



ST CHRISTOPHER'S PREP SCHOOL & NURSERY

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY

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1. Policy Statement

St Christopher's Prep School & Nursery recognises that Personal, Social, Health and Economic Education (PSHE) is an essential part of the education of every child.

PSHE contributes to pupils' personal development by helping them acquire the knowledge, skills, attitudes and understanding required to lead safe, healthy, responsible and fulfilling lives.

The school's PSHE curriculum is designed to complement the academic curriculum and to support pupils to develop as confident, respectful, resilient and responsible members of the school, local and wider community.

The curriculum enables pupils to:

- understand themselves and others;
- develop positive and respectful relationships;
- understand how to keep themselves and others safe;

- develop healthy lifestyles and positive mental wellbeing;
- understand emotions and develop appropriate strategies for managing them;
- make informed and responsible choices;
- understand their rights and responsibilities;
- develop an understanding of democracy, the rule of law and individual liberty;
- respect people who have different backgrounds, beliefs, characteristics and experiences;
- understand the opportunities and responsibilities of life in modern Britain;
- develop an age-appropriate understanding of money, work and financial responsibility;
- understand how to seek help and support when they need it;
- develop resilience, independence and self-confidence; and
- make a positive contribution to their school and wider community.

PSHE is delivered through planned lessons, assemblies, the wider curriculum, school values, pupil leadership opportunities, educational visits, enrichment activities and the everyday life and ethos of the school.

The school uses the **Jigsaw PSHE programme** as a framework for curriculum planning. The programme is adapted where appropriate to meet the needs, maturity, circumstances and experiences of St Christopher's pupils.

2. Legislative and Regulatory Framework

This policy has regard to the following legislation, statutory guidance and regulatory requirements, as applicable to the school:

- Department for Education – *Relationships Education, Relationships and Sex Education (RSE) and Health Education* statutory guidance, effective from September 2026;
- *Keeping Children Safe in Education 2026*;
- *Working Together to Safeguard Children 2026*;
- *Prevent Duty Guidance: England and Wales 2023*;
- Equality Act 2010;
- Education Act 2002;
- Children and Families Act 2014;
- SEND Code of Practice;
- Independent School Standards Regulations 2014, where applicable;
- Early Years Foundation Stage statutory framework;
- National Curriculum programmes of study, including Science and Citizenship, where applicable;
- the school's safeguarding and child protection procedures; and
- other relevant statutory guidance and regulatory requirements.

The school will keep this policy under review to ensure that it reflects changes to legislation, statutory guidance and inspection requirements.

3. Purpose and Rationale

PSHE provides pupils with opportunities to develop the knowledge, understanding and skills needed for life beyond the classroom.

The school recognises that children develop at different rates and that PSHE education must therefore be delivered in an age-appropriate, inclusive and sensitive manner.

PSHE also provides an important opportunity for pupils to develop the language and confidence required to talk about concerns, recognise unsafe situations and seek help from trusted adults.

The curriculum supports the school's wider safeguarding responsibilities and contributes to pupils' spiritual, moral, social and cultural development.

PSHE is not limited to timetabled lessons. The school recognises that children learn through the behaviour and expectations modelled by adults, relationships with peers, assemblies, pupil leadership, school routines and the wider school environment.

4. Aims and Objectives

The aims of PSHE at St Christopher's are to enable pupils to:

Personal Development

- develop confidence and positive self-esteem;
- recognise their strengths and areas for development;
- develop resilience and perseverance;
- become increasingly independent;
- understand and manage their emotions;
- make informed and responsible decisions;
- develop a positive attitude towards learning and personal development.

Relationships

- develop positive friendships;
- understand what constitutes a healthy and respectful relationship;
- recognise respectful and disrespectful behaviour;
- understand boundaries;
- understand how to seek help when relationships become difficult or unsafe;
- respect differences between individuals and families;
- understand the importance of kindness, honesty, trust and communication.

Health and Wellbeing

- understand the importance of physical health;
- understand the importance of mental and emotional wellbeing;
- develop healthy lifestyle choices;
- understand the importance of sleep, exercise, nutrition and hygiene;
- understand age-appropriate information about puberty and changes to the body;
- develop strategies for managing emotions and difficult experiences;
- understand how and when to seek support.

Safety

- recognise potential risks and unsafe situations;
- understand how to keep themselves safe;
- understand appropriate boundaries;
- develop appropriate road, travel and personal safety awareness;
- understand how to respond to unwanted or inappropriate behaviour;
- understand how to seek help from trusted adults;
- develop appropriate online safety knowledge.

Citizenship

- understand democracy and democratic participation;
- understand the rule of law;
- understand individual liberty and personal responsibility;
- develop respect and tolerance for people with different faiths, beliefs, backgrounds and characteristics;
- understand the role of public institutions and services;
- understand how individuals can contribute positively to society;
- participate in the life of the school and wider community.

Economic and Financial Education

- develop an understanding of money and its uses;
- understand the difference between needs and wants;
- develop age-appropriate understanding of saving and spending;
- understand the importance of making responsible financial choices;
- develop an awareness of careers and the world of work;
- understand that people have different skills, interests and aspirations.

5. Curriculum Content

The PSHE curriculum at St Christopher's is organised around the following broad areas:

1. Relationships and friendships
2. Respect and inclusion
3. Physical health
4. Mental health and emotional wellbeing
5. Keeping safe
6. Online safety and digital citizenship
7. Growing and changing
8. Personal responsibility
9. Citizenship and democracy
10. Fundamental British Values
11. Economic and financial education
12. Careers and aspirations
13. Community and social responsibility
14. Environmental responsibility

The curriculum is progressive from Nursery through to Year 6.

The content is delivered at a level appropriate to pupils' age, developmental stage, maturity and individual needs.

The school recognises that some topics may require adaptation for individual pupils and that SEND, safeguarding and other individual circumstances may need to be considered when planning and delivering lessons.

6. Relationships Education and RSE

The school recognises the importance of high-quality Relationships Education in enabling pupils to develop safe, respectful and healthy relationships.

Primary Relationships Education includes learning about:

- families and people who care for pupils;
- friendships;

- respectful relationships;
- online relationships;
- being safe;
- recognising inappropriate behaviour;
- boundaries;
- asking for help;
- respecting others; and
- developing positive communication.

The school also provides age-appropriate teaching about physical development and growing up.

Where sex education is taught beyond the statutory Science curriculum, this is set out in the school's separate **Relationships and Sex Education (RSE) Policy**.

The RSE curriculum is delivered sensitively and progressively, taking account of pupils' age, maturity and individual circumstances.

Parents and carers are informed about the school's RSE provision through the school's published RSE Policy and curriculum information.

7. Health Education

Health education is integrated throughout the PSHE curriculum and supports pupils to develop knowledge and behaviours that contribute to lifelong health and wellbeing.

Areas covered include:

- physical health and fitness;
- healthy eating;
- dental health;
- personal hygiene;
- sleep;
- mental wellbeing;
- emotional regulation;
- recognising and managing feelings;
- seeking help;
- online safety and digital wellbeing;
- preventing illness;
- basic first aid and emergency situations;
- medicines and health-related responsibilities;
- age-appropriate understanding of drugs and other harmful substances;
- puberty and physical development;
- personal safety.

Teaching is age-appropriate and delivered in a way that recognises the developmental stage of pupils. Health Education is reinforced through PE, Science, assemblies, pastoral provision and the wider curriculum.

8. Mental Health and Emotional Wellbeing

The school places a high priority on the mental health and emotional wellbeing of pupils.

PSHE lessons provide pupils with opportunities to:

- identify and name emotions;

- understand that feelings can change;
- develop strategies for managing emotions;
- develop resilience;
- recognise when they or others may need help;
- identify trusted adults;
- develop positive self-esteem;
- understand the importance of friendships and social connections;
- understand how lifestyle choices can affect wellbeing.

The school uses **Zones of Regulation**, mindfulness activities, breathing exercises and other appropriate strategies to support emotional regulation.

These approaches are used as part of a wider pastoral and safeguarding framework and are not a substitute for appropriate professional support where this is required.

9. Online Safety and Digital Citizenship

Online safety is an integral part of PSHE education and is reinforced across the curriculum.

Pupils are taught about:

- keeping personal information safe;
- appropriate online communication;
- respectful online behaviour;
- online relationships;
- recognising inappropriate or harmful content;
- reporting concerns;
- blocking and reporting inappropriate contact;
- digital footprints;
- online reputation;
- misinformation and unreliable information;
- appropriate use of digital technology;
- balancing screen time with other activities;
- the potential impact of online behaviour on mental wellbeing;
- seeking help from trusted adults.

The school recognises the increasing use of artificial intelligence and other emerging technologies.

Where appropriate, pupils are taught about the responsible, safe and ethical use of AI, including the importance of protecting personal information, checking information and understanding that technology should not replace independent thinking or learning.

Online safety education is reinforced through Computing, assemblies, safeguarding education and communication with parents.

10. Citizenship and Fundamental British Values

Citizenship education contributes to pupils' understanding of their rights, responsibilities and role within society.

The school promotes the Fundamental British Values of:

- democracy;
- the rule of law;
- individual liberty; and
- mutual respect and tolerance of those with different faiths and beliefs.

Pupils are provided with opportunities to:

- understand how democratic processes work;
- participate in elections and pupil leadership;
- understand the importance of rules and laws;
- understand that laws protect individuals and communities;
- understand personal freedoms alongside responsibilities;
- respect people with different beliefs, backgrounds and experiences;
- understand the importance of fairness and equality;
- contribute to their school and wider community.

The school uses its **School Council**, pupil leadership opportunities, assemblies and age-appropriate curriculum activities to develop pupils' understanding of democratic participation.

Pupils are taught about public institutions and services in an age-appropriate manner.

Where political or controversial issues are discussed, teaching is age-appropriate, balanced and politically impartial.

11. Economic and Financial Education

Economic and financial education is incorporated into PSHE and the wider curriculum.

Pupils develop an age-appropriate understanding of:

- money;
- earning and spending;
- needs and wants;
- saving;
- budgeting;
- responsible financial decision-making;
- financial responsibility;
- careers;
- work and employment;
- aspirations;
- enterprise and contribution to society.

The school recognises the importance of preparing pupils for an increasingly complex financial and economic environment.

12. Equality, Diversity and Inclusion

The school is committed to providing PSHE education that is accessible and appropriate for all pupils.

Teaching reflects the Equality Act 2010 and promotes respect for people with different:

- backgrounds;
- cultures;
- faiths and beliefs;
- abilities;
- family circumstances;
- characteristics;
- experiences and perspectives.

Teachers consider the needs of pupils with SEND and make reasonable adjustments where necessary.

PSHE teaching does not seek to stereotype pupils or impose assumptions about their experiences.

The school promotes an environment in which pupils can ask questions, express concerns respectfully and learn about differences in an age-appropriate manner.

13. EYFS Provision

PSHE-related learning begins in the Early Years Foundation Stage.

The school recognises that the EYFS follows its own statutory framework rather than the National Curriculum.

Relevant learning is developed particularly through:

- Personal, Social and Emotional Development;
- Communication and Language;
- Physical Development; and
- Understanding the World.

EYFS pupils develop:

- relationships with adults and peers;
- independence;
- self-confidence;
- emotional awareness;
- appropriate behaviour;
- communication skills;
- understanding of boundaries;
- personal hygiene;
- healthy routines;
- awareness of safety;
- respect for others.

Learning is primarily developed through play, routines, adult modelling, discussion, stories, practical activities and carefully planned experiences.

14. Curriculum Organisation and Jigsaw

The school uses the Jigsaw PSHE programme as the main framework for PSHE curriculum planning.

The six Jigsaw units are:

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

The school has mapped the programme against its statutory and regulatory responsibilities and adapts resources where necessary.

Jigsaw provides the framework for planned lessons but does not replace teacher judgement.

Teachers should ensure that lessons are responsive to:

- pupils' developmental stage;
- current safeguarding issues;

- the needs of the class;
- local and national events;
- pupil questions;
- school priorities;
- emerging risks;
- individual pupil circumstances.

15. Teaching and Learning

PSHE is delivered through a combination of:

- dedicated PSHE lessons;
- Jigsaw lessons;
- assemblies;
- class discussions;
- stories and literature;
- role play;
- reflective activities;
- group work;
- pupil voice;
- School Council;
- educational visits;
- visiting speakers;
- enrichment activities;
- special curriculum days;
- cross-curricular learning;
- pastoral support;
- school routines and expectations.

Teachers establish a safe and respectful environment in which pupils can ask questions and express their views.

Ground rules are established where appropriate before sensitive discussions.

Teachers should avoid asking pupils to disclose personal experiences publicly.

Sensitive topics are taught using age-appropriate language and resources.

16. Safeguarding and Child Protection

PSHE education has an important role in supporting the school's safeguarding responsibilities.

Teaching may address topics including:

- recognising unsafe situations;
- appropriate and inappropriate behaviour;
- boundaries;
- online safety;
- bullying;
- abuse;
- exploitation;
- peer pressure;
- seeking help;
- trusted adults.

Staff must follow the school's safeguarding and child protection procedures at all times.

If a pupil makes a disclosure or a member of staff becomes concerned that a child may be at risk of harm, the member of staff must follow the school's safeguarding procedures and report the concern to the Designated Safeguarding Lead (DSL) or appropriate deputy.

Staff must not promise confidentiality to pupils where a safeguarding concern may arise.

PSHE teaching will not replace the school's safeguarding procedures or professional safeguarding support.

17. Confidentiality and Pupil Disclosures

Teachers should establish appropriate expectations around confidentiality.

Pupils should understand that staff cannot keep information confidential if they believe that a child or another person may be at risk of harm.

Teachers should respond sensitively to questions and disclosures and follow safeguarding procedures where necessary.

Personal disclosures should not be explored publicly in front of peers.

Where a pupil requires additional support, the appropriate pastoral, safeguarding or external professional support will be considered.

18. Political Impartiality and Controversial Issues

The school recognises that PSHE and Citizenship may involve discussion of issues which are socially, culturally or politically sensitive.

Staff must ensure that teaching is:

- age-appropriate;
- balanced;
- respectful;
- factually accurate;
- politically impartial.

Teachers must not use classroom teaching to promote partisan political views.

Where contrasting views are discussed, pupils should be encouraged to listen respectfully, consider evidence and understand that people may hold different views.

The school will ensure that external speakers and resources used in PSHE and Citizenship are subject to appropriate checks and due diligence.

19. External Speakers and Visitors

The school may use external visitors and specialist speakers to enhance PSHE provision.

All external speakers and visitors must comply with the school's safeguarding requirements.

The school will undertake appropriate checks and due diligence before allowing an external speaker to address pupils.

Visitors will normally be supervised by a member of school staff.

The school will ensure that content is appropriate for the age and maturity of pupils and is consistent with the school's values, safeguarding responsibilities and requirement for political impartiality.

20. Parent and Carer Engagement

The school recognises parents and carers as important partners in their children's personal development.

Parents and carers are provided with appropriate information about PSHE, Relationships Education and RSE through:

- school policies;
- curriculum information;
- parent communications;
- meetings and information sessions where appropriate;

- the school website.

The school's RSE Policy explains the arrangements concerning parental rights of withdrawal from sex education. Parents and carers are encouraged to discuss appropriate PSHE themes with their children at home. The school will consider feedback from parents and carers when reviewing curriculum provision.

21. Withdrawal from Sex Education

Relationships Education is part of the school's core curriculum and pupils are expected to participate. The school also teaches the statutory Science curriculum, including relevant content concerning human development.

Where the school provides sex education beyond the statutory Science curriculum, parents have the right to request withdrawal of their child from that specific provision, subject to the arrangements set out in the school's RSE Policy.

Parents cannot withdraw pupils from statutory Science content.

Full arrangements are contained within the school's separate **Relationships and Sex Education Policy**.

22. Assessment, Monitoring and Evaluation

PSHE is assessed primarily through formative assessment.

Teachers monitor:

- pupils' knowledge and understanding;
- participation;
- confidence;
- ability to apply learning;
- development of appropriate vocabulary;
- understanding of relationships and safety;
- personal development;
- ability to reflect on learning.

Assessment may include:

- discussion;
- pupil work;
- reflection activities;
- quizzes;
- pupil voice;
- teacher observation;
- curriculum reviews.

The PSHE Lead monitors curriculum coverage, progression and effectiveness.

The school evaluates the impact of PSHE through:

- pupil voice;
- staff feedback;
- curriculum monitoring;
- lesson observations;
- work scrutiny;
- safeguarding information;
- pastoral information;
- behaviour information;
- parent feedback where appropriate.

23. Roles and Responsibilities

The Proprietor/Governing Body

The proprietor/governing body is responsible for ensuring that:

- the school has an appropriate PSHE policy;
- the policy is reviewed regularly;
- statutory and regulatory requirements are considered;
- appropriate resources are available;
- safeguarding responsibilities are reflected in PSHE provision.

The Headteacher

The Headteacher is responsible for:

- ensuring the effective implementation of the policy;
- ensuring appropriate staffing and resources;
- ensuring safeguarding requirements are followed;
- ensuring staff understand their responsibilities;
- ensuring the curriculum is appropriately monitored.

The PSHE Lead

The PSHE Lead is responsible for:

- curriculum planning;
- curriculum progression;
- supporting teachers;
- monitoring curriculum coverage;
- evaluating the effectiveness of provision;
- updating resources;
- coordinating Jigsaw;
- supporting links between PSHE, safeguarding and personal development.

Class Teachers

Teachers are responsible for:

- delivering PSHE lessons appropriately;
- creating a safe learning environment;
- adapting teaching to meet pupils' needs;
- identifying safeguarding concerns;
- following school procedures;
- modelling positive relationships and behaviour.

All Staff

All staff contribute to PSHE through their relationships with pupils, the behaviour they model and the expectations they establish.

24. Links with Other Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
 - RSE Policy
 - Online Safety Policy
 - Behaviour Policy
 - Anti-Bullying Policy
 - Equality Policy
 - SEND Policy
 - Attendance Policy
 - Health and Safety Policy
 - Intimate Care Policy
 - First Aid Policy
 - Mental Health and Wellbeing provision
 - Computing Policy
 - Science Policy
 - PE Policy
 - RE Policy
 - Educational Visits Policy
 - Staff Code of Conduct
 - Prevent Risk Assessment/Policy
 - Complaints Policy
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25. Policy Review

This policy will be reviewed annually, or earlier where there are significant changes to:

- legislation;
- statutory guidance;
- safeguarding requirements;
- curriculum requirements;
- inspection expectations;
- school circumstances.

The next scheduled review will be **September 2027**.

Appendix 1 – Jigsaw Curriculum Structure

The school uses the following six Jigsaw themes:

1. Being Me in My World

Developing identity, belonging, responsibility, behaviour and relationships.

2. Celebrating Difference

Understanding diversity, respecting differences and challenging discrimination and prejudice.

3. Dreams & Goals

Developing aspirations, resilience, perseverance and understanding achievement.

4. Healthy Me

Developing physical health, mental wellbeing, healthy lifestyles and safety.

5. Relationships

Developing friendships, respectful relationships, communication, boundaries and family relationships.

6. Changing Me

Understanding growth, development, change and age-appropriate aspects of growing up.

The school will ensure that these themes are mapped against the statutory and regulatory expectations for Relationships Education, Health Education, safeguarding and personal development.

Appendix 2 – St Christopher's School Values

The school promotes twelve core values across the academic year:

1. Moral Conduct
2. Self-Esteem
3. Resilience
4. Communication
5. Independent Learning
6. Co-operation
7. Friendship
8. Honesty
9. Kindness
10. Trust
11. Courage
12. Happiness

These values are reinforced through:

- PSHE lessons;
- assemblies;
- classroom expectations;
- pupil leadership;
- school rewards;
- behaviour expectations;
- community activities;
- educational visits;
- pastoral provision.

The values are intended to support pupils in becoming confident, responsible and respectful members of the school and wider community.

Appendix 3 – PSHE Curriculum and Wider School Provision

PSHE is reinforced through the wider life of St Christopher's.

This includes:

- School Council;
- pupil leadership roles;
- assemblies;
- charity work;

- fundraising;
- educational visits;
- residential experiences;
- sports activities;
- environmental projects;
- cultural experiences;
- wellbeing initiatives;
- online safety education;
- safeguarding education;
- community involvement;
- careers and aspiration activities;
- whole-school values;
- pupil voice.

The school recognises that effective PSHE education is most successful when pupils are given opportunities to apply their learning in real-life contexts.