

# PSHE Policy



At Holbrook, we provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, our PSHE curriculum:

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

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary age statutory subjects. **This will become active from September 2020.**

This PSHE policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above), [preventing and tackling bullying](#) (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), [Drug and Alcohol Education](#) (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), [safeguarding](#) (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and [Keeping Children Safe in Education, 2018](#)) and [equality](#) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

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## PSHE intent

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child. We aim 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.

As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. They learn to understand and respect our diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

## Learning intentions:

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

Lead confident, healthy, independent lives	Form relationships	Work with others
Have a sense of purpose	Make and act on informed decisions	Respond to challenge
Value self and others	Communicate effectively	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
Recognising their own worth	Reflect on own experiences	Tackling spiritual, moral, social and cultural issues
Develop an awareness of British Values of democracy, individual liberty, the rule of law and tolerance and respect	Understand their rights and responsibilities	Understand that they have the right to feel safe all the time

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## TEACHING

### How is Jigsaw PSHE organised in school?

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. Jigsaw is 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 Autumn 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 (lesson) has two Learning Intentions: 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.

PSHE is timetabled weekly, the guidance on timing is as follow. Please note lessons days and times may change weekly.

EYFS	KSI	KS2
20-30 minutes	30-45 minutes	45-60 minutes

Circle time and discussion about assemblies ARE NOT included in this time and should be done separately when needed.

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The PSHE lessons taught should be taken from the 'Jigsaw' scheme, which incorporates elements of SMSC and the British Values. See **Appendix I** for more information.

The scheme is broken down into 6: units, which are:

Term	Puzzle name	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Spring 2:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change
<b>Summer 1:</b>	Dreams and Goals	Includes goal-setting, aspirations and resilience building
<b>Summer 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)

Each year group should teach the units which have been allocated to them. All year groups will teach changing me in the spring term, this includes Sex and Relationship Education. When this is to be taught, a note should be included in the term's parents' leaflet to inform them of the forthcoming SRE sessions.

Children will be taught in same sex classes. Boys and girls will be separated however all children will be taught all content for their year group regardless of gender.

## Evidence

Evidence from PSHE lessons should be kept in the jigsaw journals. Each pupil will have their own journal. This should include examples of work completed by children or completed as a class. It could include written or drawn work, photos, or post it's with comments about discussions which have taken place.

## 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 (lesson) to meet the needs of the children in their classes. To support this differentiation, many

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Jigsaw Pieces (lessons) 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.



## Jigsaw Outdoors

At the end of each taught puzzle piece, children will participate in the Jigsaw outdoors lessons. The focus is on PSHE skills that can be learnt in the outdoors and/or with an outdoor focus (for example, using nature to demonstrate a concept). There are many reasons why we use Jigsaw Outdoors programme including researching demonstrating that connecting with nature promotes and protects mental health and well-being.

## Safeguarding

Teachers need to be aware that sometimes disclosures may be made during Jigsaw lessons; 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 lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

## Monitoring and evaluation

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of: pupil and teacher evaluation of the content and learning processes.

## Withdrawal

Parents/carers have the **right to withdraw their children from Sex Education** provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the specific sex education lessons until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. **Parents and carers cannot withdraw from any aspect of Relationships Education** and also in

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maintained schools, Health Education lessons covering the changing adolescent body (puberty).

Other Policies to refer to:

- SRE Policy

For more information about the scheme visit: [jigsawpshe.com](http://jigsawpshe.com)

Last updated: September 2023

## Appendix 1 - British Values

British Values (per puzzle piece)

### Being Me in My World

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

### Celebrating Difference

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

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## Relationships

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4		✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

## Changing Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2			✓	✓	✓
Year 1		✓	✓	✓	✓
Year 2		✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5			✓	✓	✓
Year 6			✓	✓	✓

## Dreams and Goals

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓		✓	✓	✓
Year 1	✓		✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓		✓	✓	✓

## Healthy Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2		✓	✓	✓	✓
Year 1		✓	✓	✓	
Year 2		✓	✓	✓	
Year 3		✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6		✓	✓	✓	✓

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## British Values (by lesson)

### Being Me in My World

#### F1/2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	✓
2			✓	✓	✓
3	✓			✓	✓
4	✓			✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

#### Year 1

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	✓
2	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓
4			✓	✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

#### Year 2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	
2	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓
4	✓			✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

#### Year 3

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	
2			✓	✓	✓
3	✓	✓	✓	✓	✓
4	✓	✓		✓	
5	✓	✓	✓		
6	✓	✓		✓	✓



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## Year 4

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1	✓	✓	✓	✓	✓
2	✓		✓	✓	
3	✓				
4	✓	✓	✓	✓	
5	✓				
6	✓				

## Year 5

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		
2	✓	✓	✓		✓
3	✓	✓	✓	✓	✓
4		✓	✓	✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

## Year 6

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		✓
2	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓
4		✓	✓	✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

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## Celebrating Difference

### F1/2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	✓
2			✓	✓	✓
3	✓			✓	✓
4				✓	✓
5				✓	✓
6	✓	✓	✓	✓	

### Year 1

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	✓
2				✓	✓
3			✓	✓	✓
4				✓	✓
5				✓	✓
6				✓	✓

### Year 2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	✓
2			✓	✓	✓
3				✓	✓
4	✓	✓	✓		
5				✓	
6				✓	✓

### Year 3

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	✓
2					✓
3		✓	✓	✓	✓
4			✓	✓	✓
5		✓	✓	✓	✓
6			✓	✓	✓

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## Year 4

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1					✓
2			✓	✓	✓
3		✓		✓	
4		✓		✓	✓
5			✓	✓	
6				✓	✓

## Year 5

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1	✓	✓		✓	✓
2	✓	✓	✓	✓	✓
3		✓	✓	✓	✓
4		✓			✓
5	✓		✓	✓	✓
6	✓			✓	✓

## Year 6

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	✓
2				✓	✓
3	✓	✓	✓		✓
4		✓	✓		✓
5				✓	✓
6	✓	✓	✓	✓	✓

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## Relationships

### F1/2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1	✓	✓	✓	✓	
2			✓	✓	
3				✓	✓
4		✓	✓	✓	✓
5			✓	✓	✓
6				✓	✓

### Year 1

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	✓
2		✓	✓	✓	✓
3			✓	✓	✓
4	✓	✓			
5				✓	✓
6				✓	

### Year 2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1	✓		✓	✓	✓
2		✓	✓	✓	✓
3	✓			✓	✓
4		✓	✓	✓	
5			✓	✓	
6				✓	✓

### Year 3

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1	✓		✓	✓	✓
2	✓	✓	✓	✓	✓
3			✓	✓	
4	✓	✓			✓
5	✓		✓	✓	✓
6				✓	✓

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## Year 4

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	✓
2				✓	✓
3				✓	✓
4		✓	✓	✓	✓
5					✓
6			✓	✓	✓

## Year 5

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		✓
2			✓	✓	✓
3			✓	✓	✓
4			✓	✓	✓
5	✓	✓	✓	✓	
6	✓	✓	✓	✓	

## Year 6

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	
2					✓
3					✓
4	✓		✓	✓	✓
5	✓	✓	✓	✓	✓
6		✓	✓	✓	✓

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## Changing Me

F1/2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	
2			✓	✓	✓
3				✓	
4			✓	✓	✓
5				✓	✓
6				✓	

Year 1

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	✓
2			✓	✓	
3			✓	✓	
4		✓	✓	✓	
5			✓	✓	
6				✓	

Year 2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	
2				✓	✓
3			✓	✓	
4		✓	✓	✓	
5		✓	✓	✓	
6			✓	✓	

Year 3

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	✓
2			✓		✓
3			✓		
4			✓	✓	
5				✓	✓
6			✓	✓	

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## Year 4

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		
2				✓	
3			✓	✓	✓
4			✓	✓	✓
5	✓		✓		
6			✓		

## Year 5

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	
2				✓	
3				✓	
4				✓	✓
5			✓	✓	
6			✓	✓	✓

## Year 6

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	
2				✓	✓
3			✓	✓	
4				✓	✓
5			✓	✓	✓
6				✓	✓

# PSHE Policy

## Dreams and Goals

F1/2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	
2				✓	✓
3			✓		
4				✓	
5	✓				
6				✓	

Year 1

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	
2				✓	✓
3	✓			✓	✓
4			✓		
5			✓	✓	
6			✓	✓	

Year 2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		
2			✓	✓	
3	✓			✓	✓
4	✓	✓		✓	✓
5	✓	✓		✓	✓
6	✓			✓	✓

Year 3

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	✓
2			✓		
3			✓	✓	
4			✓	✓	
5			✓	✓	
6			✓	✓	✓



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## Year 4

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		
2				✓	
3			✓		
4			✓	✓	
5	✓		✓	✓	✓
6	✓			✓	✓

## Year 5

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1	✓	✓	✓		
2	✓				✓
3			✓	✓	
4				✓	✓
5	✓			✓	✓
6	✓		✓	✓	✓

## Year 6

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		
2			✓		
3				✓	✓
4	✓			✓	✓
5	✓			✓	✓
6	✓			✓	✓

# PSHE Policy

## Healthy Me

### F1/2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	
2			✓	✓	
3			✓		
4			✓	✓	✓
5				✓	
6		✓	✓	✓	✓

### Year 1

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	
2			✓		
3			✓		
4		✓			
5		✓			
6			✓	✓	

### Year 2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		
2			✓		
3		✓	✓		
4			✓		
5			✓		
6			✓	✓	

### Year 3

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	
2			✓	✓	
3		✓	✓	✓	✓
4		✓	✓		✓
5		✓	✓		
6			✓	✓	

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## Year 4

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	✓
2	✓		✓	✓	✓
3	✓		✓		✓
4	✓		✓		✓
5			✓	✓	✓
6	✓	✓	✓		

## Year 5

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	✓
2		✓	✓	✓	✓
3				✓	✓
4	✓		✓	✓	✓
5			✓		✓
6			✓		✓

## Year 6

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		
2		✓	✓		
3		✓	✓	✓	
4			✓		
5				✓	✓
6					✓