



Personal, social, health and Economic (PSHE) Education Policy

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Contents

| | |
|-------------------------------------|---|
| 1. Aims..... | 2 |
| 2. Statutory requirements..... | 3 |
| 3. Content and delivery..... | 4 |
| 4. Roles and responsibilities | 4 |
| 5. Monitoring arrangements..... | 5 |
| 6. Links with other policies..... | 6 |

1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to help pupils:

- To develop the *whole child* by fostering emotional literacy, resilience and essential life skills, enabling pupils to gain the knowledge, skills and understanding necessary to make safe, informed and responsible decisions throughout their lives.
- To support pupils in understanding themselves and how to maintain healthy, active and balanced lifestyles, including physical, mental and emotional wellbeing, through age-appropriate learning that builds progressively within a progressive curriculum.
- To empower pupils to build and maintain positive, respectful relationships and to contribute positively to school life and the wider community, developing empathy, mindfulness and a strong sense of social responsibility.
- To develop pupils' understanding of democracy, rights, responsibilities and diversity, enabling them to voice their views confidently and respectfully, while embedding spiritual, moral, social and cultural (SMSC) development and British Values across PSHE learning.

These aims prepare pupils for healthy, safe and fulfilling lives by helping them understand themselves, their relationships and the wider world.

Our PSHE curriculum is rooted in our vision and values.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it that we are required to teach.

KS1 and KS2:

- 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

Early Years Foundation Stage (EYFS):

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

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

3. Content and delivery

3.1 What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our RSE policy for details about what we teach, and how we decide on what to teach, in this subject. This policy can be found on the school website.

For other aspects of PSHE, including health education, see the snapshot overview map below for more details about what we teach in each year.

3.2 How we teach it

- › PSHE lessons are taught weekly in all year groups using the Jigsaw PSHE programme, ensuring regular, consistent opportunities for pupils to develop knowledge, skills and understanding. Lessons follow a progressive and age-appropriate structure, building learning over time.
- › Elements of the PSHE curriculum are reinforced across the wider curriculum and school life, including through assemblies, themed days, year group events, school council activities and pastoral provision. These opportunities support SMSC development, British Values and safeguarding priorities.
- › Where appropriate, visitors or enrichment activities may be used to enhance PSHE learning, particularly in areas such as safety and wellbeing. All visitors are carefully planned to ensure they are age-appropriate and support curriculum aims.
- › The PSHE curriculum is primarily delivered by class teachers, who know the pupils well and can provide continuity and a safe learning environment.
- › All pupils are included in PSHE lessons, regardless of ability or special educational needs and/or disability (SEND). Lessons are adapted as needed, using differentiated activities, visual supports, pre-teaching of key vocabulary and where necessary, additional adult support to ensure accessibility and inclusion for all learners.
- › Controversial topics and sensitive questions are handled with care and professionalism. Teaching staff create a respectful, inclusive learning environment and ensure that teaching is fact-based, balanced and age-appropriate, without promoting personal beliefs or opinions. Class charters are established to support respectful discussion.
- › Teachers who have concerns about delivering any aspect of the PSHE curriculum are encouraged to discuss this with the PSHE lead or senior leaders. Appropriate support, guidance or training will be provided to ensure that personal beliefs and attitudes do not affect teaching.
- › A range of teaching methods and resources are used, including discussion, stories, role-play, reflection, mindfulness activities, visual resources and whole-class learning. The Jigsaw programme provides structured lesson plans, materials and guidance to support consistent and high-quality delivery.
- › Teaching staff monitor each child's understanding through ongoing observation and purposeful discussions.
- › Parents are informed in advance of sensitive content, in line with statutory guidance.

EYFS Provision

In the Early Years Foundation Stage (EYFS), PSHE learning is delivered through the Jigsaw EYFS programme and is embedded within daily practice. Teaching supports pupils in meeting the Early Learning Goals, particularly within *Personal, Social and Emotional Development*, through play-based learning, structured activities and positive relationships.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

All teaching staff are responsible for:

- › Delivering PSHE in a sensitive way
- › Modelling positive attitudes to PSHE
- › Monitoring progress
- › Responding to the needs of individual pupils

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

The delivery of PSHE is monitored by the PSHE lead through:

Teaching and Learning Monitoring

- › Lesson observations and or learning walks focusing on:
 - Safe learning environment
 - Pupil engagement and discussion
 - Inclusive language and respectful dialogue
- › Team teaching or drop-ins during PSHE lessons to support staff confidence and consistency.

Pupil Voice

- › Pupil questionnaires to gather views on:
 - Enjoyment of PSHE
 - Understanding of key themes (e.g. safety, relationships, wellbeing)

Work & Evidence Scrutiny

- › Scrutiny of PSHE evidence in books and floor books to evidence learning over time.

Staff Voice & CPD

- › Staff questionnaires or discussions to assess confidence, training needs and resource effectiveness.

Parent & Community Feedback

- › Parent questionnaires or consultations, particularly around RHE content.

This policy will be reviewed by the headteacher and PSHE lead annually. At every review, the policy will be approved by the governing board and the headteacher.

6. Links with other policies

This policy links to the following policies and procedures:

- › Relationships and Sex education (RSE) policy
- › Early Years Foundation Stage (EYFS) policy
- › Relational policy

Jigsaw 3 - 11/12 Knowledge Content: Snapshot Overview



| Age Group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|-----------------|---|---|---|---|---|---|
| Ages 3-5 | Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities | Identifying talents Being special Families Where we live Making friends Standing up for yourself | Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals | Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety | Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend | Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations |
| Ages 5-6 | Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter | Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone | Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success | Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness | Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships | Life cycles – animal and human Changes in me Differences since being a baby Changes between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition |
| Ages 6-7 | Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings | Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends | Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success | Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food | Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships | Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition |
| Ages 7-8 | Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives | Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments | Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting | Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices | Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends | How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition |

| Age Group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|-------------------|--|---|---|--|--|--|
| Ages 8-9 | Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour | Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions | Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes | Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength | Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals | Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change |
| Ages 9-10 | Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating | Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials: wealth and happiness Enjoying and respecting other cultures | Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation | Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour | Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules | Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition |
| Ages 10-11 | Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling | Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy | Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments | Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress | Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use | Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexing Transition |