



Our Vision
RESPONSIBILITY
RESPECT
RESILIENCE

**A shining light in our
community**

You are the light of the world. A city
on a hill cannot be hidden. - Matthew
5:14b

Personal, Social, Health Education (PSHE) Policy

Approved by:	Board	Date: June 2025
Last reviewed on:	May 2025	
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Related Documents		
Guidance		
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1. Aims

Ethos

The vision of Bradford Academy is echoed in this policy through our commitment to guiding learners to be the best they can be. To do this they need to receive relevant, effective, and responsible health, relationships and sex education as part of the School's PSHE curriculum. Bradford Academy wants to reassure parents and pupils that relationships and sex education will be delivered at a level that is both age and developmentally appropriate.

Through the PSHE curriculum we aim to provide the learners with the knowledge, skills and understanding they need to lead healthy, confident, safe, responsible and independent lives. PSHE will provide the statutory content that all schools should provide on: drug education, financial education, relationship and sex education (RSE), careers education and the importance of physical activity and diet for a healthy lifestyle. RSE is an important part of PSHE education and is statutory in maintained secondary schools. Please see our Relationships Education policy for more details on this specific aspect of the PSHE curriculum.

Through this curriculum we aim to develop learner's resilience, self-respect, confidence and empathy as they prepare for their next steps into adult life.

2. Statutory requirements

From Sept 2020, PSHE is a statutory subject.

In our Primary phase, this PSHE Policy has been written to ensure that Bradford Academy meets the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal, Social, Health and Economic (PSHE) Education and Citizenship for Key Stages 1 and 2. As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life. This PSHE Policy also takes into account the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019)', 'Teaching Online Safety in School (June 2019)' and 'Parental Engagement on Relationships Education (October 2019)'. From September 2020, Relationships Education and Health Education are compulsory in all schools providing primary education. At Bradford Academy, both Relationships Education and Health Education are taught through a comprehensive programme of study for PSHE which fulfils all aspects of these curriculum.

Secondary Phase:

PSHE is delivered to support all of our young people to stay safe and prepare for life in modern Britain. As part of our PSHE curriculum we must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#). We must also teach health education under the same statutory guidance. We also use aspects of the PSHE curriculum to deliver elements of the statutory guidance for Careers education set out in this [document](#) and Citizenship as set out in the citizenship [statutory guidance](#). A copy of our careers education policy and provider access statement can be found on the school's website under the policies section.

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the [statutory guidance](#).

Please 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 can be found on the Bradford Academy website, under Policies.

For other aspects of PSHE, including health education, see the curriculum map on the school [website](#).

3.2 How we teach it

Primary

In primary, the PSHE programme of study follows the Life Skills Curriculum. This has been developed with the aim to put children's wellbeing at the heart of school's priorities and initiatives. It integrates key guidance from SRE for the 21st Century (Brook et al 2014); The school report (Stonewall 2017); Keeping children safe in education (DfE 2020); Valuing all God's Children (Church of England 2019); (Promoting fundamental British values as part of SMSC in schools (DfE 2014); advice from the School Inspection Handbook (Ofsted 2019). It covers all statutory requirements outlined in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2020). The foundations of the curriculum content originate from the PSHE association programme of study (PSHE associations 2020) and areas of the statutory framework for the early years foundation stage (DfE 2017).

How it will be taught.

PSHE sessions will be delivered in discrete and direct lessons. PSHE must run through the life of the school rather than there being the view that this is a 'topic' which can be covered in PSHE alone. Therefore, some areas of the PSHE curriculum will be taught through other curriculum areas e.g. Science, English, P.E, Computing etc. PSHE education is where young people have the opportunity to consider what this knowledge and understanding means to them and to develop the skills and strategies they will need to apply this knowledge in their lives.

Delivery of the curriculum

The PSHE curriculum will be delivered by class teachers. In addition to this, the school nurse also delivers some sessions to UKS2. The nurture team at Bradford Academy also delivers specific PSHE sessions to groups or individual pupils when required. It is imperative that staff are comfortable in teaching the content within the PSHE curriculum. All staff have received whole school training in effective PSHE teaching.

Differentiation

We recognise and respect pupils' different abilities, levels of maturity and personal circumstances. We ensure that all young people have equal access to our PSHE programme. This PSHE Policy will be carried out in accordance with the SEN Code of Practice 2014. High quality teaching – that is differentiated and personalised – will ensure accessibility for pupils with Special Educational Needs and Disabilities (SEND). Staff at Bradford Academy are aware that PSHE is a particularly important subject for some pupils with SEND due to the nature of their needs and vulnerability to exploitation and bullying. Therefore, in preparation for adulthood outcomes, every effort is taken to differentiate PSHE content and deliver it in a personalised way.

Questions raised by pupils

Effective PSHE needs to be taught in an atmosphere of responsibility and respect, where sensitive issues can be discussed without embarrassment or threat. Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject. Questions raised by children will be answered honestly and with a degree of detail appropriate to the child's age and stage of development. While it is essential that lessons are sensitive to a range of views, staff at Bradford Academy will ensure that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial scientific information as well as covering the law, particularly in relation to legislation concerning equality. Staff will use their professional skills and discretion before answering questions and, if necessary, they will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they will be encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with their parents/carers. Staff at Bradford Academy are aware that effective PSHE brings an understanding of what is not acceptable in a relationship. Any disclosures or safeguarding concerns prompted by the school's programme of study for PSHE will be reported in line with the school's Safeguarding and Child Protection Policy. The usual standards of confidentiality between staff and pupils will be observed in PSHE lessons, except where a child's question might suggest the possibility of abuse. In these circumstances, any concern will be reported in line with the school's Safeguarding and Child Protection Policy.

Secondary

In the secondary phase, learners have one session of PSHE per week, as part of our Form programme. The Subject leader has developed the PSHE schemes using guidance from sources such as PSHE Association and resources from our careers platform UNIFROG. Each topic is planned to allow the opportunity for safe discussion and expression. Form tutors will deliver the PSHE curriculum as they are best suited to meet the needs of their group and will effectively personalise learning to ensure it is appropriate and engaging. External agencies will support by delivering specialist workshops for RSE, First Aid, Careers units.

Other Areas of the Curriculum

In addition to this, some aspects of the social education part of PSHE are covered within Form time. These are planned and quality assured by the Heads of Year. There are also assemblies each week which can be used to build on these themes. These are planned by the Head of Year but can also include external agencies delivering content. All PSHE lessons are in line with our long-term PSHE scheme of work and are linked to the British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. Content is reviewed regularly and changed in light of events locally nationally and globally.

As an inclusive school, it is our duty to ensure that each learner can access the content. All learners are included within the PSHE sessions with the aim of making content applicable for all learners in the room. There will also be the option for separate standalone sessions specifically for learners with special educational needs and/or disabilities which will be run by staff who have been trained, if the are needed. As we have a number of non-specialist staff who deliver PSHE, staff receive whole school training in effective PSHE teaching each term and supported by online learning programmes that are ran by nationally recognised organisations like NSPCC. Parts of the RSE curriculum will be delivered by specialist, school based, RSE teachers who are support by the external charity STEP 2, a local young people health charity.

> Implementation

- All resources are uploaded to the Staff Dashboard, Resources, PSHE
- All staff have access to Long and medium term plans that have been developed by the PSHE lead using guidance from the PSHE association
- All staff have access to resources that can be used to aid planning
- Staff delivering PSHE will need to familiarise themselves with the content in these units and adapt to their groups
- Further planning will be distributed by the PSHE lead as it is updated and needed
- Assemblies are planned to cover any additional sessions that would benefit the whole school
- Visitors such as the school nurse and organisations such as Step 2 will complement the PSHE curriculum.

Impact

- We believe our PSHE curriculum guides our learners to understand and succeed in the world around them.
- The impact of PSHE will be visible across wider school life. By encouraging our learners to stay safe and healthy, and by building self-esteem, resilience and empathy, the PSHE curriculum will tackle barriers to learning and raise aspirations.
- Learner progress will be monitored using a survey which allows learners to demonstrate their understanding of key points within the unit and how this applies to their lives. This will be analysed by the lead for PSHE, identifying trends/ issues.
- Data collection for PSHE will be based upon ATL (Attitude to learning)

4. Roles and responsibilities

4.1 The governing board

Under the Equality Act 2010, the Governing Body of Bradford Academy is responsible for ensuring the school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnicity, pregnancy, maternity, sex, gender identity, religion or belief, sexual orientation or whether they are Looked After by the Local Authority.

The Governing Body of Bradford Academy will also ensure:

- All pupils make progress in achieving the expected educational outcomes.
- All aspects of PSHE are well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents/carers on the subject content and the right to request that their child is withdrawn.
- PSHE is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

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

The Lead for PSHE in the Primary Phase: Stephanie Griffiths

Lead for PSHE in the Secondary Phase: Lucy Smail

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

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about Bradford Academy's PSHE Policy and that it is implemented effectively.

It is also the Head teacher's responsibility to ensure that staff members are given sufficient training and support to teach effectively and handle any complex issues with sensitivity.

Monitoring of Bradford Academy's PSHE Policy – and its programme of study for PSHE – is the responsibility of the Headteacher and PSHE subject leader. The effectiveness of Bradford Academy's PSHE Policy – and its programme of study for PSHE – will be assessed through lesson observations, feedback from children and consultation with parents/carers.

This policy will be reviewed regularly by the lead staff for PSHE and approved by the governing board and the Headteacher.

6. Links with other policies

This policy links to the following policies and procedures:

RSE Policy

Safeguarding and Child Protection Policy

Behaviour Policy

Anti-Bullying Policy

Inclusion Policy

Accessibility Plan

Online Safety Policy

Careers Policy