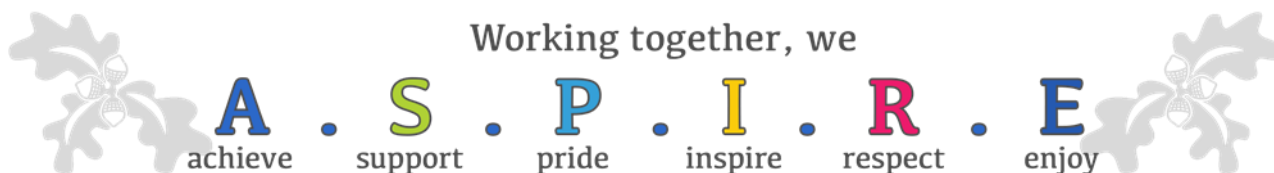




Personal, Social, Health and Economic Education (PSHE) Policy

Warrender Primary School

Ratification by Warrender Governing Body	
Policy Updated:	January 2026
Date of next Review	January 2028
Signature (Governors):	<i>W Maynard</i>
Signature (Headteacher):	<i>H Brown</i>





Personal, Social, Health and Economic Education Policy:

What is PSHE?

Personal, Social, Health and Economic (PSHE) Education provides our children with the knowledge and attributes they need to keep themselves healthy and safe. Fundamentally, PSHE prepares our children for a life beyond Warrender, as they grow in the wider community. We follow a scheme called JIGSAW, which puts mindfulness at the centre of each lesson. We recognise that mental health and emotional wellbeing carries the same importance as physical health. The Jigsaw Programme offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression (through its spiral curriculum) to our children's learning in this vital curriculum area. The overview of the programme can be seen in the appendix 3.

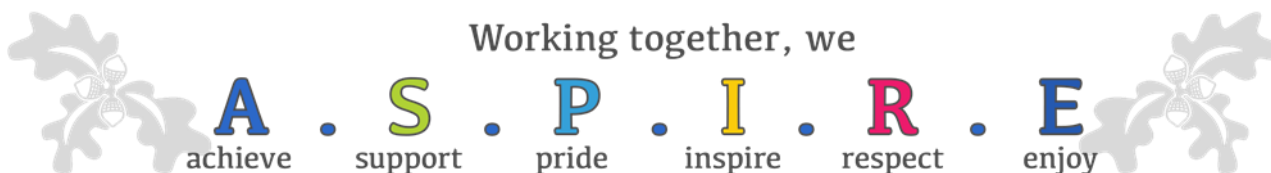
The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. 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.

Our PSHE provision from Nursery to Year 6 focuses on these termly topics:

<i>Term</i>	<i>Puzzle name</i>	<i>Content</i>
<i>Autumn 1</i>	Being Me in My World	Includes lessons on Self-Identity, Group Identity, Responsibilities, Consequences, Teamwork and introduces the Jigsaw Charter.
<i>Autumn 2</i>	Celebrating Difference	Includes lessons on Similarity & Difference, Bullying, Stereotyping, Racism, Discrimination and Celebrating Differences and Individuality
<i>Spring 1</i>	Dreams and Goals	Includes lessons on Aspirations, Goals, Challenges, Teamwork, Resilience, Jobs and Careers and Simple Budgeting.
<i>Spring 2</i>	Healthy Me	Includes lessons on Drugs and Alcohol Education, Self-Esteem and Confidence as well as Healthy Lifestyle choices.





Summer 1	Relationships	Includes lessons on Friendship, Family and other Relationships, Conflict Resolution, Communication, Loss and Bereavement.
Summer 2	Changing Me	Includes lessons on Coping Positively with Change, Puberty, Environmental and Life Cycles (includes Human Reproduction).

More curriculum coverage information can be found in appendix 3

Statutory Requirements:

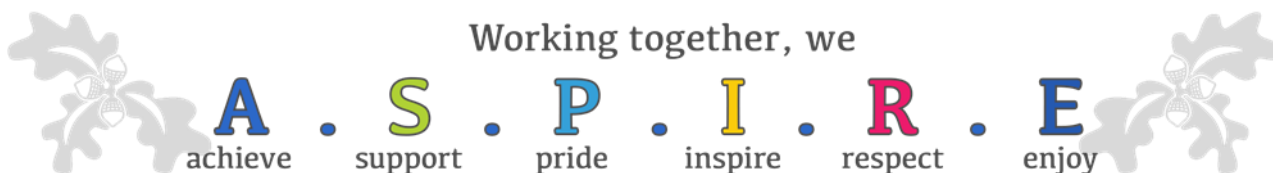
All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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

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

Roles and Responsibilities:

- The Headteacher:
 - The overall implementation of this policy
 - Ensuring that parents are fully informed of this policy
 - Reviewing requests from parents to withdraw their children from the subjects
 - Discussing requests for withdrawal with parents
 - Organising alternative education for pupils, where necessary, that is appropriate and purposeful
 - Reporting to the governing board on the effectiveness of this policy
 - -Reviewing this policy every 2 years
- Staff members:
 - Delivering PSHE in a sensitive way
 - Modelling positive attitudes to PSHE
 - Monitoring progress
 - Responding to the needs of individual pupils
 - Seeking support from PSHE lead, if they need clarification of the curriculum





- The PSHE lead:
 - Overseeing the delivery of the subjects
 - Ensuring the subjects are age-appropriate and high-quality
 - Ensuring teachers are provided with adequate resources to support teaching of the subjects
 - Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum
 - Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils
 - Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum - Monitoring and evaluating the effectiveness of the subject
- The Governing Board:
 - The governing board will approve the PSHE policy, and hold the Head Teacher to account for its implementation.

Warrender Values:

Our school values are reflected in all our learning: Achieve, Support, Pride, Inspire, Respect and Enjoy. The intent of our PSHE curriculum is to ensure all children **ASPIRE** to become the best version of themselves.

By working together at Warrender, we ASPIRE through our PSHE learning:

- We **ACHIEVE** by understanding how to remain safe
- Feel able to **SUPPORT** our own and others health and wellbeing
- Have a sense of **PRIDE** and **ENJOYMENT** when celebrating differences that make us unique and special
- **INSPIRE** each other by understanding and tackling stereotypes
- Demonstrate **RESPECT** by exploring what it means to live in the wider world and 21st Century Modern Britain





Our Aims:

It is our aim in PSHE that all children:

- Show resilience and view learning as a journey (*please see Learning Pit in the appendix 2*)
- Provide all children with weekly PSHE lessons and experiences that help them to understand their own and others health and wellbeing, increase their knowledge of the wider world and gain an understanding of healthy relationships
- Expand community links (e.g. visiting Café Connect, supporting local and nationwide charities)

Why do we teach PSHE?

At Warrender School, our PSHE provision enables our children to become confident, positive and broadminded individuals. It is crucial that our families also feel supported through the child's development and know where to seek help, if needed.

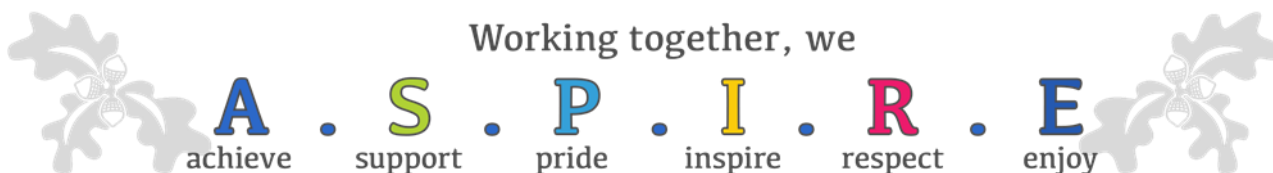
Content and Delivery:

What we teach:

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance. Please refer to our Relationships and Sex Education policy for details about what we teach, and how we decide on what to teach, in this subject. For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year (*see appendix 3*)

How we teach it:

Teachers will choose the method most appropriate for their whole class to meet the objectives of each weekly lesson. These explicit lessons are reinforced and enhanced in many ways through: Assemblies and collective worship, praise and reward system, learning charter, 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 in the school community. Our behaviour curriculum supports children in understanding what prosocial behaviour looks like and how they can demonstrate valued behaviours through understanding their emotions and experiences. This approach is underpinned by the therapeutic thinking theory.





PSHE in Early Years:

PSHE is taught as a discrete subject for 15-20 minutes per week in Nursery and Reception. However, PSHE also encompasses many aspects of the Early Years Framework including:

- **Personal, Social and Emotional Development:** Making Relationships, Self-confidence and Self-awareness and Managing Feelings and Behaviour.
- **Physical Development:** Moving and Handling and Health and Self-care
- **Understanding the World:** The World, People and Communities, Technology

PSHE learning will often take place during circle time, a calm and relaxing time, where the teacher can scribe what the children discuss or take pictures of the activities they are completing. This is recorded in their class scrapbooks.

PSHE in Key Stage 1 and Key Stage 2:

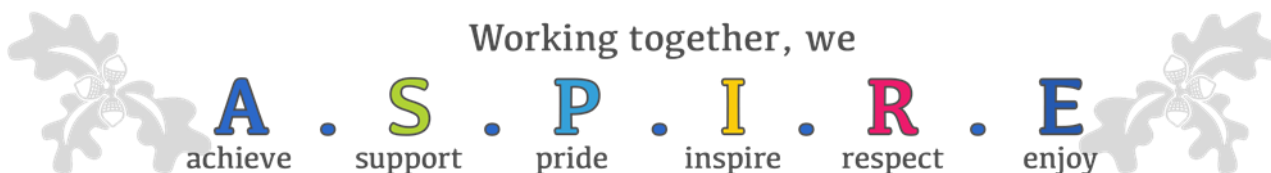
PSHE is taught as a discrete subject for 30-45 minutes per week in KS1 and KS2. The children's learning and ideas are recorded in their class scrapbook. Teachers will provide additional opportunities, particularly as the children take more responsibility for their learning to develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Assessment:

Children are assessed through:

- Discussions
- Group Tasks
- Team work
- Written or verbal responses
- Making Decisions
- How well children can use their knowledge and understanding in developing skills and attitudes.

At the end of each year, teachers will assess if each child is **working towards**, **working at** or **working beyond** each PSHE statement. This is helpful in interpreting if a child needs extra support with any particular area of PSHE.





Disadvantage Learners

We recognise that disadvantaged pupils, including those eligible for pupil premium funding, may face additional barriers to accessing PSHE learning and may have had fewer opportunities to develop their personal, social and emotional skills outside of school. Our PSHE curriculum is carefully designed to ensure these pupils receive high-quality teaching that addresses their specific needs, including building self-esteem, developing aspirations, understanding healthy relationships, and accessing information about support services available to them and their families. Teachers provide targeted support for disadvantaged pupils through pre-teaching key vocabulary, providing additional resources such as visual aids and concrete examples, and offering opportunities for one-to-one or small group discussions where pupils may feel more comfortable sharing their thoughts and experiences. We monitor the progress and engagement of disadvantaged pupils in PSHE through our termly assessments and use this information to provide additional pastoral support, mentoring, or interventions where needed, ensuring that all pupils can benefit equally from our PSHE provision regardless of their background or circumstances.

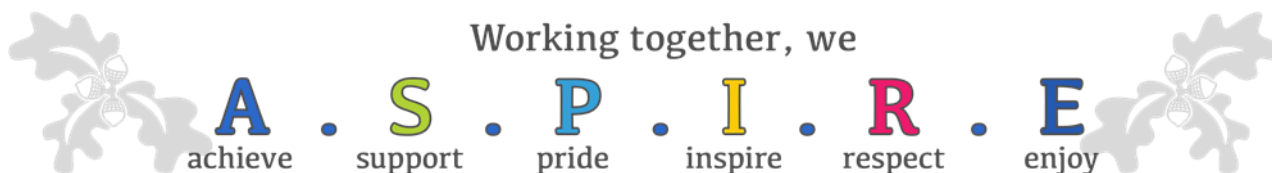
Equal Opportunities:

Children will have varying needs regarding PSHE. At Warrender, we firmly believe that all children need to have access to PSHE. Our teachers provide opportunities matched to individual needs of the children with learning difficulties. Intervention through support groups, interventions or plans will lead to the creation of a My Plan. When teaching PSHE, teachers take into account the targets set for the children in their My Plan, some of which targets may be directly related to PSHE targets.

Monitoring arrangements

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

- Planning scrutinies
- Learning walks
- Class PSHE Learning Journals
- PSHE updates communicated during staff meeting or via emails
- Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems.





Effective Strategies

o **Jigsaw Friends**

Jigsaw friends are used throughout PSHE lessons as a talking object. They are also used when discussing scenarios to make it less personal for our children, allowing them to give advice to their 'friend' rather than a member of the class.

- o Foundation 1 and 2: Jigsaw Jenie (light blue)
- o Year 1: Jigsaw Jack (orange)
- o Year 2: Jigsaw Jo (pink)
- o Year 3: Jigsaw Jino (purple)
- o Year 4: Jigsaw Jaz (royal blue)
- o Year 5: Jigsaw Jez (green)
- o Year 6: Jigsaw Jem (red)

o **Jigsaw Chime and Calm Me Time**

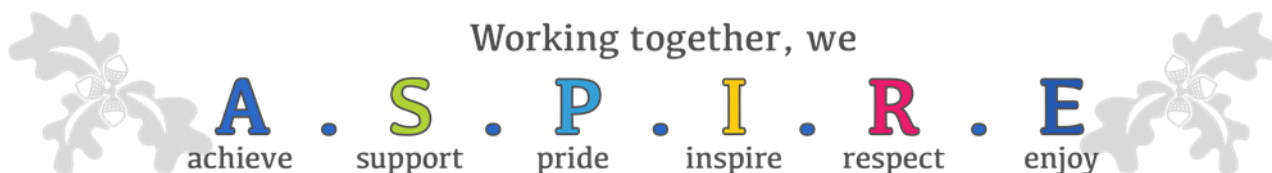
During the sessions, children learn techniques which help them to relax their bodies and calm their minds, reaching an optimum state for learning. Teachers use the Jigsaw Chime and a range of Calm Me exercises to provide techniques to help children relax. The aim is to bring children's awareness and attention to the present moment and, in so doing, let go of other thoughts that might be scurrying around the mind which distract from focusing on the learning of each lesson.

o **The Learning Pit**

The Learning Pit is part of every Warrender classroom, from Nursery to Year 6. It provides children with a visual of what learning can look like if they are faced with a challenge. Children are aware that they could fall into 'The Pit' but you can get out by showing resilience. Children are encouraged to articulate their struggle and know that they can ask a teacher or friend to help, keep trying, use resources or think about what they already know to reach their 'eureka moment.' This is also related with our **ASPIRE** ethos. *Please see appendix 1 for Learning Pit diagrams*

o **Rules for PSHE sessions:**

At Warrender, we follow the Jigsaw Charter during each PSHE lesson. It is displayed in every classroom. These rules help to remind the class to show respect in each PSHE session. Each PSHE sessions begins with a reminder of the PANTS acronym.





- **We take turns to speak.** The Jigsaw Friend (Jiggies) for that year group is used as the 'talking object.' The Jigsaw Friend must be held when the person, adult or child, wants to speak, and is treated as a special asset and member of the class
- **We use kind and positive words** (positive language)
- **We listen to each other** (eye contact, open body language, and turn taking.)
- **We have the right to pass** (no one should ever feel pressured to share and they have the right to pass, that is, not to speak or take part if they don't want to.)
- **We only use names when giving compliments or when being positive.** If the Jigsaw Circle is being used to tackle a sensitive issue, like trouble in the playground, no names must be used to describe negative behaviours. It is not appropriate for a child to say, "Benjamin pushed me in the playground"; instead, children are encouraged to say, "At playtime, someone pushed me and this really hurt my feelings". Then the whole circle can suggest positive solutions to the problem described.
- **We respect each other's privacy** (confidentiality) Children are taught to respect the privacy of others and to do their best to keep what is said in Jigsaw Pieces (lessons) and Circles confidential. The teacher must emphasise that they cannot promise complete confidentiality as she must report any information relating to safeguarding concerns



The Jigsaw Circle teaches children the social skills necessary for active listening, which is consistently encouraged and praised in circle work. Circle work should be a positive and enjoyable experience.





Assemblies:

Our assemblies are linked to each of our **ASPIRE** qualities: **A**chieve, **S**upport, **P**ride, **I**nspire, **R**espect, **E**njoy. This helps the children to recognise each attribute and understand how to show each quality within the school and at home. Teachers award certificates to children that have achieved something, supported someone, displayed pride in their learning, shown respect around the school and shown enjoyment when learning. Our assemblies are also linked with theme days or weeks such as Anti-bullying, Walk to School Week, Children in Need, Red Nose Day and many more.

Outside Agencies:

At Warrender, we sometimes have outside agencies join us to help support the children in their PSHE learning. For example, Healthy Living Workshops, Road Safety, Pedestrian and Scooter Workshops and even some guest speakers for whole school assemblies. We take part in different nationwide competitions, which we pass on to our families linked to PSHE (e.g. bike design for prompting exercise).

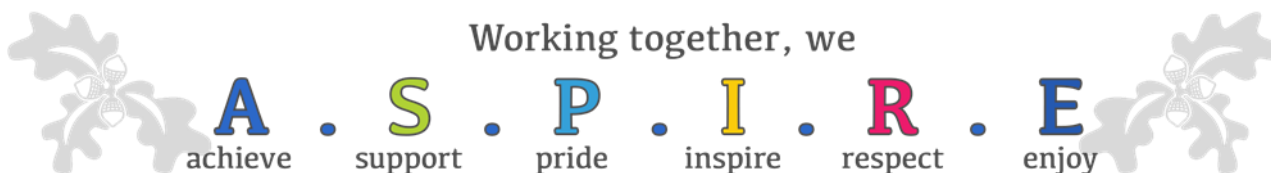
Staff Training

All staff teaching PSHE receive annual training on delivering the Jigsaw programme effectively, including how to create a safe learning environment, handle sensitive questions appropriately, manage safeguarding disclosures, and use the Jigsaw resources and mindfulness techniques confidently. The PSHE lead attends external training and networks with other schools to stay updated on best practice, statutory guidance changes, and emerging issues affecting children's wellbeing, and disseminates this knowledge to staff through staff meetings, briefings, and shared resources. New staff and trainee teachers receive induction training on our PSHE curriculum, the Jigsaw Charter, and how to teach sensitive topics including relationships and sex education, ensuring consistency of approach across the school. Teaching assistants who support PSHE lessons also receive appropriate training to enable them to support pupils effectively, particularly those with SEND who may need additional help to access the curriculum or express their thoughts and feelings.

Personal Development Role

o **School Ambassadors**

School ambassadors are selected every year to support the senior leadership of the school. They attend governing body meetings, speak publicly at open days, manage and monitor the ASPIRE badge reward system and gather pupil voice.





o School Council:

School Council representatives from Year 1 to Year 6 attend meetings and discuss how to make the school a better place. They then feedback to their classes and attend the following meetings with more points to discuss.

o Venus, Neptune and Mars House Captains:

Our children are encouraged to make a positive impact within our local community. Venus, Neptune and Mars House Captains take responsibility to plan their own charity day to fundraise for something they are passionate about.

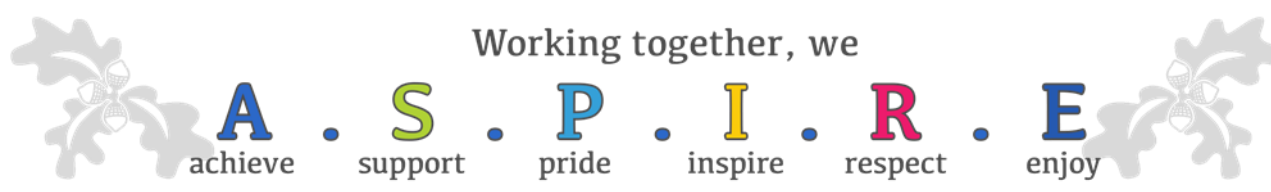
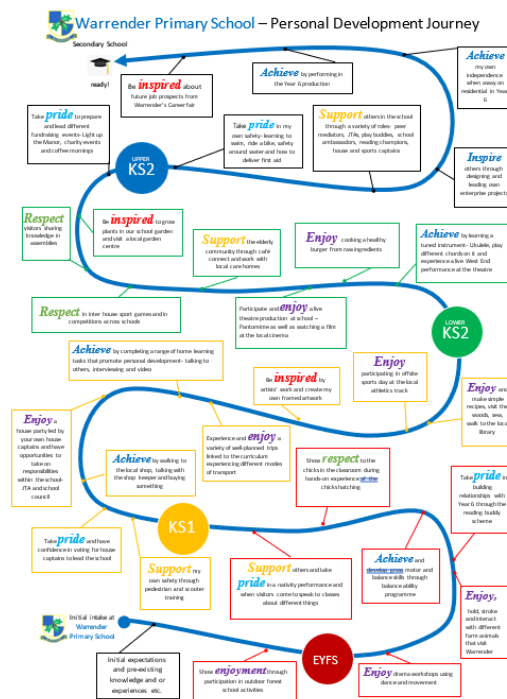
o Sport Captains:

Sport Captains take a leadership role in organising, promoting and reporting on our sporting activities.

o Personal Development Journey Experience

The journey demonstrates experiences that each and every child at Warrender will experience from Nursery through to Year 6.

<https://www.warrender.hillingdon.sch.uk/page/?title=Personal+Development&pid=562>



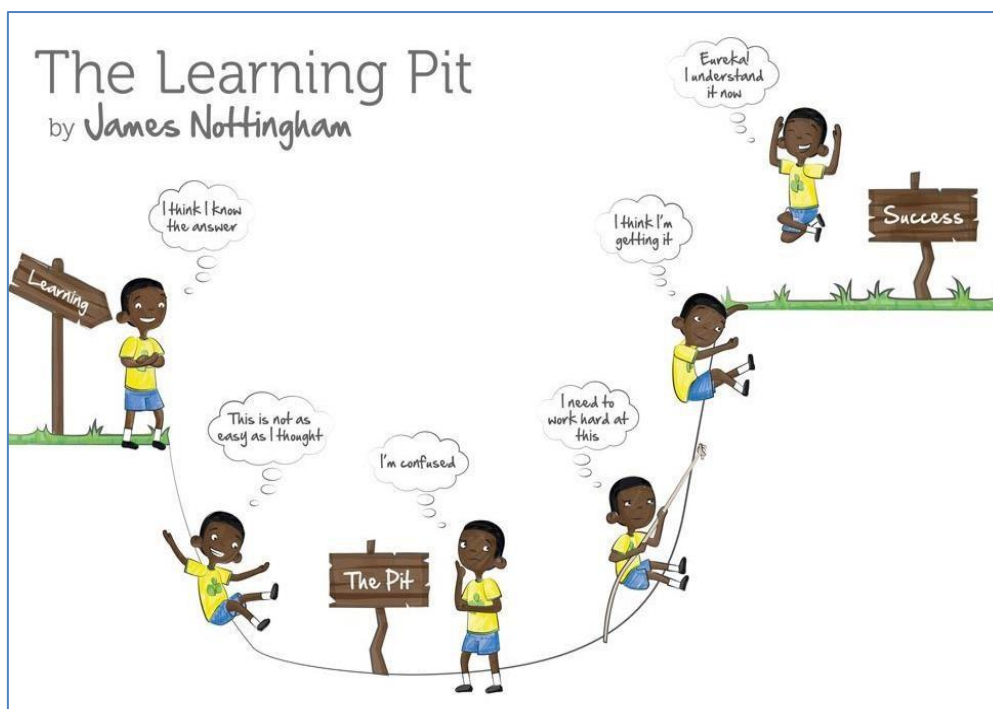


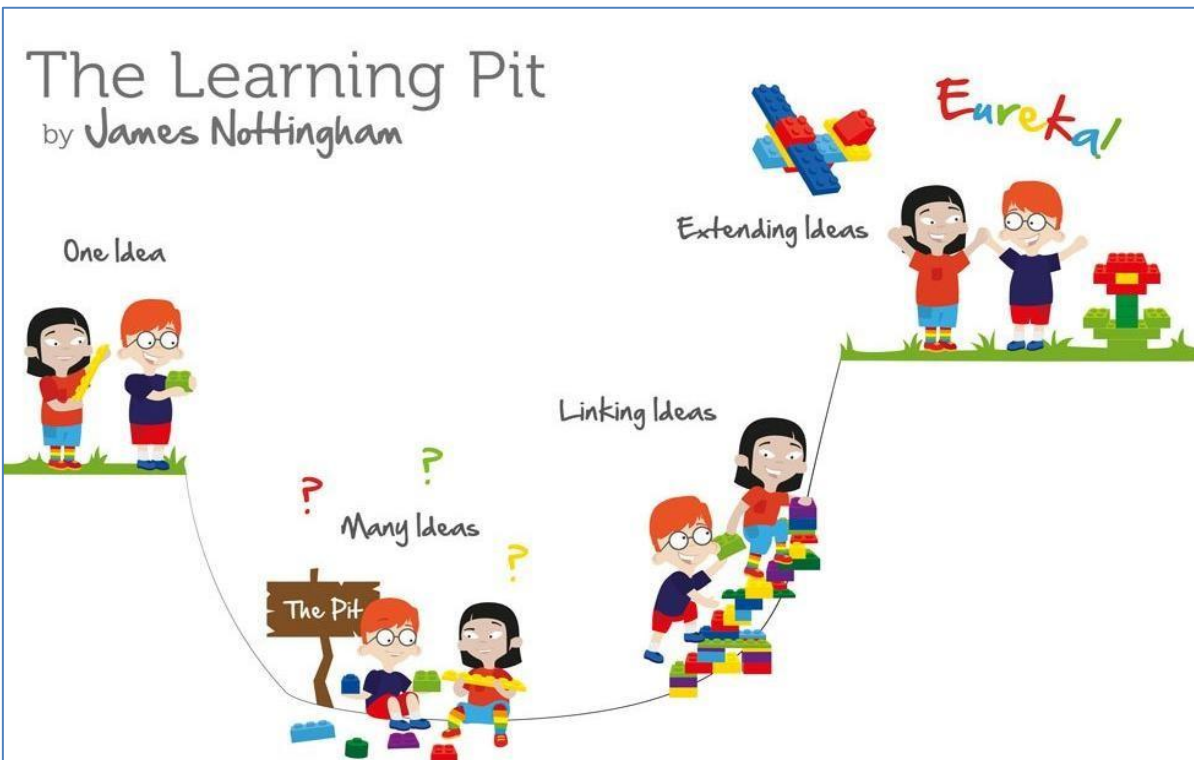
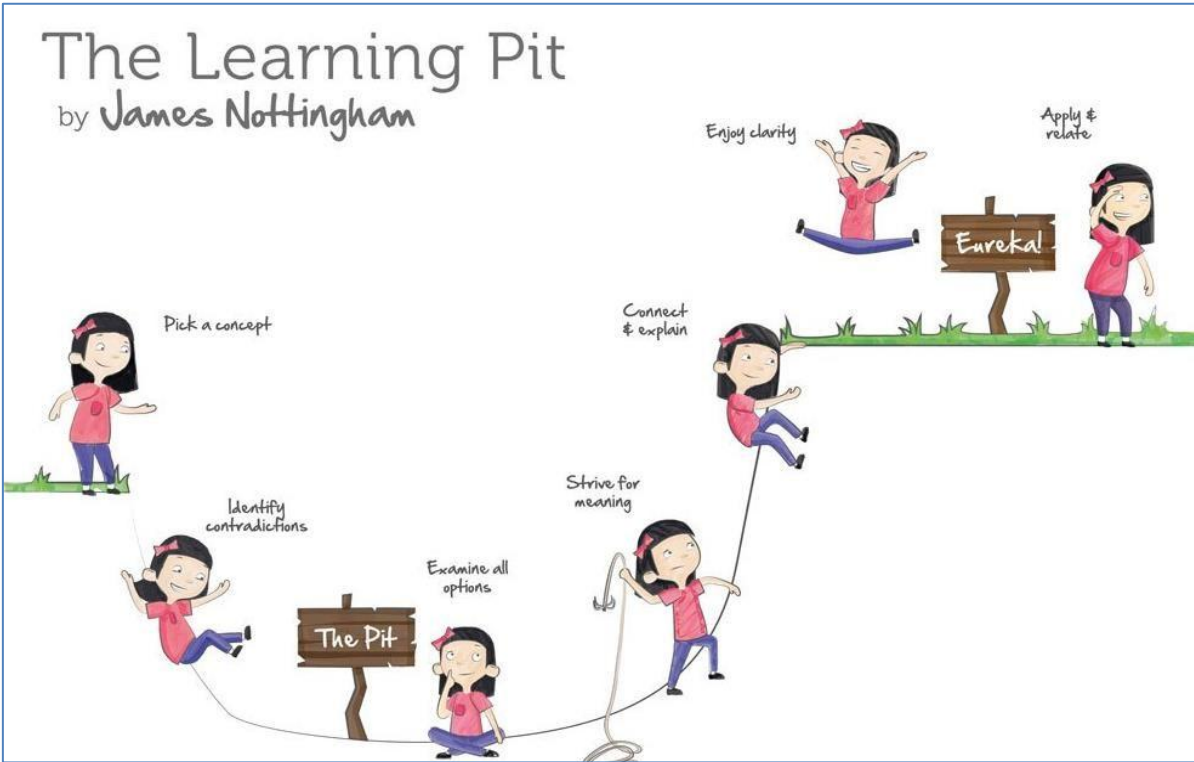
Links to Other Policies:

- RSE Policy
- Single Equality Scheme
- Food Policy
- SEND Policy,
- Safeguarding Policy
- Equality and Diversity Policy
- Behaviour policy
- Anti Bullying

This policy will be reviewed by PSHE lead and Headteacher every two years to review effectiveness. At every review, the policy will be approved by the governing board and the Head Teacher

Appendix 1: The Learning Pit



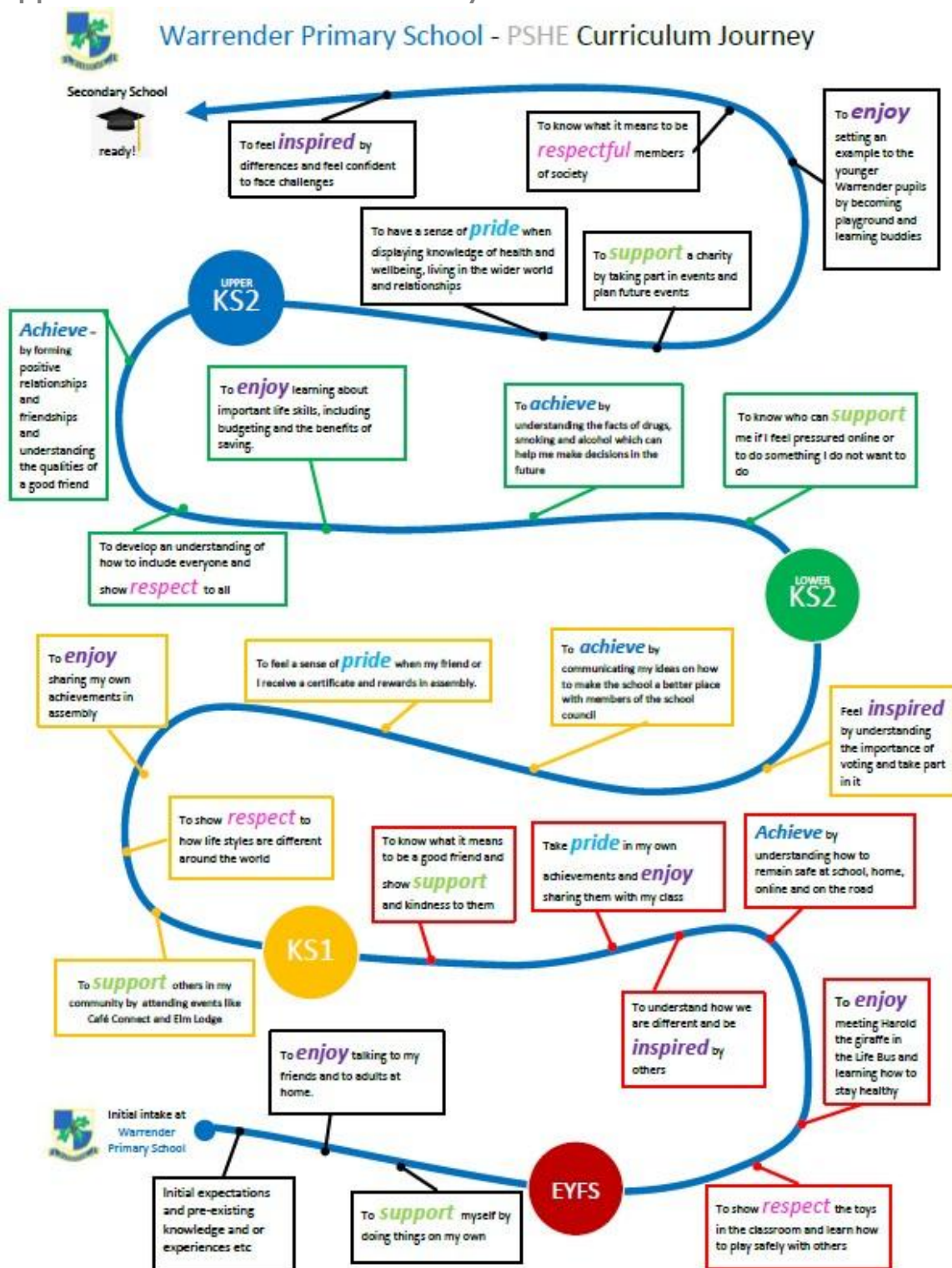


Working together, we

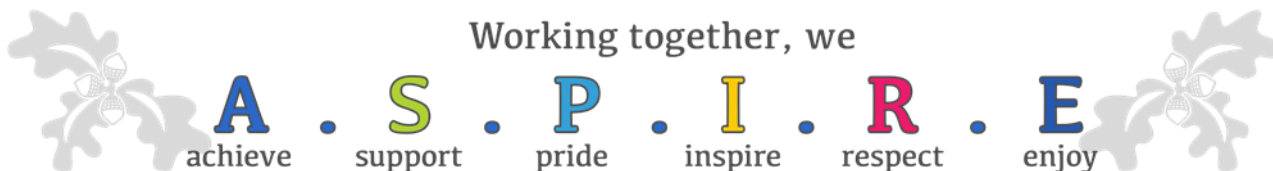




Appendix 2: PSHE Curriculum Journey



Working together, we



Appendix 3: Topics (Nursery to Year 6)

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	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 Changes since being a baby Differences 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 Gender 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions 	<ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes 	<ul style="list-style-type: none"> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength 	<ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals 	<ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	<ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating 	<ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures 	<ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation 	<ul style="list-style-type: none"> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy 	<ul style="list-style-type: none"> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments 	<ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition