



PSHE Policy



“TO BE THE BEST THAT WE CAN BE”

Intent

At Ightenhill Primary School, our school vision and ethos is strongly supported through, and embedded in, the delivery of our PSHE whole-school approach to the curriculum. We are committed to ensuring that the emotional and social needs of all of our children are met within our school environment; and we support the development of children’s health and wellbeing, self-esteem and confidence.

As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development of our young children and promote the fundamental British Values in young lives. We support children to develop the knowledge, skills and understanding that they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that our school vision and values - ambition, co-operation, kindness, honesty, resilience, respect and responsibility - are crucial to this learning and are a fundamental part of our PSHE and wider curriculum.

By teaching PSHE at Ightenhill, we aim to:

- promote the spiritual, moral, cultural, mental and physical development of all pupils
- develop an ability to recognise right and wrong
- develop the ability to reflect upon their own and others thoughts and points of views
- foster an understanding of rights and responsibilities
- prepare pupils for the opportunities, responsibilities and experiences of later life
- encourage pupils to value themselves and others
- develop the ability to reflect upon their own and others thoughts and points of views
- develop an understanding of rights and responsibilities
- teach an understanding of how to keep safe and where to seek help
- teach pupils how to make informed choices
- develop an understanding that communities and the people within them are diverse, changing and interconnected
- prepare pupils to be positive and active members of a democratic society
- teach pupils to understand what constitutes a safe and healthy lifestyle
- provide a framework in which sensitive discussions can take place
- promote safety in forming and maintaining relationships
- provide pupils with a toolkit for understanding and managing their emotions.

Implementation

The Jigsaw Programme and Evolve PSHE 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 programme 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.

Curriculum development

Through our teaching, we ensure that pupils are offered a broad and balanced programme to cater for the unique needs of our school community; this is achieved by using relevant local data and school information (such as CPOMS and attendance) related to Relationships/Health/PSHE education to inform planning and to address the identified needs. Current data from the Health LSIP, which includes Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances is also considered during the ongoing development of our curriculum.

Through consultation of the above documents, it is apparent that the Jigsaw scheme of work will allow us to meet the needs of our children. However, to further strengthen and tailor our curriculum, we utilise the resources provided by Pol Ed KidSafe (see page 3), PANTS, NSPCC, Pol Ed, Canal and River Trust and RNLI. Through our mapping document, it is clear where we are able to strengthen the Jigsaw scheme of work to further enhance our children's learning. As a school, we are continually monitoring and adapting our teaching to ensure that all lessons are current and relevant to our pupils.

Aim of Jigsaw and Evolve PSHE

- 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 community. 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.

Teaching and Learning

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

- have a sense of purpose
- value self and others
- form relationships
- make and act on informed decisions
- communicate effectively
- work with others
- respond to challenge
- be an active partner in their own learning
- be active citizens within the local community
- explore issues related to living in a democratic society
- become healthy and fulfilled individuals.

At Ightenhill Primary school, we have a PSHE lesson each week. These explicit lessons are reinforced and enhanced in many ways: assemblies, praise and reward systems, Learning Charters, relationships within school and linking our learning back to our school values. We aim to 'live' what is learnt and apply this to everyday situations in the school and wider community.

Planning

How is PSHE organised in school?

Jigsaw and Evolve 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. Jigsaw and Evolve are 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.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six pieces (lessons) which work towards an 'end product'. For example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece 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 development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each piece and balanced across each year group.

KidSafe

As a KidSafe registered school, KidSafe lessons are highlighted on the long-term plan and delivered across school. At Igthenhill we utilise and blend the KidSafe Children's mental health and safeguarding curriculum with the Jigsaw curriculum. The long-term plan highlights where KidSafe lessons are delivered and KidSafe letters are used to communicate lesson content with parents. The KidSafe aim is, through child centred, age-appropriate education children are able to speak out about any situation that has a negative impact on their mental health and emotional wellbeing.

KidSafe lessons include:

- Trust and saying 'no'
- Understanding our feelings
- Bullying prevention
- Identifying trusted grown-ups
- Keeping our bodies and private places safe
- Secrets that make us feel sad, scared or worried
- Positive mental health and emotional wellbeing
- Choices
- Peer pressure
- Understanding anger
- Identifying harm caused as a result of watching/playing inappropriate games/films
- Cyber bullying and internet safety
- Parents/carers arguing
- Low level EYFS programme meeting requirements for PSED early learning goals

Differentiation and SEND

Teachers, as always, will tailor each lesson 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. If any changes are implemented nationally as a result of the Rochford Review Jigsaw will make the necessary amendments and offer this free update to all its schools.

****Please see appendices for Relationships Education, Health Education, Sex Education and Mental Health and Wellbeing aspects of the policy****

Pupil's records of their work

There are various ways for pupils to record their work in PSHE. These may include:

- formal written work
- diagrams
- pictures of own work
- group work on other media videos of own work

Teachers have the choice to make informed decisions about how to record the work from the lesson. PSHE class floor books allow the recording of discussions and shared responses to the learning intentions as well as pupils individual work.

Feedback and Marking

Work is marked in accordance with the feedback policy.

Assessment and Record Keeping

Teachers are expected to monitor the progress of the children in their class making use of ongoing observations. Expectations for the end of year are provided in the Jigsaw plans - teachers should refer to these when making judgements on the children's progress and attainment.

At the end of each Puzzle piece, a built-in assessment task gives the opportunity for teachers to make judgements against the overall learning intentions - provided by the scheme - to identify children who are working at age-related expectations and above. The children are a part of this process and join conversations relating to self-assessment as they progress through school. This forms a discussion with the subject leader, who will liaise with class teachers and the inclusion team to implement a plan of support for children who have not met the expectations.

Monitoring

The PSHE leader is responsible for monitoring the standards of children's progress and achievement, and quality of teaching. The action plan specifies the monitoring and feedback that is to be undertaken on an annual basis; this is used to offer feedback, staff CPD and to further develop the curriculum. The results of such activities are recorded on a SERF sheet and shared with the senior leadership team. Opportunities for teachers to review the policy and themes are given on a regular basis during staff meetings.

Additional Resources

Resources, which are not used or required regularly, are stored centrally and accessed by teachers at the beginning of a topic. It is the responsibility of teachers to keep the resource areas tidy and organised.

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 child protection and safeguarding policy will be followed.

Impact

We firmly believe our meaningful and personalised PSHE curriculum will equip children with the knowledge and skills to become confident, tolerant and well-rounded adults, with the attributes to help navigate themselves through modern life being responsible citizens.

The Governing Body

Annual reports are made to the governors on the development of, and standards in PSHE.

Online Safety

All members of the school community have a responsibility for promoting and supporting safe behaviours online. ICT and online resources are increasingly used across the curriculum. At Ightenhill, we believe it is essential for e-safety guidance to be given to the pupils on a regular and meaningful basis. Pupils are taught about copyright and respecting other people's information, images, etc. through discussion, modelling, and activities as part of the curriculum. Additionally, pupils are taught to critically evaluate materials and learn good searching skills. Staff must preview any recommended sites before use. Particular care must be taken when using search engines with the children as these can return undesirable links. We continually look for new opportunities to promote e-safety.

Policy updated: September 2025

A Wilkinson

PSHE Policy - Appendices

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter. Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit). Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

As a school, we believe that knowledge empowers and protects children as long as it is age appropriate. Therefore, we have taken the decision to teach sex education to our children, even though it is not a requirement to do so. Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

The school will inform parents of this right by holding a parents consultation where parents are able to view the content of the lessons. New parents to the school will also be given this opportunity.

Mental Health and Pupil Wellbeing

At Ightenhill Primary School, we are committed to supporting the emotional health and wellbeing of our pupils, their families and staff.

We know everyone experiences life challenges that can make us vulnerable at times and anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

Ightenhill Primary School is an attachment & trauma aware school

An understanding of the impact of trauma and attachment on the developing brain of the child enables school to recognise behaviours as communication and develop approaches that address the underlying needs of the child.

Understanding attachment theory, so the school can become a secure base where there are strong adult child relationships, enhances learning outcomes and wellbeing for all children as well as supporting those that have unmet needs or have experienced trauma and neglect

At our School we aim to:

- help children understand their emotions and feelings better
- help children feel comfortable sharing their worries or concerns
- help children to form and maintain healthy relationships
- promote self esteem and encourage children to be confident and that they matter
- help children to be persistent even when faced with challenges
- help children to develop emotional resilience and to manage setbacks
- help children to develop a 'Growth Mindset'

Please see the mental health and wellbeing policies for further details.