



## PSHE Policy

*This policy is inclusive of all pupils in the school including those in the Early Years Foundation Stage*

**Reviewed: January 2026**

**Reviewed by: K Beardall**

### PSHE CURRICULUM STATEMENT

At Moulsford, Personal, Social, Health and Economic (PSHE) education is an embedded part of our broad and balanced curriculum. Pupils' Spiritual, Moral, Social and Cultural (SMSC) development is at the heart of our school ethos. British Values are promoted through the overarching aims and objectives of PSHE by supporting pupils to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain.

### INTENT

The intent of our PSHE curriculum is to deliver a programme that is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. At Moulsford, PSHE education enables the pupil to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide the pupil with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. The pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

### IMPACT

- Pupils will demonstrate and apply the British Values of democracy, tolerance, mutual respect, rule of law and liberty.
- Pupils will demonstrate a healthy outlook towards school
- Pupils will achieve age related expectations across the wider curriculum
- Pupils will become healthy and responsible members of society
- Pupils will be on their journey preparing them for life and work in modern Britain.

### IMPLEMENTATION

Moulsford has an embedded PSHE scheme of work for both the Pre-Prep and Prep School. Pupils from Reception to Year 2 follow the Jigsaw PSHE programme and pupils from Year 3 to Year 8 follow a cross-phase curriculum devised in line with guidance from the PSHE Association.

PSHE is taught by a combination of Form Heads and specialist teachers.

## Pre-Prep – Jigsaw

Jigsaw consists of six half-term units of work. Each week's unit has two Learning Intentions, one specific to PSHE (including Relationships and Health Education) and the other designed to develop emotional literacy and social skills.

The units are introduced with a Pre-Prep assembly, with each year group studying the same unit at the same time (at their own level), building sequentially through the school year, facilitating learning themes that are consistent across the whole of Pre-Prep.

The various teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation and the Early Years (EYFS) planning is aligned to the National Early Years Framework (England). Teachers are able to modify and adapt the planning to suit the specific needs of the children.

<b>Jigsaw's Unit of Work (Puzzle)</b>	
1. Being Me in My World	Includes understanding my place in the class, school and global community, as well as devising learning charters.
2. Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work.
3. Dreams and Goals	Includes goal setting, aspirations for yourself and the world and working together.
4. Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
5. Relationships	Includes understanding friendships, family and other relationships, conflict resolution and communications skills.
6. Changing Me	This puzzle includes sex and relationship education in the context of coping positively with change (including age-appropriate sex education)

## Prep School – Cross-Phase Programme of Study

The long term plans in the Prep School cover all three core themes of the PSHE Association Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over six half terms. The topics are arranged in a manner that allows for timely exploration at an appropriate point in the school year and pupils' experiences. It provides a carefully sequenced curriculum that builds knowledge, skills and attributes year on year, as the core themes are revisited.

The curriculum is supported by a number of external resources and speakers to help provide a variety of material and teaching strategies to keep the learning engaging and current. These are carefully planned into the broader school provision, which includes High Performance Lunchtime talks, assemblies, charity events and the Year 8 Leavers' Programme.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y3</b>	<b>Friendships:</b> Making and maintaining healthy friendships; Similarities and differences. Zones of Regulation	<b>Emotional Wellbeing:</b> Expressing and managing every day feelings; seeking support from self and others.	<b>Staying Safe:</b> Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe.	<b>Economic Wellbeing:</b> Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe.	<b>Physical Health:</b> Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety.	<b>Communities:</b> What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice.
<b>Y4</b>	<b>Friendships:</b> Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safety online; Listening and responding; Respecting self and others.	<b>Economic Wellbeing:</b> Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others.	<b>Families:</b> Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for.	<b>Staying Healthy:</b> Dental health; Hygiene, germs; Basic First Aid; Early signs of illness and seeking help.	<b>Shared Responsibilities:</b> Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home.	<b>Growing and Changing:</b> Growing up; Puberty, including periods and wet dreams; Sleep. First Aid
<b>Y5</b>	<b>Respect and Bullying:</b> Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination.	<b>Careers:</b> Career types; challenging career stereotypes; Enterprise project  Link to Year 7 Dragon's Den	<b>Mental Wellbeing:</b> Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others.	<b>Staying Safe:</b> Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety	<b>Substances:</b> Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws.	<b>Keeping Active:</b> Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	<b>Personal Identity:</b> What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities.	<b>Managing Change:</b> Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support.	<b>Friendships and Staying Safe:</b> Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online.	<b>Media Literacy:</b> How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling.	<b>Puberty and Reproduction:</b> Menstrual wellbeing; Managing the changes of puberty; Developing independence.	<b>Health and Hygiene:</b> Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation.
Y7	<b>Friendships and Diversity:</b> Respectful relationships and conflict resolution, including online. Equality, diversity and tackling prejudice; Bullying, including online.	<b>Careers:</b> Developing enterprise skills; The world of work and young people's employment rights; Dragon's Den enterprise project.  Links to Year 5	<b>Healthy Lifestyles:</b> Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services.	<b>Substances:</b> Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use.	<b>Relationships:</b> Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent.	<b>Economic Wellbeing:</b> Evaluation value for money; Debts, fraud and personal values around finance; Financial exploitation.
Y8	<b>Friendships and Managing Influences:</b> Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.	<b>Careers:</b> Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence.	<b>Mental Health and Wellbeing:</b> Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others. Link to exams.	<b>Relationships:</b> Different types of relationships, what makes a relationship healthy or unhealthy	<b>Relationships:</b> Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Exposure to sensitive content.	<b>Year 8 Leavers' Programme:</b> Covers vaping; social media trends; First Aid, including CPR and defibrillator use; Personal safety including travel safety.

## **LINKS TO RSE**

We believe that RSE and Health Education are not stand-alone topics, but are essential learning practices embedded within all aspects of our lives.

The Moultsford PSHE curriculum supports and extends beyond the aims of the RSE requirements for schools, whilst deepening the skills and opportunities the pupil needs to thrive in a changing world.

## **WIDER CURRICULUM**

All subjects make a link to PSHE and SMSC, and the language is used consistently by all staff. As an example, Climate Change is taught in Year 4 and Year 8, through their Humanities lessons and not just as part of the PSHE curriculum. This programme works alongside the existing Moultsford curriculum to ensure the pupil receives a well-rounded PSHE education.

### **Assemblies**

Whole school, year group and House assemblies always make a link to PSHE, British Values and/or SMSC.