CASTLE HILL PRIMARY SCHOOL

PSHE Policy

Introduction

This policy sets out the intent, implementation, progression, and impact of Personal, Social, Health and Economic (PSHE) education, including Relationships, Sex and Health Education (RSHE), at Castle Hill Primary School. It is aligned with the most recent Department for Education (DfE) guidance, including the statutory requirements for Relationships Education, Relationships and Sex Education (RSE) effective from 2025, and Health Education (DfE, 2019 and subsequent updates), as well as the Ofsted Education Inspection Framework (EIF, 2023). The policy reflects current DfE priorities around pupil wellbeing, safeguarding, inclusion, and preparation for life in modern Britain, ensuring all pupils receive high-quality, inclusive PSHE education, equipping them with the knowledge, skills and values needed to thrive as responsible, resilient, and respectful global citizens. The curriculum is regularly reviewed to reflect current priorities, local context, and national developments in RSHE and PSHE.

Aims

- To empower all children to believe in themselves and achieve their best, in line with our school motto: belong, believe, achieve and grow.
- To provide a PSHE curriculum that underpins the whole curriculum and supports children's emotional, social, and mental wellbeing.
- To equip pupils with the knowledge, vocabulary, and understanding to access the wider curriculum and become responsible global citizens.
- To foster kindness, acceptance, understanding, and curiosity about others' faiths, cultures, and backgrounds.

- To promote British Values, SMSC development, and respect for diversity.
- To prepare pupils to stay safe, make healthy choices, and understand risks, including online safety.
- To develop resilience, independence, and positive attitudes towards learning.
- To ensure all children, including those with SEND, can access and succeed in PSHE education.

Statutory Requirements

- Deliver Relationships Education and Health Education as required by the DfE (2020).
- Cover families, friendships, online safety, mental health, physical health, puberty, and basic first aid.
- Teach pupils how to stay safe, recognise abuse, and seek help, in line with Keeping Children Safe in Education (2023).
- Ensure PSHE is accessible to all pupils, promoting equality, diversity, and inclusion (Equality Act 2010).
- Differentiate provision for pupils with SEND (SEND Code of Practice, 2015).
- Promote British Values: democracy, rule of law, individual liberty, mutual respect, and tolerance (Prevent Duty, 2015).
- Publish curriculum information and consult with parents.
- Ensure staff are trained in safeguarding and PSHE delivery.

Curriculum Coverage

"Jigsaw is more than a scheme of work for PSHE. It is a whole-school philosophy with children and young people at its heart, which nurtures the positive and inclusive culture of the whole school community."

The PSHE curriculum at Castle Hill Primary School is delivered through the JIGSAW scheme of work, which provides a comprehensive, spiral, and progressive programme from EYFS to Year 6. JIGSAW is structured around six core units, known as 'Puzzles', which are taught sequentially across the academic year. Each Puzzle builds on prior learning and ensures coverage of all statutory and wider PSHE content, with clear progression in knowledge, skills, and understanding.

- **Being Me in My World**: Identity, belonging, rights and responsibilities, valuing self, understanding others, setting personal goals and understanding democracy.
- **Celebrating Difference**: Diversity, stereotype and prejudice, anti-bullying, celebrating individuality, building empathy and tolerance and respecting differences.

- **Dreams and Goals**: Aspirations, resilience, and working together.
- **Healthy Me**: Physical and mental health, healthy eating and lifestyle choices, emotional regulation, safety, and managing risk (including drugs, alcohol and tobacco), personal safety and first aid.
- **Relationships**: Qualities of healthy relationships, families and those who care for me, maintaining healthy friendships, respectful relationships and conflict resolution, online safety and understanding consent.
- **Changing Me (Summer 2)**: Life cycles and growing up, puberty, body changes, emotional transitions, body image and self-esteem and (where appropriate) basic facts about human reproduction.

  Each Puzzle is introduced with a whole-school assembly and is structured into weekly lessons, each with clear learning intentions, key vocabulary, and opportunities for reflection. The JIGSAW scheme incorporates mindfulness activities, circle time, and practical scenarios to support emotional literacy and active learning.

  The curriculum ensures:

- **Statutory Relationships Education:** Families, friendships, respectful relationships, online safety, and being safe are covered primarily in the Relationships, Celebrating Difference, and Being Me in My World Puzzles.
- **Statutory Health Education:** Mental wellbeing, internet safety, physical health, healthy eating, drugs/alcohol/tobacco, health prevention, basic first aid, and puberty are addressed mainly in Healthy Me and Changing Me Puzzles.
- **Wider PSHE:** Economic wellbeing, citizenship, British values, emotional wellbeing, and aspirations are embedded across all Puzzles, with particular focus in Being Me in My World and Dreams and Goals.
- **Skills Progression:** Communication, decision-making, self-regulation, empathy, assertiveness, and critical thinking are developed through the spiral curriculum and revisited at increasing levels of complexity.

  The JIGSAW scheme is adapted to meet the needs of all learners, ensuring accessibility, inclusion, and cultural relevance. Cross-curricular links are made with other subjects such as Science, Computing, and PE, and PSHE is further enriched through themed weeks, assemblies, and whole-school initiatives. SMSC development and British Values are embedded throughout, and local and global issues are addressed to ensure relevance to pupils' lives.

Progression

Progression in PSHE at Castle Hill Primary School is carefully mapped to ensure that pupils build upon prior learning and develop increasing depth of knowledge, skills, and understanding as they move through each year group. The curriculum is sequenced to support age-appropriate development and readiness for future learning and life experiences.

- **Early Years Foundation Stage (EYFS):** PSHE is the bread and butter of Early years! Teaching each day focuses on developing early social, emotional, and behavioural skills, including self-awareness, managing feelings, forming relationships, and understanding routines. Topics are planned around Jigsaw themes each half term, with more formal JIGSAW sessions supporting continuous provision.
- **Key Stage 1:** Builds on EYFS foundations, introducing concepts such as friendship, safety, healthy choices, and recognising emotions. Pupils begin to explore diversity, respect, and simple citizenship, using progressive vocabulary and texts.
- **Key Stage 2:** Deepens understanding of relationships, health, wellbeing, and living in the wider world. Pupils learn about puberty, online safety, economic wellbeing, and complex social issues. Skills such as critical thinking, empathy, resilience, and personal responsibility are developed through active learning and reflection.
    - Each unit is designed to revisit and extend previous learning, ensuring pupils can articulate their understanding using a wealth of vocabulary and apply their knowledge in new contexts.
    - Each lesson follows a 6 part sequence: *Connect me, Calm me, Open my mind, Show me, Let me learn and Help me reflect.*

Curriculum Implementation

- The **Jigsaw scheme of work** provides a whole-school, progressive, and inclusive approach to PSHE, with a **focus on mindfulness and emotional literacy**.
- **All year groups follow the same area of study each half term,** promoting unity and shared learning experiences.
- Each unit is **launched with a whole-school assembly** and celebrated through displays and weekly goals.
- **Lessons follow a consistent six-part structure**: Connect Me, Calm Me, Open My Mind, Show Me, Let Me Learn, Help Me Reflect.
- **EYFS provision** is tailored to early social, emotional, and behavioural skills, with Jigsaw themes integrated into continuous provision.

- **Key Stage 1 and 2 lessons** build on prior learning, using age-appropriate vocabulary and texts.
- **Active learning strategies** are used, including discussion, role-play, collaborative tasks, and pupil voice.
- **Safeguarding** is embedded through the Jigsaw Charter, creating safe spaces for disclosure and support.
- **Local context and key campaigns** (e.g., Internet Safety Day, Children in Need) are integrated into the curriculum.
- **Resources** include unit-based books, knowledge organisers, and a clearly labelled book box accessible to staff.
- **Assessment:** Children's progress is regularly monitored against their understanding of 'need to know' and 'nice to know' knowledge at the end of each unit.

Assessment

- **Formative assessment** is ongoing through observation, discussion, pupil self-assessment, and reflective activities.
- **Summative assessment** occurs at the end of each unit, with pupils judged as 'emerging', 'at', or 'above' against 'need to know' objectives.
- **Reporting:** Progress and attainment are shared with parents through parents' evenings and end-of-year reports.

  Evidence of progress includes pupil voice, engagement, and demonstration of positive attitudes and behaviours.

Roles and Responsibilities

Role	Responsibilities
PSHE Coordinator	Oversee curriculum coverage, progression, and evaluation; monitor through learning walks, pupil voice, and window display scrutiny/celebration; support staff, especially new teachers; ensure resources are up to date.
Class Teachers	Deliver the PSHE curriculum using the Jigsaw scheme; ensure inclusivity and differentiation; celebrate achievements; provide challenge and next steps; create a safe and respectful classroom environment using the JIGSAW charter.

SENDCo	Supports differentiation and accessibility for SEND pupils and updates staff with any Safeguarding issues which may result to units being taught with greater sensitivity.
Senior Leaders	Introduce new units by leading whole-school launch assemblies; support the PSHE coordinator; ensure statutory requirements are met; promote a whole-school ethos of belonging and inclusion.
Pupils	Engage actively in lessons, contribute to shaping provision, respect ground rules
All Staff	Model positive behaviour and attitudes; ensure safeguarding procedures are followed; contribute to a positive school culture and support pupil wellbeing.

Inclusion

- PSHE lessons are accessible to all pupils, regardless of gender, race, religion, social or economic background, or disability, reflecting the Equality Act 2010 and SEND Code of Practice.
- JIGSAW lessons are differentiated/adapted to meet the needs of pupils with SEND and those with protected characteristics.
- Resources and teaching approaches reflect diversity in family structures, relationships, and identities.
- The curriculum promotes equality, diversity, and inclusion, reflecting the school's context and the wider world.
- The JIGSAW Charter is referred to each lesson in order to promote a safe, respectful and inclusive learning environment where pupils are aware of their right to pass.
- Staff receive guidance and support to deliver inclusive PSHE education.
- Pupil voice is used to ensure content is relevant and respectful of all backgrounds.

Professional Development

- Regular CPD (where applicable) is provided on RSE, safeguarding, and curriculum updates.
- Training covers subject knowledge, confidence in delivery, handling sensitive issues, and safeguarding protocols.
- New staff are supported through induction and mentoring. A power point is used to outline JIGSAW's key concepts and how it is implemented throughout school.

- Best practice is shared through staff meetings, peer observation, and, where possible, external training.
- Staff are encouraged to reflect on their practice and seek further development opportunities.

Inspectorate Expectations

- The curriculum is coherently planned and sequenced, meeting pupils' needs and reflecting local context.
- PSHE is central to personal development, SMSC, and British Values, and prepares pupils for life in modern Britain.
- Safeguarding is embedded, with clear procedures and safe spaces for disclosure.
- Assessment is used effectively to inform teaching and support progress.
- Provision is inclusive, differentiated, and accessible to all.
- Leadership monitors and evaluates provision, supports staff development, and promotes high standards.
- Pupils are engaged, motivated, and able to articulate their learning confidently.

Monitoring and Review

- The PSHE policy and curriculum implementation are monitored by the PSHE/RSE Lead and Senior Leadership Team.
- The PSHE coordinator monitors implementation through learning walks, pupil voice, and staff feedback.
- The policy and practice are reviewed annually, with updates made as required to reflect statutory changes and best practice.

Links to Other Policies

- Safeguarding and Child Protection Policy 2025
- Behaviour Management Policy 2024
- Equality Policy 2024
- Anti-Bullying Policy 2024
- Keeping Children Safe in Education 2025
- Pupil Mental Health and Wellbeing Policy 2025
- SEN Policy 2025

- RSE Policy 2026
- Online Safety Policy
- Curriculum Policy

Updated by Mrs Vickers (June2026)