



Suggested Pupil Voice questions for PSHE (updated September 2026)

Some suggested pupil voice questions. These are not in a particular order and other questions can be used (not all questions have to be used and some may be more suitable for different key stages and some can be tailored depending on what other evidence you have obtained during your visit at the school) .

You need to be aware of what the **safeguarding concerns are in your school and the schools contextual safeguarding issues and ask pupils questions about their learning in relation to these aspects** as you need to be secure that pupils are able to recognise and understand what local risks are and how to keep themselves safe e.g. if County lines is a contextual safeguarding concern what are pupils learning age -appropriate from the planned PSHE curriculum in relation to safe use of medicine, smoking/ vaping, alcohol and drugs and how pupils manage and respond to peer pressure / peer encouragement. If the local community is near to water or the school is next to a road then what do the pupils learn about water safety / road safety etc.

- What is PSHE? What do you learn in PSHE?
- What was a recent topic you covered in PSHE? What did you learn in relation to xxx. How would you manage a situation involving xxx
- Do you do any role plays, scenario based work? What skills did you learn? How would these help you?
- What does the word 'risk' mean to you? What have you learnt about risk in PSHE? How would you manage different risks? (Looking for examples of strategies they have learnt and practiced. You would want this to include tell a trusted adult but do they also have some appropriate self-help techniques?)
- How do you learn about how to keep yourself safe? (online, roads, water, railways lines, substances etc)
- Focus in on the school contextual safeguarding issues and if learning is included in the PSHE curriculum and 'strategies' to keep themselves safe (not just tell an adult but strategies they can use to manage an issue in the moment when an adult may not be present e.g a friend encouraging them to run across a railway line)

- How do you learn about exploring and expressing feelings within the PSHE curriculum?
 - How do you look after your mental health?
 - Is there a trusted / safe adult in school you could talk to if you felt you needed to? How do you start that conversation with the adult?
 - What have you learnt about keeping yourself healthy? (looking for not just healthy eating and physical activity but sleep, time away from screens, being outside, oral health, mental wellbeing etc)
 - Are you signposted to support and help inside and outside of school e.g childline, Compass Buzz text service. How would you access support during the school holidays?
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- What do you do online (e.g gaming, social media, chat to friends etc)?
 - Do you feel what you learn about online safety in your PSHE lessons enables you to be safe when you are online? (this may be in PSHE and ICT/computing)
 - How do you learn about what to do if things are happening online that you don't feel comfortable with? What would you do if a friend told them this was happening to them?
 - Have you learnt what to do if someone requested a nude image of you and / or your received a nude image (age appropriate)
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- How do you learn about healthy friendships /relationships?
 - What does consent mean to you?
 - Have you learnt about body awareness / body safety / unsafe – safe touch/ 'What's in your pants is private'?
 - Have you learnt about body changes and growing up and sex education? Has this learning been helpful?
 - What is it like to be a girl at this school? What is it like to be a boy at this school? Are there any differences in experiences? (please be mindful of non-binary / gender questioning pupils)
 - Do pupils get picked on if they don't behave like a 'typical girl' or a 'typical boy'? What have you learnt about gender stereotypes? ((please be mindful of non-binary / gender questioning pupils)
 - What does the school do to challenge gender stereotypes?
 - If someone kept telling someone they liked them and wanted to go out with them but the other person was not interested what would happen?
 - Is sexist language used? What do you learn about sexist language, sexual harassment (on and offline)
 - What does the word 'gay' mean to you? Do you hear that word being used in school (it is fine to use the word gay but just not in a negative way)

- Is there any homophobic / racist bullying and / or language used at school or on social media sites? What happens?
- Do pupils feel able to report sexist, homophobic, racist language to an adult in school? If not why? Do you think pupils would be called 'snitches' how can we overcome that?
- What does equality mean to you? What do you learn about equality?
- What are the protected characteristics ? (difference and diversity)? What do you learn about them.
- What does diversity mean to you?
- How do you learn about different cultures, ways of life, different families, race, beliefs, life choices, and people with disabilities? (the responses should not just focus on hardship and raising funds but can talk about aspirational people)
- How do you discuss your and others people's views and values? Can you give me some examples?
- Are you aware of the British Values? (Democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs)
- Do you know what democracy means? Can you explain any democratic approaches in school (e.g school council)
- What would you do if you had a fall out with a friend/ partner?
- If a friend is asking you to do something you don't want to do, do you learn how to respond to this?
- How do you learn about bullying and what to do about it? What can you tell me about cyberbullying?
- Is there any bullying in this school?
- What do pupils do if they see / hear bullying at school / online out of school?
- How do you learn about extremism, radicalisation, county lines? (age appropriate)
- Do you learn enough about the next stages of your education, careers, and future jobs?
- Specifics for the location of the school e.g water safety, river safety, railway safety, road safety etc
- How well does your PSHE programme support you? Is it relevant, what are the strengths, what could be better?
- What learning has worked well for you in PSHE?
- If you were planning to teach a PSHE lesson to your year group what would be the focus and why?