



PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY

This policy covers all pupils including the Early Years Foundation Stage (EYFS)

Introduction

At St David's, we aim to provide a nurturing, inspiring, and inclusive environment where every child has a voice and can thrive - both as a learner and as an individual.

We are committed to:

- Fostering curiosity, creativity and a lifelong love for learning.
- Helping each pupil grow in confidence and independence to fulfil their unique potential.
- Offering diverse, balanced learning experiences that inspire and challenge.
- Equipping pupils with the values, skills and resilience to thrive at St David's and beyond.
- Nurturing emotional, social and moral development alongside academic success.

Our teaching of Personal, Social, Health and Economic Education is integral to the way we achieve this.

Aims of PSHE

Our PSHE programme is designed to raise the pupils' awareness of others as well as to prepare them for the opportunities, responsibilities and experiences of later life.

By teaching PSHE and developing the self-awareness, positive self-esteem and confidence of our pupils, our aim is to enable pupils to:

- Stay as healthy (both physically and mentally) as possible
- Keep themselves and others safe
- Develop social skills
- Have worthwhile and fulfilling relationships
- Develop respect for people who are different from them (e.g. race, gender, age, disability, religion, culture etc. See 'Equal Opportunities' below)
- Develop independence and responsibility
- Play an active role as members of a democratic society
- Make the most of their own and others' abilities
- Manage their feelings
- Develop their self-awareness
- Create an environment where good learning takes place

Equal Opportunities

At St David's we strive to ensure that *all* pupils have equal access to all aspects of school life and work. During PSHE lessons we ensure that every pupil has full access to resources used, is valued as an individual and encouraged to participate and reach their full potential.

We understand that PSHE lessons provide an excellent opportunity to recognise, embrace and celebrate diversity and difference. By presenting positive images of groups and cultures in our society, taking into account race, gender, disability and all other protected characteristics set out in the Equality Act 2010 (see Equality Policy), the pupils are encouraged to challenge prejudice and stereotypical views within PSHE lessons. They therefore learn to value, respect and show appreciation of others.

Inclusion

Teachers are aware of their responsibilities for SEND pupils and for high achievers. Therefore, where appropriate, PSHE planning incorporates adaptive learning activities according to individual pupils' needs. (See High Achievers/SEND policies).

Personal, Social and Emotional Development in the Early Years Foundation Stage

In the Early Years Foundation Stage (EYFS) we refer to school readiness. School readiness means that children are ready for school, families are ready to support their children's learning and schools are ready for children. Physical, cognitive, social, and emotional development are all essential ingredients of school readiness. We view school readiness as children possessing the skills, knowledge and attitudes necessary for success in school and for later learning and life.

In the EYFS all pupils have equal and adequate access to the curriculum which embodies the EYFS framework and sets out the standards for development, learning and care for children from birth to five. Personal, Social and Emotional Development is one of the three Prime Areas which are the foundations for children's school readiness and future progress.

In the EYFS:

- Pupils are individually supported in developing confidence, independence and self-respect within a caring environment. They work as part of a group and independently. They are able to concentrate and persevere in their learning and to seek help where needed.
- The pupils are encouraged to explore, initiate ideas and solve simple practical problems.
- They are encouraged to be independent in selecting an activity or resources and in dressing and personal hygiene.
- Pupils are encouraged to be sensitive to the needs and feelings of others and show respect for people of other cultures and beliefs.
- They learn to take turns and share.
- The pupils learn ways to express their feelings and to behave in appropriate ways, an understanding of right and wrong.
- They learn how to treat living things and their environment with care.

Pupils in Early Years follow the same Jigsaw Programme as the rest of the school (see below) in their weekly shared assembly.

The Delivery of PSHE in Key Stages 1 and 2

PSHE is an important part of the pupils' education at St David's and is evident in many areas of school life. Our whole school approach to PSHE involves three different forms of provision.

1. Discrete PSHE curriculum time: The Jigsaw Programme

To ensure progression and a spiral curriculum, we use Jigsaw (the mindful approach to PSHE), as our chosen teaching and learning programme for the whole school and we tailor it to the pupils' needs.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE and it offers us a comprehensive, carefully thought through Scheme of Work which brings consistency and progression to our pupils' learning in this vital curriculum area.

At St David's School we allocate 45 minutes/one hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. In most cases Class teachers deliver the weekly lessons to their own classes.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education (see the Relationships, Health and Sex Education Policy for more detail). The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society

Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

As part of the 'Jigsaw' lessons and through activities such as circle time, games, speaking and listening activities, discussions, debates, role play etc. the pupils are taught (among other things):

- Mindfulness – to be aware of their thoughts and feelings as they arise.
- How to regulate/manage their thoughts and feelings by using interventions such as breathing (Calm me) techniques.
- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong.
- To share opinions on things that matter to them and explain their views.
- To take part in discussions with one other person and the whole class.
- To take part in a simple debate about topical issues.
- That they belong to various groups and communities, such as family and school.
- What improves and harms their local, natural and built environments and about some of the ways people look after them.
- How to manage money effectively and to be a critical consumer.
- To contribute to the life of the class and school.
- How to make simple choices that improve their physical and mental health and their well-being.
- To listen to other people and play and work co-operatively.
- To manage and control their feelings during conflicts and disputes.
- To develop a simple understanding of British Values such as democracy and the basic institutions that support it.
- Why and how rules and laws are made and enforced in British society
- To consider how they learn.
- To develop the understanding, knowledge and skills needed to play an active role as British citizens.
- To reflect on what they have learnt or achieved.

2. Implicit PSHE

The explicit 'Jigsaw' lessons mentioned above are reinforced and enhanced in many ways.

The Topic areas are interwoven and evident in assemblies, our praise and reward system, special events and everyday school life at St David's. The values inherent in the St David's Way are also very important to the St David's ethos.

The St David's Way - helping you to find your:

Strength - We work hard to be the best version of ourselves.

Perseverance - We always keep trying to achieve our goals.

Ambition - We aim high and embrace challenge.

Respect - We are responsible and kind.

Knowledge - We are curious and ask questions.

These values are modelled and reinforced through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations and special events in the school community such as:

- Annual Harvest festival where pupils bring in food which is packaged and sent to the Purley Food Hub.
- Our 'St David's Families' system enables every child to be a member of a mixed-age 'family' which promotes the development of strong friendships across age ranges and encourages pupils to support and care for one another. This particularly enables younger pupils to settle into the school. The older pupils have the opportunity to serve as mentors and take leadership/ nurturing roles. Regular 'family' times are planned throughout the year where the pupils meet up and play/share activities together.
- Pupils in the choir perform for local Elderly Residential houses and raise money for charity by singing in public places (e.g. shopping centres, supermarkets etc.)
- Visits are made by different members of the community, including firefighters, and various parents to discuss their careers and occupations.

- Many charities (including local ones) are chosen by the pupils and supported every year by raising money through activities such as multi-days, business week and concert collections.
- Whole school assemblies are planned to address many aspects of PSHE (for example social issues and behaviour towards others) and impromptu assemblies are held when required to address topical issues.
- Weekly Celebration assemblies offer opportunities for pupils to present music, art and literacy achievements and receive recognition.
- The Head Pupils represent the school at the annual local Remembrance Service.
- Organised trips to venues such as museums and art galleries both in the local community and further afield.
- Class teachers operate a 'buddy' system where pupils are asked to help new or lonely pupils around school and in the playground giving them the opportunity to build new friendships.
- The School Council (made up of elected representatives) meets regularly. This is an excellent way to introduce the British Value of democracy to the pupils. It demonstrates the need for rules, a democratic decision making process and accountability. School Council are consulted on such matters as the daily menu, school facility improvements and behavioural codes.
- The elected 'Eco Warriors' meet regularly and the members are given responsibilities such as driving sustainability at St David's, creating 'recycle, reduce, re-use' solutions, planning eco-themed weeks and assemblies and raising awareness of issues that effect the world e.g. global warning and pollution.
- Unity Dragons are a team of pupils who work together to make sure everyone feels valued, respected, happy and safe in the school. The Unity Dragons help pupils to celebrate differences and promote kindness, and they also help pupils to look after their wellbeing. Their role is to help everyone to feel they belong.
- We use the *Zones of Regulation* to help pupils notice and understand their feelings. Each class has emotion check-in boards with suggested strategies to help them calm down, this also allows staff and pupils to be aware of how everyone is feeling, so that support or intervention can be offered when needed.
- Residential experiences, visits and special days or weeks in school provide opportunities for pupils to plan and work together, develop and maintain relationships under different circumstances, as well as develop a range of positive character attributes (see 'Contribution to Character Education' below).

3. Cross-curricular Links

Some cross-curricular links can be made with PSHE and specific subjects such as Science (health and sex education, healthy eating, drugs and medicines), Maths (money), PE (healthy living), Geography (the environment, culture and traditions), ICT (internet safety – see *below*), History (diversity and stereotypes) and R.E. (different religions and cultures).

PSHE also contributes to the teaching of all other curriculum areas as it develops skills such as: enquiry, communication, reasoning, reflection, expression, responding, empathy, questioning and social interaction etc.

ICT

ICT is used where appropriate in PSHE. The pupils research some topics using the internet and then present their work using PowerPoint or Publisher.

As part of PSHE teaching, pupils are taught online safety in line with KCSIE, and this includes learning to understand the risks posed by adults or young people who use the internet or social networking sites/media to bully, groom or radicalise other people especially pupils, young people and vulnerable adults. This subject matter is revisited on a termly basis during ICT lessons and sometimes in assemblies e.g. during anti-bullying week. It receives particular emphasis at the start of every academic year. The subject of peer on peer situations is included in this section of the curriculum.

Contribution to SMSC Education

PSHE contributes significantly to the Spiritual, Moral, Social and Cultural development of each child by:

- Enabling pupils to learn about beliefs, values and the concept of spirituality.
- Giving pupils the opportunity to experience silence and quiet reflection.
- Ensuring pupils develop respect for the right of others to hold beliefs different from their own.
- Fostering appreciation and understanding of different religions and traditions.
- Enabling pupils to develop self-confidence.

- Enabling pupils to learn socially and morally responsible behaviour both in and out of the classroom, towards those in authority and towards each other.
- Giving pupils the opportunity to explore how social and personal morality is influenced by their actions.
- Encouraging respect for other people, including those with protected characteristics.
- Encouraging community involvement. Pupils are given opportunities to become involved in helpful ways in the life and concerns of the local community.
- Giving pupils opportunities to accept and engage with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Developing political literacy. Pupils develop an awareness of the institutions, issues, problems and practices of our democracy.
- Developing their cultural awareness. Pupils are encouraged to understand and value the multi-cultural and multi-ethnic nature of our society and to foster positive attitudes to all people.

Contribution to Character Education

One aim of PSHE is to effectively prepare pupils for life in British society. Every young person needs to develop the values, skills and behaviours they need to get on in school and their future life. Our three different forms of PSHE provision aim to develop the following character traits:

- perseverance, resilience and “grit”
- confidence and optimism
- motivation, drive and ambition
- neighbourliness and community spirit
- tolerance and respect
- honesty, integrity and dignity
- conscientiousness, curiosity and focus

These are felt to be things that help young people to become autonomous, preparing them to live independent and rewarding lives.

Dealing with Sensitive Issues

Within the PSHE curriculum there are a number of areas which deal with issues that require sensitive handling. Before dealing with areas that explore pupils’ feelings and relationships, it may be necessary to be aware of recent experiences that any pupils may have had so that we can avoid activities that may be inappropriate for the situation. Such situations could include family separation or bereavement.

Whenever sensitive issues are being explored in discussions or activities, it is important to make sure that pupils know that they do not have to share personal experiences with the rest of the group unless they want to. Staff should always look at the themes and plans in advance and discuss approaches and ways of working with the PSHE Leader.

If a disclosure is made by a child, it is dealt with in accordance with the procedures in the Child Protection and Safeguarding Policy.

Resources

Most resources are from the Jigsaw programme and its complimentary update policy ensures the school is always using the most up to date teaching materials and that our teachers are well-supported.

The internet is also regarded as a valuable resource for PSHE and lessons will sometimes involve information/clips from the internet to supplement the Jigsaw material.

Parental Involvement

The school seeks to involve parents who have relevant expertise when appropriate. Parents are informed about the content of PSHE lessons in the half termly newsletters and are given relevant information in school newsletters (e.g. internet safety). Meetings are also held regularly to inform parents about Sex Education lessons, and there is parental consultation whenever the Relationships, Health and Sex Education Policy is reviewed.

Community Links

Opportunities are provided for visitors to come into school to share their expertise and skills and complement the work of the teachers. Visitors can include nurse and dentist, local police officers, fire

service, the local vicar and religious organisations, voluntary organisations and charities including charities for the disabled, Council Officers, people from different backgrounds and cultures, etc.

Assessment

As far as possible it is the class teacher who delivers the PSHE lessons as they are an integral feature of our pastoral care provision. There is no formal assessment, but class teachers constantly monitor pupils’ reactions, responses and participation in lessons and can award Jigsaw certificates at the end of each unit (puzzle). At the end of each lesson (piece) the pupils complete an evaluation where they reflect on what they have learnt.

Subject Leaders’ Role

The PSHE Leader is responsible for:

1. Training and supporting class teachers with the delivery of the Jigsaw scheme of work
2. Ensuring the material for the Jigsaw Scheme of Work is prepared
3. Monitoring its delivery and the standard of the pupils’ work
4. Reviewing and updating the resources needed
5. Monitoring and reviewing the PSHE Policy every two years
6. Remaining informed about current developments in PSHE
7. Maintaining the high profile of PSHE within the school

The Role of the Head Teacher

The Head Teacher will:

- Oversee the overall leadership of PSHE across the School.
- Ensure that PSHE is appropriately planned, resourced and delivered in line with statutory guidance.
- Ensure all staff are aware of their responsibilities in delivering and supporting PSHE.
- Provide opportunities for staff training and professional development.
- Ensure that PSHE procedures and expectations are communicated clearly to staff, pupils and parents.
- Monitor whole-school wellbeing, behaviour and safeguarding trends to inform PSHE planning and intervention.

The Role of Governors

The Governing Body is responsible for:

- Ensuring the School has an up-to-date PSHE policy and that it is shared with all staff.
- Ensuring statutory PSHE requirements are met and reviewed regularly.
- Monitoring the effectiveness of the School’s PSHE provision through committee updates, reports and evidence from senior leaders.
- Ensuring that safeguarding, wellbeing, and anti-bullying expectations are embedded throughout the PSHE curriculum.
- Supporting the School in promoting positive relationships, personal development, and pupils’ wellbeing.

This policy is in compliance with the current version of ‘Keeping Children Safe in Education’ (DfE)) and is to be read in conjunction with the following related policies:

Anti-bullying
 Child Protection and Safeguarding
 Collective Worship and Assemblies
 Computing - Acceptable Use Policies
 Computing, Mobile Device & Cameras
 Equality
 High Achievers

Online Safety
 Preventing Extremism and Anti-radicalisation
 Positive Behaviour
 Reasonable Force & Restraint
 Relationships, Health and Sex Education
 Special Educational Needs and Disability
 All Early Years Policies

Policy reviewed by B Rogers	November 2025
Approved by SLT	November 2025
Approved by St David’s Policy Sub Committee	March 2026
Review date (every two years)	October 2027