

Imperial Avenue Infant School

PSHE Policy

At Imperial Avenue Infant School, we teach Personal, Social, Health Education as a whole-school approach using the Jigsaw programme to underpin children's development.

Our rationale

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 pupils 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 pupils 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 pupils 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 in weekly lessons, but through our values, relationships, and everyday interactions
- Learn more, remember more and apply more

Objectives

To teach objectives in line with The PSHE Jigsaw programme.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The Jigsaw Programme has been updated (December 2025) and has added some new units of work to cover safety outside (water, rail, roads and parks). Minor changes have been made elsewhere to lesson names. The DFE's new RSHE guidance (England) becomes statutory from September 2026 and Jigsaw materials have been updated to ensure full compliance whilst maintaining the establish approach. (Please see separate RSHE policy)

Planning for EYFS and KS1

Imperial Avenue Infants has long term plans and medium term plans for PSHE following the Jigsaw programme which ensures KS1 and EYFS children are learning about PSHE once a week. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. Jigsaw aims to help children know and value who they really are and how they relate to other people in this ever-changing world.

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle	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; drug education (including medicines); keeping safe; 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 unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image,

Imperial Avenue Infant school also take part in Anti-Bullying week usually in November. Planning for Anti-Bullying week incorporates shorter activities every day during that week.

Extra lessons can be added in or moved around to meet the needs of a particular class e.g. NSPCC lesson on pants.

Assessing and Reporting

Assessment of PSHE is done in line with the teaching and learning policy and assessment policy. (See separate policies) Staff make ARE (age related judgements) at the end of the academic year and record this on Sonar. In EYFS children are assessed throughout the year under headings of 'self-regulation', 'managing self' and 'building relationships'. Subject leaders analyse this data and set targets in their action plan.

The PSHE co-ordinator monitors the subject at regular intervals throughout the year to check the correct lessons are being taught, checking on pupil voice and the scheme is still appropriate.

Children's work

Over their lessons, children are encouraged to show their learning in a variety of ways. Including participating in activities such as discussions, role play, games, investigations and problem-solving activities. Recorded work is planned within KS1 including written pieces. In EYFS this may be shown through written observations on post it notes or photographs.

Health and Safety and Safeguarding

Staff need to be sensitive to the needs of the children when discussion arises around difficult topics. Also staff need to be aware of vulnerable children and be sensitive around these issues that may have an effect. Children are taught about appropriate touch and body parts throughout the year. Staff will monitor and record any concerns that may arise through discussions.

PSHE Co-ordinator: Jennifer Barker

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