



PERSONAL, SOCIAL, HEALTH and ECONOMIC EDUCATION (PSHE) POLICY

Reviewed: October 2024

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1. INTRODUCTION

We want to prepare pupils at the school for the opportunities, responsibilities and experiences of later life. Through PSHE we promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. In particular, children investigate and think about topical issues, problems and events and how they participate in activities in their school, neighbourhood and communities, as well as the diverse wider world. Our school values, co-operation, respect, resilience and aspiration will be promoted through the teaching of PSHE.

2 DEFINITIONS

- 2.1 Personal, Social, Health and Economic (PSHE) Education in our school includes the updated and latest statutory guidance for Relationships Education and Health Education. It also encompasses aspects of Sex Education, Citizenship and British Values, Protected Characteristics and Careers education.
- 2.2 Relationships Education is defined as teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendship, family relationships and relationships with other children and adults. This includes online relationships and being safe.
- 2.3 Health Education covers both mental and physical health and wellbeing. It is defined as giving the children the information and vocabulary they need to make good decisions and talk about their own health and wellbeing. It will enable pupils to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible.
- 2.4 Sex Education is taught in a way that is tailored to the age and the physical and emotional maturity of the pupils. It ensures that both boys and girls are prepared for the changes that adolescence brings and draws on knowledge of the human life cycle set out in the national curriculum for science; including how a baby is conceived and born.

3 NATURE

PSHE enables children to embrace the challenges of becoming healthy, happy, independent and responsible members of society. Pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex situations. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse society.



4 INTENT AND AIMS

- 4.1 We intend to deliver a broad PSHE curriculum that equips children with essential skills and prepares them for life in society now and in the future. Children will learn how to stay safe and healthy, build and maintain successful relationships and become active and responsible citizens, both on and offline. We want to ensure children are able to protect and enhance their well-being; physically and mentally. We recognise that a successful PSHE curriculum can have a positive impact on the whole child, including their academic development and progress.
- 4.2 The aims of our PSHE curriculum are to enable the children to:
- Know and understand what constitutes a healthy lifestyle, both physically and mentally
 - Be aware of safety issues
 - Understand what makes for good relationships with others
 - Develop skills and attributes such as resilience, risk-management, team-working and critical thinking
 - Have respect for others
 - Be independent and responsible members of the school community
 - Be positive and active members of a democratic society
 - Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
 - Develop good relationships with other members of the school and the wider community
 - Have a secure foundation for children to progress personally and academically
 - Understand and be respectful of diversity

5 ENTITLEMENT

- 5.1 PSHE promotes the spiritual development of pupils by encouraging them to develop a sense of self. Providing children with the opportunity to develop and express their own personal beliefs and views and having a safe space where they feel confident and able to share these.
- 5.2 PSHE promotes moral development through helping children to acquire a critical appreciation of issues of right and wrong, justice, fairness, rights and obligations in society. Children have opportunities to explore the ethical and moral dimensions of legal, political, social, economic and environmental issues and to exercise responsibility at a personal and social level.
- 5.3 PSHE promotes social development through helping children to acquire the understanding and skills they need to become responsible and effective members of society. They develop an understanding of how society works and how decisions are influenced and made. They take part in community and social activities that help to promote personal and social skills.



- 5.4 PSHE promotes cultural development through helping children to understand the nature and role of the different groups to which they belong, to learn about the origins and implications of the diversity in society, and to develop respect for difference.
- 5.5 PSHE promotes the mental and physical development of pupils through teaching children the characteristics of good physical health and mental wellbeing. Children will be taught to understand the benefits and importance of daily exercise, good nutrition and sufficient sleep. PSHE will give the children the language and knowledge to understand the normal range of emotions that everyone experiences.
- 5.6 PSHE also meets The Statutory requirements related to the teaching of Relationships and sex education (RSE) and Health Education.

6 IMPLEMENTATION

We use the Jigsaw Programme, which is designed to promote a mindful approach to PSHE. It incorporates a comprehensive scheme of work; ensuring consistency and progression of learning across the school. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promotes active citizenship, e.g., school council, charity fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. We teach about diversity and actively discourage discrimination of any kind, including but not limited to age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

7 SEN

We teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE we take into account the targets set for the children in their Individual Education Plans (IEPs) or Educational Health Care Plans (EHCP).

8 PLANNING

- 8.1 We use the Jigsaw Programme to deliver our PSHE content. This reflects statutory requirements as required by the DfE. Presenter notes in planning documents make reference to guidance. The Jigsaw Programme is regularly updated to include changes to statutory requirements.
- 8.2 Class teachers use the medium term planning (Puzzle Map) provided by the Jigsaw Programme and weekly plans (Jigsaw pieces) are followed for the teaching of PSHE.



This lists the specific learning objectives for each lesson and gives details of how the lessons are to be taught.

- 8.3 British Values are embedded and taught across Jigsaw 3-11. A Jigsaw British Values Mapping Document provides details of how the concepts and ideals of British Values are visited and revisited throughout the programme.
- 8.4 Protected Characteristics are embedded and taught across Jigsaw 3-11. A Jigsaw Protected Characteristics Mapping Document provides details of how these characteristics are promoted and revisited throughout the programme.
- 8.5 Although sex education is not statutory in primary schools, to best meet the needs of our pupils, including preparing pupils' ongoing emotional and physical development during the transition to secondary school, we have chosen to teach some aspects of sex education. Parents will be informed prior to any Sex Education lessons and reserve the right to withdraw their child. All children receive age-appropriate Relationships Education.

9 CONTINUITY AND PROGRESSION

- 9.1 We teach PSHE in a variety of ways.
- 9.2 We teach discrete PSHE weekly sessions that follow a whole school spiral curriculum; supported by the Jigsaw Programme. Children in mixed year groups are separated into their specific year group and taught that content. Each year group covers the same theme at the same time, with each subsequent year building on prior learning and developing in complexity. This particularly helps to support our transient pupils.
- 9.3 We teach PSHE by drawing links between subjects and integrate a multi-layered approach to PSHE teaching. The PSHE curriculum is linked to Science, Computing, PE and Religious Education.
- 9.4 We also develop PSHE and citizenship through activities and whole-school events. In Key Stage 2 there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.
- 9.5 PSHE whole school themes are supported through whole school assemblies.
- 9.6 PSHE is taught as a progressive subject with clear objectives for each year group for each topic.
- 9.7 We teach PSHE in Reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's "Personal, Social and Emotional Development" as set out in the EYFS. We also support PSHE through the teaching and learning within "Physical Development" and "Understanding of the World".



10 ASSESSMENT, RECORDING & MONITORING

- 10.1 Teachers assess the children's work in PSHE both by making informal judgements as they observe them during lessons and assessing against the expectations for their year group.
- 10.2 We have clear expectations of what the pupils will know, understand and be able to do in each year group and at the end of each key stage. The children's progress against their year group expectations will be assessed termly. Children keep a record of lesson objectives and a reflection of their understanding in their PSHE book.
- 10.3 If teachers have any concerns about a child's development surrounding PSHE this will be communicated with parents and any concerns will be addressed.
- 10.4 Teachers also conduct annual assessments of children's progress and report to parents.
- 10.5 We encourage our pupils to keep records of their contribution to the life of the school and community in their personal Record of Achievement File.
- 10.6 The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

11 PARENTS RIGHT TO WITHDRAW

- 11.1 There is no right to withdraw from Relationships Education, Health Education or PSHE Education.
- 11.2 Parents have the right to request that their child be withdrawn from some or all of sex education. If parents wish to withdraw their child before granting such request the head teacher will discuss the request with parents to ensure their wishes are understood and to clarify the nature, content and purpose of the curriculum. Any request and discussion will be recorded.

12 MANAGING SENSITIVE QUESTIONS AND TOPICS

- 12.1 Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the lessons, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting.
- 12.2 If a question is raised that alerts a member of staff that a pupil is at risk, then the school's Child Protection and Safeguarding policy should be followed.
- 12.3 Issues that we address in PSHE may be sensitive and controversial. Lessons may have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.
- 12.4 Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or



their peers.

- 12.5 Staff members are aware that views around PSHE-related issues are varied. However, while personal views are respected; all issues are taught without bias through the PSHE curriculum. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.
- 12.6 Both formal and informal questions arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later.

13. LGBT

- 13.1 We have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.
- 13.2 All teaching in PSHE, including lessons that include the LGBT community, is sensitive and age appropriate in approach and content.
- 13.3 All teaching about LGBT will be fully integrated into Relationships Education and will not be delivered as stand-alone lessons or units.
- 13.4 We recognise there are a variety of family situations in British society; some children will have parents who are separated, some may live with a mum and a dad, some may have step-parents, and some may be fostered or adopted. Some may have other family arrangements; and some will have LGBT parents or other LGBT family members. Our teaching of families and relationships will reflect this. Any reference to adult relationships, whether LGBT or heterosexual people is NOT describing sexual activity as this would be inappropriate. Relationships lessons focus on respect and regard between people e.g. friendships and families.
- 13.5 In lessons focused on bullying teachers may discuss and correct homophobic language. Teachers may explain that being gay is a type of adult relationship where two men or two women love each other in a romantic way, and if they choose, they can get married. Teachers are not expected to go beyond this definition and give more detail. It is simply explaining what being gay means and that the word 'gay' (or other LGBTQ -related words) should not be used in an insulting or derogatory way.

14. RESOURCES

All teaching staff have access to the Jigsaw Programme and its wealth of training, resources and guidance. Each class has its own Jigsaw character/s and resources that are used to implement the programme. We have additional resources in the library. Resources are reviewed by the PSHE coordinator and new resources are purchased as necessary.

