

John Blandy Primary School



Personal, Social, Health Education (PSHE) Policy

September 2025

Belong. Believe. Brilliant

Statutory requirements

Section 2.1 of the National Curriculum framework states that all schools must provide a curriculum that is balanced and broadly based which meets the needs of all pupils. 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.

Section 2.5 of the National Curriculum framework also states “that all schools should make provision for PSHE, drawing on good practice. Schools are also free to draw on other subjects or topics of their choice in planning and designing their own programme of education.”

Our PSHE policy has been produced in-line with the Department for Education (DfE) PSHE education guidance, which supplements the national framework, also advises that:

“Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.”

As a primary school, we must provide relationships education to all pupils as per section 34 and 35 of the Children and Social work Act 2017. John Blandy Primary School has chosen to follow all elements of the National Curriculum and include coverage of the key science elements, which contribute towards RSHE. In teaching RSHE, we are required by our funding agreements to have regard to the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At John Blandy Primary School, we teach RSHE as set out in our RSHE policy.

Intent

At John Blandy, everything we do works towards achieving our school vision:

Belong. Believe. Brilliant.

We want our children to have a strong sense of belonging that is initially nurtured in their families, developed further within the school and then extended as an active citizen of the growing diverse local community. We want our children to believe in themselves and be the best that they can be. Therefore, we will enable all of our children to develop the life skills necessary to meet their personal, social, moral, health, cultural and emotional aspirations and challenges. This can be achieved through high quality teaching and learning.

In our school we choose to deliver PSHE using Jigsaw, the mindful approach to PSHE. The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

Curriculum Objectives

Our PSHE curriculum, which is supported through the Jigsaw Scheme, 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

Curriculum Overview

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 and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

Delivery of PSHE

Using Jigsaw, teachers will deliver a comprehensive scheme of learning which brings together PSHE, emotional literacy, social skills and spiritual development. Teaching strategies will be varied and mindful of the need for inclusion by using adaptive teaching. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

There are six Puzzles in Jigsaw that are designed to progress in sequence from autumn to June/July. Each Puzzle has six lessons which can work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each lesson has two learning objectives: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance 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 lesson contributes to at least one of these aspects of children's development. This is mapped on each lesson and balanced across each year group.

Inclusion/SEND

At John Blandy, we ensure that there is provision for every child and that inclusivity is paramount. In order to achieve their full potential, children may be supported in a small group or 1:1 within PSHE lessons. The Jigsaw PSHE curriculum also enables teachers to use adaptive teaching strategies to include all children.

The Learning Environment

At John Blandy 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, we will ensure 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every lesson by using The Learning Charter which will include:

- 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)

Safeguarding

Staff members will be aware that sometimes disclosures may be made during PSHE lessons; in which case, safeguarding procedures will be followed immediately. Staff members will be mindful that sometimes certain children may need time to talk one-to-one after the lesson closes. In such circumstances time will be made for this to happen. If a report occurs, the school's reporting system and/or confidentiality policy is followed. (see Safeguarding policy 2023)

Teaching Sensitive and Controversial Issues

It is possible that sensitive and controversial issues might arise when learning from real-life experience. Staff members 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 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.

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.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSHE-related issues, in particular, are varied. However, while personal views are respected, all RSHE issues are taught without bias using Jigsaw. 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.

Both formal and informal RSHE 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. The school believes that individual teachers must use their skill and discretion in this area and refer to a DSL at school (Suzanne Elliott, Rebecca Wilson, Karey Evans, Oona Matheson, Jo Kane and Claire Pugh) if they are concerned.

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw lessons that cover RSHE provision, this is regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively. The school will liaise with parents/carers on this issue to reassure them of the content and context.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that our teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states:

“Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.” and that “Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019).

This policy will be reviewed in 2026 to reflect the statutory changes that will come into effect from September 2026.

Links to other Policies:

PSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- RSHE Policy
- Anti-Bullying Policy
- Positive Relationships Policy
- Confidentiality Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy

- RE Policy
- SMSC Policy
- Special Educational Needs Policy

Links to other curriculum areas

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

- Science Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Safeguarding Policy

Roles and responsibilities

Confidentiality and Child Protection/Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he will talk to a DSL at school (Suzanne Elliott, Rebecca Wilson, Karey Evans, Oona Matheson, Jo Kane or Claire Pugh) who will take action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the members of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Monitoring arrangements

Bimla Surtees, the PSHE Coordinator, will be responsible for monitoring PSHE. Suzanne Elliott will be responsible for monitoring RSHE. There is a Link Governor with responsibility for PSHE (Lorna Butler) who is also responsible for monitoring RSE. Monitoring will take place termly through observation, class books, pupil conferencing, reports of behaviours and bullying behaviours within school.

Headteacher and Governing body

This policy will be reviewed by Bimla Surtees in consultation with staff, pupils, parents and the local governing body.

Assessment

A Jigsaw pupil tracking grid including three attainment descriptors for each Puzzle will be used to monitor development. After each Puzzle is completed, the class teacher, using a best-fit approach, will decide whether the child is working at, towards or beyond and highlight the appropriate descriptor box on that child's overview sheet. In Reception class teachers will continue to use observations to monitor development.

Training and support for staff

Staff know that they can approach the PSHE coordinator for support when planning and teaching lessons.

In addition to this, support for teaching and understanding PSHE issues will be incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Reporting to Parents/Carers

Class teachers will report pupil progress to parents in PSHE as part of our usual and feedback systems (e.g. reports, pupil progress meetings, etc).

External contributors

We recognise that external contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, can make a valuable contribution to the PSHE curriculum. Their input will be carefully planned and monitored so as to fit into and complement the PSHE scheme of learning.

Teachers will always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE scheme of learning.

Pupil Consultation:

Pupils are expected to engage fully in PSHE and, when discussing issues, particularly related to RSHE, treat others with respect and sensitivity. A class charter, exclusive to RSHE lessons, is devised by each class and agreed by pupils prior to RSHE delivery.

Pupils will be consulted on their personal, social and citizenship development. This will include asking pupils either in individual classes or through the school council what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people. We will seek views of pupils on how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems via the school council.

Involving parents and carers

We believe that it is important to have the support of parents, carers and the wider community for our PSHE scheme of learning. Parents and carers are/will be given the opportunity to find out about and discuss the PSHE curriculum through:

- * Parent/carer Jigsaw awareness sessions
- * Parents'/carers' evenings
- * Involvement in policy development
- * Involvement in curriculum development
- * Information leaflets/displays
- * Our school website which shows our PSHE curriculum