



St Peter's Catholic Academy

“Together, One Family, One Community in Christ”

PSHE (Personal, Social, Health Education) Policy

Reviewed September 2025

Introduction

St Peter's PSHE policy is based on the DfEE guidance document Relationships Education, Relationships and Sex Education and Health Education. Our 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).

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects **from September 2020**.

Context

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.

PSHE

At St Peter's Catholic Academy we teach Personal, Social, and 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. The overview of the programme can be seen on our school website.

This 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.

This policy outlines the Intent, Implementation and Impact of how PSHE is taught using a spiral curriculum in our school. The PSHE Policy should be read in conjunction with the following policies: RSE, SEND and Safeguarding.

Intent

At St Peter’s Catholic Academy we understand the importance children’s knowledge surrounding PSHE. We believe that PSHE is an essential part of the curriculum that allows us to teach information and skills to empower children to learn now, and improve their life-chances later. Through the teaching and learning of ‘The Jigsaw Approach to PSHE’ we feel that the children at St Peter’s will have opportunities to develop their self-feelings, thoughts and ideas using a range of concepts that will allow to build on their social skills, emotional skills in a mindfulness and spiritual way. We inspire the children to ask questions about themselves and the world around them, at St Peter’s we endeavour to give children the life skills that they need to continue on in life after education. We will introduce new vocabulary to the children that we will encourage them to use within lessons to build on their knowledge and understanding of PSHE. We will continue to promote equality and inclusion for all of our children and these will be topics that will be discussed and taught as part a broad and balanced curriculum.

Implementation

To ensure quality teaching in the key concepts for PSHE, at St Peter’s we implement a curriculum that allows all children to focus on the same aspects at the same time throughout the school whilst developing progression within each year group.

Through ‘The Jigsaw Approach to PSHE’, the children at St Peter’s are taught all of the skills and concepts, bringing together PSHE Education, emotional literacy, social skills and spiritual development. We promote the children’s individualities, adapting teaching strategies and lessons to meet the different needs and learning styles of our children at St Peter’s

Our PSHE scheme at St Peter’s, ‘The Jigsaw Approach’ is designed as a whole school approach, with all year groups working on the same theme and concepts (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly to discuss the learning intentions, new vocabulary and key concepts, generating a whole school focus for adults and children alike. Each Piece of the ‘Jigsaw’ has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children’s needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced) We include the statutory Relationships and Health Education woven through our whole-school PSHE Programme using Ten: Ten (see curriculum mapping document)

Impact

This approach to teaching PSHE means that our curriculum and coverage is relevant to children living in today’s world as it helps them to understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Our children will have a wider knowledge of themselves and the world around them. Showing acceptance and understanding to others, but also understanding the importance of self-thoughts and feelings. By taking a whole school approach, this means that our children are deepening their knowledge of PSHE throughout their time at St Peter’s.

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).

What do we teach when and who teaches it?

Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

Key Stage One and Two

Within Key Stage One and Two PSHE lessons are more structured and follow the Jigsaw and Ten: Ten schemes of work that are in place. T

The Structure of the lessons in Jigsaw

- Connect us – Provides children with the opportunity to improve their social skills and better enable collaborative learning.
- Calm Me – A Mindfulness technique which allows the children to prepare for their learning.
- Open My Mind – Helps the brain to focus on specific learning intentions.

- Tell me or show me – This part of the lesson is used to introduce new information, concepts and skills using a range of teaching approaches, resources and activities.
- Let Me Learn – After receiving information, children use and play with that new information in order for it to make sense to them and for them to accommodate it into their existing learning.
- Help me to reflect – Children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning.

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. We follow Jigsaw for the Puzzles 1 -4 and Ten: Ten for Relationships and Sex 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.

	Puzzle (Unit)	Content
Puzzle 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.
Puzzle 2:	Celebrating Difference	Includes anti-bullying (cyber bullying included) and understanding
Puzzle 3:	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
Puzzle 4:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Ten: Ten	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Ten: Ten	Changing Me (Sex Education)	Includes Relationships and Sex Education in the context of coping positively with change

At St Peter's Catholic Academy 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 reinforced and enhanced in many ways:

Assemblies and collective worship, Our Class Learning Charters, through 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.

Class teachers deliver the weekly lessons to their own classes.

Mental Health

At St Peter's we aim to promote positive mental health for every child, parent, career and staff member. Children will be taught about mental health and strategies to help improve and maintain a healthy mental health through whole school assemblies and during their PSHE lessons. The school will also raise awareness of Mental Health through whole school curriculum themed days/weeks which are listed below.

Whole School Curriculum Themed Days/Weeks:

- *World Mental Health Day*
- *World Kindness Day*
- *Anti-Bullying Week*
- *Children's Mental Health Week (Place2Be)*
- *International Women's Day*
- *Mental Health Awareness Week*

Assessment, Recording, Reporting and Monitoring

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. Assessment should offer the children the opportunity to reflect on their own progress which is evidenced in their personal PSHE and RHE journal/ PSHE objectives are also documented within 'floor books' which include specific focussed PSHE discussions, work around themed PSHE week's and group activities. The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate. It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

Resources

Teachers have access to online resources for PSHE and RHE through the Jigsaw Portal and Ten: Ten website. The PSHE curriculum leader will regularly review resources and obtain, within the constraints of the allocated budget, additional resources as necessary.

Professional Development and Training

The PSHE subject leader ensures they are kept informed of relevant changes to aspects of PSHE by attending PSHE training and network meetings. The subject leader will support colleagues in the teaching of PSHE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school. Staff INSETS and training will be planned into the academic year to ensure best practice.

Other relevant documents/policies

- Jigsaw 3-11 (mapping document)
- RHE
- SEND inclusion
- Child Protection and Safeguarding
- Prevent
- British Values
- Anti-bullying
- Behaviour
- Internet Safety

Useful websites

<https://www.place2be.org.uk/>

<https://www.mentallyhealthyschools.org.uk/>

<https://www.annafreud.org/>

<https://www.mentalhealth.org.uk/>

Date of next review: September 2027

Policy written by – L. Hilton

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • R3 that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<p>All of these aspects are covered in lessons within the Puzzles or Ten:Ten</p> <ul style="list-style-type: none"> • Celebrating Difference • Being Me in My World • Ten: Ten

Caring friendships	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 that most friendships have ups and downs, and that these can often be worked 	<p>All of these aspects are covered in lessons within the Puzzles or Ten:Ten</p> <ul style="list-style-type: none"> • Celebrating Difference • Being Me in My World • Dreams and Goals • Ten: Ten
	<p>through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p><input type="checkbox"/> R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed</p>	
Respectful relationships	<p><input type="checkbox"/> R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p><input type="checkbox"/> R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p><input type="checkbox"/> R14 the conventions of courtesy and manners</p> <p><input type="checkbox"/> R15 the importance of self-respect and how this links to their own happiness</p> <p><input type="checkbox"/> R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p><input type="checkbox"/> R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p><input type="checkbox"/> R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive R19</p> <p><input type="checkbox"/> the importance of permission-seeking and giving in relationships with friends, peers and adults</p>	<p>All of these aspects are covered in lessons within the Puzzles or Ten: Ten</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference • Relationships • Ten: Ten

Online relationships	<input type="checkbox"/> R20 that people sometimes behave differently online, including by pretending to be someone they are not. <input type="checkbox"/> R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. <input type="checkbox"/> R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <input type="checkbox"/> R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. <input type="checkbox"/> R24 how information and data is shared and used online.	All of these aspects are covered in lessons within the Puzzles or Ten: Ten <ul style="list-style-type: none"> • Celebrating Difference • Ten: Ten
Being safe	<input type="checkbox"/> R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <input type="checkbox"/> R26 about the concept of privacy and the implications of it for both children and adults;	All of these aspects are covered in lessons within the Puzzles or Ten: Ten
	<input type="checkbox"/> including that it is not always right to keep secrets if they relate to being safe. <input type="checkbox"/> R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. <input type="checkbox"/> R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <input type="checkbox"/> R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. <input type="checkbox"/> R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, <input type="checkbox"/> R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. <input type="checkbox"/> R32 where to get advice e.g. family, school and/or other sources.	<input type="checkbox"/> Celebrating Difference Ten: <input type="checkbox"/> Ten

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
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<p>Mental wellbeing</p>	<ul style="list-style-type: none"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<p>All of these aspects are covered in lessons within the Puzzles or Ten: Ten</p> <ul style="list-style-type: none"> • Healthy Me • Celebrating Difference • Ten: Ten
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Internet safety and harms	<ul style="list-style-type: none"> <input type="checkbox"/> H11 that for most people the internet is an integral part of life and has many benefits. <input type="checkbox"/> H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. <input type="checkbox"/> H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. <input type="checkbox"/> H14 why social media, some computer games and online gaming, for example, are age restricted. <input type="checkbox"/> H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. <input type="checkbox"/> H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. <input type="checkbox"/> H17 where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles or Ten: Ten</p> <ul style="list-style-type: none"> • Relationships • Healthy Me • Ten: Ten
Physical health and fitness	<ul style="list-style-type: none"> <input type="checkbox"/> H18 the characteristics and mental and physical benefits of an active lifestyle. <input type="checkbox"/> H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. <input type="checkbox"/> H20 the risks associated with an inactive lifestyle (including obesity). H21 <input type="checkbox"/> how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles or Ten: Ten</p> <ul style="list-style-type: none"> • Healthy Me • Ten: Ten
Healthy eating	<ul style="list-style-type: none"> <input type="checkbox"/> H22 what constitutes a healthy diet (including understanding calories and other nutritional content). <input type="checkbox"/> <input type="checkbox"/> 	<p>All of these aspects are covered in lessons within the Puzzles or Ten: Ten</p> <ul style="list-style-type: none"> • Healthy Me

	H23 the principles of planning and preparing a range of healthy meals. H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other	<ul style="list-style-type: none"> • Ten: Ten
	behaviours (e.g. the impact of alcohol on diet or health).	
Drugs, alcohol and tobacco	<input type="checkbox"/> H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	
Health and prevention	<input type="checkbox"/> H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. <input type="checkbox"/> H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. <input type="checkbox"/> H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. <input type="checkbox"/> H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. <input type="checkbox"/> H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. H31 <input type="checkbox"/> the facts and science relating to immunisation and vaccination	<p>All of these aspects are covered in lessons within the Puzzles or Ten: Ten</p> <ul style="list-style-type: none"> • Healthy Me • Ten: Ten
Basic first aid	<input type="checkbox"/> H32 how to make a clear and efficient call to emergency services if necessary. <input type="checkbox"/> H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.	<p>All of these aspects are covered in lessons within the Puzzles or Ten: Ten</p> <ul style="list-style-type: none"> • Healthy Me • Ten: Ten

Changing adolescent body	<ul style="list-style-type: none">□ H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.□ H35 about menstrual wellbeing including the key facts about the menstrual cycle.	All of these aspects are covered in lessons within the Puzzles or Ten: Ten <ul style="list-style-type: none">• Ten: Ten• Healthy Me
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