

PSHE (Personal, Social, Health, Education) Policy

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1 Policy context and rationale

The policy covers our school's approach to Personal, Social, Health Education (PSHE). It was produced by Cassandra Dorricott Juniper, PSHE Co-ordinator, in consultation with the Headteacher and the Deputy Head.

Our PSHE education programme is underpinned by the school values, enabling children to achieve the school vision which is *"to promote joy in learning, pride in achievement and respect for others."* Windlesham School uses the teaching of PSHE as a key medium to help children develop into confident, respectful individuals. The syllabus and delivery methods of this subject aim to help children become law-abiding members of society, empowered to voice their beliefs while remaining respectful and tolerant of others. This policy reflects the most recent guidance from the Department for Education including [Keeping children safe in education 2026: September 2026](#) and the statutory framework for Relationships, Sex and Health Education (2021, updated 2026). Teaching about physical health, puberty, body changes, personal safety, consent, cyberbullying and social media literacy forms part of the statutory Relationships, Sex and Health Education (RSHE) curriculum. [See here](#) This is delivered within our broader PSHE programme, with age-appropriate sequencing across year groups. Please refer to the school's RSHE Policy for full detail of content coverage and parent consultation The Relationships, Health and Sex Education (RSE) curriculum is delivered alongside PSHE.

Our warm, caring and friendly school aims to give children a sense of belonging, community and respect for others. Our broad and balanced curriculum, experienced staff and small classes are designed to promote an education tailored to individual needs, encouraging children to develop their particular talents and abilities. We aim to lay strong foundations for each child's future, helping them to develop confidence, a sense of self and potential. We aim to instill in them a love of learning and exploration, encouraging effort and enthusiasm.

PSHE lessons are planned and timetabled each week, taught from Reception to Year 6. We use the GoGivers scheme to implement PSHE. GoGivers significantly contributes to the school's safeguarding and equality duties, the government's British values agenda and the Spiritual, Moral, Social, Cultural (SMSC) development opportunities provided for our children.

2 Statutory requirements

Under [section 78 of the Education Act 2002](#) and the [Academies Act 2010](#) a PSHE curriculum must:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. From *“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017* we know that; PSHE is compulsory in independent schools and RSE was made compulsory in all primary and secondary school from September 2020.

Schools also have duties in relation to promoting pupil wellbeing and pupil safeguarding ([Children Act 2004](#)) and community cohesion ([Education Act 2006](#)). Paragraph 41 of statutory guidance on [Keeping Children Safe in Education](#), the Department for Education states that *“schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE.”*

Through our delivery of weekly PSHE and RSE lessons we significantly contribute to the school's safeguarding and equality duties, the Government's British Values agenda and the SMSC development opportunities provided for our children.

3 Entitlement and equality of opportunities

[The Independent School Guidance](#), states that: *“The requirement is that the PSHE curriculum must be designed to encourage respect for other people, with particular regard to the protected characteristics set out in the Equality Act 2010.”* As a school we are respectful of all protected characteristics under the [Equality Act 2010](#). Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by ensuring the curriculum and learning is tailored for every individual child. We recognise the right for all pupils to have access to PSHE education learning which meets their needs, ensuring that lessons are SEND inclusive through differentiation and scaffolding of work and access to lessons and objectives suitable for their ability and maturity, as well as their understanding. Moreover, teachers will be mindful of the [SEND Code of Practice 2014](#) when planning for this subject. We will use a scheme of work which best suits our children, decided through consultation with staff, the PSHE Co-ordinator and the head teacher.

Teaching will take into account the age, ability, readiness, the status of vulnerable and cultural backgrounds of children (and those with English as a second language) to ensure that all can fully access PSHE education provision. We expect our pupils to consider others' needs by following the school's vision and values of Respect, reminding them of this and promoting the correct and sensitive behaviour. We will use PSHE education as a way to address diversity issues and to ensure equality for all.

4 Creating a safe and supportive learning environment

The PSHE curriculum reinforces the school's Online Safety Policy, including references to the school's filtering and monitoring arrangements and the teaching of safe, responsible online behaviour. This policy is informed by the school's safeguarding/child protection policy which can be found [here](#). A safe and supportive learning environment will be created by both teachers and students agreeing to ground rules before commencing the PSHE lessons. Some examples of ground rules are:

- *We will be respectful and sensitive of one other.*
- *We will listen to one another.*
- *We will be open to other's opinions.*
- *We will be kind to one another.*

Teachers are made aware by the Designated Safeguarding Lead of any children on the vulnerable child list. Teachers are aware that effective PSHE may lead to a disclosure of a child protection issue. All members of staff who deliver any of our PSHE programme, have statutory training around safeguarding children and are all aware of our school's Safeguarding Policy and procedures in the case of a disclosure or suspicion of a safeguarding concern. Teachers will follow this safeguarding procedure set out in the Safeguarding Policy. Teachers will consult with the Designated Safeguarding Lead and in their absence, one of the Deputy Safeguarding Leads.

5 Intended outcomes

Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education. Pupils are given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. This is achieved by providing them with a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

Through the study of PSHE our pupils will:

- develop the skills and strategies needed to live healthy, safe, fulfilling lives; including in their relationships
- be encouraged to respect others' rights to their own beliefs, values and opinions
- develop effective relationships
- assume greater personal responsibility for their personal safety, including online
- be introduced to a wider world and enable them to make an active contribution to their communities
- understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

6 Teaching and learning

Principles and methodology

PSHE education needs to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through the PSHE education. Often this prior learning is more complex than we might assume. Teachers are encouraged to start each topic in PSHE with a discussion, allowing teachers to gauge pupils' prior knowledge.

Planning

Please see Appendix 12 for a PSHE lesson planning template.

7 What we teach

To ensure progression through the year groups, we used different resources including; Go Givers from the Young Citizens website, The PSHE Association, Twinkl and TES. A variety of different resources engages children and facilitates the delivery of a broad, balanced and relevant curriculum. See Appendix 11 for the long-term overview of PSHE in the school.

8 How we teach it

All pupils are expected to engage fully in PSHE and RSE and, when discussing issues related to PSHE, treat others with respect and sensitivity. Teaching reflects diversity of family structures, gender identity and sexual orientation in an age-appropriate way, ensuring compliance with the [Equality Act 2010](#).

Use of mindfulness to support PSHE

As part of our delivery of PSHE we have implemented mindfulness throughout the school, each classroom has a mindfulness toolkit to remind teachers of some mindful activities such as; breathing exercises, meditation, yoga and meditation prompts (see Appendix 6).

Zones of Regulation

In September 2025, the school introduced [the Zones of Regulation](#), created by Leah Kuypers. An approach as a whole-school initiative to strengthen pupils' emotional literacy and self-regulation skills. This was introduced through staff CPD. Emotional wellbeing and self-regulation now form a key focus within the school, reflecting our intent to equip all pupils with lifelong coping strategies for change and challenge.

Regularity

PSHE lessons are taught weekly by the class teachers from Reception to Year 4, and by different teachers in Years 5-6.

Personal Views

Different perspectives are encouraged, and children are taught to try to understand the views of others even when they differ significantly from their own. In line with the professional standards for all teachers, PSHE teachers should not share their personal beliefs, remaining objective and ensuring that teachers' attitudes do not influence the content or the delivery of the curriculum. Teaching is non-partisan. Staff present balanced views when political issues are discussed

Assessment

As part of our assessment of PSHE and RSE, we have introduced a pupil reflection sheet. See Appendix 7 for an example. Impact is evaluated through pupil voice, work scrutiny, staff moderation and feedback to SLT. Findings feed into the PSHE development plan.

Progress in PSHE is delivered to parents through yearly reports. The teachers write a comment about the child's learning in these lessons and their engagement. Moreover, parents are encouraged to email teachers directly if they have any queries about PSHE and RSE.

9 Roles and responsibilities

The teaching 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

PSHE Co-ordinator

10 The PSHE Co-ordinator, Cassandra Dorricott Juniper, is responsible for monitoring arrangements. The delivery of PSHE and RSE is monitored through:

- termly Learning walks
- termly reflection by teachers
- CPD sessions focused on sharing good practice
- book scrutiny
- a subject development plan

The Governing Board

The governing board will approve the PSHE and RSE policy. The governing board will hold the headteacher to account for the implementation of this policy. The policy is reviewed annually by the PSHE Lead and DSL; approved by the Governing Board

The Headteacher

The headteacher is responsible for ensuring that PSHE is coordinated, taught and updated in accordance with regulations and that similarly, we meet the statutory requirements for RSE.

10 How we promote PSHE, RSE, SMSC values around the school

Across the whole school, PSHE is dovetailed into many aspects of the school timetable and curriculum, for example in assemblies, visitors, special events and charity days. It is not only taught in discrete lessons. Our ethos is displayed in each classroom and regularly referred to within the classroom (Appendix 1).

In addition, we reinforce values taught through PSHE and SMSC in the way we reward good behaviour; in part using our house point system (see Appendix 2). Children are rewarded with a house point for earnest displays of any of the following school values;

- listening well
- being fair, kind and honest
- caring for each other and the wider school
- being respectful
- working hard and trying my best.

Kindness is a key message of our school and each week children (and staff) who have been “caught

being kind" are celebrated in a special assembly.

Across the school children attend activities to promote and develop teamwork, resilience and managing their emotions. Children in Year 4-6 take part in a residential trip where children will spend a night (or more) away as a group and take part in different games to develop their teamwork skills, their resilience and ability to collaborate with people who may be different to themselves. The duration of their stay increases with each year group such that Year 6 will stay away for 4 nights.

11 Fundamental British values and SMSC

Schools have an obligation under [section 78 of the Education Act \(2002\)](#) to offer a broad and balanced curriculum and *"to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society."* The guidance relates specifically to the requirements to *"actively promote fundamental British values in schools and explains how this can be met through the general requirement. It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law."* Our school ethos and teaching encourage respect for English civil and criminal law.

The Independent Schools Standards Guidance states that there is a requirement for the proprietor to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;

In line with this, we teach Religious Studies to children in nursery to year 6 to ensure all children understand that people around the world hold different beliefs and ensure that through this knowledge, children are respectful of beliefs different to their own. Schools should promote fundamental British values and demonstrate how they are meeting the requirements of section 78 of the Education Act 2002.

The fundamental British values are:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

12 How we promote the fundamental British values

Please refer to Appendix 8

1. **Democracy**

All children contribute to the class rules for their classes at the beginning of the year. Children have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in class council meetings. The council member for each class is voted in by their class. Children have opportunities throughout the year to put forward their ideas about how to improve our school.

2. **The Rule of Law**

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the police and fire service help reinforce this message.

3. **Individual liberty**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to form opinions and make choices safely, through provision of a respectful environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Pupils are given the freedom to make choices in a variety of contexts; through their choice of a learning challenge, how they record their learning, which extra-curricular clubs they participate in and which grid homework tasks they commit to completing.

4. **Mutual Respect**

Mutual respect is at the heart of our values and highlighted within our ethos. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and kindness. Through our reward system, children can be “caught being kind” and celebrated in this value, as well as exemplifying the PELICAN values which are shown through posters displayed in each classroom.

5. **Tolerance of those of different faiths and beliefs**

Brighton College Prep Hove places a great emphasis on promoting diversity. Assemblies are regularly planned to address this theme either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. We produce displays promoting diversity and the ways children have explored and learnt about diversity and inclusion through their lessons (Appendix 14). Our school celebrates diversity in all subjects. It is particularly evident in the topics addressed in the RSE, PSHE and Humanities curriculum. As a whole school we celebrate Black History month. We reach out to the community to engage visitors from a range of racial, cultural and professional backgrounds. For example, in Year 4 children have a whole topic dedicated to learning about the culture and people from Africa, which includes a workshop on African drums. In Year 5, we have a visitor from the Sikh community and in Year 3 we have a visitor from the Hindu community. In addition, we have recently appointed a Equality, Diversity and Inclusion Coordinator to ensure even greater promotion of both these aspects of our provision.

As well as actively promoting British values, we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views. Within the [Independent School Standards Guidance](#) there are some examples of different actions that schools could take in order to demonstrate the Government's British Values agenda and the SMSC. Please see Appendix 8 for how Windlesham demonstrates this.

The Government's British Values agenda and the SMSC is taught through PSHE and RSE lessons, reinforced in our ethos and reward system and shared through assemblies.

13 Involving parents and carers

Working in partnership with parents and carers and with the wider school community is an essential element of PSHE. We seek to keep parents informed through our newsletters and parents' evenings. Parents are encouraged to attend information workshops addressing different topics such as internet safety and anti-bullying.

14 Links with other policies

This policy links to the following policies and procedures:

- RSE Policy
- Safeguarding policy

- Online Safety policy
- Anti-bullying policy
- Behaviour policy
- E- safety policy

This policy will be reviewed by the PSHE Coordinator and other Senior members of staff as necessary in collaboration with the Safeguarding Lead and the Headteacher.

Appendix 1: Long term overview of PSHE across the school. Please see the RSHE Policy for the Sex Education Curriculum content. Summer term is dedicated to RSHE, See RSHE policy for this.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Class rules. 3c Learning Styles. Friendship focus unique to class. Meet the GoGivers (How to make new friends) 2a,2b,2c Rules.	Class rules. 3c Learning Styles. Friendship focus unique to class. 2c Resilience - bouncing back.	Class rules. 3c Learning Styles. Friendship focus unique to class. 2c Peer pressure & stereotypes 3g,3f	Class rules. 3c Learning Styles. Friendship focus unique to class 2c. Children's Rights. 3e GOGIVERS: Our Class; Right to education; Mediation and resolving conflict	Class rules. 3c Learning Styles. Friendship focus unique to class. 2c Nelson Mandela. Sustainable Development.	Class rules. 3c Learning Styles. Friendship focus unique to class. Rights and Responsibilities.
Autumn 2	Anti-Bullying - The Selfish Hen. 3f Taking Responsibility (Caring for Pets). 3b Caring for our Community. 3b,3e Taking Responsibility.	Anti-Bullying – 3f Law - Anna's Monster Lies The power of giving How families look different around the world and in the community. Discuss how	Anti-Bullying -3f Each person's body belong to them linked to self respect. 5c IPollution: Expedition to Planet Blueball	Anti-Bullying-3f importance of permission seeking 3h How to ask for advice or help, where to get	Anti-Bullying, different types of bullying including cyberbullying & bystanders Magna Carta. Respecting all our differences – homophobia- relate to marriage and	Anti-Bullying 3f How to ask for advice or help, where to get advice from. 5h/2e CITIZENSHIP AND THE WIDER WORLD & BEING PART OF A SCHOOL COMMUNITY
		families are different around the world ie: adopting, same sex parents. 1c		advice from. 5h/2e Safe in Cyber Space; Inspiring stories of young fundraisers 4c	discuss same sex couples. . 1c	How to recognise if family relationships are making them feel unhappy or unsafe and how to seek advice. 1f

Spring 1	Internet Safety. 4c Litter, pollution. 3b Pedestrian training.	Internet Safety. 4c Friendships - More than just one friend (different points of view.) 2d,2b Family relationships- People Who Are Special To Me. 1a,1b	Internet Safety. 4c+ How to recognise and report feeling of being unsafe online. 5e Community - Schools focus. Community/global citizen - GoGivers Park. 3b	Internet Safety. 4c,4d GOGIVERS: Fairtrade; Debates/different opinions - (Conscience Corridor, For and Against.); Climate change	Internet Safety (Keeping Safe in Cyberspace.) 4c,4d Know how information and data is shared and used online. 4e Heroes - Martin Luther King. Mary Seacole & Florence Nightingale.	Internet Safety-USING TECHNOLOGY FOR GOOD 4c,4d DEMOCRACY - PART 1 DEMOCRACY - PART 2 DEMOCRACY - PART 3 Gandhi (working for peace).
Spring 2	Managing Anger. 5a Characteristic of healthy family life- protections and care for children and importance of spending time together. Challenge nuclear family stereotype (ie: single parents, same sex parents). 1b	PLASTIC POLLUTION SAVING ENERGY How to recognise who to trust, how to judge if a friendship is making them unhappy & how to seek advice or support if needed. 2e	Environment - (The Earth in Our Hands.) (What kind of Farming). Refugees	GOGIVERS: Equal Opportunities. 3a Gift of Sight.	Diversity 3a - identities. Belonging to groups. Brexit. International Trade after Brexit. Jealousy. Science: Sexual and asexual reproduction of plants.	Handling Stress. WHAT IS AN INFECTIOUS DISEASE? PREVENTING INFECTIOUS DISEASE Stable, caring relationships=heart of happy families, important for children's security as they grow up. Challenge stereotypical family units, discuss same sex relationships and different ways of conceptions ie: IVF, surrogacy. 1d Marriage= legally recognised commitment to two people. 1e
Summer 1	RSHE Focus, please refer to RSHE LTO					
Summer 2	RSHE Focus, please refer to RSHE LTO					

Appendix 2: PSHE Planning format showing how fundamental British values and SMSC values are covered in each lesson.

Subject: PSHE	Year: 3	Teacher: DJ	Aut 1, 2021
Main Activities Specify main activity, consider learning styles, pace of activity, progress checks, peer to peer talk.		Resources websites, worksheets, use of ICT, use of adults, seating plan, varied questions	

Spiritual, Moral, Social and Cultural development			
Spiritual Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect		Moral Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.	
Social Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.		Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.	

Fundamental British Values			
Democracy Pupils have the right to have their voices heard. Understand the democratic processes, including respect for the basis on which the law is made and applied in England.		The rule of law The importance of law and rules, teaching pupils to distinguish between right and wrong and how these rules govern and protect us. Pupils learn to take responsibility for their own actions.	
Individual liberty Promote the freedom of choice and the right to respectfully express views and beliefs in a safe environment. Pupils develop their self-knowledge, self-esteem, and self-confidence.		Mutual respect and tolerance for those of different faiths and beliefs Pupils are taught to show empathy and understanding of people from different backgrounds by learning about different cultures and beliefs.	

Day	LO	Main Activities	Resources
Wk 1	To know what a stereotype is. To explore ways to avoid stereotyping. To explore the effect of being stereotyped. To understand what peer pressure is. To know how to manage peer pressure	Go through ppts- challenging stereotypes and defining a stereotype. Cut up cards and discuss with partner, go through answers as a class.	GoGivers PPT
	Moral Social		
	Individual Liberty Respect and tolerance		