need and deserve high quality PSHE education.” - Claire Keech, PSHE Association.

Careful consideration will be given concerning the level of adaptation needed, and in some cases the content or delivery will be modified, in line with the guidance from the PSHE Association. All children, regardless of need, are included within our lessons and their opinions and ideas valued.

At our Academy, we recognise that Personal and Social achievement is as important as academic achievement. Children at the early stages of acquiring English will also be provided for and where possible visual images used to help them to share their ideas and opinions.

11. Assessment in PSHE education

Assessment within our PSHE education focuses on the learning and is not about passing or failing or about behavioural outcomes. Teachers and children both need to know that what has been taught has been learned and that their learning is progressing.

Our teachers use ipsative assessment in both PSHE and RSHE, which is what the PSHE Association advocates as a best practice approach for this area of learning. This is because it involves using a range of strategies to elicit children's starting points to inform planning and teaching, which in turn highlights misconceptions that can be unpicked. At the end of a unit of work the assessment is revisited to explore what has been learned. Ipsative assessment may include strategies such as:

- Draw and write – baseline and then revisited at the end of a theme or topic
- Thought bubbles
- Discussion
- Silent debate
- Mind maps
- Graffiti walls
- Continuums
- Sorting activities
- Quizzes

12. Theme/Topic coverage and schemes of work

Our PSHE curriculum is organised within a series of reoccurring themes which are revisited and built upon each year. At each encounter the level of demand increases and learning is progressively deepened. We organise our learning within each half term, with clear topic content which is allocated specific learning time to ensure that our PSHE education is relevant, purposeful and connected in skill progression.

See PSHE Curriculum map (LTP) to examine the themes and understand the nature of the spiral curriculum used to revisit key themes and extend children's PSHE knowledge.

13. Cross curricular links

Learning within our PSHE education forms explicit and implicit links to a wide range of areas where it enhances and complements other subjects. Where appropriate, teachers will make links to key learning themes or broader topics within their learning. Where not appropriate, PSHE education will be taught as a stand-alone subject within that half term.

14. Parent/Carer involvement

Our long-term thematic overview covers all our content by half term and year groups for our PSHE education. Parents/carers are welcome to view resources, apps and websites used within the curriculum and should, in the first instance, contact the class teacher or phase leader. Parents/carers are given every opportunity to explore and understand our content and approaches with opportunities to raise questions where appropriate. Workshops may also be offered for parents/carers to explore key themes within our planning or as a direct result of local or national events, as appropriate.

15. Right to withdraw

At Freemantle C.E. Community Academy Trust, PSHE Education respects the integrity of all participants, irrelevant of their cultural or religious background. All can participate without compromising their own faith or belief.

Children cannot be withdrawn from most elements of PSHE education, including Relationships education and Health education. Please see the academy's RSHE policy to determine which elements parents do have the right to withdraw their children from and procedures for doing so.

Staff will work closely with parents to ensure that the academy's PSHE curriculum is shared, together with the concepts that will be covered, in order to provide parents with the information needed for them to make well informed decisions.

16. Academy leaders for PSHE

At Freemantle C.E. Community Academy our academy leader for PSHE is Laura Allen. Our directors who oversee Personal Development are Janet Parker and Val Caldwell.

Monitoring and Evaluation

At Freemantle C.E. Community Academy Trust all teachers are responsible for the teaching of the PSHE curriculum.

The PSHE Subject Leader will:

- Provide the strategic leadership and direction for this subject
- Provide support and advice to colleagues planning and resourcing PSHE
- Ensure staff are aware of current developments in PSHE and make sure that this is shared with staff
- Monitor and evaluate the quality of teaching and learning as part of the academy's agreed cycle of monitoring and evaluating
 - The effectiveness of the curriculum will be evaluated through pupil voice, learning walks, work scrutiny, monitoring of safeguarding trends, attendance and behaviour information where relevant, parent and carer feedback, staff feedback and evaluation of pupils' personal development.
- Review, evaluate and update the PSHE policy every two years.
- The Directors have a duty to ensure that PSHE provision fulfils statutory requirements. The Subject Lead will report to directors at least once a year.

This policy will be reviewed at least every two years.

17. Linked policies

- RSHE Policy
- British Values and SMSC Policy
- Equality Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy