



“Enabling life in all its fullness”

“I came that you may have life, life in all its fullness” (John10:10)

Our **Core Christian values** for our school are: *Perseverance, Creativity, Trust and Friendship.*

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

Including Relationships Education, Health Education, RSE and Personal Development

We have a separate RSHE & wellbeing policy.

PSHE scheme: Jigsaw

School vision: Shine Bright, Reach for the Stars

School	Ashton Keynes CE Primary School
Policy owner	Headteacher / PSHE Lead
Approved by	Governing Body
Date approved	September 2026
Effective from	September 2026
Review date	September 2027

Our Christian ethos underpins this policy; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other.

They are supported to develop their own self and self-esteem (shine) and be understanding of the need to respect, support and help others (reach). Wherever possible we make close links between our values, worship, RSHE and PSHE curriculum and link very closely with our golden thread of Wellbeing and Global advocacy. Both of these run through the heart of our curriculum and spiritually develop children as respectful advocates of change who strive to be excellent citizens in our community, country and world and support them to look after their own physical and mental health.

Rationale

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve (PSHE Association evidence base). The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition, the learning provided through a comprehensive PSHE education provision is an essential to safeguarding pupils. This works closely with our RSHE policy which supports the statutory DFE requirements to teach relationships, health and sex education progressively across the primary school as a Church school.

Policy statement

Ashton Keynes CE Primary School is committed to providing a high-quality Personal, Social, Health and Economic (PSHE) education programme which contributes to pupils' academic success, personal development, wellbeing, safeguarding and preparation for life beyond primary school. PSHE is taught as an important part of our whole-school curriculum and is rooted in our Christian vision, values and commitment to the dignity and worth of every child.

The school uses Jigsaw as its principal PSHE scheme of work. Jigsaw provides a progressive, spiral programme through six recurring areas: Being Me in My World, Celebrating Difference, Dreams & Goals, Healthy Me, Relationships and Changing Me. Jigsaw describes its programme as a spiral, progressive programme which incorporates statutory Relationships and Health Education. The school supplements and adapts the scheme where necessary to meet statutory requirements, pupil needs, safeguarding priorities, our Church of England ethos and the wider aims of PSHE education.

PSHE is broader than the statutory RSHE requirements. Our PSHE curriculum also provides planned learning about economic wellbeing, careers and aspirations, citizenship, personal responsibility, decision-making, safety, resilience and preparation for life in modern Britain.

We recognise that the discrete teaching of PSHE is one part of how children develop the attitudes and understanding they need to thrive and therefore apply our PSHE curriculum throughout the school day within our whole school approaches to behaviour management and pastoral care and use such opportunities as moments to reflect and learn. Our curriculum develops the qualities and attributes pupils need to thrive as individuals, family

members and members of society, building safe relationships of all types. It also prepares the children to be able to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programme we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Legal and curriculum framework

This policy is informed by the current statutory and non-statutory framework for schools in England. The revised Department for Education (DfE) Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance came into effect on 1 September 2026. Schools must have regard to this guidance.

- Relationships Education and Health Education statutory guidance, including the revised 2026 guidance.
- National Curriculum requirements relevant to PSHE, including Science, Computing and Physical Education.
- Early Years Foundation Stage statutory framework for Reception.
- Equality Act 2010 and the Public Sector Equality Duty.
- Keeping Children Safe in Education (KCSIE), as current.
- Working Together to Safeguard Children, as current.
- The school safeguarding and child protection policy.
- The school behaviour, anti-bullying, online safety, SEND, equality and accessibility policies.
- Church of England guidance and principles relating to Relationships, Sex and Health Education and the school's Christian character.

The school recognises that not all PSHE content is statutory. The statutory elements of Relationships Education and Health Education are mapped separately within the school's curriculum documentation. Additional PSHE provision is designed to complement, rather than replace, statutory requirements.

Aims of PSHE

Our PSHE curriculum aims to help every pupil:

- develop confidence, self-awareness, self-respect and a positive sense of identity;

- understand and manage emotions and develop resilience when faced with challenge or change;
- build and maintain healthy, respectful and supportive relationships;
- understand personal boundaries, consent in age-appropriate contexts, privacy and the importance of seeking help;
- recognise unsafe, abusive, exploitative, coercive or discriminatory behaviour and know how to respond;
- develop healthy habits and understand physical and mental wellbeing;
- understand puberty, growing up and changes in the body in an age-appropriate way;
- develop safe and responsible online behaviour and critical thinking about digital information and influences;
- understand money, saving, spending, work, enterprise and economic choices;
- develop aspirations and understand links between education, skills, careers and future opportunities;
- understand their responsibilities as members of families, communities and wider society;
- develop respect for difference, equality and diversity;
- make informed and responsible choices and understand that choices have consequences;
- develop the knowledge and skills needed to flourish as confident, compassionate and responsible citizens.

Church of England ethos

As a Church of England school, our PSHE curriculum is taught through a Christian understanding of human dignity and flourishing. We believe that every child is uniquely valued and deserves to have 'life in all its fullness' (John 10:10) and should be enabled to 'shine bright' and 'reach for the stars'.

Our Christian ethos is reflected through the following principles:

- Every person is valued and treated with dignity and respect.
- We promote kindness, compassion, honesty, forgiveness, courage, justice and service.
- We encourage pupils to take responsibility for themselves, others and the world around them.
- We recognise the importance of healthy, loving and respectful relationships.
- We provide opportunities for reflection, spiritual development, gratitude and consideration of values and purpose.
- We teach pupils to respect people whose beliefs, cultures, families, backgrounds or experiences may differ from their own.
- We encourage pupils to make wise and responsible choices and to consider the impact of their actions on others.

The school's Christian character informs the values and manner of teaching. It does not prevent pupils from receiving accurate, age-appropriate information or from learning about the diverse society in which they live.

Jigsaw as the school's PSHE scheme

Jigsaw is used consistently from EYFS/Reception through Year 6 as the school's main PSHE framework. The programme provides a whole-school spiral approach, allowing key concepts to be revisited at increasing levels of maturity and complexity.

The six Jigsaw Puzzles are:

- Being Me in My World – identity, belonging, responsibility, choices, democracy and participation.
- Celebrating Difference – diversity, inclusion, stereotypes, prejudice, bullying and respect.

- Dreams & Goals – aspirations, perseverance, resilience, teamwork, achievement and responding to setbacks.
- Healthy Me – physical health, mental wellbeing, healthy lifestyles, safety, medicines and risk.
- Relationships – families, friendships, communication, respect, boundaries, conflict and support networks.
- Changing Me – growing and changing, puberty, body awareness, emotions and preparation for the next stage of life.

Teachers will use the current Jigsaw materials and school curriculum map. The PSHE Lead will review coverage annually against the current DfE statutory requirements and identify any gaps or areas requiring additional teaching. Jigsaw is a framework rather than a substitute for professional judgement: staff will adapt teaching for the age, maturity, SEND needs, lived experiences and safeguarding context of pupils.

Curriculum organisation and progression

PSHE is taught through a planned weekly curriculum, with additional opportunities through assemblies, collective worship, science, computing, PE, English, wider curriculum themes, safeguarding activities, pupil leadership and pastoral provision.

The school maintains a progressive curriculum from Reception to Year 6. Knowledge and skills are revisited so that pupils move from recognising and naming concepts in the early years towards applying, evaluating and making increasingly independent decisions in upper Key Stage 2.

Early Years Foundation Stage

In Reception, PSHE learning is embedded within Personal, Social and Emotional Development and the wider EYFS curriculum. Children develop understanding of themselves, relationships, emotions, similarities and differences, rules, boundaries, hygiene, safety, healthy choices, resilience and how to seek help.

Key Stage 1

- self-awareness, feelings and emotional regulation;
- friendships, kindness, sharing, cooperation and resolving disagreements;
- families and people who care for us;
- respecting similarities and differences;
- bullying and how to seek help;
- personal boundaries, privacy and trusted adults;
- healthy eating, physical activity, sleep and hygiene;
- basic online safety and responsible use of technology;
- aspirations, goals and perseverance;
- money awareness and simple economic choices.

Key Stage 2

- identity, confidence, self-esteem and personal responsibility;
- positive friendships and respectful relationships;
- recognising unhealthy, controlling, coercive, abusive and discriminatory behaviour;
- family relationships and diversity;
- puberty, menstruation and physical and emotional changes;
- mental wellbeing, resilience, stress, anxiety and help-seeking;
- online relationships, harmful content, pressure, privacy and digital reputation;
- healthy lifestyles, nutrition, exercise, sleep, medicines, substances and risk;

- first aid and responding to emergencies;
- money management, saving, spending, value, needs and wants;
- careers, aspirations, workplace skills, stereotypes and equal opportunities;
- citizenship, democracy, rules, law, community participation and responsibility;
- preparation for secondary school and increased independence.

Relationships, Sex and Health Education within PSHE

The statutory Relationships Education and Health Education requirements are delivered principally through Jigsaw and mapped explicitly in the school's RSHE curriculum documentation. The school maintains a separate RSHE policy setting out detailed arrangements for relationships education, health education, additional sex education, parental rights and safeguarding.

Science teaching provides the statutory biological knowledge required by the National Curriculum. Where the school provides additional age-appropriate sex education beyond statutory science, it will follow the arrangements in the RSHE policy and the DfE statutory guidance.

Mental health and wellbeing

Mental wellbeing is central to PSHE. Pupils learn to identify and communicate feelings, develop coping strategies, build resilience, recognise when they need help and identify trusted adults and appropriate support.

- The school promotes positive emotional wellbeing without suggesting that pupils should manage significant mental health difficulties alone.
- Teachers respond sensitively to pupils who show distress or disclose concerns.
- Safeguarding concerns are passed promptly to the DSL.
- Pastoral support is coordinated with families and appropriate professionals where needed.
- The curriculum promotes healthy coping strategies, sleep, exercise, relationships, reflection and help-seeking.
- The school has a trained Senior Mental Health Lead
- The school has trained ELSAs, which receive termly supervision
- The school has pupil wellbeing ambassadors

Safeguarding and PSHE

PSHE is a preventative safeguarding curriculum. Pupils are taught about personal safety, boundaries, trusted adults, abuse, bullying, exploitation, harmful behaviour, online risks and how to seek help.

- Staff must follow the school's safeguarding and child protection policy at all times.
- Staff must not promise confidentiality if a safeguarding concern is disclosed.
- Disclosures must be reported to the DSL in accordance with school procedures.
- Teachers should not investigate or ask leading questions.
- PSHE planning may be adapted in response to identified safeguarding risks affecting the school or local community.

Inclusion, equality and SEND

PSHE is for every pupil. Teaching is adapted to ensure meaningful participation for pupils with SEND, including through visual support, pre-teaching, repetition, alternative recording methods, simplified language, additional processing time and appropriately differentiated resources.

The school complies with the Equality Act 2010. Pupils are taught to respect difference and challenge prejudice, stereotyping, bullying and discrimination. Teaching reflects the protected characteristics in an age-appropriate manner.

Teachers will take account of pupils' individual circumstances, including family change, bereavement, caring responsibilities, looked-after status, English as an additional language, trauma and safeguarding needs.

Online safety and digital citizenship

Online safety is woven throughout PSHE and the wider curriculum. Pupils learn how online communication can affect themselves and others and how to manage privacy, passwords, personal information, digital footprints, online friendships, misinformation, pressure and harmful content.

Older primary pupils are taught, in an age-appropriate and protective way, about harmful online influences, sexualised or inappropriate content, image sharing, coercion, manipulation, misogyny and other harmful attitudes. The school does not show explicit sexual content. The school network ensures that it is securely filtered so inappropriate content on the internet cannot be accessed whilst on the school server.

Economic wellbeing and careers

Economic wellbeing is a planned part of the wider PSHE curriculum. Pupils develop age-appropriate understanding of money and financial choices, including needs and wants, saving, spending, budgeting, value, risk and the difference between essential and non-essential spending.

Careers education begins in the primary years through aspiration, role models, understanding skills and interests, exploring the world of work and challenging stereotypes about jobs. The school provides opportunities for pupils to meet people from different occupations and understand the connection between learning, skills, character and future opportunities.

- EYFS/KS1: aspirations, interests, people who help us, different jobs and the value of contribution.
- KS2: skills, strengths, enterprise, work, stereotypes, equal opportunities, financial choices and future pathways.
- Where possible, the school uses visitors, Primary Futures, community links and pupil leadership opportunities to broaden aspirations. We also provide entrepreneurial challenges for the children e.g. grow £5 project for school fete for charity.

Citizenship, British values and personal responsibility

PSHE contributes to pupils' understanding of life in modern Britain. Pupils learn about democracy, rules, law, individual liberty, mutual respect, tolerance, community, responsibility and participation.

- Pupils experience democratic decision-making through class and school leadership opportunities.
- Pupils learn why rules and laws exist and how they protect people.
- Pupils learn to respect the rights and views of others.

- Pupils are encouraged to contribute to their school, local community and wider world.
- Pupils learn that rights are accompanied by responsibilities.

Spiritual, moral, social and cultural development

PSHE makes a significant contribution to pupils' personal development. It provides structured opportunities to reflect on values, relationships, choices, responsibility, justice, compassion, belonging and purpose. This is complemented by collective worship, RE, school prayer and the wider Christian life of the school.

Teaching and learning principles

PSHE lessons should be:

- safe, respectful and inclusive;
- age-appropriate and developmentally appropriate;
- accurate and based on reputable sources;
- interactive and engaging, using discussion, scenarios, stories, reflection and practical activities;
- carefully differentiated for pupils' needs;
- free from pressure to disclose personal experiences;
- consistent with safeguarding expectations;
- linked to prior learning and revisited through the Jigsaw spiral.

Jigsaw lessons use a lesson structure designed to establish respectful learning, connection, reflection and application. Teachers should use the Jigsaw Charter or an equivalent agreed class charter to establish expectations for respectful discussion.

Handling questions

Pupils are encouraged to ask questions. Teachers will answer factual questions sensitively and at an age-appropriate level. Questions that are highly personal, outside the planned curriculum, developmentally inappropriate or potentially safeguarding-related will be handled separately and, where appropriate, referred to the PSHE Lead or DSL.

Teachers will not share personal experiences as a teaching strategy and will not ask pupils to disclose personal or family information in front of peers.

Parents and carers

The school recognises parents and carers as important partners in children's personal development. This policy and relevant curriculum information will be available to parents/carers, and the school welcomes constructive dialogue about PSHE.

The statutory rights concerning withdrawal from sex education are set out in the school's RSHE policy. Parents cannot withdraw pupils from statutory Relationships Education, Health Education or National Curriculum Science. Requests concerning additional sex education will be managed in accordance with the current DfE statutory guidance and the school's RSHE policy.

Assessment

PSHE assessment is primarily formative. Teachers assess pupils' knowledge, understanding, vocabulary, confidence and ability to apply learning through discussion, questioning, scenarios, reflection and recorded work where appropriate.

- Teachers identify prior knowledge and misconceptions.
- Learning is revisited through the Jigsaw spiral curriculum.
- Teachers use assessment to adapt subsequent teaching.
- The PSHE Lead monitors progression and coverage across the school.
- Pupil voice is used to evaluate relevance, confidence and understanding.
- Assessment is not used to grade pupils' personal beliefs, family circumstances or private experiences.

Monitoring, evaluation and review

The PSHE Lead is responsible for coordinating the subject and reporting to the Headteacher. Monitoring may include planning scrutiny, lesson visits, pupil voice, work scrutiny, curriculum mapping, teacher feedback and review of safeguarding and pastoral themes.

- Annual audit of PSHE coverage against the current statutory RSHE requirements.
- Annual review of Jigsaw progression and curriculum sequencing.
- Monitoring of inclusion and accessibility.
- Review of pupil voice and engagement.
- Review of staff confidence and training needs.
- Review of parent/carer feedback.
- Reporting to governors through the school's curriculum and monitoring arrangements.

Roles and responsibilities

- Governing Body: provides strategic oversight, approves the policy and monitors statutory compliance and curriculum effectiveness.
- Headteacher: has overall responsibility for implementation, staffing, resources, safeguarding and policy review.
- PSHE Lead: coordinates planning, progression, Jigsaw implementation, monitoring, resources and staff support.
- DSL: leads safeguarding responses arising from PSHE or wider school life.
- Teachers: deliver PSHE safely, consistently and sensitively, adapt learning and follow safeguarding procedures.
- Parents/carers: support children's learning and communicate relevant concerns or needs with the school.
- Pupils: participate respectfully, listen to others, ask questions appropriately and contribute to a safe learning environment.

External visitors and agencies

External visitors may contribute to PSHE where they provide appropriate expertise or enrichment. The school retains responsibility for the curriculum and will ensure that visitors are appropriately vetted, briefed and supervised. Resources and content will be checked in advance and visitors will follow school safeguarding, equality and behaviour expectations.

Policy review

This policy will be reviewed annually, or sooner where there are significant changes to statutory guidance, legislation, safeguarding requirements, curriculum provision or school context. The next scheduled review is September 2027.

Appendix A – Jigsaw curriculum overview

Jigsaw Puzzle	Core focus	Key wider PSHE links
Being Me in My World	Identity, belonging, responsibility	Citizenship, democracy, choices, school community
Celebrating Difference	Diversity, inclusion, respect	Equality, prejudice, bullying, stereotypes
Dreams & Goals	Aspirations, resilience, achievement	Growth mindset, careers, perseverance, teamwork
Healthy Me	Health, wellbeing, safety	Mental health, nutrition, exercise, substances, risk
Relationships	Friendships, families, communication	Boundaries, respect, conflict, safeguarding
Changing Me	Growing, change, puberty	Body awareness, emotions, preparation for adolescence

Appendix B – Key curriculum evidence

- Whole-school PSHE curriculum map and progression document.
- Jigsaw yearly overviews and lesson plans.
- RSHE statutory coverage map.
- Pupil voice and personal development evidence.
- Work samples and teacher assessment where appropriate.
- Staff CPD and subject leadership records.
- Parent/carers communication and consultation evidence.
- Governor monitoring records.

Appendix C – Key external references

Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education – statutory guidance, revised and effective from 1 September 2026.

Department for Education: Relationships Education – Primary.

Jigsaw PSHE: Jigsaw 3–11 Programme and mapping materials.

PSHE Association: Statutory RSHE guidance and PSHE Programme of Study.