

PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY
INCLUDING RELATIONSHIPS EDUCATION

April 2026

Subject Leader: Rachel Moxley

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PSHE linked governor: Laura Rowe



1. Introduction

Personal, Social, Health and Economic Education (PSHE) is our comprehensive curriculum for supporting children's personal development, health, wellbeing and understanding of relationships.

We are required by law to teach Relationships Education and Health Education to all primary-aged children. We deliver these statutory subjects within our broader PSHE programme. 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.

This policy explains our whole-school approach to PSHE education and how we meet our statutory duties.

2. Our Vision for PSHE Education

At Dovers Green we believe every child deserves an education that prepares them not only for academic success but also to thrive as rounded individuals in modern society. Personal, Social, Health and Economic (PSHE) education sits at the heart of this commitment.

PSHE is not an add-on to our curriculum; it is fundamental to our children's development as confident, healthy and respectful members of society. Through high-quality PSHE, we equip children with the knowledge, skills and attributes they need to stay safe, maintain wellbeing, and build positive relationships throughout their lives.

Our curriculum is carefully designed to be developmental and progressive. From the moment children join our school, they begin to explore emotional literacy—learning to recognise, name and talk about feelings. This foundation grows year by year, helping children to manage emotions, develop resilience, and make informed decisions that support their own and others' wellbeing.

By embedding PSHE across our school culture, we nurture a community where respect, inclusivity and responsibility flourish. In doing so, we prepare our children not only for the challenges of childhood but also for adulthood, work and active citizenship.

We are committed to:

- Supporting the whole child - recognising that children's emotional and social development directly impacts their capacity to learn
- Creating a safe, inclusive environment where every child feels valued and able to discuss concerns without fear or stigma
- Building foundations for the future - providing age-appropriate learning that prepares children for the challenges and opportunities of adolescence and beyond
- Working in partnership with families, recognising that parents are children's first educators in many aspects of relationships and health
- Embedding PSHE across school life - not just through discrete lessons, but through our values, relationships, and everyday interactions

3. 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 children
- Prepares children 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 children. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

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
- Mental wellbeing
- Physical health and fitness
- Healthy eating
- Awareness of harmful substances eg medicines
- Health protection and prevention
- Basic first aid
- Developing bodies

A detailed mapping document showing how the Jigsaw programme covers every statutory outcome is available to view on request and can be accessed via [Dovers Green School - PSHE](#)

4. 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. The 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.

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.

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 children's 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.

The Six Jigsaw Puzzles

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

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; keeping safe (including safety around medicine); understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unkind or hurtful.
Summer 2	Changing Me	Understanding basic life cycles (e.g. baby → toddler → child → adult), develop body awareness (such as learning correct names for basic body parts and knowing which parts are private), understanding personal boundaries and exploring emotions linked to change and transitions.

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. We carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our children, taking into account:

- The specific needs, experiences and developmental stages of children in each class
- Pupil voice - gathered through feedback within lessons, school council discussions, pupil surveys, circle time discussions.
- Local context and community considerations
- Feedback from parents, children 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.

5. Curriculum Time and Whole-School Approach

PSHE is taught either weekly in EYFS or through discrete blocked weeks each half term in Key Stage 1. However, we recognise that high-quality PSHE education extends far beyond these lessons. The knowledge, skills, values and attitudes developed through PSHE are embedded throughout daily school life and reinforced through a consistent, relational and nurturing whole-school approach.

Our school values are central to our PSHE provision and underpin all aspects of school life. Through the values of Friendship, Love, Respect, Honesty, Responsibility and Courage, children are taught the qualities and behaviours that help them become kind, confident and responsible members of the school community. These shared values are explicitly taught, celebrated and modelled by adults and children, providing a common language that supports positive relationships, emotional wellbeing and personal development:

- **Whole school assemblies** regularly explore PSHE themes, celebrating 'Dovers Diamond's' rewards, 'Caught being good' rewards, promoting shared values, and providing opportunities to reflect on moral questions, relationships and wellbeing. Assemblies support a sense of belonging and community, which is central to our nurture approach.
- **Our behaviour and relationships policy is underpinned by restorative practice and nurture principles.** We prioritise strong, respectful relationships and view behaviour as a form of communication. When difficulties arise, adults support children to reflect, repair and restore relationships through guided conversations, helping them to understand the impact of their actions and make positive choices moving forward.
- **The Jigsaw Learning Charter**, established in each class at the start of the year, becomes a living, co-constructed agreement that reflects children's voice. It is used consistently to guide behaviour, support emotional regulation and provide a safe framework for discussion, aligned with our whole-school restorative language.
- **Playground and social times** provide opportunities for children to practise their friendship and conflict-resolution skills. Staff actively support children using restorative language and coaching approaches, helping them to resolve conflicts, rebuild friendships and practise the skills taught in PSHE in real-life contexts.
- **Emotional literacy is a core thread running through the school.** Children are supported to recognise, name and express their emotions and to understand the emotions of others. Adults consistently model and scaffold this language, using co-regulation strategies where needed. This shared emotional vocabulary supports children to manage feelings, build relationships and engage successfully in learning.
- **Recognition and reward systems** celebrate not just academic achievement but the personal and social qualities developed through PSHE - kindness, perseverance, respect, courage and contribution to the school community. In line with our restorative ethos, recognition is used to reinforce positive behaviours and relationships. Where difficulties arise, adults respond with logical consequences and restorative conversations, supporting children to understand the impact of their actions, repair relationships and make positive choices moving forward.
- **Our learning environment reflects a nurturing, inclusive ethos reflecting PSHE values.** Classrooms provide safe, predictable spaces with visual supports such as Zones of Regulation, calm-down strategies and strategies for well-being (such brain breaks, mindful yoga, wake up shake up, breathing exercises). These environments help children feel secure, support self-regulation and enable all children to access learning.

Learning Outdoors: Connecting PSHE to Our Environment

"Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors."

DfE RSHE Guidance 2025, para 40

At Dovers Green, we recognise the important role outdoor learning plays in supporting children's wellbeing, mental health and connection to the world around them. Statutory guidance highlights the benefits of time outdoors for promoting happiness and wellbeing, and we embed this within our PSHE provision. We use our outdoor environment to enrich learning, helping children develop environmental awareness while also supporting emotional regulation, encouraging creativity and fostering positive relationships.

6. Relationships and Health Education: Statutory Content

Relationships Education

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on helping children develop the knowledge and skills needed to form positive, respectful relationships with family, friends, peers and adults.

By the end of EYFS and Key Stage 1, our children will learn:

- **Families and people who care for me** - to understand that families come in many forms and provide love, care, security and stability.
- **Caring friendships** - to understand how friendships help us feel happy and safe; recognise the key features of positive friendships, such as kindness, sharing and taking turns; begin to identify when friendships feel positive or not; and know how to ask for help.
- **Respectful relationships** - to recognise kind and unkind behaviour; understand how to treat others with kindness and respect; know what bullying is and who to speak to if they are worried; and begin to challenge simple stereotypes (e.g. what boys and girls can do).
- **Online safety and awareness** - to understand how to stay safe online; know not to share personal information; and know to tell a trusted adult if something causes concern.
- **Being safe** - to understand personal boundaries, including that their body belongs to them; recognise appropriate and inappropriate touch; know how to say no; and understand the importance of telling a trusted adult, as well as the idea of privacy in simple terms.

Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on helping children develop the knowledge and skills needed to support their health and wellbeing.

By the end of Key Stage 1, our children will learn:

- **Mental wellbeing** - to recognise and name a range of feelings; understand that all emotions are normal; begin to talk about their feelings; learn simple strategies to help themselves feel better; and know that they can ask trusted adults for help.

- **Internet safety and harms** - to understand that the internet can be useful and enjoyable; begin to recognise basic risks; know the importance of limiting screen time; and understand that they should tell an adult if something worries them online.
- **Physical health and fitness** - to understand the importance of being active; take part in regular physical activity; and recognise how exercise helps keep their bodies healthy.
- **Healthy eating** - to know what makes a balanced diet; understand the importance of regular meals and drinking water; and begin to recognise how food supports growth and energy.
- **Medicines and household substances** - to understand that some substances can be harmful; recognise that medicines should only be taken when given by a trusted adult; and know basic safety rules.
- **Health protection and prevention** - to understand the importance of sleep, personal hygiene (such as handwashing and brushing teeth), and ways to stay healthy; and begin to recognise when they are unwell and need help.
- **Personal safety** - to identify everyday hazards; learn simple rules for keeping safe (including road safety); and know how to seek help from trusted adults.
- **Basic first aid** - to know how to get help in an emergency, including speaking to an adult or calling emergency services with support.
- **Growing and changing** - to recognise that people grow and change over time; know the correct names for body parts; and understand the importance of privacy and respecting others.

The PSHE curriculum in EYFS and Key Stage 1 is carefully designed to be appropriate for young children, providing a strong foundation that prepares them for more detailed learning in Key Stage 2.

7. Challenging Stereotypes and Promoting Respect

Throughout our PSHE curriculum, we support children in developing respect for others and challenge stereotypes, including those related to gender. We promote an inclusive environment where all children feel valued, safe and able to be themselves.

In Key Stage 1, children learn that boys and girls can enjoy the same activities, have similar interests, and achieve equally. We challenge ideas about what boys and girls "should" be like, helping children to understand that qualities such as kindness, bravery, and caring are important for everyone. We reinforce that everyone should be treated fairly and with respect.

Children are taught to recognise kind and unkind behaviour, and to understand how their words and actions can affect others. They learn the importance of treating others with kindness, respect and fairness and are encouraged to speak to a trusted adult if they have any worries or concerns.

This approach supports safeguarding and contributes to children's personal development, helping them to build positive relationships, develop empathy and understand the importance of respect in a diverse society.

8. Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSHE-related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias using Jigsaw. Topics are presented

using a variety of views and beliefs so that children are able to form their own, informed opinions but also respect that others' have the right to a different opinion.

Both formal and informal RSHE arising from children' questions are answered according to the age and maturity of the child/ren concerned. Questions do not have to be answered directly and can be addressed individually later. We believe that individual teachers must use their skill and discretion in this area and refer to a Designated Safeguarding Lead (DSL) if they are concerned.

Dovers Green believes that RSHE should meet the needs of all children, answer appropriate questions and offer support. In Jigsaw Pieces (lessons) that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

9. Inclusive Practice and Equality

We are committed to an inclusive PSHE curriculum that is accessible to and respectful of all children and families.

Meeting the Equality Act 2010

We comply with the Equality Act 2010 and the Public Sector Equality Duty, ensuring that PSHE is taught in a way that:

- Does not subject children to discrimination
- Promotes equality of opportunity
- Fosters good relations between people with protected characteristics and those without

The protected characteristics are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

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 everyone deserves to be treated with respect and kindness, regardless of differences. This principle underpins all of our teaching. When exploring families and relationships, we present same-sex parents alongside a range of other family structures. These are introduced naturally as part of the diverse family experiences children may have or encounter. Rather than being taught as a standalone topic, this content is woven throughout the curriculum, ensuring that all families are visible and valued within our school community. Children are also taught the importance of treating others with kindness and respect. They learn that bullying and discriminatory behaviour are never acceptable, and they are shown how to report concerns for themselves or others. The Jigsaw PSHE 3-11 programme does not include content on gender questioning or transgender topics. Our focus is on fostering respect for all people and challenging stereotypes about what boys and girls can do, be, or achieve.

Supporting Children with SEND

Children with special educational needs and/or disabilities receive appropriate, scaffolded PSHE activities 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 SENCO works closely with the PSHE lead and class teachers to ensure appropriate provision.

Respecting Religion and Belief

We respect the religious backgrounds and beliefs of all families in our school community. PSHE content is delivered in a factual, objective manner, presenting scientific and medical information accurately whilst being sensitive to diverse religious perspectives.

Where relevant, we may discuss different views held by religious communities on particular issues, helping children to understand that people's beliefs inform their values and choices. This is done in a way that promotes respect for diversity of belief whilst being clear about the law and children's rights.

9. Safeguarding and Support

PSHE education plays a key role in our safeguarding provision. It helps children develop the knowledge, skills, and emotional awareness they need to stay safe and to seek help when needed.

Through PSHE, children are supported to:

- Recognise when something does not feel right or makes them feel worried, upset, or unsafe
- Understand that their feelings are important and that behaviour is a form of communication
- Know that they should always tell a trusted adult if they are worried about themselves or others
- Identify a range of trusted adults in school and at home who can help keep them safe
- Develop simple vocabulary to express their feelings, needs and worries
- Build confidence to keep asking for help until they feel listened to and supported
- Understand basic rules about keeping their bodies safe, including personal space, privacy, and consent in age-appropriate contexts (e.g. saying "no" to unwanted touch)
- Begin to recognise different types of unkind or unsafe behaviour, including bullying, and understand how to respond
- Learn how to stay safe online, including keeping personal information private, recognising when something online feels worrying or confusing; and knowing to tell a trusted adult

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

Signposting to Support

We encourage all children to talk to their parents and carers about any worries or concerns, recognising that families are a key source of support. At the same time, we understand that children may sometimes need to speak to a trusted adult in school. We promote the message that it is always okay to ask for help and that speaking to a trusted adult is an important way to stay safe and feel supported.

Through PSHE, assemblies, and daily interactions, children are supported to understand where they can go for help. This includes:

- Knowing trusted adults in school (e.g. class teacher, teaching assistants, HSLW)
- Understanding that they can talk to an adult if something is worrying them or does not feel right
- Learning how to ask for help and who to go to if their usual adult is not available
- Beginning to understand how to stay safe, including basic knowledge of emergencies (e.g. calling 999)
- Developing simple awareness that there are people outside school who help keep us safe (e.g. doctors, police)

At this stage, references to external helplines (such as Childline) are introduced in a simple and age-appropriate way where relevant.

9. Working in Partnership with Parents and Carers

We recognise that parents and carers are children's first and most important educators, particularly regarding relationships and health. Effective PSHE education works in partnership with families, supporting parents to continue conversations started in school and keeping them informed about what their children are learning.

Consultation and Communication

We engage with parents and carers throughout the year and when developing and reviewing our PSHE policy, seeking their views on content, approach and resources. This includes:

- Gathering parent views and opportunities to share feedback through parent forum
- Opportunities to view teaching materials
- Parent information sessions to explain RSE curriculum content and answer questions
- Regular communication about PSHE curriculum through newsletters, class communications and our website

Viewing PSHE Teaching Materials

We want parents to feel informed about what their children are learning in PSHE. We provide several ways for parents to access information about the curriculum:

- Parent/Teacher knowledge skills snapshot overview- these overviews show the key learning objectives and content from the Jigsaw programme and can be viewed on the school's website.
- Viewing Materials in School - We recognise that there is a large volume of teaching material across the full Jigsaw programme. For parents who would like to explore the lesson content in more depth, we welcome you to arrange a time to view materials in school with either the PSHE lead or class teacher. This allows us to explain the teaching approach, answer any questions and show how content is delivered in practice.

We actively encourage parents to engage with these resources so they can support and continue conversations at home. If you have any questions about PSHE content or would like to access any of these materials, please contact Mrs Rachel Moxley, PSHE lead.

Responding to Concerns

We welcome parents' questions and concerns about PSHE education. Parents who have concerns should contact the PSHE lead or the headteacher. We aim to address concerns through open, honest discussion, sharing curriculum materials, explaining the rationale for content, and demonstrating how teaching is age-appropriate and sensitively delivered.

11. Teacher Support and Professional Development

High-quality PSHE education requires confident, well-supported teachers who have the knowledge, skills and resources to deliver sensitive content effectively.

Supporting Our Teachers

We support staff delivering PSHE through:

- Comprehensive resources - The Jigsaw programme provides detailed lesson plans, teaching resources, assessment materials and guidance, reducing planning burden and ensuring consistency across year groups.
- Regular professional development - Staff receive training on:
 - Using the Jigsaw programme effectively
 - Teaching sensitive and controversial topics
 - Managing difficult questions and discussions
 - Safeguarding and responding to disclosures
 - Creating safe, inclusive classroom environments
 - Current issues affecting children (e.g., online safety, PANTS, mental health)
- Collaborative planning and review - to plan and share effective practice, discuss challenges, and support each other in delivering sensitive content.
- Senior leadership support - The PSHE lead and senior leadership team provide ongoing support, including observing lessons, advising on complex situations and ensuring staff wellbeing.
- Access to specialist support - Where needed, we access support from external specialists including school nurses, Surrey police, Surrey Fire & Rescue, NSPCC, PSHE advisors, mental health professionals and other local services to enhance staff knowledge and lesson delivery.

12. Assessment, Monitoring and Evaluation

We monitor and evaluate our PSHE provision to ensure it is meeting children's needs, is delivered consistently across the school and is having positive impact on children's wellbeing and development. We track children's progress to ensure learning is embedded and to identify where additional support may be needed. Assessment in PSHE focuses on:

- Knowledge and understanding of key concepts
- Development of skills (e.g., communication, conflict resolution, decision-making)
- Ability to apply learning to real situations

The Jigsaw programme includes assessment materials and opportunities for children to reflect on their learning. Teachers use a range of strategies including:

- Observation of discussions, role plays and collaborative activities
- Review of written work
- Brief formative assessments to check understanding

Progress in PSHE is reported to parents as part of the child's end of year report.

Monitoring Quality

The PSHE lead, working with other members of the SLT and governors, monitors PSHE provision through:

- Regular review of planning and teaching materials
- Learning walks and lesson observations

- Review of children's work
- Pupil voice
- Staff feedback
- Analysis of behaviour (half termly analysis of behaviour conducted by SLT), wellbeing and safeguarding data
- Parent feedback through surveys and parent forum

Monitoring enables us to celebrate effective practice, identify areas for development, and ensure consistency in quality across the school.

Evaluating Impact

We evaluate the impact of PSHE education by looking at:

- Children's knowledge and skills as evidenced through assessment
- Quality of relationships between children and between children and adults
- Positive behaviour and ability to resolve conflicts constructively
- Children's wellbeing and mental health
- Children's confidence in seeking help and reporting concerns
- Safeguarding data and how well children identify and report concerns
- Preparedness for transition to KS2

This evaluation informs ongoing improvement of our PSHE provision and contributes to our annual policy review.

12. Links to Other Policies and Curriculum Areas

PSHE does not exist in isolation but connects closely with other areas of school life and curriculum. This PSHE policy should be read in conjunction with [Dovers Green School - Dovers Green Policies and Procedures](#):

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety / E-Safety Policy
- Equality and Diversity Policy
- SEND Policy
- Health and Safety Policy

Links Across the Curriculum

PSHE learning is reinforced through other curriculum subjects including:

- Science: Learning about the human body, life cycles, health.
- ICT: Online safety, respectful online communication, understanding how technology works and is used.
- PE: Physical health, benefits of exercise, teamwork, resilience, managing success and failure.
- Citizenship: Rights and responsibilities, democracy, community involvement, understanding diverse communities.
- Religious Education: Moral questions, values, beliefs and world views, diversity and respect.

- Literacy: Texts often provide opportunities to explore PSHE themes including relationships, diversity, moral dilemmas, resilience and identity.

Teachers actively make connections between PSHE and other learning, reinforcing understanding and helping children to see how PSHE knowledge and skills apply across different contexts.

13. Policy Development, Review and Approval

This policy was developed through consultation with:

- School staff, including teaching staff, support staff and senior leadership
- Parents and carers
- Governors

The policy is informed by:

- DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025)
- *Keeping Children Safe in Education (2025)*
- The Prevent Duty (Counter-Terrorism and Security Act 2015)
- Jigsaw PSHE programme of study and supporting documentation
- Local authority / MAT guidance and support materials
- Evidence from educational research and best practice

Review and Update

This policy will be reviewed annually to ensure it remains up to date with:

- Statutory guidance and legal requirements
- Jigsaw programme updates and enhancements
- Emerging needs of our children
- Feedback from stakeholders
- National and local developments in PSHE education

Responsibilities

The PSHE Lead is responsible for:

- Overall coordination of PSHE across the school
- Keeping up to date with statutory requirements and best practice
- Supporting and advising teachers
- Monitoring quality and impact of PSHE provision
- Leading policy review and consultation processes
- Liaising with parents and external agencies
- Reporting to senior leadership and governors

The Headteacher is responsible for:

- Ensuring statutory requirements are met
- Supporting the PSHE lead and teaching staff
- Ensuring adequate resources and professional development
- Engaging with parents, particularly regarding sensitive content
- Ensuring PSHE connects with whole-school safeguarding and behaviour approaches
- all children make progress in achieving the expected educational outcomes in regard to RSHE;
- RSHE is well led, effectively managed and well planned;

- the quality of RSHE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all children with SEND;
- clear information is provided for parents on the subject content;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

Governors / Trustees are responsible for:

- Ensuring the school meets its statutory duties
- Approving this policy
- Monitoring implementation and impact
- Supporting the headteacher and staff
- Engaging with parent consultation processes

All Staff are responsible for:

- Delivering high-quality PSHE in line with this policy
- Reinforcing PSHE learning throughout school life
- Responding appropriately to disclosures and concerns
- Modelling the values and behaviour promoted through PSHE
- Engaging with professional development

Further Information and Resources

For more information about PSHE please contact Mrs Rachel Moxley (PSHE lead) or Ms Nicki Starling (headteacher).

Appendix A: PSHE Curriculum Overview



December 2025

PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 6-7	<ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings 	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends 	<ul style="list-style-type: none"> Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success 	<ul style="list-style-type: none"> Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines 	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition