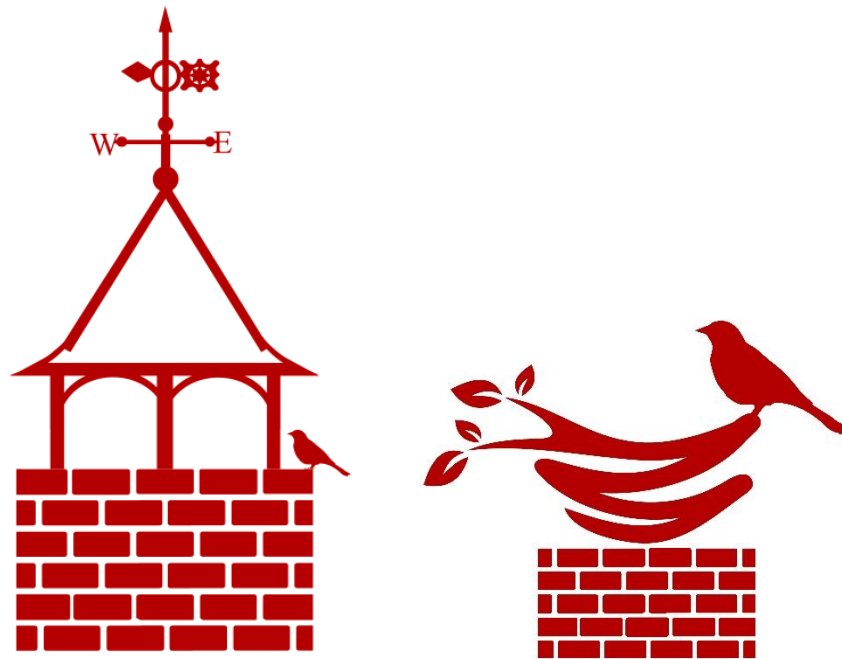


Juniper Hill School

PSHE (Personal, Social, Health and Economic) Policy



Kindness Enjoyment Achievement

Written July 2026 in response to updated Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers (July 2025)

Juniper Hill School Ethos/ Rationale for PSHE Education

At Juniper Hill we believe that Personal, Social, Health and Economic Education (PSHE) and Life Skills work together to support our children to develop knowledge and skills that will prepare them for life in modern Britain. PSHE is not just in weekly lessons, but embedded across our whole school life - through our values, relationships, and everyday interactions.

Juniper Hill's mission is to create a community that is open to new possibilities and works together to enable everyone to achieve their goals. We aim to empower our community to have the courage to make a difference in the world. This comes through understanding our place in the world, having a sense of belonging and grasping opportunities to enjoy learning, being kind and achieving our best.

The aim of this policy is to:

-  Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching PSHE Education
-  Help parents and carers to understand PSHE Education and support them to work with their child to secure the very best outcomes for all pupils
-  Demonstrate how the school meets legal requirements with regards to teaching Relationships Education, Sex Education and Health Education.

Intent

Why do we teach it?

-  Our PSHE provision has been designed to be age appropriate, whilst being sensitive to the needs of our whole school community to ensure PSHE provision gives our pupils an education which will support them both now and, in the future, including online.
-  We aim to provide high-quality PSHE provision that will support pupils to develop life skills which will enable them to manage change, make healthy and safe choices (including online), build character; and be resilient, reflective and responsible members of society.
-  We aim to support the whole child - recognising that children's emotional and social development directly impacts their capacity to learn.
-  We aim to create a safe, inclusive environment where every child feels valued and able to discuss concerns without fear or stigma. We emphasise the importance of persistently asking for help and signposting them to support in and out of school.
-  We aim to work in partnership with families, recognising that parents/carers are children's first educators in many aspects of relationships and health.
-  Our PSHE provision is underpinned by the 2010 Equalities Act and provides an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and to help teach pupils to understand, respect and celebrate difference and challenge stigma.
-  Our PSHE provision extends beyond the curriculum and includes themed days, assemblies and fully supports our school's ethos and values. PSHE is part of our school's broad and balanced curriculum supporting spiritual, moral, social and cultural education, citizenship, equalities, and safeguarding.
-  Through our PSHE provision we aim to work collaboratively with parents / carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives.

Statutory Requirements and Curriculum Framework

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

-  Promotes the spiritual, moral, cultural, mental and physical development of pupils
-  Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. (See appendix 1 for July 2025 updated guidance material)

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

Our curriculum addresses all statutory requirements including:

-  Families and people who care for me
-  Caring friendships
-  Respectful, kind relationships
-  Online safety and awareness
-  Being safe
-  General wellbeing
-  Wellbeing online
-  Physical health and fitness
-  Healthy eating
-  Drugs, alcohol, tobacco and vaping
-  Health protection and prevention
-  Basic first aid
-  Developing bodies (including puberty as part of Health Education)

A detailed mapping document showing how the Jigsaw Programme covers every statutory outcome is available to view on request.

Implementation

How do we teach PSHE?

Our Curriculum

1. The Jigsaw Approach: A Whole-School Framework

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with

evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g., emotional and mental health is nurtured every lesson through the 'Calm Me' time, social skills are grown every lesson through the 'Connect Us' activity. Respect and good manners are enhanced through the use of the Jigsaw Charter and through the use of social skills embedded in our 'Kagan' structures.

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Developing bodies' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

The mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements.

We supplement our Jigsaw PSHE Programme with our own 'Juniper Hill Life Skills', see website for curriculum content. Life Skills is timetabled once a week and delivered by class teachers.

The Jigsaw programme is distinctive in its approach including:

Emotional literacy at the core - Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

Mindful practice - Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.

Connection and community - The 'Connect Us' activity in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning. PSHE content is supported across our school community in Assemblies, through praise and reward systems, through relationships: child to child, adult to child and adult to adult. We aim to 'live and model' what is learnt and apply it to everyday situations across the school community. Building on our motto of kindness, enjoyment and achievement for all.

Developing skills for respectful dialogue - PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

Age-appropriate spiral curriculum - Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their

developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

Interactive, participative teaching - Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

Our PSHE curriculum also includes age-appropriate aspects of economic education, preparing children to understand spending, saving and the world of work, and citizenship education including British Values, helping children understand their rights, responsibilities and role in society. The Jigsaw Programme significantly contributes to the school's Safeguarding and Equality Duties and its SMSC (Spiritual, Moral, Social, Cultural) development.

What do we teach?

The Six Jigsaw Puzzles

Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term:

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding their own identity and how they fit well in the class, school and global community. Explores rules, rights and responsibilities. Establishes rewards and consequences. The Jigsaw Charter is introduced. Democracy and having a voice.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding. Friendships and families. Being special. Gender stereotypes, Racism, disability.
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, in and out of school. Addressing challenges and disappointment. Steps to success, motivation, recognizing achievements. Perseverance and strengths. Positive attitude. To contribute to society and make a difference in the world.
Spring 2:	Healthy Me	Self-esteem and confidence as well as healthy lifestyle choices, keeping clean, sleep, nutrition, rest, and exercise. Emotional and mental health and managing stress. Safety: in the home, with medicine, road safety, water safety, rail safety. Effects of substances: drugs and alcohol; smoking and vaping.
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, secrets, bereavement and loss. Knowing that they can

ask for help from safe adults. Technology safety and responsible use. Being a global citizen.

Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change. Bodies, growing up, changes in them, differences between male and female bodies, outside and inside body changes, puberty for girls and boys, being part of a family, Conception to birth (optional) Transition
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Teaching about Families and Relationships

Our curriculum presents families in all their forms, recognising that children come from diverse family backgrounds including:

-  Single parent families
-  Same-sex parent families
-  Families headed by grandparents or other relatives
-  Adoptive families
-  Foster families
-  Kinship care arrangements
-  Blended families
-  Families from different cultural and religious backgrounds
-  Service families, including those where a parent or carer serves in the armed forces

We ensure that no child is stigmatised based on their home circumstances and that all family structures are represented positively in our teaching. When discussing families, we emphasise that the key characteristic of families is that they provide love, care, stability and security for children, not a particular structure.

Including LGBT Content

Throughout PSHE education, children learn that all people deserve to be treated with respect and kindness, regardless of difference. This is a fundamental principle that runs through all our teaching.

In teaching about families and relationships, we include same-sex parents alongside other family structures, presented naturally as one of the many different types of families that children may have or encounter. This content is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible and valued within our school community.

Children learn about treating others with kindness and respect, understanding that people have protection from discrimination and should be treated with dignity and respect, and that there are laws in place to protect people's rights. Pupils learn how bullying or discriminatory behaviour is never acceptable and how to report this for themselves or others.

Jigsaw PSHE 3-11 does not include content on gender questioning or transgender topics. Our focus at primary level is on teaching children to respect all people and to challenge

stereotypes about what boys and girls can do, be, or achieve, without introducing the more complex concepts about gender identity.

Supporting Children with SEND

Children with special educational needs and/or disabilities receive appropriate, adapted PSHE education that meets their needs. PSHE is particularly important for children with SEND, who may be more vulnerable to exploitation, abuse and bullying. Teachers adapt lessons to ensure content is accessible, using:

-  Visual supports, simplified language, concrete examples
-  Additional pre-teaching or small group work where needed
-  Multi-sensory approaches and practical activities
-  Extended time for processing and responding
-  Personalised social stories or resources where appropriate

For some children with SEND, certain PSHE content may need to be taught in different ways or at different times to ensure understanding and safety. The SENDCo works closely with the PSHE lead and class teachers to ensure appropriate provision.

Ground Rules

We start each lesson setting out ground rules for working safely together through the 'Jigsaw Charter' and reminding children of our own classroom rules. This helps us to create a safe and calm working environment.

Distancing Techniques

When teaching sensitive topics, we use distancing techniques which support children to explore what is being taught without sharing their own personal experiences in the lesson.

Open Forum

We aim to have an open forum as far as possible, and pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. A question / worry box is available for pupils who do not feel confident to ask questions in front of others or wish to have a separate conversation with a member of staff.

We also respect that some questions are better addressed at home with parents and carers. The school will share information with parents and carers on an individual basis should the need arise.

During Sex education lessons teachers follow a script, the boundaries of which they stay strictly within. Any questions or queries that the children raise outside of the script are referred to their families and carers to be answered.

Whilst it is vital to have trust and openness, we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

Adapting Jigsaw for Our School Community

Whilst we follow the Jigsaw programme, we recognise that our children, families and context have specific needs and characteristics. Our PSHE lead and class teachers

carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, considering:

-  The specific needs, experiences and developmental stages of pupils in each class
-  Pupil voice - gathered through feedback within lessons, informal discussions with children, class discussions and input from our 'Juniper Cabinet' about PSHE issues that have arisen
-  Local context and community considerations
-  Feedback from parents, pupils and staff
-  Our school's distinctive values and ethos

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with reference to statutory requirements. Parents and carers are informed about significant adaptations, particularly where these relate to sensitive content.

Sex Education (See Sex Education Policy)

As part of our PSHE provision we teach Sex Education. This is an important and recommended aspect of the curriculum. As a non-statutory element of PSHE parents and carers have the right to withdraw their child from designated Sex Education lessons. We encourage parents and carers to talk through any concerns they may have and make an informed choice about whether to exercise the right to withdraw their child.

Preventing Child on Child abuse

We have reviewed the recommendations made in the Ofsted Review of sexual abuse in schools and colleges (June 2021) and have evaluated The Jigsaw Curriculum to ensure that it covers statutory guidance and have added four lessons recommended through the PSHE Association on consent.

The PSHE Association advises a proactive as well as responsive approach to preventing Sexual Harassment in school.

The aim should be to ensure a carefully sequenced, spiral curriculum that revisits the relevant topic areas, each time extending and deepening learning in an age and developmentally appropriate way.

Laying the foundations at KS1&2

-  Although sexual harassment, abuse and violence would not be directly covered with young children, the foundations for this learning should be introduced from Key Stage One — including, for example, learning about: asking, giving and not giving permission; what makes a good friend; boundaries and privacy; and body parts that are private.
-  This understanding will support primary pupils' current safety while preparing them for specific learning about sexual violence and sexual harassment at the secondary phase.

The school has produced a comprehensive document detailing which Jigsaw lessons support the learning of preventing sexual harassment (child-on-child) abuse and information on the additional lessons taught. This is part of the school's [Child-on-Child Abuse Policy](#).

Living in the wider world / Economic Education

Our PSHE curriculum covers Economic Education and Living in the Wider World. Throughout their time at Juniper Hill School, pupils will learn about:

-  Respect for self and others and the importance of responsible behaviours and actions
-  Rights and responsibilities as members of families, other groups and ultimately as citizens
-  Different groups and communities
-  Respect equality and to be a productive member of a diverse community
-  The importance of respecting and protecting the environment
-  Where money comes from, keeping it safe and the importance of managing it effectively
-  How money plays an important part in people's lives
-  A basic understanding of enterprise
-  How they can support the Juniper Community and other people further afield by simple actions and fundraising.

Assessment

Teachers will assess progress in the children's learning through observations, class / group contributions during lessons and self-assessment opportunities.

All work and reflections will be collated in the children's Jigsaw books.

Each puzzle (unit of work) has a set of three level descriptors for each year group:

Working towards

Working at expected

Working beyond / Greater depth

Recording and tracking progress

To track each child's learning progress throughout the year, there is a pupil tracking grid. (See the above level descriptors.) After each puzzle piece is completed, the teacher, using a best fit approach, decides which level a child is working at and records the child's name within the appropriate descriptor box on the review sheet. Assessment is tracked using the same process in Life Skills.

Resources

We have a range of resources to support the teaching of PSHE and Life Skills.

PSHE and Life Skills book are located Juniper resources room. PSHE and Life Skills books are available for the children to borrow from the school library.,

All members of staff have access to Jigsaw's Online Portal to for lesson content and information.

Equal Opportunities, Inclusion, SEND

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each lesson to meet the needs of the children in their classes. Where appropriate 1-1 support to access the curriculum content will be in place to support inclusion for everyone. Materials provided are not biased towards any class, race or gender. Teachers provide suitable challenges for more able children as well as support for those who have emerging needs.

Impact

-  PSHE provision provides pupils with well-chosen opportunities and contexts to explore and embed new knowledge that can be used confidently in real life situations.
-  Pupils can form healthy, happy relationships with other children and adults and recognise the features of unhealthy relationships and have strategies to challenge negative behaviour of others and seek help when needed.
-  Pupils know when and how to ask for help and where to access support from trusted adults.
-  Pupils are well informed and recognise the risks they may encounter both on and offline and are able to make safe choices.
-  Pupils will be able to understand personal boundaries and give and seek permission.
-  Pupils will understand what appropriate and inappropriate touch is and know who to ask for help if they have a problem.
-  Pupils are enabled to take responsibility for their actions and understand the implications and consequences of their own decisions.
-  Pupils can manage change and are well prepared for the next steps of their lives.
-  Pupils have the knowledge, skills and attributes to live healthy, happy lives both physically and mentally.
-  Pupils understand and respect differences between themselves and others.
-  Pupils can recognise helpful thoughts, feelings and actions that positively contribute to their mental health and well-being.
-  Pupils will be able to identify their own and others' emotions and be able to use learnt strategies to help them self-regulate.



Safeguarding and Support

PSHE education has a crucial role in our safeguarding provision, equipping children with the knowledge and skills to keep themselves safe and to seek help when needed.

Through PSHE, children learn to:

-  Recognise when relationships or situations are unsafe
-  Understand that abuse is never their fault
-  Know a range of trusted adults they can talk to
-  Develop vocabulary to express concerns clearly
-  Build confidence to keep asking for help until they are heard
-  Understand their rights over their own bodies and personal information
-  Recognise emotional, physical and sexual abuse in an age-appropriate way
-  Identify risks online and in the physical world
-  Develop resilience and strategies for managing difficult situations

Managing Disclosures and Concerns

PSHE lessons, particularly those addressing sensitive topics, may lead to disclosures from children. All staff are trained to:

-  Respond calmly and supportively to disclosures
-  Never promise confidentiality (explaining that some concerns must be shared to keep children safe)
-  Listen carefully without asking leading questions
-  Record concerns accurately and immediately
-  Report all concerns to the Designated Safeguarding Lead (or deputy DSL) without delay

Children are informed via the Jigsaw Charter at the start of PSHE lessons how confidentiality works - that personal information shared by others during discussions will be treated with respect and care, but if a teacher is worried about a child's safety, they will need to share information with people who can help.

Roles and Responsibilities

The Governing Body will approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing the subject.

Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat others with respect.

Working with outside agencies and visiting speakers

At Juniper Hill School we encourage external visitors and appropriate professionals to come into school to support the development and delivery of PSHE in accordance with our safeguarding policy.

Monitoring, evaluation and training

-  PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The PSHE policy will be reviewed bi-annually.
-  To ensure staff are confident in delivering all aspects of the PSHE curriculum, access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development.

Working with parents

It is vital that parents and carers know what is being taught and how to support their child/children. The PSHE curriculum overview is published on the school website along with the PSHE policy.

We have an open-door policy for any parents and carers who wish to find out more about our PSHE provision. We consult with parents, carers and the wider community through parent sessions, questionnaires etc. to provide an ongoing process to ensure we all work together for the greatest benefit of the children. We understand that parents and carers may wish to approach the school to access help with concerns they may have about their child and where they can go to obtain further support.

We welcome and encourage parents and carers to make an appointment with the class teacher or the headteacher to discuss any aspect of the PSHE curriculum or to raise any concerns they may have regarding this vital area of education.

Parents and carers are **only** entitled to withdraw their child from designated Sex education lessons (please see the Sex education policy for further details) and there is no right to withdraw from PSHE which includes statutory Relationships Education and Health Education. The science curriculum also includes content on human development, including

reproduction, which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum. As above, we welcome open discussion about the best needs for your children in Sex Education. See the parental Sex Education leaflets for your child's year group and discuss the contents with class teacher or the headteacher if you have any questions.

Linked policies

-  Child Protection and Safeguarding Policy
-  Anti-Bullying Policy
-  Relationships Education Policy
-  Sex Education Policy

Policy Review

This policy is reviewed bi-annually or if there is any change in statutory guidance.