



St Cecilia's  
CHURCH OF ENGLAND PRIMARY SCHOOL

*'Therefore encourage one another, and build each other up.'*

# Personal, Social and Health Education (PSHE) Policy

Date:	November 2023
Review:	November 2025

## 1. Introduction

At St Cecilia's Church of England Primary School, we have high aspirations of our children academically but we equally value the importance of personal development and how children flourish personally and socially. The ethos of our school is based on a strong Christian foundation and our school values allows us to live this each day. Our values are:

- Gratitude
- Kindness
- Truthfulness
- Forgiveness
- Perseverance
- Wisdom

PSHE sessions at St Cecilia's help pupils to understand how they are developing personally and socially and tackles many of the moral, social and cultural issues that are part of growing up. It aims to encourage in children the ability to make informed judgements about their decisions and accept responsibilities for their actions.

It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences. It also covers Citizenship, Sex and relationship education, Healthy lifestyles, financial responsibility and education about drugs, alcohol and tobacco.

## 2. Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

## 3. Aims

The aims of this policy are to:

- Describe how PSHE is organised within the school
- Describe teaching methods when teaching PSHE
- Describe how PSHE is monitored and assessed in the school.

The PSHE curriculum at St Cecilia's has the following aims:

- To develop tolerance and respect
- To encourage an appreciation of the importance of a healthy lifestyle
- To develop the skills required to make informed choices
- To develop self-esteem
- To develop a sense of responsibility to themselves, the school and the wider community
- To develop an appreciation of different cultural traditions
- To understand and appreciate diversity both locally and globally
- To encourage respect for other people with particular regard to protected characteristics
- To understand that both as children and adults that they have both rights and responsibilities

## 4. Implementation

At St Cecilia's, PSHE is taught both directly and through other subjects when appropriate – for example, some aspects of the Religious Education curriculum will have a strong and obvious link to PSHE themes.

To support the teaching of PSHE at our school we have adopted the Jigsaw Scheme. This scheme has been chosen because:

- It aligns with St Cecilia's vision and ethos
- It covers all PSHE topics fully.
- The scheme is progressive beginning in Reception and ending in Year 6.
- Allows children to develop a progressive understanding of protected characteristics
- The content is age and stage appropriate
- High quality, appropriate resources are provided to support the delivery of lessons

There are 6 units (puzzles) that the children study throughout the year and are designed so the whole school can study the same learning themes at the same time, each year group at its own level. The Puzzles are sequential and developmental throughout each academic year. The puzzles are:

- Being Me in my world
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5</b> (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
<b>Ages 5-6</b>	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
<b>Ages 6-7</b>	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
<b>Ages 7-8</b>	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

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	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
<b>Ages 9-10</b>	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 SMART 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
<b>Ages 10-11</b>	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

There are elements of the PSHE scheme that are evident in other areas of the curriculum e.g in year 5 the children do a book study on Wonder in reading exploring the theme of disability.

As well as the allocated PSHE lessons, children have opportunities to develop their PSHE at other times. Examples of this include:

- During assemblies
- To involve pupils in the decision-making process of the school through lessons and School Councils
- Through the behaviour policy and creation of class rules
- To develop the participation of pupils in play and lunch times through a variety of strategies, e.g., 'Playground Buddies' scheme.

When appropriate, external agencies will be invited in to the school to support the delivery of the curriculum such as during anti-bullying week.

#### 4.1 Effective Teaching

The school recognises that effective teaching in PSHE has the following characteristics:

- It starts with the child and the knowledge that the child already has
- Effective teaching in PSHE can only take place when the children feel confident enough to voice their concerns and experiences through discussion and debate
- It is open ended. The principle underlying PSHE is that effective learning takes place where the children are fully engaged and valued.
- It allows children to develop confidence, responsibility and to make the most of their abilities
- It encourages children to develop good relationships and respect others
- It encourages children to develop awareness of their rights and responsibilities
- It encourages awareness of healthy lifestyles.
- It encourages children to become active citizens

All children are given equal access to the PSHE curriculum. Where appropriate, resources will be deployed to support children with SEND

#### 4.2 Sensitive/Controversial Issues

The school recognises that by its very nature there will be instances where controversial and sensitive issues are raised. For these to be taught effectively staff will:

- Ensure they do not show anxiety when teaching the topic
- Ensure that their own attitudes do not influence the teaching

- Establishing ground rules with the children based on respect
- Predict questions and comments from pupils and prepare responses before hand
- Use open discussion and appropriate materials to support teaching
- Encourage the children to reflect on what they have heard/ learnt

### 4.3 Protected Characteristics

The Jigsaw PSHE scheme allows the children to explore protected characteristics throughout the year groups in many of the different units.

The Puzzle ‘Celebrating Difference’ is the most pertinent of units for teaching about the protected characteristics, as it focuses on similarities and differences and teaches about diversity, such as disability, racism, gender, family composition, friendships, and conflict. Children learn to accept everyone’s right to ‘difference’, and most year groups explore the concept of ‘normal’. Bullying – what it is and what it isn’t, including cyber and homophobic bullying – is an important aspect of this Puzzle.

Below is a grid showing where the protected characteristics are taught. This is not exhaustive as equality permeates through much of the Jigsaw Scheme.

Protected characteristic	What this refers to	Links to Jigsaw units
Age	Where this is referred to, it refers to a person belonging to a particular age (for example, 32-year-olds) or range of ages (for example, 18- to 30-year olds).	<b>Celebrating Difference</b> Ages 10-11 Piece 3: Power Struggles
Gender Reassignment	The process of transitioning from one gender to another	<b>Celebrating Difference</b> Ages 5-6 Piece 6: Celebrating Me. Ages 7-8 Piece 5: Gender diversity Ages 8-9 Piece 1: Judging by appearances Ages 10-11 Piece 2: Understanding difference  NB. In Jigsaw the focus is on accepting all people as unique individuals, not on transitioning itself
Being married or in a civil partnership	Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as ‘civil partnerships’. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).	<b>Celebrating Difference</b> Ages 7-8 Piece 1: Families
Being pregnant or on maternity leave	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding	<b>Celebrating Difference</b> Ages 3-4/4-5 Piece 3: Families Ages 7-8 Piece 1: Families
Disability	A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to-day activities	<b>Celebrating Difference</b> Ages 10-11 Piece 5: Celebrating difference
Race including colour, nationality, ethnic or national origin	Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.	<b>Celebrating Difference</b> Ages 9-10 Piece 2: Racism

Religion, belief or lack of religion/ belief	Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.	<b>Celebrating Difference</b> Ages 9-10 Piece 1: Different Cultures
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#### 4.4 British Values and PSHE

Jigsaw contributes to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy.

The 5 strands of the British Values agenda have been mapped across every Puzzle and every Piece (lesson) and this can be found by clicking on the following link.

<https://jigsawpshe.com/hubfs/International%20Bookshelf/UK-British-Values-in-Jigsaw-by-Lesson.pdf>

#### 5 Assessment:

Assessment will be out on an ongoing basis by the class teacher. This can be achieved through written work or discussion with the children.

#### 6 Monitoring:

This will be carried out by reviewing plans and evaluations, observing teaching and learning, scrutiny of work and discussion with children. The policy will be reviewed every three years.