

PSHE Policy

Aspire Federation


'Let your light shine!'



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Next review: November 2027

Signed: ... 

Name: Laura Martin
(Executive Headteacher)

Signed: 

Name: Peter Hilton
(Chair of Governors)

Date:21.1.26..... Date: 21.1.26

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Statement of intent

At the Aspire Federation, we believe that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.

The vision for pupils, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

Personal, Social, Health and Economic Education (PSHE) is a key part of our whole-school curriculum. It supports pupils' wellbeing, resilience, safety, and character development, helping every child to flourish academically, socially, emotionally, and spiritually.

As Church of England primary schools, our PSHE curriculum is rooted in our Christian vision and shaped by our school values: friendship, generosity, thankfulness, forgiveness, respect, courage, community, peace, joy, hope, wisdom, and dignity. These values underpin everything we do and provide the foundation for pupils' personal development and relationships.

This policy sets out our aims, curriculum structure, and responsibilities in delivering high-quality PSHE and statutory Relationships and Sex Education (RSE), in line with national expectations.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'Keeping children safe in education 2025' (KCSIE)

This policy operates in conjunction with the following school policies:

- Primary Relationships and Health Education Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively, in line with statutory expectations.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The Executive Headteacher and Head of School is responsible for:

- Reviewing the PSHE Policy annually.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Head of School is responsible for:

- Facilitating the day-to-day implementation and management of the PSHE Policy.

The PSHE subject lead is responsible for:

- Liaising with other staff and professional agencies to devise a suitable scheme of work ensuring comprehensive PSHE education.
- Monitoring curriculum delivery, supporting staff and ensuring compliance with policy and statutory guidance.

Class Teachers are responsible for:

- Delivering Jigsaw sessions and create safe, inclusive learning environments.

Parents/carers are responsible for:

Engaging with the curriculum and supporting learning at home.

3. Aims and structure of the PSHE curriculum

At The Aspire Federation, during key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

We choose to deliver PSHE using 'Jigsaw', a scheme which has been developed using the mindfulness approach. We are confident that the Jigsaw Programme covers all aspects of PSHE within the context of a full programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, Jigsaw will provide us with materials to ensure all statutory duties are fulfilled. Jigsaw will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Develop the knowledge, skills, and attributes they need to keep themselves healthy, safe, and prepared for life's opportunities.
- Build emotional literacy, resilience, and confidence.
- Understand healthy relationships and respect for others.
- Explore their identity, values, and role within their community.
- Understand how to make informed decisions and manage risk.
- Develop skills for living in a diverse, modern Britain.

Our Christian vision and values guide pupils in developing qualities such as compassion, integrity, respect, forgiveness, courage, and responsibility. PSHE contributes strongly to pupils' spiritual, moral, social, and cultural (SMSC) development and to their understanding of how to live well together in community.

4. Safeguarding

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

There is an element of PSHE in pastoral care, so the school will ensure that PSHE and pastoral care teams work together to help pupils feel comfortable indicating that they may be vulnerable and at risk.

PSHE lessons will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

Jigsaw PSHE aligns with and supports:

- Online safety
- Mental health and wellbeing
- British Values
- Equality Duty requirements
- Our school Christian values and vision
- Collective Worship themes

Partnerships with external agencies, such as The NSPCC, The Conversation in Stamford and Lincolnshire Stay Safe Partnership support our work in promoting wellbeing, healthy relationships and emotional health. Visitors complement but never replace the role of the teacher.

5. Programme of study

We follow the Jigsaw PSHE scheme as our whole-school approach. Jigsaw provides a comprehensive, progressive curriculum from Early Years to Year 6, built around six half-termly units called "Puzzle pieces":

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

We are confident that these topics cover the Core themes of the programme of study for PSHE Education:

- Health for Wellbeing
- Relationships
- Living in the Wider World

The Jigsaw approach supports our Christian vision by promoting empathy, responsibility, reflection, and healthy relationships. It encourages children to understand themselves, appreciate differences, and show respect and dignity towards others.

How is Jigsaw organised in school?

Parents are informed annually about the content of the curriculum and may request to see teaching materials. Open communication ensures that families feel confidence and included in their child's learning.

Jigsaw brings together emotional literacy, personal and social skills along with spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a

whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to July. Each lesson has two Learning Intentions: one is based on specific personal and social learning knowledge and skills (covering the Non statutory national framework for Personal and Social Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Every lesson contributes to at least one of these aspects of children's development. This is mapped and balanced across each year group.

The school will use direct teaching via timetabled lessons to teach PSHE. The PSHE teacher will use discussions and other activities to ascertain pupils' current knowledge and understanding of the subject being covered. The teaching programme will then be adjusted to reflect the composition of the class.

Pupils will be taught PSHE through a range of teaching and learning styles. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

Teaching strategies include:

- circle time
- partner and group work
- stories, scenarios, and case studies
- role-play and drama
- mindfulness practices
- reflection activities

Work is evidenced in a Class Floor book. This includes worksheets, photographs and quotes from the children.

The school will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school's Primary Relationships and Health Education Policy and in line with DfE Statutory guidance.

We ensure pupils receive statutory teaching on:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Physical and mental wellbeing

As part of Jigsaw's "Changing Me" unit, Year 5 and Year 6 pupils also learn age-appropriate content about:

- the physical changes of puberty
- human reproduction (Year 6 only)

Parents are informed in advance and may withdraw their child from non-statutory relationships and sex education. Please see our Primary Relationships and Health Education Policy for more information.

Inclusive and Values-Led Approach

RSE is delivered in a respectful, inclusive, and non-judgmental manner. It is grounded in our Christian values—such as respect, dignity, family, forgiveness, and compassion—while remaining fully appropriate for pupils of all backgrounds, faiths, and worldviews.

PSHE is taught weekly as a discrete lesson using Jigsaw materials, alongside responsive teaching where issues arise.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

Differentiation including catering for children with Special Educational Needs

Jigsaw is written as a universal core curriculum for all children. Inclusivity is part of its philosophy. Teachers tailor each lesson to meet the needs of the children in their class. To support this differentiation, many Jigsaw lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

Early Years Foundation Stage (EYFS)

In Reception, Personal, Social, Health Education is taught through all areas of learning, embedded as part of everyday life. Jigsaw provides age-appropriate planning for children in EYFS to be taught as discreet lessons to support the EYFS curriculum. Personal, Social and Health Education comes under the 'Personal Social and Emotional Development' (PSED) and 'Physical Development' (PD) objectives set out in the EYFS curriculum.

Resources

All topics have a range of resources to aid the teaching in this area. These resources are audited on a regular basis and reviewed through discussion with teachers.

6. Assessment

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention. Assessment ensures progression and informs future planning.

Pupils' knowledge and understanding will be assessed through formative assessment methods such as discussion; written or creative tasks, self- and peer-assessment and through observation.

7. Monitoring and review

This policy will be reviewed by the Executive Headteacher, Head of School and PSHE coordinator every two years, or sooner if required by changes in National guidance. Any changes to this policy will be communicated to all staff and other relevant parties.

The next scheduled review date for this policy is November 2027.