



Tower Hill Primary School

PSHE (Personal, Social, Health Education) Policy

Introduction

All schools must 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, 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.

Aim

At Tower Hill Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme 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. (Please see Appendix A for a parents introductory leaflet about Jigsaw).

The Jigsaw scheme 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.

Here, at Tower Hill Primary School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the main statutory Relationships, Sex and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs. Please refer to the Tower Hill 'Relationship, Sex and Health Education' policy for further information on how Tower Hill approaches the teaching and learning of RSHE.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)

- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

Objectives/Pupil Learning Outcomes:

Jigsaw 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

How is PSHE organised across the school?

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including the main statutory Relationships, Sex and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
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Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Tower Hill Primary School we allocate 1 hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are taught by class teachers and are reinforced and enhanced in many ways throughout the school including:

- Assemblies
- Displays
- Praise and reward systems
- Class Charters
- Relationships: child to child, adult to child and adult to adult across the school
- We aim to 'live' what is learnt and apply it to everyday situations in the school community

Equality

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At Tower Hill Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Sex and Health Education.

Confidentiality/ Child Protection

If a child makes reference to anything which gives cause for concern (e.g. sexual abuse) then such matters cannot remain confidential. Staff will report such incidents to one of the Designated Safeguarding Leaders (DSL) who will decide whether the matter should be dealt with as a child protection issue (see Child Protection Policy.)

Inclusion

Staff at Tower Hill value all pupils equally and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs. Staff will endeavour to answer all questions honestly and frankly, however, sometimes an individual child will ask an explicit or difficult question. Questions do not have to be answered directly and can be addressed individually later.

N.B. to give advice or explanations in some areas relating to sexuality/substances may involve child protection issues or could be seen as a breach of the law. Teachers must exercise discretion in these situations and should refer to the Science Manager, PSHE /Pastoral Care Manager or Headteacher if they are concerned, for further advice and clarification. If in doubt ASK.

Roles and responsibilities

The **Governing Body** will approve the PSHE Policy, and hold the Head Teacher and PSHE leader to account for its implementation.

The **Head Teacher** (and with support from the **PSHE leader**) is responsible for ensuring that PSHE is taught consistently across the school.

Staff are responsible for:

- Delivering PSHE in a sensitive way, following the Jigsaw scheme of work
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Monitoring arrangements

The delivery of PSHE is monitored by the Head Teacher and PSHE leader. Monitoring is an ongoing process that checks the degree to which the Jigsaw Scheme of Work is being effectively implemented. Monitoring will happen through staff meeting, learning walks, staff questionnaires, regular review of the PSHE Policy, gathering work sampling and pupil conferencing.

Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems. Additionally, this is done through:

- Baseline R.E.S.T testing at the start of each half term
- Lesson observations
- Parent, staff and student surveys

Policy Review

This policy is reviewed March 2024

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		

