

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

Policy reviewed by: CSN

Review date: May 2025

Submission: 23.05.25/2025

Version: v8.0

Policy actioned from: September 2025

Next review date: 31/08/2026

Please note: 'School' refers to *Pattison*; 'parents' refers to parents, guardians and carers. This is a whole school policy, which also applies to the Early Years Foundation Stage.

Aim

At Pattison, we believe that Personal, Social, Health and Economic Education (PSHE) and citizenship enable pupils to become healthy, independent, confident and responsible members of society. They learn to appreciate what it means to be a positive member of a diverse, multicultural society. From September 2025, the school will implement the Jigsaw PSHE programme across all year groups from Early Years to Year 11.

1. Objectives

The objectives of PSHE and citizenship are to enable the children to:

- Know and understand what constitutes a healthy lifestyle, including mental wellbeing
- Be aware of personal and online safety
- Understand and manage relationships with others
- Show respect and tolerance for others and the diversity of our communities
- Be independent, responsible members of the school and wider community

- Be positive, active participants in a democratic society
 - Develop self-confidence, resilience, and self-esteem
 - Make informed choices about personal, social, and economic matters
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2. Teaching and Learning

We use the **Jigsaw PSHE scheme**, which provides a well-sequenced, progressive and whole-school approach to PSHE. It is taught weekly in discrete lessons and complemented by whole-school initiatives, assemblies, and form-time activities.

Each year group engages with six half-termly themes known as 'Puzzles':

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

We use a range of teaching and learning styles with an emphasis on pupil participation, discussion, reflection, and the development of social and emotional skills. Circle time, mindfulness, and peer collaboration are core aspects of the delivery model.

In EYFS, PSHE is embedded within the prime area of Personal, Social and Emotional Development (PSED), as outlined in the EYFS Statutory Framework.

3. Organisation

- The PSHE Coordinator oversees the implementation of Jigsaw across the whole school.
 - Teachers and form tutors are responsible for delivering the curriculum in their phase.
 - Key messages are reinforced through weekly assemblies, themed weeks, and wider pastoral care.
 - Staff are provided with annual training on effective PSHE delivery.
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4. Relationships and Sex Education (RSE)

RSE is integrated into the Jigsaw programme through the 'Relationships' and 'Changing Me' Puzzles. It meets statutory requirements and supports Pattison's safeguarding responsibilities. Content is age-appropriate, inclusive, and delivered sensitively.

Parents are informed in advance of RSE delivery and have the right to request withdrawal from sex education (but not relationships or health education), in line with DfE guidance.

5. Inclusion

Our curriculum is inclusive and accessible to all pupils, including those with SEND or EAL. Teachers adapt resources and delivery as needed to ensure every child benefits from the programme.

Jigsaw encourages empathy, understanding, and celebration of difference, in keeping with the Equality Act 2010 and the school's wider values.

6. Safeguarding

PSHE supports pupils in recognising risk, seeking help, and building safe relationships. Teachers are alert to safeguarding disclosures during lessons and follow the school's child protection policy in such instances. All content is aligned with *Keeping Children Safe in Education* and the school's wider safeguarding framework.

7. Assessment and Monitoring

Pupils' progress in PSHE is assessed through self-reflection, group activities, and pupil voice. Teachers track engagement and understanding using formative methods.

The PSHE Coordinator monitors delivery through planning scrutiny, lesson observations, and feedback. The impact of PSHE provision feeds into the SEF and supports inspection readiness.

8. Policy Context

This policy supports:

- The Independent School Standards (ISSRs)
- The Early Years Foundation Stage (EYFS) Framework
- Statutory guidance for RSE and Health Education
- The ISI Inspection Framework (2024)
- Pattison's School Development Plan (2024–2027), particularly in areas of wellbeing, SMSC, and mental health

9. Related Policies

- Safeguarding and Child Protection
- Behaviour and Anti-Bullying
- RSE Policy
- Curriculum Policy
- Online Safety Policy
- SEND Policy

This policy will be reviewed annually as part of Pattison's policy review schedule and in response to statutory updates or inspection outcomes.