

Elmgrove Primary School and Nursery

Personal, Social, Health and Economic (PSHE) Education Policy

Updated: April 2026
Next Review: April 2027

Article 1 – Everyone under 18 has all the rights in the convention

Article 28 – Every Child has the right to an education

Article 29- Education must develop every child’s personality, talents and abilities to the full

Article 30-Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of people in the country where they live

Personal, Social, Health and Economic Education (PSHE) is our comprehensive curriculum for supporting children's personal development, health, wellbeing and understanding of relationships.

We are required by law to teach **Relationships Education** and **Health Education** to all primary-aged pupils. We deliver these statutory subjects within our broader PSHE programme. Where we teach about human reproduction (sex education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools.

Our PSHE curriculum also includes age-appropriate aspects of **economic education**, preparing children to understand spending, saving and the world of work, and **citizenship education** including British Values, helping children understand their rights, responsibilities and role in society.

This policy explains our whole-school approach to PSHE education and how we meet our statutory duties.

Our Vision for PSHE Education

At Elmgrove Primary School we believe every child deserves an education that prepares them not only for academic success but also to thrive as rounded individuals in modern society. Personal, Social, Health and Economic (PSHE) education sits at the heart of this commitment.

PSHE is not an add-on to our curriculum; it is fundamental to our children's development as confident, healthy and respectful members of society. Through high-quality PSHE, we equip pupils with the knowledge, skills and attributes they need to stay safe, maintain wellbeing, and build positive relationships throughout their lives.

Our curriculum is carefully designed to be developmental and progressive. From the moment children join our school, they begin to explore emotional literacy—learning to recognise, name and talk about feelings. This foundation grows year by year, helping pupils to manage emotions, develop resilience, and make informed decisions that support their own and others' wellbeing.

By embedding PSHE across our school culture, we nurture a community where respect, inclusivity and responsibility flourish. In doing so, we prepare our pupils not only for the challenges of childhood but also for adulthood, work and active citizenship.

We are committed to:

- Supporting the whole child - recognising that children's emotional and social development directly impacts their capacity to learn
- Creating a safe, inclusive environment where every child feels valued and able to discuss concerns without fear or stigma
- Building foundations for the future - providing age-appropriate learning that prepares children for the challenges and opportunities of adolescence and beyond
- Working in partnership with families, recognising that parents are children's first educators in many aspects of relationships and health
- Embedding PSHE across school life - not just in weekly lessons, but through our values, relationships, and everyday interactions

Statutory Requirements and Curriculum Framework

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the

Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

For further information, please refer to our separate Relationships and Sex Education Policy.

The Jigsaw Approach: A Whole-School Framework

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach including:

Emotional literacy at the core - Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

Mindful practice - Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.

Connection and community - The 'Connect Us' activity in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.

Developing skills for respectful dialogue - PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others,

expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

Age-appropriate spiral curriculum - Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

Interactive, participative teaching - Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

The Six Jigsaw Puzzles

Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term:

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.

Term	Puzzle	Key Content
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, human reproduction (where taught as sex education – further information in our Relationships and Sex Education policy).

Relationships and Health Education: Statutory Content

Relationships Education

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- Families and people who care for me - That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of primary school, our children will understand:

- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

Mental Health and Emotional Wellbeing

Mental health and emotional wellbeing form part of the statutory Health Education curriculum. At Elmgrove, we recognise that emotional wellbeing is fundamental to learning and are committed to promoting positive mental health across the school community.

We have counsellors on site throughout the week from the **Schools Counselling Partnership**. Their role is to work with children, families, and staff, providing services such as therapeutic counselling in the form of one-to-one support, lunchtime sessions, and in school check-ins. The counsellors also provide training for teachers and lead assemblies for children, sharing good practice and strategies that can be used in the classroom to promote positive mental health and wellbeing. Children, parents, and staff can self-refer to this service or access it after being signposted. Our therapeutic lead also provides drop-in sessions and a safe space for children to talk, play, and explore concerns such as friendship difficulties or other emotional or social issues.

We have a **Family Support Officer** who acts as a key link between school and families, helping to strengthen communication and build positive, trusting relationships. They provide early help and practical support for families, signpost to relevant services where

appropriate, and work closely with staff and external agencies to ensure pupils' emotional wellbeing and family circumstances are effectively supported.

The Family Support Officer plays an important role in promoting pupils' mental health and wellbeing by identifying concerns at an early stage, offering a listening ear, and supporting children and families to develop resilience, self-esteem and positive coping strategies. The role also contributes to safeguarding by helping to reduce barriers to learning, supporting attendance, and ensuring families feel confident in accessing support. This holistic approach supports pupils' readiness to learn, emotional regulation and overall wellbeing, enabling them to engage more fully in school life and achieve their potential.

Equality of Opportunity

PSHE education supports the school's duties under the Equality Act 2010 by promoting respect, inclusion and an understanding of diversity within modern British society. Through the Jigsaw PSHE programme, including Relationships and Sex Education, pupils explore themes such as respectful relationships, difference, identity and belonging in an age-appropriate way. Learning opportunities encourage children to challenge stereotypes, respect different perspectives and contribute positively to an inclusive school community. All pupils, including those with SEND, are provided with appropriate access to PSHE. Teachers will ensure that all pupils can access the PSHE curriculum through differentiated teaching visual and practical learning opportunities, scaffolded discussion tasks, and sensitive consideration of pupils' individual needs and backgrounds. A range of teaching strategies, including partner work, role play, mixed ability groups and collaborative activities within the Jigsaw programme, will be used to promote inclusion and participation for all learners.

Teaching and Learning Style

PSHE lessons follow a consistent structure helping children to feel safe, engaged and ready to learn, with regular opportunities for connection, mindfulness, discussion and reflection. We place a strong emphasis on active learning and discussion, using a variety of strategies to support this, including:

- Collaborative group work and activities
- Role play and problem-solving activities
- Reflection and pupil voice activities
- Mindfulness and emotional regulation techniques

Through these approaches, pupils are supported to explore and reflect on their thoughts, feelings and beliefs, while developing key social, emotional and interpersonal skills. Teachers provide a balanced and relevant body of knowledge and plan opportunities for pupils to rehearse and apply their learning to real life situations, enabling them to make informed choices now and in the future.

All lessons are delivered in a safe and supportive environment. Ground rules, including the Jigsaw Charter and class charters, are established to promote respectful discussion and ensure all pupils feel valued and able to participate.

PSHE is also enriched through wider school experiences, visitors and whole-school events.

Responding to Pupils' Questions

It is important that pupils feel able to ask questions at any time and that these are treated with respect and responded to appropriately within a safe and supportive school environment, including during PSHE learning.

Where questions arise, staff respond sensitively and in line with safeguarding procedures and age-appropriate guidance. Professional judgement is used to ensure responses are accurate, appropriate and supportive of pupils' understanding.

Where appropriate, staff may:

- Address questions at the point they are raised
- Respond to individual pupils privately when more appropriate
- Defer a response if further guidance is needed or if it is more suitable for later discussion

Pupils are encouraged to speak to any trusted adult in school if they have worries or questions, supporting an open and approachable culture across the school. Where appropriate, they may also access counselling support, as outlined in the *Mental Health* section above.

Safeguarding

Safeguarding underpins all teaching and learning in PSHE. Through the curriculum, pupils are taught how to stay safe, recognise risks, develop healthy relationships and seek help when needed. Staff understand that PSHE lessons may lead to pupils sharing worries, concerns or disclosures related to their safety or wellbeing. All staff are trained in safeguarding procedures and understand their responsibilities in line with the school's Safeguarding and Child Protection Policy and statutory guidance including Keeping Children Safe in Education.

The school's Designated Safeguarding Lead (DSL) is responsible for overseeing safeguarding and child protection procedures. Where a pupil makes a disclosure or where there are concerns about a child's safety or wellbeing, staff will respond sensitively and follow the school's safeguarding procedures, including recording and reporting concerns appropriately. Pupils are reminded regularly that they can speak to any trusted adult in school if they are worried about themselves or another person.

PSHE lessons help children understand:

- how to recognise unsafe situations and inappropriate behaviour
- the importance of consent, privacy and personal boundaries
- how to seek help and report concerns

- how to stay safe both online and offline

Curriculum Planning

We teach PSHE through the Jigsaw scheme, which supports the delivery of statutory Relationships and Health Education. Our PSHE curriculum is underpinned by the school's values: respect, responsibility, commitment and kindness, which are actively promoted through our behaviour policy and embedded across school life. Children's attitudes to themselves and to others are central to effective learning. PSHE reinforces and promotes the School Rules: Ready, Respectful and Safe. Pupils who demonstrate these values and behaviours are recognised and celebrated in weekly assemblies.

Whilst PSHE is primarily taught through Jigsaw lessons, it is also embedded across the wider curriculum. Pupil voice is gathered through surveys and class discussions to identify emerging needs and interests, and this information is used to adapt the emphasis of PSHE units to ensure learning is relevant and responsive to pupils' experiences and needs.

PSHE also links closely with the science curriculum. While science teaches the biological aspects of reproduction, PSHE provides pupils with opportunities to explore what this knowledge means to them personally, and to develop the skills, attitudes and strategies needed to apply this understanding in their present and future lives.

Assessment and Recording

Assessment in PSHE is ongoing and is carried out through observation, discussion and pupils' participation in Jigsaw lessons. Teachers make informal judgements as they engage with pupils during activities and reflect on their responses, contributions and understanding. At the start of each Jigsaw unit, teachers identify pupils' prior knowledge and understanding through discussion, questioning and introductory activities such as Connect Us tasks and reflection opportunities. This provides a starting point for learning and informs planning.

Throughout lessons, Assessment for Learning is embedded through:

- Skilled questioning, including carefully selected oracy questions to deepen thinking and discussion
- Pupil voice through partner talk, group discussion and whole class dialogue
- Participation in Jigsaw activities such as role play, scenarios and reflective tasks
- Ongoing feedback and mini plenaries
- Listening to pupil discussion during circle time and observing responses in role play scenarios

Progress is primarily measured through pupils' contributions to discussions, their ability to express ideas and understanding, and the development of their social and emotional skills over time. Teachers assess how pupils apply their learning in different contexts and how their understanding deepens across each unit. Teachers assess pupils against age-related expectations, focusing on their ability to articulate understanding, apply knowledge to real-life scenarios, and demonstrate key social and emotional skills. In line with the Jigsaw approach, the emphasis in PSHE is not on written outcomes but on discussion, reflection

and personal development. Evidence of learning is captured through a combination of dialogue, observation and recorded work. Key knowledge and skills are recorded on Insight once per half term to support tracking and inform future planning.

Monitoring and Review

Monitoring of PSHE includes planning scrutiny, pupil voice, work sampling where appropriate, learning walks and professional dialogue with staff. Findings from monitoring are used to identify strengths, inform subject priorities and support the continued development of PSHE across the school.

The PSHE subject leader is responsible for overseeing the implementation of the Jigsaw PSHE curriculum and supporting a consistent approach to teaching and learning across year groups. This includes supporting staff confidence, ensuring curriculum progression, monitoring statutory Relationships and Health Education coverage, keeping up to date with relevant guidance and curriculum developments, and leading CPD where appropriate. The subject leader also works collaboratively with staff to review provision in response to pupils' needs and whole-school priorities.

This policy is reviewed annually and published on the school website.

Links with Other Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Relationships Education Policy