Jordans School

PSHE & Relationships Policy

(Personal, Social, Health and Economics)

Reviewed: November 2026

Update Required: November 2027

Introduction

Our Jordans School curriculum is designed to consider the whole child. To not only promote academic learning but to also promote the spiritual, moral, social, cultural, wellbeing and physical development of the pupils at Jordans School, and to prepare them for the opportunities, responsibilities and experiences of adult life.

Aims

The aim of PSHE at Jordans School is to help children become more aware of what it means to lead a happy and healthy life and to start to think about being responsible for themselves and their well-being with regard to their present and future life-styles. We strive to provide a school environment which is welcoming, engaging and supportive. We aim to help each child to develop self-esteem and have a feeling of self-worth. We encourage each child to grow into a caring, competent and morally responsible individual, having respect for themselves and others.

Developing confidence and responsibility

Pupils will be taught:

- to recognise what they like and dislike, what is fair and unfair and what is right and wrong
- to share opinions on things that matter to them (eg. in class discussions, oracy and school council)
- to recognise and deal with feelings in a positive way

Preparing to play an active role as citizens

Pupils will be taught:

- to take part in discussions and simple debates
- to recognise choices they make and recognise the difference between right and wrong
- to agree and follow the school expectations of : Safe, Respect, Ready and to understand why boundaries and rules help them

Developing a healthy lifestyle

Pupils will be taught:

- how to make simple choices that improve health and well-being
- to maintain personal hygiene
- how some diseases spread and can be controlled
- about the process of growing old
- the names of the main parts of the body
- that household products, including medicines, can be harmful if not used properly

Developing good relationships

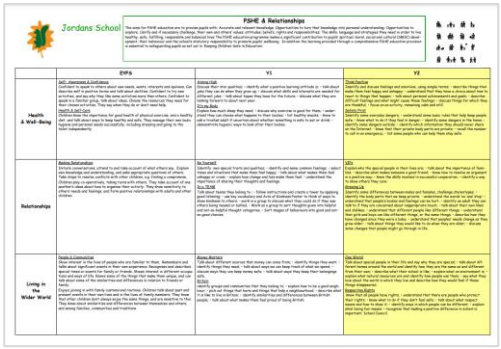
Pupils will be taught:

- to recognise how their behaviour affects other people
- to listen to others and play and work co-operatively
- to identify and respect differences and similarities between people, including different families
- that family and friends should care for one another
- that there are different types of teasing and that bullying is wrong

Content
Much of the work related to PSHE is presented in the general context of normal teaching and the everyday life of the school. Jordans School also has a planned programme of PSHE which is presented at a level appropriate to the age, knowledge and maturity of the child. PSHE takes place through discrete lessons, class discussions, Oracy sessions, School Council, and themed assemblies which take place weekly. Teaching and Learning for PSHE at Jordans centres around the three themes of Health & Wellbeing, Relationships, Living in the Wider World.

Knowledge Organisers outline the PSHE curriculum for each year group, these are found on each class's website page: https://www.jordans.bucks.sch.uk/attachments/download.asp?file=51&type=pdf

Appendix:



Children's Questions
Teachers will answer children's questions in line with their age and stage of development and in line with the gov.uk and DfE guidance for PSHE and Relationships. Children will be encouraged to talk further at home in their families so parents can support their child with understanding.

Organisation and Management
The PSHE Champion at the school is Mrs Swain, who is responsible for resourcing and co-ordinating this aspect of the school provision. This includes suggesting suitable resources, recommending teaching strategies and keeping up to date with developments, sharing these with the teaching team.

Equal Opportunities
Jordans School is committed to a policy of equal opportunities for all pupils. PSHE is an entitlement for all pupils, regardless of their own particular beliefs, gender, social class or ability; the curriculum and learning approaches are planned with this in mind.

Assessment, Recording and Reporting
As part of Jordans School whole child approach, we place a great emphasis on the knowledge and skills obtained through PSHE learning. We assess formatively through discussions and questioning, addressing any misconceptions as they arise. Half termly summative assessment levels are recorded and analysed to ensure each child's needs are being met. Teachers keep a regular dialogue with parents and report verbally through parent consultations and holistically in the Summer Term reports.

Monitoring and Evaluation
PSHE is a regular feature in staff meetings with a whole school focus. Through discussion and analysis, adaptations and improvements can be made together, providing a consistent whole school approach. A building of skills over the three years at Jordans School ensures deep lifelong learning for the children.

Visits and Visitors

Visitors play an important role in the PSHE programme at the school. Experts in particular areas (NSPCC, nurse, dentist, police officer etc.) are invited into school to share their specialist knowledge and to encourage pupils to see the relevance of the subject to life outside the school. Visits are organised whenever possible.

Review

This policy and school procedures will be reviewed annually.

Jordans School

PSHE & Relationships

The aims for PSHE education are to provide pupils with: Accurate and relevant knowledge; Opportunities to turn that knowledge into personal understanding; Opportunities to explore, clarify and if necessary challenge, their own and others' values ,attitudes, beliefs, rights and responsibilities; The skills ,language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and the school's statutory responsibility to promote pupils' well being. In addition the learning provided through a comprehensive PSHE education provision is essential to safeguarding pupils as set out in 'Keeping Children Safe in Education'.



	EYFS	Y1	Y2
Health & Well-Being	Self- Awareness & Confidence Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. Confident to try new activities, and say why they like some activities more than others. Confident to speak in a familiar group, talk about ideas, Choose the resources they need for their chosen activities. They say when they do or don't need help. Health & Self-Care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently	Aiming High Discuss their star qualities; • identify what a positive learning attitude is; • talk about jobs they can do when they grow up; • discuss what skills and interests are needed for different jobs; • talk about hopes they have for the future; • discuss what they are looking forward to about next year. It's my Body Explain how much sleep they need; • discuss why exercise is good for them; • understand they can choose what happens to their bodies; • list healthy snacks; • know to ask a trusted adult if uncertain about whether something is safe to eat or drink; • demonstrate hygienic ways to look after their bodies.	Think Positive Identify and discuss feelings and emotions, using simple terms; • describe things that make them feel happy and unhappy; • understand that they have a choice about how to react to things that happen; • talk about personal achievements and goals; • describe difficult feelings and what might cause these feelings; • discuss things for which they are thankful; • focus on an activity, remaining calm and still. Safety First Identify some everyday dangers; • understand some basic rules that help keep people safe; • know what to do if they feel in danger; • identify some dangers in the home; • identify some dangers outside; • identify which information they should never share on the Internet; • know that their private body parts are private; • recall the number to call in an emergency; • list some people who can help them stay safe.
Relationships	Making Relationships Initiate conversations, attend to and take account of what others say. Explain own knowledge and understanding, and asks appropriate questions of others. Take steps to resolve conflicts with other children, e.g. finding a compromise. Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Be Yourself Identify own special traits and qualities; • identify and name common feelings; • select times and situations that make them feel happy; • talk about what makes them feel unhappy or cross; • explain how change and loss make them feel; • understand the importance of sharing their thoughts and feelings. In a TEAM Talk about teams they belong to ; • follow instructions and create a tower by applying good listening; • use key vocabulary and Acts of Kindness Poster to think of ways to show kindness to others; • work in a group to discuss what they could do if they saw others being teased or bullied, • Works as a group to sort thoughts given into helpful and not-so-helpful thought categories. • Sort images of behaviours into good and not-so-good choices.	VIPs Explain who the special people in their lives are; • talk about the importance of families; • describe what makes someone a good friend; • know how to resolve an argument in a positive way; • know the skills involved in successful cooperation; • identify a way to show others they care. Growing Up Identify some differences between males and females, challenge stereotypes; • identify the body parts that we keep private; • understand the words 'no' and 'stop'; • understand that peoples bodies and feelings can be hurt; • identify an adult they can talk to if they are concerned about inappropriate touch; • talk about their own likes and dislikes; • understand that different people like different things; • understand that girls and boys can like different things, or the same things; • describe how they have changed since they were a baby; • understand that peoples' needs change as they grow older; • talk about things they would like to do when they are older; • discuss some changes that people might go through in life.
Living in the Wider World	People & Communities Show interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Enjoys joining in with family customs and routines. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Money Matters Talk about different sources that money can come from; • identify things they want; • identify things they need; • talk about ways we can keep track of what we spend; • discuss ways they can keep money safe; • talk about ways they keep their belongings safe. Britain identify groups and communities that they belong to; • explain how to be a good neighbour; • pick out things that harm and things that help a neighbourhood; • describe what it is like to live in Britain; • identify similarities and differences between British people; • talk about what makes them feel proud of being British.	One World Talk about special people in their life and say why they are special; • talk about different homes around the world and identify how they are the same as and different from their own; • describe what their school is like; • explain what an environment is; • explain what natural resources are and identify how people use them; • say what they love about the world in which they live and describe how they would feel if these things disappeared. Respecting Rights know that all people have rights; • understand that there are people who protect their rights; • know what to do if they don't feel safe; • talk about what respect means and how to show it; • identify ways in which people can be different; • explain what being fair means; • recognise that making a positive difference in school is important; School Council.