

# Westhouses Primary School



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

### Revision History

REVISION	DATE	NAME	DESCRIPTION
1.0	30.10.2025	Laura Gregg	

### Approval History

REVISION	APPROVAL DATE	APPROVED BY	SIGNED

## **Overview**

PSHE stands for Personal, Social, Health and Economic Education. As a subject, PSHE aims to provide children with the knowledge and skills to keep themselves happy, healthy and safe, as well as to prepare them for life and work. PSHE aims to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives.

## **Intent**

At Westhouses Primary School we aim to promote healthy, independent and responsible members of society. We encourage all our pupils to play a positive role in contributing to school life and the wider community through class & school councils, fundraising events, supporting nominated charities and involvement in community activities. Our pupils are given opportunities in PSHE lessons and assemblies to develop confidence, self-motivation and an understanding of their rights and responsibilities within our diverse society.

## **Implementation**

We teach PSHE in a variety of ways: as a discrete subject, through Jigsaw lessons, via assemblies and through other subjects such as RE, History, Geography, Literacy, Maths and Science, as well as through outdoor educational visits, community work and wider curricular activities.

At Westhouses we follow the PSHE Education programme 'Jigsaw' for the whole primary school from Reception through to Year 6 (ages 4-11).

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle Piece) at the same time.

This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children. It also brings in the British Values of: Respect, Democracy, Tolerance, Rule of Law & Liberty.

The half-termly PSHE themes for the whole school are as follows;

**Autumn1-Being Me In My World** covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

**Autumn 2-Celebrating Difference** focuses on similarities and differences and teaches about diversity, such as disability, race, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'; bullying - what it is and what it isn't, including cyber and homophobic bullying - is an important aspect of this Puzzle. Another essential element to this term's learning is Protected Characteristics.

**Spring 1-Dreams and Goals** aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for the world.

**Spring 2-Healthy Me** covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid) in order for children to learn that health is a very broad topic.

**Summer 1-Relationships** has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

**Summer 2-Changing Me** deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. Self and body image, puberty, attraction and accepting change are diverse subjects for children to explore. Each year group thinks about looking ahead, moving year groups or the transition to secondary school. Life cycles and how babies are made and grow are treated sensitively and are designed to meet

children's needs. All year groups learn about how people and bodies change. This Puzzle links with the Science curriculum when teaching children about life cycles, babies and puberty.

### **Protected Characteristics**

The Equality Act 2010, identifies the 'protected characteristics' as:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- Marriage and civil partnership



In our PSHE Jigsaw scheme, there is a strong focus on the 9 Protected Characteristics in Autumn 2, in the topic of Celebrating Difference. However, there are many other links throughout the scheme. As a school we use the graphic above to highlight the 9 characteristics.

We aim to ensure that children are taught about the Protected Characteristics across all aspects of learning to ensure this knowledge is embedded. Children will also explore these characteristics throughout the year through fortnightly class assemblies; supported by 'No Outsiders' website. Specific texts have been selected for each year group to support children's understanding of the characteristics within their half termly topic.

### **Relationships and Sex Education (RSE)**

RSE is taught within the Summer 2- Changing Me topic. Please see the RSE policy for further information on how this is taught at Westhouses Primary School. [sex-and-relationship-education1-1.pdf](#)

## **SEND (Special Educational Needs and/or Disability)**

Pupils with SEND have the same opportunities and access to learning as pupils without SEND and, if necessary, activities will be adapted and outcomes differentiated to facilitate inclusion.

Following professional advice, there are times when some children will find it hard to learn in a busy classroom so may take part in small group or 1:1 activities in a quieter, less stimulating space. Staff are very aware of children's emotional needs and this is taken into consideration when planning provision for children with SEND.

At Westhouses we have a range of interventions we put in place to support children who need further support with their PSHE development. Any child can be specifically chosen for these interventions. These interventions include (but are not limited to);

- **Nuture Group**- A small group setting where the children do different activities that help with their confidence, social skills, and learning. It gives children that extra bit of care to help them thrive in school.
- **Allotment**- Small groups of children chosen specifically to spend time in the school allotment to support their PSHE development and mental well-being.
- **Positive Play**- 1:1 sessions are delivered in a sensory environment using the natural medium of play. Structured sessions are tailored to meet individual needs and supporting the emotional mental health and well-being of children.

Please follow the links to find out more information about our interventions;

[Westhouses Primary School - Nurture Group](#)

[Westhouses Primary School - Mental Wellbeing](#)

[Westhouses Primary School - Forest Schools](#)

[Westhouses Primary School - Food For Life](#)

## **Impact**

Within PSHE, we strive to instil an appreciation and enjoyment of PSHE to enrich the children's learning experience and to help prepare pupils for life and work by developing 'skills for life.' Children are enabled to develop their

vocabulary and confidence needed to clearly articulate their thoughts and feelings openly, trust and respect, apply skills learnt to manage and recognise own wellbeing needs and know how and when they can seek the support of others.

We measure the impact of our PSHE curriculum in the following ways:

- Pupil voice discussions about their work and what they have learnt;
- Learning walks- by subject leader;
- Class floor books- practical and class work will be evidenced in a big book. This will remind children of what they have covered, be a focal point of discussion, provide assessment opportunities and support the concept of a 'life journey';
- Formative feedback throughout lessons to help pupils identify how to improve;
- Staff and pupil questionnaires

### **Policy Review**

After being reviewed by the PSHE/RSE co-ordinator, staff and governors will be consulted to check that our policy reflects our practice and is up to date with current guidance. This will take place every 3 years. If any major changes in the delivery or organisation of PSHE/RSE occur, then changes will be made accordingly. Copies will be available can also be obtained from the School Office and school website.