Personal, Social and Health Education (PSHE)

Policy Author: Mr K Hopkins / Mrs R Dunkley	**Date of approval: 28th September 2026**
Policy Approval: Full Governing Board	**Next review due by: September 2027**
Consultation with Parents/Carers: March 2025	

Introduction

At Oldbrook First School PSHE (Personal, Social and Health Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. PSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy. As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society.

We are confident that the Jigsaw Programme covers all aspects of Personal, Social and Health Education (PSHE) and Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, Jigsaw will provide its schools with materials to ensure all statutory duties are fulfilled.

This Jigsaw PSHE policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above), preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and Keeping Children Safe in Education, 2018) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

Statement of Intent

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

Objectives/Pupil learning intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Jigsaw Content
Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term Puzzle Name Content

Autumn 1: Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2: Celebrating Difference	Includes anti-bullying (cyber bullying included) and diversity work
Spring 1: Dreams and Goals	Includes goal-setting, aspirations and resilience building
Spring 2: Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1: Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2: Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

Relationship and Sex Education (Relationships, Sex and Health Education)
Definition of Relationships, Sex and Health Education (RSHE)
From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019) and the updated guidance (2025). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2025). It is the school governors' responsibility to ensure that the policy is developed and implemented effectively. Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables

children and young people to make responsible and informed decisions about their health and well-being.

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

Implementation Through Teaching and Learning

How is Jigsaw PSHE organised in school?

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to June/July. Each Puzzle has six Pieces (lessons) which work towards an 'end product'. Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

Implementation
PSHE is taught as both explicit lessons, using the Jigsaw scheme of work; but it is also embedded in other areas of the curriculum and day-to-day life of the school.

We aim to support:

- Happy and positive relationships;
- Empathy and compassion;
- The confidence to make the most of their abilities;
- Value and respect of diversity;
- Respect for others' rights to their own values and beliefs;
- Evaluation (and appropriate challenge) of the opinions and arguments of others;
- Leadership and presentation skills;
- Strategies for managing influence;
- Enterprise skills and attributes;
- Taking positive risks.

Implementation through Assessment, Recording, Reporting and Monitoring
Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (unit of work) has a built-in assessment task, usually in Lesson (Piece) 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. In addition, as part of the Help me Reflect section of every Jigsaw lesson, children can complete a self/peer assessment using the My Jigsaw Journey/Learning resource that accompanies each lesson. Each Puzzle (unit of work) has a set of three level descriptors for each year group: Working towards Working at Working beyond Recording and tracking progress

To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, there is a Pupil Tracking Grid. This sheet has the three attainment descriptors for each Puzzle. After each Puzzle is completed, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each Puzzle. Within the Foundation Stage, PSHE objectives are documented on Target Tracker which includes specific focussed PSHE objectives and circle time activities. Key Stage One record their learning in their 'topic' book where learning is recorded alongside pictures of activities that are completed during PSHE lessons and any comments made by children that are relevant to the topic.

The PSHE leader will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

Implementation through inclusion, including meeting the needs of pupils with SEND
Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.

The Learning Environment
Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece (lesson) – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

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Statutory requirements
As a maintained first school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.However, we are not required to provide sex education but we do need to teach the parts of the Science National Curriculum relating to humans and growth. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Oldbrook First School we teach RSE as set out in this policy.

This policy has been developed in consultation with school leadership including Governors, staff and members of the school community. The consultation and policy development process involved the following steps:

1.Review – a member of staff led a review based on relevant information including relevant national and local guidance
2.Staff consultation –all school staff were given the opportunity to review the policy and long-term planning making recommendations.
3.Parent consultation –parents given the opportunity to read the policy, long term plan and respond
4.Ratification –once amendments were made, the policy was shared with governors and ratified

Roles and responsibilities

<u>The Governing Body</u>
The Governing Body will approve the RSE policy, and hold the Headteacher to account for its implementation.

<u>The Headteacher</u>
The Headteacher is responsible for ensuring that RSE is taught consistently across the school.

<u>Staff</u>
Staff are responsible for:

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

<u>Pupils</u>
Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Final

Parents' right to withdraw
Parents do not have the right to withdraw their children from relationships education.

Training
Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Monitoring arrangements
The delivery of RSE is monitored by the Headteacher and subject leader through lesson observations, learning walks, feedback from staff and children. Pupils' development in RSE is monitored by class teachers as part of our school assessment system.

Final

Overview of Statutory Changes Effective from September 2026

Below details the changes to the guidance of Relationships Education, Relationships and Sex Education (RSE) and Health Education which will be statutory in schools from September 2026. This will be implemented following the Jigsaw scheme of work at Oldbrook First School.

Area	Previous Guidance (Pre-2026)	Updated 2025 Guidance (Effective Sept 2026)
Foundational Relationships Education	Focused on kindness, turn-taking, respect, friendship, family	Greater emphasis on personal boundaries, recognising safe/unsafe behaviour, and physical and online safety from the early years
Online Relationships / Digital Safety	Mostly covered later in primary or under general e-safety	Stronger expectations for early teaching of online safety, understanding online behaviour, sharing images, digital boundaries, and trust
Respect, Manners, Stereotypes, Bullying	Included respectful relationships, kindness, and anti-bullying	Adds clearer teaching on challenging stereotypes, understanding differences, recognising exclusion, and promoting inclusion from EYFS
Privacy, Boundaries, Body Autonomy	Basic awareness of private parts, personal space, and appropriate contact	Strengthened guidance on body autonomy, consent (via boundaries), saying no, and how to seek help – introduced in Foundation/KS1
Handling Difficult Questions	Schools advised to have a policy for unexpected/sensitive questions	Reinforces need for skilled delivery, managing disclosures, transparency for parents, and sensitivity to age/stage when answering
Sex Education (Years R–2)	Not required in KS1; optional beyond science curriculum	Remains optional. No change in legal status, but guidance urges a carefully sequenced approach to prepare children for future content
Mental Wellbeing / Emotions	Children taught about emotions, friendships, and basic coping skills	Emphasises recognising and naming emotions, developing resilience, and understanding that support is available when

What has *not* changed or is still optional

- **Sex education beyond science** remains optional in early years / lower primary (Years 1-2). Schools choosing to teach it must have clear policies, consult parents etc.
- There is **no strict age limit** for some sensitive topics (the government decided *not* to introduce rigid age limits for *all* topics), preferring to rely on professional judgement in many cases.