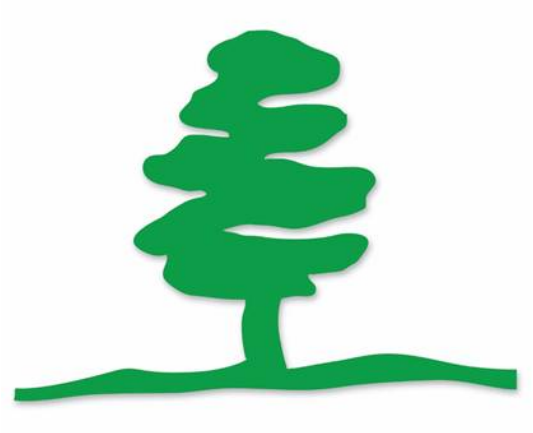


PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) POLICY

"If you have faith as small as a mustard seed, nothing will be impossible to you"

GDPR

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Policy to be reviewed every 4 years
Reviewed by C Cronin & A Clark 02/11/2026
Reviewed by Governors: N/a Gov Aware
Next review date: Autumn 2030

PERSONAL, SOCIAL AND HEALTH EDUCATION
(PSHE)

"Personal, social and health education (PSHE) is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum" Department for Education (2021)

This policy reflects the requirements of the Department for Education's statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (July 2025) and should be read alongside the school's RSE, Safeguarding, Child Protection, Online Safety, Equality and Behaviour Policies.

1. General Statement

Personal, social and health education (PSHE) help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

School's 'mission' is "*to provide a high quality, nurturing and inclusive learning environment which promotes and celebrates high standards of progress and attainment in academic, sporting and creative learning as well as making a positive difference to everyone's mental health and well-being"*.

To this end, children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities.

Our pupils learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

2 Aims

At St Bartholomew's Primary School, Relationships Education and Health Education are taught in line with current statutory guidance issued by the Department for Education.

Through our PSHE curriculum pupils will develop:

- Knowledge and understanding of healthy, respectful relationships.
- Skills to recognise and seek help for safeguarding concerns.
- Understanding of mental health and emotional wellbeing.
- Digital resilience and online safety awareness.
- Knowledge of personal safety, including road, rail, water and fire safety.
- Understanding of diversity, equality, respect and inclusion.
- Age-appropriate understanding of growing, changing and puberty.
- Skills to manage risk and make informed choices about health and wellbeing.

Teaching will be factual, age-appropriate, inclusive and responsive to the needs of pupils.

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling

many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

At St Bartholomew's Primary School, we use the Jigsaw scheme of work. The Jigsaw programme is reviewed annually to ensure full compliance with current statutory requirements and emerging safeguarding priorities, including:

- Online and media literacy
- Artificial intelligence (AI) awareness
- Online manipulation and inappropriate digital content
- Personal safety
- Mental wellbeing
- Bullying, prejudice and discrimination
- Healthy relationships
- Consent and personal boundaries
- Child-on-child abuse awareness
- Sexual harassment awareness

These themes are incorporated in an age-appropriate manner throughout the curriculum.

Expectations at the end of Key Stage 1

During this time, pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

Expectations at the end of Key Stage 2

Throughout this time, pupils will learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying ***or any forms of prejudice***.

By the time children leave our school they will:

- Have a ready willingness and ability to try new things, push themselves and persevere.
- Have a good understanding of how to stay safe, healthy and develop good relationships.
- Have an appreciation of what it means to be a positive member of a diverse, multicultural society.
- Have a strong self-awareness, interlinked with compassion of others

1. Planning and Delivery

At St Bartholomew's we allocate specific time to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship
- Praise and reward system
- Learning Charter
- Through relationships (child:child, adult:child and adult:adult) across the school.

We aim to 'live' what is learnt and apply it to everyday situations in the school community. Therefore, we acknowledge that PSHE is also taught indirectly throughout other curriculum areas and other forms of provision should be considered and used in combination at different times.

Teaching PSHE through other curriculum areas may include…

- **English:** skills in enquiry and communication; stories that illustrate aspects of personal and social development
- **Mathematics:** aspects of financial capability; counting and sharing
- **Science:** drugs (including medicines); sex and relationships education; health; safety and the environment
- **Design and Technology:** health and safety; healthy eating; realising that people have needs as they generate design ideas; use of technology
- **ICT:** communicating with others via e-mail; finding information on the internet and checking its relevance
- **History:** use of sources; reasons for and results of historical events; situations and changes; diversity within societies studied; significant people, events, ideas and experiences of people from the past
- **Geography:** topical issues concerning environment, sustainable development, land use; study of pupils' own locality and places in different parts of the world, including less economically developed countries;
- **Art and Design:** reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;
- **Music:** making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression;
- **Physical Education:** teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports;
- **RE:** religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.
- **Collective Worship:** Collective worship provides a daily opportunity to enhance pupils' spiritual, moral, social and cultural development. It can identify, promote and celebrate the school's values.

Residential experiences, visits and special days or weeks in school provide opportunities for children to plan and work together and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education (see RHSE policy). 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 (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as

		well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At St. Bartholomew's we allocate time and timetable PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Where necessary and to accommodate for split year group classes, objectives are covered in an appropriate two-year cycle.

The expected outcome for each puzzle (unit) is explained in the progression mapping document: Jigsaw 3-11 (see Appendix 1).

2. Teaching and Learning

At St Bartholomew's, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

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 overview of the programme can be seen on the school website.
This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

A range of teaching strategies are needed to provide the breadth of effective learning opportunities in the Framework for all pupils. These include an emphasis on active learning, enquiry, discussion and participation in citizenship activities. Pupils develop their knowledge, skills and understanding by working together on school and community projects, making decisions, taking responsibility and reflecting on their experiences. Organisation and management in the classroom should allow the teacher the opportunity to establish working arrangements and rules for discussion, and ways of resolving conflict, particularly when potentially sensitive issues are addressed.

Staff are aware that RSHE and PSHE teaching may lead to disclosures from pupils. All staff follow the school's Child Protection and Safeguarding Policy and the most recent edition of *Keeping Children Safe in Education* when responding to safeguarding concerns.

Teachers create a safe learning environment where pupils understand appropriate boundaries, consent, personal safety and how to seek help when required.

PSHE provide many different opportunities for visitors to come into schools. The expertise and skills offered by visitors should complement those of the teacher and provide added value to the school's work.

7. ICT (cross reference ICT and Internet Policy)

Wherever possible ICT will be used to enrich teaching and learning in PSHE, particularly in relation to e-safety and cyber bullying.

8. Mental Health and Emotional Wellbeing

The school recognises the importance of promoting positive mental health and emotional wellbeing.
Pupils will learn:

- How to recognise and talk about feelings.
- Strategies to build resilience.

- How to seek support for themselves or others.
- The importance of healthy relationships.
- Ways to maintain emotional wellbeing.
- How to identify trusted adults.
- The relationship between physical health and mental health.

Teaching is delivered sensitively and supports the school's wider wellbeing and safeguarding provision.

8. Assessment, Recording and Reporting

In PSHE there are two broad areas for assessment:

- children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures and the meaning of ideas including democracy;
- how well children can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships;
- the school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification with reference to the Inclusion Policy.

9. Marking

Work should be marked as per the requirements of the school's Marking Policy, with the understanding that the nature of this subject requires emphasis on discussion and practical tasks.

10. Homework (*refer to the Homework Policy*)

Homework may be set in accordance with our Homework Policy in order to extend and enrich the children's experience of PSHE.

Resources

The CLS, Creative Learning Service (Local Authority library service) will be subscribed to.

Teacher planning identifies a variety of resources enabling effective teaching and learning opportunities for all children - including those with SEND considerations - and ensuring positive representation of our diverse school community (ref 'General Equality' Policy, key objective [3], p6).

10. Governors

The named governor, will be actively involved in the monitoring of PSHE and will adhere to the school's Monitoring and Evaluation Policy.

11. Role of the Co-ordinator

i) to monitor and review the policy
ii) to support the planning of PSHE
iii) to promote good teaching practice
iv) to use outside agencies to promote the PSHE curriculum
v) to order, organise and replace necessary resources within the constraints of the school budget
vi) to undertake responsibility for PSHE and co-ordinate development, organisation and implementation throughout the school
vii) to lead appropriate INSET activities
viii) to provide individual support for staff
ix) to provide displays with a PSHE theme

12. Equal Opportunities

At St Bartholomew's we ensure that all children have the opportunity to extend their knowledge, understanding and skill regardless of gender, race, class, physical or intellectual ability.

- girls' and boys' work is equally valued
- access is provided to all activities; support is provided for those children experiencing difficulties; extended activities may be provided for those who are more able
- we recognise the different levels of experience and language of the children arriving at the school and provide them with appropriate experiences and means of expression

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. For some children we use the objectives from programmes of study from earlier key stages.

We promote respect for all and value every individual child.

The school complies with the Equality Act 2010 and promotes respect for all members of the community. Teaching will be age-appropriate, factual and inclusive. Pupils will learn about different families, cultures, faiths and protected characteristics in a way that encourages dignity, respect and understanding. Content will be delivered sensitively whilst recognising the religious character of the school and respecting the beliefs of families.

13. Inclusion (see also the Inclusion Policy)

Teaching and learning will be modified appropriately for children with physical disabilities, e.g. specialist equipment will be purchased, if necessary, and affordable (scissors for children with cerebral palsy)
Teachers will ensure that the work for children with disabilities is adapted where children are unable to manipulate tools or equipment or use certain types of materials.
Teachers will use assessment techniques that reflect their individual needs and abilities.

14. Parents

Parents and carers are the primary educators of their children and the school works in partnership with families to support pupils' personal development.
The school will:

- Publish and make available the PSHE and RSE policies.
- Inform parents when specific RSE content is due to be taught.
- Provide opportunities for parents to view curriculum content and resources.
- Respond openly to parental questions and concerns.

At St Bartholomew's, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). However, we conclude that sex education refers to Human Reproduction, and as a school, we have decided that the specific lessons outlined below are to be delivered in Year 6 only. We therefore inform parents of Year 6 children of their right to request their child be withdrawn from these PSHE lessons from the Jigsaw 'Changing Me' Puzzle (unit):

*Year 4, Lesson 2 (Having a baby)
*Year 5, Lesson 4 (Conception)
Year 6, Lesson 4 (Conception, birth)

*Taught in combination in Year 6 only.

The school will inform parents of this right to withdraw a term before the unit is to be taught.

Please refer to RSE (Relationships and Sex Education) policy.

15. Monitoring

The PSHE Lead, Senior Leadership Team and Governing Body will monitor the effectiveness of this policy through:

- Learning walks
- Pupil voice
- Curriculum monitoring
- Staff feedback
- Review of planning and assessment

The policy will be reviewed every four years, or sooner where statutory guidance, safeguarding requirements or local needs indicate a review is necessary.

Appendix 1 – Jigsaw 5-11 Knowledge and Progression Mapping

Jigsaw PSHE 3 -11/12 Content Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	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 Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	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
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

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Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Manging my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

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