



**Northbourne Park School (including EYFS)**

# **Personal, Social, Health Education (PSHE) Policy**

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Owned by: Deputy Head  
Reviewers: SMT  
Approved by: Board of Governors

Please read this document in conjunction with the *NPS Curriculum Policy*.

### **Document Purpose**

This policy reflects the values and philosophy of Northbourne Park School in relation to all aspects of the school's planned provision to promote the children's personal and social, health, well-being and economic education. It gives a framework to which all teaching and non-teaching staff work. It gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the Main Themes for each year group which give details of what pupils in each age group will cover.

### **Audience**

This policy document is agreed by the whole staff and the *NPS Education Committee of the Governors* every year and is published for all Teaching Staff and Governors on the School Intranet and the school website.

### **Subject Purpose**

This subject is about emotional well-being, knowing who you are and where you fit in, and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn and develop talents and interests to the maximum whilst at this school and in preparation both for senior schools and for later life. It also recognises the importance of economic awareness in PSHE education.

Our PSHE programme supports children's self-knowledge, self-esteem and self-confidence, and enables children to better understand right from wrong. Children learn how to accept responsibility for their own behaviour, and understand how they can contribute to the lives of others. Pupils are able to develop a broad knowledge of public institutions in England, and learn about democracy.

### **Subject Aims**

Our aims are to provide experiences and learning which will enable children to develop the self-awareness, positive self-esteem and confidence to:

1. stay as healthy as possible
2. keep themselves and others safe
3. have worthwhile and fulfilling relationships
4. respect the differences between people
5. develop independence, responsibility initiative and personal confidence
6. play an active role as members of a democratic society making pupils aware of the importance of team work, community values and economic factors which may influence their lives.
7. make the most of their own and others' abilities

Education for citizenship comprises of three related strands:

- **Social and moral responsibility.** Pupils learning from the very beginning self-confidence and socially and morally responsible behaviour both in and beyond the classroom, towards those in authority and towards each other.
- **Community involvement.** Pupils learning how to become helpfully involved in the life and concerns of their neighbourhood and communities, including learning through community involvement and service.
- **Political literacy.** Pupils learning about the institutions, issues, problems and practices of our democracy and how citizens can make themselves effective in public life, locally, regionally

and nationally through skills and values as well as knowledge – this can be termed political literacy, which encompasses more than political knowledge alone.

- **The Pupil Forum** provides all children with a voice to address and present issues in a democratic environment where they can be sure of being heard. Every term each class elects a representative who is responsible for putting forward class issues to the Pupil Forum.

### **Curriculum Planning**

As an independent IAPS school we adhere to the *Independent Schools Standards Regulations* (2015) and pay due regard to the National Curriculum (2014) in formulating and modeling our own PSHEE curriculum. RSE is taught within the PSHE curriculum (please see RSE Policy).

### **Curriculum and School Organisation**

PSHE is a cross-curricular subject and opportunities exist throughout the curriculum for promoting pupils' personal, social, physical and spiritual and emotional development. NPS teachers are aware of the cross-curricular nature of this subject and through other curricular lessons, assemblies, boarding and EYFS, actively promote PSHE education when relevant. The PSHE and SMSC programme are supported by regular assemblies and house meetings, at least four times per week.

Every class has one formal PSHE lesson per week taught by the Class/Form Tutor. This allows pupils to raise PSHE related issues in both a formal PSHEE lesson and as part of the morning Form Tutor period.

PSHE lessons, and Form Periods, enable all pupils to debate and present any issues which arise to the **Pupil Forum** which meets two or three times per year.

There are different forms of curriculum provision for PSHE and citizenships

- Discrete curriculum time: PSHE/Leadership programme
- Teaching PSHE and Citizenship through and in other subjects/curriculum areas:
  1. **English** – skills in enquiry and communication, stories that illustrate aspects of personal and social development. Work through drama for Years 5 and 6.
  2. **Mathematics** – aspects of financial capability, counting and sharing.
  3. **Sex and Relationships Education** – will be taught in P.S.H.E. curriculum time and through the Science curriculum.
  4. **Science** – drugs (including medicines), sex, health including healthy eating, safety and the environment.
  5. **ICT** – communication with others via e-mail, finding information on the internet and checking its relevance. Safe use of ICT, embedding e-safety issues into the ICT curriculum.
  6. **History** – use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.
  7. **Geography** – topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries.
  8. **Art and Design** – reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.

9. **Music** – making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.
10. **Physical Education** – teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
11. **R.E.** – religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.
12. **Design and Technology** – health and safety, realising that people have needs as they generate design ideas, use of technology.
13. **Through PSHE and Citizenship activities and school events.**  
Residential experiences, visits and special days or weeks in school provide opportunities for children to plan and work together and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences.

### **SEND/Differentiation**

Where special educational needs are identified, teachers will provide pupils with appropriately challenging work at each key stage in line with the National Curriculum. Every effort is made to ensure that the activities and experiences are differentiated to include every pupil.

Please refer to the *NPS SEN Policy*, *NPS SEN Register*, the *NPS Inclusion in the Classroom Policy* and the *NPS Gifted and Talented Policy* for further information.

### **Teaching Methods, Class Organisation and Teaching Style**

Teaching methods vary according to the age, ability and experience of the children and the subject taught. Circle time, scenario boards, stories, assemblies, role play and group discussion all form part of our PSHEE provision.

At Northbourne Park, Form Tutors are responsible for the organisation of their own Form. The school encourages different teaching styles, while ensuring that these complement and reflect the overall aims and philosophy of the School's PSHE provision. Teachers provide children with the opportunity to work as a class, as individuals and as part of a group.

To facilitate pupils learning in PSHE and citizenship the teacher will

- Make the Learning Objective purpose of each lesson clear
- Provide the pupils with opportunities to work as a class, as part of a group and individually
- Provide appropriate learning experiences that are planned and meet the needs of **all** the pupils in the class
- Provide learning experiences that draw on the pupils own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practice and demonstrate skills, attitudes and knowledge and understanding
- Give time to pupils to reflect, consolidate and apply their learning
- Develop a safe and secure classroom climate
- Be aware of staff training needs and opportunities

In the Early Years Foundation Stage, children are immersed within the Development Matters, Early Years Foundation Stage Framework and the Early Years Outcomes throughout their time in Nursery and Reception. Their communication, emotions and developments are recorded and photographed on an everyday basis.

## **Independent Learning**

PSHE teachers encourage pupils to develop as independent learners from an early stage by raising their confidence and self-esteem so that they are enabled in terms of reflecting on their own experiences and can better understand how they are developing personally and socially. They should be aware that they have responsibilities, rights and duties as individuals and members of communities and as such their contribution is important and valued.

## **Assessment**

Pupils do not pass or fail in PSHE but have the opportunity to reflect on their own learning and personal experiences and to set personal goals, agreeing strategies to reach them. This process of assessment has a positive impact on pupil's self-awareness and self-esteem.

## **Resources**

Northbourne Park School uses JIGSAW PSHE programme. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. It has a framework that covers all of the statutory requirements for PSHE and RSE. The framework has been distributed to all form teachers/tutors. The programme also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

The framework enables the teacher to

- Be free to build on what they do in a flexible innovative ways
- Ensure that all of the subject matter is relevant to pupils, connecting with their interests and experiences
- Encourage pupils to investigate and think critically about issues of current interest, using problem-solving, reasoning and evaluation skills
- Relate the subject matter to pupils' abilities and backgrounds
- provide pupils with opportunities to discuss and address real-life issues, and to see that they can participate in activities that make a difference in their schools and the wider community

The framework has links to resources attached. Staff share resources.

## **Health and Safety**

A variety of trips and events take place in conjunction with the Leadership aspect of PSHE and Citizenship. All teachers are aware of health and safety implications, and risk assessment documents are completed where appropriate.

## **INSET Provision**

See *NPS INSET Policy*.

## **Equal Opportunities**

See *NPS EQUAL Opportunities Policy*.

## *Appendix.*

### **Whole-school approach**

Jigsaw covers all areas of PSHE 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.

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	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.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	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
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

## Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	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
<b>Ages 5-6</b>	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
<b>Ages 6-7</b>	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
<b>Ages 7-8</b>	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

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Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	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	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	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	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	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	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
<b>Ages 10-11</b>	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	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	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	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
<b>Ages 11-12 (Scotland)</b>	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

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## Snapshot by Puzzle and Piece Jigsaw PSHE 11-16

(September 2024)

Age 11-12	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Who am I?, fitting in	Prejudice, discrimination, assertiveness, what's important to you?	My dreams and goals, achievements and failures	Managing emotions, tips to combat stress and anxiety, mindfulness	Relationship with self, consent, change, healthy relationships	Puberty, how these changes affect emotions and feelings, menstrual cycle
2	Influences and influencers, gateway emotions	Who influences you?, ethical issues, changing attitudes	Key skills needed for the future, what skills would I like to develop	Nutrition, exercise, mental health, using food and exercise to support mental health and wellbeing	Healthy relationships and support	Responsibilities of having a baby, pregnancy and birth, IVF
3	Peer pressure, belonging, child-on-child abuse	Stereotypes and examples	Learning from mistakes, setbacks	What is sleep? How sleep cycles work, sleep and mood, health, and memory, supporting good sleep	Emotions in relationships, scenarios, managing conflict within friendship groups	UN Children's rights, factors to consider when choosing whether to have/or not have a child, different types of families
4	Online identity, risks and tips to keep safe	Challenging discrimination, protected characteristics and Equality Act	Influences, consequences of decisions, how could I positively affect my future?	Stress, effects of stress on the body, recovering from a state of stress, combatting stress with mindfulness and movement	Discernment, social media vs real life, fake news, authenticity	Body image, media and filters, self-esteem, body confidence
5	Consequences of online comments, sexting, child-on-child abuse	Bullying, why be a bully?, Would you intervene?, child-on-child abuse	Child criminal exploitation, gangs, county lines	Health choices, physical illness and medicine, vaccination, substance misuse	Assertiveness, rights and responsibilities, sexting, child-on-child abuse	Emotions and moods, factors affecting mood like food, exercise, sleep, hormones, the brain
6	Online safety	Inclusion or exclusion, importance of being included	Control over your life (Piece 7 includes an optional lesson on first aid)	Working together to improve well-being, mindful movement	Healthier and less healthy relationships	Becoming an adult





Age 12-13	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Who am I?, influences, uniqueness of me	Anne Frank, celebrating similarity, fear, racial and religious prejudice, hate crime	Short, medium & long-term goals, flexibility, employability skills, grit	Different types of health, nutrition and exercise, cardiovascular health and disease, diabetes	Relationship with self, social media, self-image	Intimate relationships, me and my relationships, attraction, healthier and less healthy relationships
2	Family, definitions, community living	Social injustice, inequality, causes, benefits of multi culturalism, what is racist or religious hate crime?	Money impact, positives and negatives, what can't be bought?	Perceived risk and actual risk, illegal substance use risks, legal substances use risks	Pressures of different relationships, freedom and control	What makes a healthier relationship (friendship or romantic)?
3	Family expectations, active listening, roles within the family (i.e. stereotypes, firstborn etc.)	Religion in decline?, fundamentalism, stereotypes, celebrating diversity, positive aspects of religion	Online safety – digital footprint, impact on career	Habits for a healthy lifestyle, dental health, how to see a dentist, skin health and sunscreen	Personal space, mindfulness, introvert/ extrovert, setting boundaries	Me and my relationships, attraction, love or crush?
4	First impressions, managing influences on our identity, self-image, be positive	Bullying, the law, types of bullying, LGBT+, get involved, golden rule, child-on-child abuse consequences	Money, wages and career goals, what affects your earning potential, budgeting	Vaccination, UK vaccination programme, Does vaccination work?, herd immunity, Covid 19 vaccination and social responsibility	Knife crime and the law, imbalance of power in relationships, coercive behaviour, positive futures	Pornography and the law, dealing with unwanted messages
5	Marriage and the law, beliefs and religions, protected characteristics, respect	Making a positive contribution, making a stand, Malala, what matters to you?	Weekly costs, debt, gambling, emotions linked to too much/little money	Peer pressure, the changing teenage brain, risks in social situations, social risk and substance misuse	Social media, safety tips, laws, trolling, sharing information online, personal data, employer's rights to access	Alcohol, the law, effects of alcohol, scenarios
6	Being unique, expectations, managing them, online and offline identity	Is it only the rich that can change the world?, Charles Drew, How can I make a difference?, taking positive action	Gambling issues and support	Interactive play and well-being choices	Neurodiversity, being aware of senses	A summary of recognising healthier and less healthy relationship characteristics



Age 13-14	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Groups, being me in a group, peer v friendship, conflict or celebration, child-on-child abuse	Prejudice, discrimination, protected characteristics and equality act, banter, child-on-child abuse, law and bullying, schools, hate crime	Personal strengths, health goals	Teenage brain development, three 'ways of thinking', changing social and physical environment during teenage years, physical health recap, the brain, learning and memory	Positive and negative impact of relationships, imbalance and equality in relationships, peer pressure	Mental health, dopamine, addiction, substances
2	Relationships, expectations and perceptions, love or abuse?, coercive control, child-on-child abuse	LGBT+ rights in the workplace, challenging negative attitudes, why do people judge?	Importance of planning, career options, world of work, choices	Protecting the brain from risks such as alcohol, smoking, vaping, illegal drugs. County lines REAL link (optional)	Self-worth, consent, assertiveness skills, assertive body language	Change, reactions and responses to change, resilience
3	Peer approval, managing personal relationships, child-on-child abuse, damaging relationships, grooming, county lines, radicalisation	Power of positive and negative language, being understood, banter or verbal bullying	Happiness pressure, being happy, cosmetic procedures, appearance	Windows of development, decision making, physical and mental health decisions	Pornography and the law, how real is pornography?, effects of porn	Sleep facts and needs, how to sleep better, benefits of relaxing
4	Self-identity, influences, social groups, social media, risks and experimentation	Types of bullying including online effects on mental health, self-awareness, anti-bullying strategy	Mental health and ill-health, causes, support, stigma	Emergency situations, life saving skills (link with Resuscitation Council UK interactive lesson)	Sex and the law, age of consent, contraceptive choices	Resilience, dealing with obstacles, tips on developing resilience
5	Positive and negative self-identity, fitting in (leading to crime?) risks, consent, perception, misperception	Diversity, discrimination, protected characteristics, prejudice and stereotyping, protecting against discrimination	Media manipulation & fake news, effects on mental health, self-esteem	Mental health first aid, self care, being a good listener, helping someone with mental health difficulties, where to find mental health support	Consequences of unprotected sex, physical and emotional, (pregnancy, STIs), contraceptive choices, worries surrounding intimacy	Self-expression, influences, body image, choices
6	Perception, misperception	Prejudice and stereotyping, protecting against discrimination	Mental well-being strategies	Role play conversation, fitting in and taking risks	Age of consent	Dealing with change