



'We can and we will'

GLEBE PRIMARY SCHOOL

**PERSONAL, SOCIAL, HEALTH, ECONOMIC EDUCATION
POLICY**

Mission Statement:

At Glebe Primary School, we believe in an ethos that values the whole child. We strive to enable all children to achieve their full potential academically, socially and emotionally.

Aims

At Glebe, it is our intent to provide all children with a broad and balanced curriculum that aims to assist the children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy happy relationships.

We follow the Jigsaw programme of study which consists of 6 main core themes.

Being Me in My World
Celebrating Difference
Dreams and Goals
Healthy Me
Relationships
Changing Me

In addition to the Jigsaw programme of study we follow the Zones of Regulation programme to promote healthy and safe strategies for dealing with a range of emotions, as well as following the lessons set out in the Talk PANTS campaign by the NSPCC.

Please consult our Relationship and Sex Education (RSE) policy for details on our approach for the RSE strands of PSHE.

Delivery of PSHE

At Glebe, children's wellbeing, happiness and safety are our first responsibility. We are committed to promoting a safe and healthy lifestyle. Our PSHE (Personal, Social, Health and Economic) education programme helps children to develop and acquire the knowledge, skills and attributes they need to keep themselves healthy and safe. PSHE provides the children with the building blocks for them to develop healthy, respectful relationships, focussing on family and friendships, in all contexts, including online. PSHE develops the qualities and attributes that children need to

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manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society.

By teaching our pupils to stay safe and healthy, and by building their self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils. Our programme is set within a moral framework and is matched to the pupils' level of maturity.

Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is split into six Puzzles with the same core themes as the rest of the school.

- **Being Me in My World**
- **Celebrating Difference**
- **Dreams and Goals**
- **Healthy Me**
- **Relationships**
- **Changing Me**

The puzzles follow the same theme but are differentiated for the age/stage of the children.

The school fosters and develops relationships between home, school and local community. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

Key Stage 1 and Key Stage 2

The Jigsaw PSHE programme follows the six core themes which can be adapted to suit the needs of the children at Glebe. However, we also have a flexible approach towards our PSHE lessons and if there is an issue that has been raised nationally, within the school, year group or class, we adapt the PSHE lesson for that week to fit the needs of the cohort. Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

Where issues may be considered sensitive such Relationships and Sex Education (RSE), drugs and alcohol etc, these are covered in an age-appropriate way at decided and set points within the curriculum. Parents will be informed in advance of these lessons through the curriculum maps and/or letters/ information on dojo depending on the lesson. More information about this can be found on our RSE policy.

In addition to our PSHE programme we have stand alone PSHE lessons such as:

- specialised assemblies
- PSHE whole school events e.g. Anti-Bullying Week, Mental Health Awareness week, Road safety week, etc.
- Circle times
- Pastoral care and guidance
- Visiting speakers

Teaching Strategies

The Jigsaw approach takes the different learning strategies into account, which are in line with our Glebe Teaching and Learning Policy. The Jigsaw programme can be tailored accordingly;

- The Jigsaw approach promotes mindfulness in each lesson. Mindfulness is to be aware of your thoughts and feelings as they arise, and to be able to focus your mind on what you choose to focus it on both outside of you and within you. In Jigsaw, the mindful approach to PSHE, mindfulness is developed in 3 main ways:
 - a) through the 'Calm Me' time in each Piece (lesson). This consists of breathing techniques, awareness exercises and visualisations, enabling children not to empty their minds but to quiet them and become aware of the activity within them and manage it positively.
 - b) through the taught curriculum. Lessons (Pieces) help children to explore their thoughts and feelings, to expand their emotional vocabulary, explore thoughts-feelings-consequence sequences, build their confidence and express themselves in a safe environment.
 - c) through the 'Pause Points' in lessons (Pieces) which ask children to 'Stop and look inside' to practise observing their thoughts and feelings relating to what they are learning about in that lesson.
- Jigsaw aims to meet children's needs and therefore, establish a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, it is vital. To enable this, 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. We take turns to speak; We use kind and positive words; We listen to each other; We have the right to pass; We only use names when giving compliments or when being positive; We respect each other's privacy (confidentiality)
- Each year group will use individual Jigsaw Friends. These are mainly used as the 'talking object' in circle discussions. They pass the 'Friend' around the circle and when holding the Jigsaw Friend, it is their turn to talk or to offer suggestion, experience or feeling relevant to the discussion if they choose to. Additionally, the Jigsaw Friends act as a distancing tool so that children can talk about potentially more sensitive issues without referring directly to themselves.
- Most puzzles include the use of the Jigsaw Circle in some Pieces (lessons). The Jigsaw Circle is a tried and tested teaching approach.
- Jigsaw follows the following structure of the Pieces (lessons);

Connect Us - This is a game or activity designed to be fun and inclusive and to build and maximise social skills. 'Connect us' engenders positive relationships and enhances collaborative learning. It sets the atmosphere at the beginning of each Jigsaw Piece and can be used again at the end should the teacher feel the atmosphere needs to be lifted after some deep work during the lesson.

Calm Me - This section of the Piece helps children gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity. This will also engender a peaceful atmosphere within the classroom. It may well take a number of

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sessions before children can do this successfully, as many children live in continually noisy and hectic environments. It is an invaluable life skill which also enhances reflection and spiritual development. This underpins the mindful approach advocated in Jigsaw (See 'mindfulness' above)

Open my Mind - The Reticular Activating System of the brain filters the many stimuli entering the child's mind at any given time. It is designed only to allow in that which is significant. Therefore, it is important to engage this system with the most important aspects of learning intended for each Piece (lesson). If we do this well, it will enable children to filter out activity around them not significant to this learning intention, thereby improving concentration and learning.

Tell Me or Show Me - This section of the Piece (lesson) is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.

Let Me Learn - Following Piaget's learning model, after receiving new information/concepts, children need to manipulate, 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 Reflect - Throughout Jigsaw, 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. They are also asked to stop and become aware of their thoughts and feelings in any given moment in Pause

Points  thus developing their mindfulness.

Closure - Each Piece needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points for the children.

High standards are set within PSHE. Each individual is ensured access to a full and varied programme of activities, no matter their learning style, special educational need, social or cultural background, ability or behaviour. Each child and their opinions is equally heard and respected. Knowledge and skills are imparted in a way that suits children's prior understanding and attainment level and tasks and materials are adapted as appropriate so that all pupils are able to achieve and progress.

British Values

At Glebe, British Values are promoted in all areas of the curriculum, including in PSHE. The British Values are embedded throughout the Jigsaw PSHE programme and taught across Jigsaw 3-11. It explains the Jigsaw Approach to them throughout the whole school approach. In appendix 1 you can find a detailed view of the British Values by Lesson.

Monitoring and Evaluation

The PSHE co-ordinator, with the support of the Senior Leadership Team, is responsible for monitoring and evaluating provision in PSHE. They will support colleagues in delivering PSHE by sharing good practice, providing resources and training and providing a strategic lead and direction for PSHE in the school. All staff are responsible for identifying weaknesses and areas for further development within the

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curriculum area. The PSHE policy will be evaluated according to the school policy renewal schedule.

Reviewed: September 2025

To be reviewed: September 2026

Appendix 1



British Values in Jigsaw by lesson

May 2023

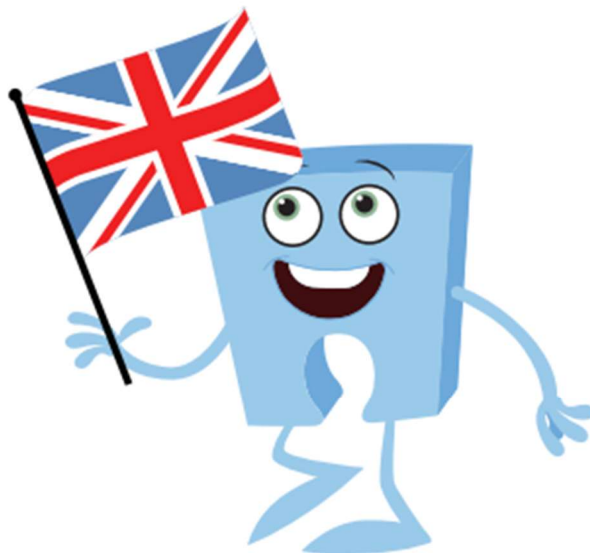
The OFSTED Inspection Framework (Sept 2019) states that inspectors will consider whether –

“the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British Values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law”.

This article indicates which lessons, within which Puzzles, are most related to the different aspects of the British Values expectations. As you will already be aware, there is much threaded throughout all the lessons that supports this, but here we explain which lessons we feel are most pertinent to the more explicit aspects of these within Jigsaw PSHE 3-11.

The Mapping Document (from page 5 onwards) is a simple tool that you can then use to show in more detail how these concepts and ideals of British Values are visited and revisited throughout the programme so that they are fully embedded in the whole school approach rather than being taught as one-off lessons. This then enables you to see where the content of Jigsaw may tie in with other British Values teaching and learning in your school.

To look at the different aspects and how these are developed, you can also follow the progression through the Whole School Progression document or even the Knowledge Organisers that can be shared with parents which also contain relevant questions in many aspects related to British Values that children can continue to build on in discussions at home. These can all be found on the Jigsaw Portal by going to the Materials > Whole School Resources > Knowledge Organisers.



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How is each of the British Values included in a Jigsaw Lesson?

The British Values are promoted through the use of the Jigsaw Learning Charter which is shared at the beginning of every Jigsaw PSHE lesson. The Learning Charter is child-centred and aims to encourage children to work together and follow a set of 'ground rules' to create a safe, positive learning environment. The behaviours of the Jigsaw Charter are reflected in the whole-school Learning Charter developed in the first puzzle of the year (Being Me in My World), and will consequently permeate the school community, supporting children as they grow and learn. The Learning Charter supports the work that is going to happen in each Jigsaw lesson.

Democracy is evident across all puzzles within the Jigsaw PSHE 3-11 programme. Children have lots of opportunities for their voices to be heard through whole class, group or paired discussions. The Jigsaw Learning Charter aims to ensure that all lessons establish a safe learning environment. The 'ground rules' of the Learning Charter invite children to sign and agree to try and stick to the rules during all Jigsaw lessons. It encourages children (and adults alike) to listen carefully to one another, and respect the right of others whilst having opportunities to have their own opinions and voices heard.



Jigsaw encourages children to take ownership of their learning through their 'Help Me Reflect' time when recording their thoughts, feelings and ideas in their individual Jigsaw Journals. Many of the Jigsaw PSHE lessons include 'Pause for Thought' moments, whereby children can reflect in the moment, considering their thoughts and feelings. Opportunities are given to all of the children to share their thinking, thoughts and ideas with others if they feel comfortable doing so.



The Rule of Law is evident in every Jigsaw lesson when beginning the session with the Jigsaw Learning Charter. Establishing a safe, comfortable environment for all children (and adults) to learn in is paramount to every lesson. Children are also taught about their rights as a child, including those from The United Nations Convention on the Rights of the Child (UNCRC). These are included in all puzzle pieces. At Jigsaw, we believe it is important for children to understand equality and their rights, to understand how both they should be treated, and how they should treat others. A separate mapping document has been created to evidence where these are taught in the Jigsaw 3-11 PSHE programme.

Children are taught the value, importance and reasoning behind why rules exist. There are lots of opportunities throughout all age groups to explore making positive choices as well as how this balances with consequences. Making positive behavioural choices is explored through class, partner and group discussions. Opportunities for children to explore their thoughts during 'Pause for Thought' moments invite children to consider how they feel in the present moment, impacting choices and individual thinking.

Individual Liberty

Jigsaw provides a structured programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice. Jigsaw PSHE begins this teaching right from the beginning in the Early Years Foundation Stage and offers opportunities for children's spiritual, moral, social and cultural (SMSC) development. At Jigsaw, we believe these opportunities are vital for children's development, understanding of themselves and others, and increasing their capacity to learn. Children are provided with opportunities to make informed choices and feel comfortable expressing their views. The ethos of a Jigsaw lesson aims to always make every child feel welcomed, valued and comfortable and therefore promotes a positive learning environment.





Mutual respect

One of the key aspects of Jigsaw is how we enable and teach children to have respectful discussions on sensitive subjects. Jigsaw aims to provide a structured lesson format in which a safe learning environment is created. Each lesson plan includes phrasing, suggested use of language and terminology as well as suggestions for asking open-ended questions sensitively and reflectively. Jigsaw lesson plans provide these prompts through 'ask me this' questions. These are designed to support adults leading the session to feel confident in connecting with children to think about how they feel or what their opinions/ideas may be. Often this includes topics which involve thought-provoking and sensitive subjects. As children get older they build on previous knowledge and skills to develop their ability to listen to others respectfully, debate other people's views and consider ways that we can be accepting of those who may be different to ourselves. Even in lessons where different points of view are encouraged, and issues may be debated, the Learning Charter is always revisited and its expectations reinforced. This ensures that children feel enabled to freely express their faith, feelings and values in an environment of mutual respect.

Tolerance of those of different faiths and beliefs

The Celebrating Difference puzzle specifically looks at how we might differ in many ways, but that there are human and spiritual elements in us all where we can find a connection and empathy with each other, no matter how much the world might find difference a cause for conflict. Jigsaw aims to go beyond 'tolerance' to help children 'celebrate difference', their own individuality and that of others.



The children learn to be interested in what makes us all unique from as young as 3 years old and this includes the way we embody our beliefs, feelings and values. For children 7 years and over, elements of the Equality Act are examined within this puzzle which again ensures that the faiths, feelings and values of others are respected. Schools with Jigsaw embedded into their everyday life will also invoke the Jigsaw Learning Charter in other lessons, for example, in Religious Education. This ensures that children understand that the respect we discuss in Jigsaw PSHE permeates into other areas of school life and supports schools in ensuring that all differences in faith and beliefs are celebrated and respected.

Where will I find lessons teaching British Values?

All the British Values - Democracy, Rule of Law, Mutual Respect, Individual Liberty and Tolerance of those of Different Faiths and Beliefs - are most clearly reflected in the first three Puzzles every year, but are also reflected in other later teachings, particularly the Relationships Puzzle. In the progression documents, you can see where empathy, democracy, respect, explicit British Values (in Being Me in My World), equality, respecting differences, the roles of different people in our societies and the different communities that we are all part of - are all taught.

Specific lessons are not taught on each of the British Values (asides from democracy in Being Me in My World in Ages 8-9 Piece 3 and Ages 10-11, Piece 6). The content of lessons, including the learning intentions contribute to an understanding of aspects of the five British values, which are evident across all age groups and puzzles. The numbers in the boxes below refer to the lesson plan in that Puzzle (unit) that contributes most to the British Value.

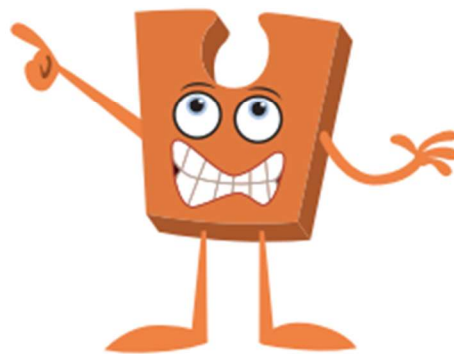
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Being Me in My World								
Opportunities to promote the British Values in the puzzle: Being Me in My World	F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)	
Democracy	Learning about our rights and responsibilities (UNCRC)	5, 6	2, 3, 6	2	3	3, 6	2, 3	2
	Making a choice or decision					6		3
	Learning about rewards, choices and consequences		5	3, 4	4	4	5	4
	Expressing my viewpoints						6	6
	Listening to, valuing and respecting the views of others	3, 4			6		6	6
Rule of Law	Creating a safe, happy environment to learn	5, 6		3		1, 4	3	5, 6
	Understanding rules and why they are important				3		4	2, 3
	Making positive behavioural choices		5, 6	6	4, 5	1, 4	4	2, 3
	Learning about our responsibilities	6	2, 3	2	5		2	
	Safeguarding and keeping safe	5						
Individual Liberty	Making informed choices			5			4	
	Expressing individual views respectfully		4, 5					
	Welcoming others and creating a positive learning environment			1, 5	1	1, 2		1
	Children's rights (UNCRC)		2, 3, 6	2	3, 5		2, 3	2, 3, 4
	Personal development (SMSC)			1	1		1	1

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Mutual Respect	Developing positive relationships with others (peers and adults)		1, 2	2	1, 2	1		1
	Making and maintaining friendships		2			1		
	Welcoming others and treating others fairly	1	1, 4	1, 2		1, 4	3	2
	Treating others with kindness and respect		4		5	4		1
	Socialising and including others		5		5	2	5	5
	Teamwork and collaborating		5					

Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice							
	Belonging and feeling valued		2, 3	1, 2	1, 3	1	1	1
	Learning about different faiths, cultures and people who are different to me							2
	Listening to and showing respect towards other viewpoints		4		6		1	
	Learning about diversity							2, 3
	Being respectful towards others		3	3, 4	5	1	4, 5	4, 5



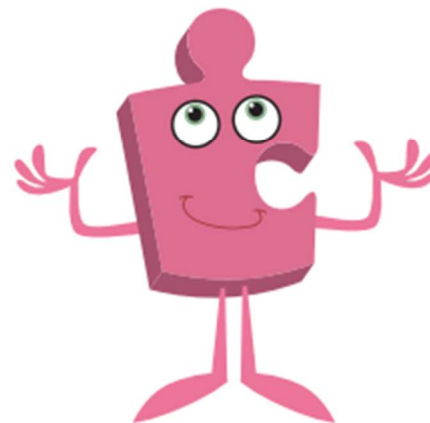
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Celebrating Difference								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)			4				
	Making a choice or decision							
	Learning about rewards, choices and consequences	3						3
	Expressing my viewpoints			4			1, 6	
	Listening to, valuing and respecting the views of others						1, 2, 4	3, 6
Rule of Law	Creating a safe, happy environment to learn	6		4	3, 5	3, 4	4	3
	Understanding rules and why they are important				5			
	Making positive behavioural choices				3, 5		3, 4	3
	Learning about our responsibilities					3		
	Safeguarding and keeping safe			4			4	3, 4
Individual Liberty	Making informed choices	6						2
	Expressing individual views respectfully			1		2	5	2
	Welcoming others and creating a positive learning environment		3, 4, 5	1, 2	3, 4, 5		2, 3	2, 3, 5
	Children's rights (UNCRC)			4			2, 3	2
	Personal development (SMSC)	1					5	

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Mutual Respect	Developing positive relationships with others (peers and adults)	5	4	5	1		1	2
	Making and maintaining friendships	5	4	5				
	Welcoming others and treating others fairly	5	1, 2, 3, 4	2, 3, 5	3, 4, 5	2, 3, 4	6	2, 5
	Treating others with kindness and respect	3	2	1, 3, 6		2	1, 6	1, 5, 6
	Socialising and including others							
	Teamwork and collaborating							

Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice		1, 3, 4	3	2, 3, 4	1, 2, 3, 4	2, 3, 4	3, 4
	Belonging and feeling valued	2, 5	5		6		1	1, 2, 5
	Learning about different faiths, cultures and people who are different to me		2	6	1	1	1, 6	1
	Listening to and showing respect towards other viewpoints						5	
	Learning about diversity	3, 4	1, 6	1, 2	1	1	2	1, 2, 5
	Being respectful towards others					1, 2		1, 2, 5, 6



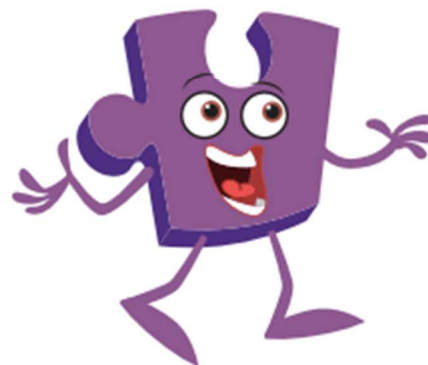
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Dreams and Goals								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)							
	Making a choice or decision	5						4, 5
	Learning about rewards, choices and consequences		3	6			2	4, 5
	Expressing my viewpoints			5		6	1	
	Listening to, valuing and respecting the views of others		3	3, 4			5	4, 5, 6
Rule of Law	Creating a safe, happy environment to learn			4		3		
	Understanding rules and why they are important							
	Making positive behavioural choices			5		4		
	Learning about our responsibilities						1	
	Safeguarding and keeping safe							
Individual Liberty	Making informed choices		4	1, 2	3		1	1, 2
	Expressing individual views respectfully				5	4		
	Welcoming others and creating a positive learning environment					1, 3		
	Children's rights (UNCRC)						6	
	Personal development (SMSC)	3	5, 6	1, 2	1, 4		1, 3	1, 2

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Mutual Respect	Developing positive relationships with others (peers and adults)	4	3	3			3, 4
	Making and maintaining friendships						
	Welcoming others and treating others fairly	4			1	2, 4	4, 6
	Treating others with kindness and respect	4		6		2	4
	Socialising and including others		3	3		6	5, 6
	Teamwork and collaborating	1, 2	3	4, 5	5		6

Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice							
	Belonging and feeling valued	2	2, 3		2		3, 4, 6	
	Learning about different faiths, cultures and people who are different to me						4, 5	3
	Listening to and showing respect towards other viewpoints						6	
	Learning about diversity				1			4
	Being respectful towards others	2	2, 3	3, 4, 6	1		2	3



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Healthy Me								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)					1		
	Making a choice or decision					1, 5		
	Learning about rewards, choices and consequences					5		
	Expressing my viewpoints					6		
	Listening to, valuing and respecting the views of others							
Rule of Law	Creating a safe, happy environment to learn							
	Understanding rules and why they are important		4, 5			6		
	Making positive behavioural choices				5	6		
	Learning about our responsibilities				4			2
	Safeguarding and keeping safe	6	4, 5	6			2	2, 3, 4
Individual Liberty	Making informed choices	2	1, 2	4	4	1, 5	4, 6	1, 4
	Expressing individual views respectfully			2		3		
	Welcoming others and creating a positive learning environment				1	6		
	Children's rights (UNCRC)					2		1, 2
	Personal development (SMSC)	4	6	3, 6	2, 3, 5	3, 4	1, 2, 3	2, 3

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Mutual Respect	Developing positive relationships with others (peers and adults)	3, 4		5		1		3, 5
	Making and maintaining friendships			5		1		
	Welcoming others and treating others fairly				1	5		
	Treating others with kindness and respect				1	5	4, 5	
	Socialising and including others	3				2, 5	4, 5	
	Teamwork and collaborating				3	2		3

Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice					5		
	Belonging and feeling valued	6				2		5
	Learning about different faiths, cultures and people who are different to me							
	Listening to and showing respect towards other viewpoints	4			3, 6	6		6
	Learning about diversity					2		
	Being respectful towards others			4	3, 6		4, 5	5, 6



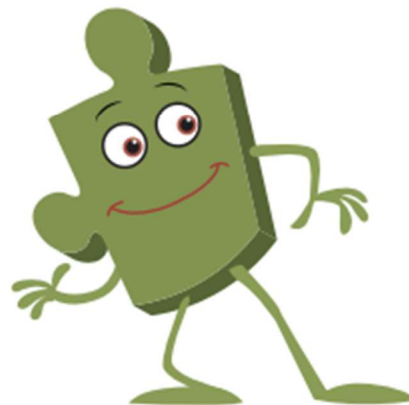
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Relationships								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)				1, 5		6	5
	Making a choice or decision			3				
	Learning about rewards, choices and consequences						5, 6	4, 5
	Expressing my viewpoints			1	2		1	
	Listening to, valuing and respecting the views of others	1	1	1	2, 4			
Rule of Law	Creating a safe, happy environment to learn	1	2, 4		2, 4			
	Understanding rules and why they are important				2		5, 6	5, 6
	Making positive behavioural choices	4	2		2, 4	4		
	Learning about our responsibilities						5, 6	
	Safeguarding and keeping safe	4	4	2, 4	3		5, 6	5, 6
Individual Liberty	Making informed choices	5	3				1	4, 5
	Expressing individual views respectfully	1	3	1	1, 5			
	Welcoming others and creating a positive learning environment	2, 4	2	3	2	4		4
	Children's rights (UNCRC)			2	5		3, 4	4, 6
	Personal development (SMSC)						5, 6	

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Mutual Respect	Developing positive relationships with others (peers and adults)	2, 3	2	3, 4	2	1, 2	1, 2	2
	Making and maintaining friendships	2, 3, 6	2			1, 4	6	4
	Welcoming others and treating others fairly	1	2, 5		5, 6		3	1, 4
	Treating others with kindness and respect	4, 5	3, 6		1, 2, 5, 6	5, 6		1
	Socialising and including others	6		3	2		1	6
	Teamwork and collaborating	6			1, 2			

Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice	4, 5					4, 6	4, 6
	Belonging and feeling valued	3	2	6	1, 6	1, 4		2
	Learning about different faiths, cultures and people who are different to me	3		1	4, 5			
	Listening to and showing respect towards other viewpoints							
	Learning about diversity		1	1	4, 5		1	
	Being respectful towards others	6	1	1, 3	5	6		4, 6



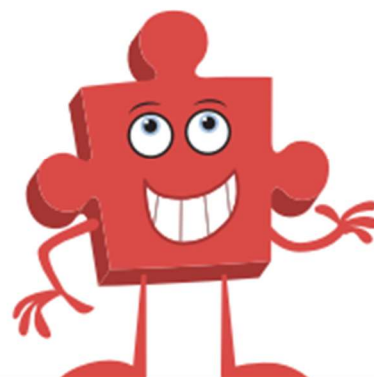
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Changing Me								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)					5		
	Making a choice or decision							
	Learning about rewards, choices and consequences					5		
	Expressing my viewpoints			4, 5				
	Listening to, valuing and respecting the views of others			4, 5				
Rule of Law	Creating a safe, happy environment to learn							
	Understanding rules and why they are important							
	Making positive behavioural choices							
	Learning about our responsibilities							
	Safeguarding and keeping safe		4	5				
Individual Liberty	Making informed choices			2		4	1, 6	1
	Expressing individual views respectfully			5	2, 3, 6	4		1, 5
	Welcoming others and creating a positive learning environment		4					
	Children's rights (UNCRC)			5			1, 5	
	Personal development (SMSC)	2, 4	2, 3, 5	1, 4	3, 4, 6	1, 3	5	6

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Mutual Respect	Developing positive relationships with others (peers and adults)	1, 3	5	6	5			4, 6
	Making and maintaining friendships					6	6	4
	Welcoming others and treating others fairly							
	Treating others with kindness and respect	4	1, 4		5		2, 3	3
	Socialising and including others		2				5, 6	
	Teamwork and collaborating							

Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice							
	Belonging and feeling valued		1				6	2, 6
	Learning about different faiths, cultures and people who are different to me							
	Listening to and showing respect towards other viewpoints				2, 5			5, 6
	Learning about diversity		1					
	Being respectful towards others	4	4		2, 5	3	1, 6	2, 4



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Appendix 2: By the End of Primary School Pupils Should Know (NEW GUIDANCE)

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up safe and happy because they can provide love, security and stability.• The characteristics of safe and happy family life, such as 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.• That the families of other children, 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.• That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.• That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends.• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.• That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.• The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.• How to manage conflict, and that resorting to violence is never right.• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

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TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	<ul style="list-style-type: none">• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.• The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.• How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.• Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.• That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.• Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.• The conventions of courtesy and manners.• The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.• The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.• What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

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TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	<ul style="list-style-type: none"> • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

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TOPIC	PUPILS SHOULD KNOW
General wellbeing	<ul style="list-style-type: none">• That• The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.• The importance of promoting general wellbeing and physical health.• The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• That isolation and loneliness can affect children, and the benefits of seeking support.• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.• That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.• Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).• That it is common to experience mental health problems, and early support can help.

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TOPIC	PUPILS SHOULD KNOW
Wellbeing online	<ul style="list-style-type: none"> • That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. • Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. • The benefits of limiting 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. • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • How to understand the information they find online, including from search engines, and know how information is selected and targeted. • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular physical activity 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, moderate and/or vigorous physical activity. • The risks associated with an inactive lifestyle, including obesity. • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

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TOPIC	PUPILS SHOULD KNOW
Health protection and prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety	<ul style="list-style-type: none"> • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	<ul style="list-style-type: none"> • About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.