



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

<b>Summer 1:</b>	<b>Relationships</b>	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	<b>Changing Me</b>	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

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

# Snapshot Jigsaw PSHE 11-16

Shows the summary of subject content in each Puzzle (unit)

(updated Sep 2021)

Year/age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, knives, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others Marriage Protected characteristics Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear & emotions Stand up to bullying, the golden rule Organ and blood donation	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, county lines, medicine, vaccinations, immunisation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour