

PSHE Policy

Thomas Jolyffe Primary School

To be the best we can be!



Approved by: Rachel Preedy

Date: September 2025

Last reviewed on: October 2024

Next review due by: September 2026

Statement of intent

Thomas Jolyffe Primary School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who are able to make a positive contribution to their community. At Thomas Jolyffe Primary School, our PSHE curriculum is strongly tied to our pastoral care programme.

The vision for students, staff and others linked to our academy is to always look to achieve our personal best in every aspect of school life. Our school motto is: *To be the best we can be!* and our PSHE curriculum supports this wholeheartedly. Our programme promotes tolerance and respect for all people and has been designed to help our pupils build positive and safe relationships, and to thrive in modern Britain.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
 - Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum through 'No Outsiders'.
 - Our environment is safe and clean with everyone sharing responsibility for it.
 - Our culture is one of continuous improvement, creativity and enthusiasm.
- We have an open-door policy allows parents to have their say. Parent consultations happen on a yearly basis with year 5 and 6 to share information about our puberty sessions.
- Parents and carers will be informed about the policy via the academy's website where it, and the PSHE curriculum map, will be available to read and download.
- This policy will be used alongside other policies, such as Equal Opportunities, Safeguarding, Anti-Bullying, Well-being, Mental Health, British Values and other subject-specific policies in order to ensure a comprehensive PSHE education.
- The PSHE programme will be taught objectively and does not intend to promote or demote any form of sexual orientation.
- The PSHE programme will promote healthy relationships and respect for all.

1. Legislation

1.1. This policy will be compliant with the following guidance:

- DfE 'Personal, Social, Health and Economic (PSHE) Education' 2020
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' 2021
- DfE 'Science Programmes of Study: Key stages 1 and 2' 2014

2. Equal opportunities

- 2.1. Thomas Jolyffe Primary School understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that they may have.
- 2.2. Thomas Jolyffe Primary School is dedicated to delivering the PSHE and programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

3. Key roles and responsibilities

3.1. The governing body has overall responsibility for the implementation of the school PSHE.

3.2. The governing body has overall responsibility for ensuring that the PSHE as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

3.3. The governing body has overall responsibility for reviewing the PSHE Policy annually.

3.4. The headteacher has responsibility for handling complaints regarding this policy, as outlined in the academy's Complaints Policy.

3.5. The headteacher and PSHE Lead will be responsible for the day-to-day implementation and management of the PSHE Policy.

3.6. The PSHE Lead, Mrs Preedy, is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

3.7. As required by statutory guidance, the governing body and headteacher will consult with parents to ensure that the PSHE policy reflect the needs and sensibilities of the wider school community.

3.8. Thomas Jolyffe Primary School's PSHE curriculum does not include sex education and therefore, parents do not have the right to withdraw their child from any of these lessons.

3.9. We will ensure that pupils are also involved in the creation of this policy through use of our School Council.

4. Aims of the PSHE curriculum

4.1 Pupils will learn to:

- Understand what constitutes a healthy lifestyle.
- Understand safety issues, both in real life and online.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered/sexual orientation/viewpoints of others in our school community and the wider world (No Outsiders).
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

5. Teaching methods and learning style

5.1 A range of teaching and learning styles will be used to teach PSHE using the Jigsaw scheme as well as No Outsiders and Zones of Regulation.

5.2 Teaching will be pupil-led and there will be an emphasis on active learning techniques such as discussion, reflection, group work and a range of fictional stories that develop meaning on matters.

5.3 'Ice-breaker' activities and clear ground rules regarding discussions will be put in place in order to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines may include rules such as:

- Use quiet inside voices.
- One person speaking at a time- using the jigsaw piece to speak.
- Follow and agree to the jigsaw charter
- Show respect for another's views, even when disagreeing with them.
- Keep comments subject-specific, as opposed to personal.

5.4 Pupils will learn research and study techniques and have the opportunity to engage in investigations and problem-solving activities.

5.5. All pupils will be encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies, team games and being part of school celebrations i.e. fetes.

5.6. We will use visiting speakers, such as health workers and the police, to broaden the curriculum and share their real life experiences. Any such speakers must be closely monitored by the class teacher who should use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our Thomas Jolyffe Primary School.

5.7. We will consult with the local community on matters related to PSHE to ensure that local issues are covered in lessons.

5.8. Pupils' questions will, unless inappropriate, be answered respectfully by the teacher.

6. Timetabling and cross-faculty involvement

6.1. We will use direct teaching via weekly timetabled lessons.

6.2. PSHE will be taught in discrete curriculum time, delivered by class teachers.

6.3. We will ensure cross-curricular learning through discussion between faculties, for example, the physical education department, teachers and other relevant areas.

6.4. There is an element of PSHE in pastoral care and we will ensure that PSHE and pastoral care teams work together to ensure that pupils feel comfortable indicating that they may be vulnerable or at risk.

7. Reporting and confidentiality

7.1. Every lesson should reinforce that, if pupils have any personal concerns or wish to talk about any of the issues raised in the lesson; they should feel comfortable consulting their PSHE teacher or another member of staff about this.

7.2. Pupils will be encouraged to have an open dialogue regarding any such issues with the teacher. Pupils must understand that their teacher may not be able to keep certain information confidential, for example, where there are safeguarding issues raised. When a pupil does wish to speak to a teacher about any such issue, the teacher should ensure that the pupil is aware of this responsibility.

7.3. Teachers must alert the designated safeguarding leader team (DSL) about any suspicions of inappropriate behaviour or potential abuse as per the Thomas Jolyffe Primary School's Safeguarding Policy.

8. Bullying incidents

8.1. Thomas Jolyffe Primary School has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the PSHE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents.

8.2. Any occurrence of these incidents should be reported to a DSL, who will then discipline the pupil once he/she is on school premises.

8.3. These incidents will be dealt with following the process in our Anti-bullying Policy. The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

9. Tailoring PSHE

9.1. Discussion and other activities will be used in initial PSHE lessons in order to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regard to this.

9.2. Teaching will take into account the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.

9.3. Adaptations will be made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.

9.4. All pupils with special educational needs will receive PSHE education, with content and delivery tailored to meet their individual needs.

10. Programme of study

10.1 The whole-school programme will cover:

- What is meant by a healthy lifestyle.
- How to maintain physical, mental and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- Managing change, including puberty, transition and loss.
- How to make informed choices about health and wellbeing and to recognise sources of help with this.
- How to respond in various emergencies.
- Identifying different influences on health and wellbeing.
- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying and abuse, as well as how to respond to these and ask for help.
- How to respect equality and diversity in relationships.
- Respect for the self and others, and the importance of responsible behaviours and actions.
- Rights and responsibilities as members of families, other groups and ultimately, as citizens.
- Different groups and communities, and how to respect equality and be a productive member of a diverse community.
- Understanding relationships, sex (gender) and sexuality
- Understanding a range of values and moral issues including the importance of family life and the importance of healthy relationships
- Learning about the importance of marriage for family life, stable and loving relationships, respect, love and care
- The importance of respecting and protecting the environment.
- Where money comes from, keeping it safe and the importance of managing it effectively.
- How money plays an important part in people's lives.
 - A basic understanding of enterprise.

11. Assessment

Pupils' knowledge and understanding is assessed through formative assessment via question and answer sessions, discussion groups and quizzes.

Pupil assessment will be completed each half term on the schools chosen assessment tool.

12. PSHE Leader

The PSHE Leader will:

- Raise awareness amongst teachers and other staff of their contribution to the pupils' personal and social development.
- Agree the overall aims, objectives and priorities of the PSHE curriculum.
- Establish a shared view of best practice to which all pupils are entitled.
- Develop and review this policy.
- Agree the priorities for pupils' personal and social development.
- Identify the major opportunities for meeting these priorities across the curriculum.
- Provide appropriate support and training for departmental staff.
- Liaise with parents through our open-door policy and through parent working parties and consultations to make any changes to our PSHE curriculum.
- Monitor the PSHE programme including the use of outside agencies.
- Evaluate the PSHE and programme via an annual pupils' questionnaire.
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
- Attend relevant courses and network meetings.