

St Martin's C of E Primary School



PSHE Policy

Please note: this policy has been reviewed December 2025. There are changes coming in the PSHE curriculum over the next year. This Policy will be formally updated to be in line with the new curriculum in September 2026.

Ethos statement

At St. Martin's Church of England Primary School, we aim for our PSHE to help and support young people through their physical, emotional (including health and wellbeing) and moral development. We aim to provide a happy, stimulating and secure environment, reflecting the school's Christian ethos where each pupil is given the challenge and opportunity to develop his/her full potential while enjoying learning and life.

We will help them learn about making positive choices in relation to friendships and relationships, healthy living, setting positive and achievable goals, personal and community safety, and British Citizenship. They will develop an understanding of their bodies and how and why they will grow and change. We will give them the tools which they need to develop healthy mental fitness, resilience, positive assertiveness and prepare them to deal with challenges, changes and loss. It is important for all students to develop an understanding of the ever changing world in which we live, develop the skills necessary to take an active role in their community and manage their life effectively. The ethos encourages safe, sensible behaviour incorporating good manners, consideration, courtesy and respect for others whilst encouraging imagination, inspiration and reflection.

Introduction:

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Government's PSHE education review of PSHE Education in March 2013 specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

St. Martin's Church of England Primary School is aware that the RSE aspects of PSHE are compulsory from September 2020 and as a result of this we are early adopters and following the new guidance set out by the DFEE.

At St. Martin's Church of England Primary School we have chosen to use the **JIGSAW** scheme of work to deliver our PSHE education. PSHE forms part our whole school focus on wellbeing which we treat as a Core Subject within the curriculum.

Aims & Objectives

We want our children to:

- o be positive and proactive members of their local and world community
- o have a clear understanding of right and wrong
- o understand what is safe
- o have the confidence to find help if they feel unsafe
- o make the correct choices to have a happy and healthy life
- o see things from the perspective of different people
- o explain clearly the feelings that they or someone else might have
- o think about consequences of actions
- o identify problems and solutions

Our 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.

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- o Have a sense of purpose
- o Value self and others
- o Form relationships
- o Make and act on informed decisions
- o Communicate effectively
- o Work with others
- o Respond to challenge
- o Be an active partner in their own learning
- o Be active citizens within the local community
- o Explore issues related to living in a democratic society
- o Become healthy and fulfilled individuals

Curriculum & Organisation

Jigsaw covers all areas of PSHE with different aspects taught in 6 topics throughout the year. Each year group will work on the same theme each term and will work through lesson plans at a level that is age specific building upon each other. Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills.

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

Each puzzle, each term, starts with an introductory assembly, generating a whole school focus. British Values and PSHE themes are the focus of our weekly worship.

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters)
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills Please see our separate policy on Relationship and Sex Education.
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change Please see our separate policy on Relationship and Sex Education.

Drugs Education

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being. Jigsaw Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

Year Group	Piece Number and Name
2	Medicine Safety
3	What Do I Know About Drugs?
4	Smoking – effects of and choices
	Alcohol – effects of and choices
5	Smoking – specific body effects
	Alcohol – specific body effects
6	Drugs – Types, uses and effects
	Alcohol – responsible use and misuse

Responsibilities for PSHE within the school

The subject will be delivered by class teachers following the JIGSAW scheme of work. It will be monitored through book scrutiny, pupil voice and assessments at the end of each unit. In addition, there will also be end point assessments in Years 2, 4 and 6 carried out by the subject leads focusing on a scenario in the Celebrating Differences unit.

The **subject lead** will make sure that:

- all pupils make progress in achieving the learning objectives of the PSHE curriculum
- the subject is well led and effectively managed ensuring that standards and achievement in PSHE are good and the quality of the provision are subject to regular and effective self-evaluation
- those teaching PSHE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- clear information is provided for parents on the PSHE and RSE curriculum and the right to withdraw from non statutory aspects of the curriculum
- PSHE is resourced, staffed and timetabled so that the school can fulfil its legal obligations
- Staff have the opportunities to discuss the Jigsaw scheme of work and share experiences

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter.

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Differentiation/SEN

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

Teaching Sensitive and Controversial Issues

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 work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they 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.

If a question is too explicit, feels too old for a pupil, is inappropriate for a whole class, it will be acknowledged and attended to later on an individual basis. This will ensure that the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience of inappropriate information.

We utilise the expertise of trained learning mentors who are able to spend time with individual or groups of children who, for many different reasons, require support to express or deal with their emotions in a positive way. Our learning mentors will liaise with the class teachers to ensure that the child's needs are being supported effectively. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on

their part and will teach pupils how to recognise bias and evaluate evidence. 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.

For additional guidance on RSE please see our RSE policy.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, *the school's safeguarding policy and procedure is followed.*

British Values

The Department of Education statement about *British Values* reads: *'We want to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'*

Jigsaw offers many opportunities for spiritual, moral, social and cultural development as well as contributing to the British Values agenda. This is established through direct and indirect teaching of information.

Christian Distinctiveness.

As a church school, St Martin's promotes its Christian distinctiveness through its ethos, Christian values, worship and RE. Within PSHE, we ensure that our Christian values of Hope, Forgiveness, Thankfulness, Compassion, Endurance, Trust and Friendship are embedded within the teaching program.

Links to other policies and curriculum areas

We recognise the clear link between Jigsaw PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- RSE Policy
- Equal Opportunities Policy
- Child Protection Policy
- Behaviour policy
- RE Policy
- Safeguarding Policy