



## Personal, Social, Health and Economic Education (P.S.H.E Education) and Citizenship Policy

Policy date: October 2025    Review date: October 2026

### Introduction:

This policy covers our school's approach to the teaching of the PSHE (Personal, Social, Health and Economic Education) curriculum. It was produced through consultation with staff, governors and the Diocese of Guildford

At St Paul's we believe that P.S.H.E Education should resonate with our vision of **Inspiring learning, nurturing wholeness** and our values of **Respect, Perseverance, Compassion, Trust, Hope and Wisdom**. Our vision and values underpin our learning in the context of understanding ourselves and others. Establishing ground rules within PSHE learning, fosters trust and respect by all class members. This will be the pre-requisite for our individual and group work.

We believe it is vital to empower our pupils with the knowledge, understanding, values and skills to enable them to recognise their own worth and develop respect for others within the school and wider community.

Current regulations and guidance from the Department for Education state that:

"Children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts."

(ref' 'Relationships Education, RSE and Health Education', Department of Education 2019)

At St Paul's we believe that Effective PSHE Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy relationships for life.

"PSHE is a planned programme of learning opportunities and experiences that help young children and people grow and develop as individuals and as members of families and communities. It helps to equip them with knowledge, understanding and practical skills, appropriate to their age and maturity, in order to live healthy, safe, fulfilled and responsible lives. PSHE Education also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. In short, PSHE makes a significant contribution to children and young people's personal, spiritual, moral, social and cultural development and the ability to understand and reflect upon British values, such as inclusion, acceptance and honesty."

*(National PSHE CPD Programme, 2015, Babcock and University of Roehampton)*

"Citizenship education helps to enable children and young people to make their own informed decisions and take responsibility for their own lives and their communities. It aims to raise awareness of their own, and other's people's rights and responsibilities as citizens including both the social and political world. Citizenship education highlights

issues such as the welfare of others, and enables children and young people to be knowledgeable and articulate in reflecting upon their opinions and arguments, assisting them to become increasingly active and responsible in their communities, supporting them in realising their capability of having an influence in the world.

Citizenship Education assists schools in promoting the fundamental British values of democracy, the rule of law, individual liberty; furthering mutual respect, appreciation and harmony between people with different faiths, beliefs, cultures and traditions.”

*(Adapted from Citizenship Foundation 2015 and SMSC and British Values, DfE 2014)*

### **Aims**

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the school and wider community.

We encourage our pupils to play a positive role in contributing to the life of the school and the community by taking part in a wide range of activities and experiences across and beyond the curriculum. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can appreciate empowering values and go on to form the effective, fulfilling relationships that are an essential part of life and learning.

### **Objectives and Desired Pupil Learning Outcomes**

The PSHE and Citizenship curriculum will support the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to

- Have a sense of purpose
- Develop the ability to reflect upon situations and circumstances.
- Assess risk and possible consequences.
- Value and respect themselves and others
- Form and maintain positive and healthy relationships
- Make and act on informed decisions
- Communicate effectively
- Apply a restorative approach to conflict resolution
- Work with others effectively
- Respond positively to challenge and manage feelings of anxiety
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

### **The organisation of PSHE Education within the school**

At St Paul’s School, we teach Personal, Social, Health Education as a whole-school approach to underpin children’s development as people and because we believe that this also supports their learning capacity.

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.

The overview of the programme can be seen on the school website.

This 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.

PSHE Education is timetabled and taught on a weekly basis in each class. We teach PSHE Education and Citizenship in a variety of ways. In most instances, it is taught as a discrete subject, and at times, it is through a cross-curricular approach, for example, when teaching about water in Geography, we look at how Aid Agencies are working to provide clean drinking water to parts of the world. We also teach about being a responsible global citizen using the ‘Plan Bee’ resources for Education for Social Responsibility as well as using ‘Picture news’ within class to consider a range of issues and news events, through the lens of considering British Values.

Questions asked by pupils will be answered in a way that it is appropriate to their age, maturity, understanding and need. Correct vocabulary for terms will generally be used during PSHE lessons, in line with all other curriculum subjects. Often questions will be addressed to the whole class but, should the need arise, questions may be answered on an individual or small group basis. Professional judgement will be applied here; this should support the school safeguarding policy. On occasion, it may be considered that the people/person best placed to answer a pupil’s question is their family/ carer/s, and the school will liaise with the family appropriately.

Within the Foundation Stage, the Reception class teachers ensure their planning relates to the objectives as set out in the Early Years Foundation Stage Framework and The Early Learning Goals. The importance of the personal, social and emotional development (PSED) of each child, as one of the three *prime* areas of learning in the 2014 Statutory Framework, is demonstrated both through planned activities and in the enabling environments provided.

Collective worship will often touch on specific themes related to PSHE Education and Citizenship. These have a planned focus and are often used to launch specific concepts, for example, friendship and acts of kindness. We also have an introductory Jigsaw assembly at the start of each of the half terms.

We also provide enrichment activities to support the curriculum such as participating in “Food Awareness Week,” “Anti- Bullying Week”, “Feeling Good Week”, “Children’s Mental Health Week” and “Money Week” where all the children take part in a range of age appropriate activities.

Each class from Year 1 to Year 6 has an elected School Council representative. Regular meetings are held with a designated member of staff in order to discuss school matters and also fund-raising ideas to support a range of different charities, both local and in the wider community. This also enables us to explore the British values of The Rule of Law and Democracy.

We offer a wide range of educational visits, inspiration days, and visitors to school which provide pupils with a range of experiences and opportunities.

St Paul’s School has links with a range of charities as part of our responsibility as courageous advocates. These links enable the pupils to understand how they can help and support others, as well as receive support if needed. Our school Eco Team helps to establish the local links.

### **The content of the school’s PSHE Education and Citizenship Curriculum- Scheme of Work**

Here, at St Paul’s School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs.

This programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

The school fulfils its statutory duty (DfE, 2014) to publish its PSHE Education curriculum online and this is available on the school website.

The statutory guidance (Sept 2020) for **Health Education** states that by the end of Primary School, pupils should learn about:

### **1.Mental Wellbeing**

Pupils should know

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **2.Internet and Safety Harms**

Pupils should know

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online

### **3. Physical Health and Fitness**

Pupils should know

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

#### **4. Healthy Eating**

Pupils should know

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

#### **5. Drugs, alcohol and tobacco**

Pupils should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

#### **6. Health and Prevention**

Pupils should know

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

#### **7. Basic First Aid**

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

#### **8. Changing Adolescent Body**

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

#### **Whole-school approach**

Jigsaw covers all areas of PSHE for the primary phase 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.

Term	Puzzle (Unit)	Content
Autumn 1:	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.
Autumn 2:	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>	Changing Me	We are currently following the Chris Winter Scheme of work for Relationships and Sex Education – this is being reviewed for Spring 2026
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise

### **Teaching and Learning**

A variety of teaching and learning strategies are used to deliver PSHE Education and Citizenship which consider pupils' age, development, understanding and needs. We acknowledge that pupils will need to work in a safe and secure environment to be able to explore their own and others' attitudes, values and skills. Teachers and staff should be sensitive to pupil and family situations and backgrounds and consider these issues when planning lessons.

Effective PSHE Education /Citizenship lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- Collaborative work
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Accommodating new information and skills
- Building on current experience and using first-hand learning to achieve positive ends

A range of active teaching and learning strategies are used, such as Circle Times, role play, group discussions and decision alleys.

### **External Contributors**

External contributors from the community, e.g., school nurses, community police and fire officers, are valued for the important contribution they make to the PSHE Education and Citizenship curriculum.

Their input should be carefully planned and monitored so as to fit into and complement the programme.

Teachers remain present during the sessions and remain responsible for the delivery of the PSHE Education and Citizenship programme, safeguarding and ensuring the PSHE ground rules are in place.

### **PSHE Education Monitoring, Evaluation, Assessment, Recording and Reporting**

#### **Monitoring**

The PSHE Education subject leader will monitor delivery of the programme through observation, planning, work sampling, learning walks and discussion with teaching staff and pupils to ensure consistent and coherent curriculum provision.

The Surrey Healthy Schools Review process helps to monitor provision and identify strengths and areas for development.

### **Evaluation**

Evaluation of the programme's effectiveness will be conducted on the basis of:

- pupil and teacher evaluation of the content and learning processes
- staff meetings to review and share experience

### **Assessment**

Teachers assess the children's learning in PSHE Education and Citizenship by making judgements during lessons, using specific learning objectives. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage, using the end of Key Stage Statements for PSHE Education and Citizenship.

Assessment in PSHE Education allows pupils to be clear about strengths and areas for development in their learning and enables teachers to be clear about the achievements of their pupils and how their learning might be improved.

### **Training and Support for Staff**

Support for teaching and understanding PSHE Education issues is incorporated in our staff meetings, drawing on staff expertise and/or a range of external agencies. Staff are also able to identify individual training needs on a yearly basis and relevant support is provided.

Staff have access to a range of websites and resources to help them deliver the PSHE Education curriculum.

### **Links with other policies**

We recognise the clear link between PSHE Education and Citizenship and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Relationships and Sex Education
- Drug and Alcohol Education
- Teaching and Learning
- Equality objective and equality policy
- Safeguarding and Child Protection Policy (including the prevent strategy)
- Health and safety policy
- Anti- Bullying Policy
- Behaviour Policy
- PE Policy
- SMSC (pending)
- On line and E-Safety Policy
- Administration of Medication
- First aid Policy

## Physical health also mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</li> <li>• H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>



	<p>private.</p> <ul style="list-style-type: none"> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• H17 where and how to report concerns and get support with issues online.</li> </ul>	
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>

	<p>treated, and the importance of handwashing.</p> <ul style="list-style-type: none"> <li>• H31 the facts and science relating to immunisation and vaccination</li> </ul>	
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>

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