PSHE Policy

'Every child is a learner and can achieve'.



October 2026

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Date of policy: September 2026

Members of staff responsible for PSHE Education: Nicola Fray

Review date: September 2028

1. Legal requirements of schools

Health Education is statutory in all schools[1].

We at Oakwood Junior School acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

2. What Personal, Social, Health and Economic (PSHE) education is:

Our PSHE education as recommended by the DfE, provides a framework though which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

[1] Except Independent Schools where PSHE education remains statutory.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

3. How PSHE education is provided and who is responsible for this

At Oakwood Junior School we use Jigsaw, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of Jigsaw can be found in our appendices[2]. It covers all of the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work.

Our PSHE subject lead, Mrs Fray, works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within Jigsaw, including guidance and planning documents and resources. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by Jigsaw for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen Jigsaw as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the Jigsaw scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the Jigsaw Summative Assessment 'I can…' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge. This is monitored by the PSHE Lead through assessment grids and pupil voice.

4. What is being taught

In the appendices can be found the Jigsaw medium term planning for Key stage 2.

KS2

The Jigsaw programme divides the year into 6 themed units:

1. **BM** (Being Me in My World)
   'Who am **I** and how do I fit?'
2. **CD** (Celebrating Difference)
   Respect for similarity and difference. Anti-bullying and being unique
3. **DG** (Dreams and Goals)
   Aspirations, how to achieve goals and understanding the emotions that go with this
4. **HM** (Healthy Me)
   Being and keeping safe and healthy
5. **RL** (Relationships)
   Building positive, healthy relationships
6. **CM** (Changing Me)
   Coping positively with change

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within the Science National Curriculum Year 5 children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase. For further information please refer to Oakwood Junior School's RSHE Policy.

5. How PSHE education is taught.

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on the school website.

Support is provided to children experiencing difficulties on a one-to-one basis, via our Teaching Assistants and Learning Mentor. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the Hyggee Room.

6. How PSHE education is monitored, evaluated and assessed

We monitor and assess the learning within PSHE at Oakwood Junior School:
At the end of each half term the class teacher will assess using the lesson objective who has and who has not achieved the learning.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

7. How the delivery of the content will be made accessible to all pupils

It is not our 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, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Personalised Learning Plans (PLPs).

Jigsaw lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in PSHE.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

8. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.
Should further information about PSHE education be required, please contact the PSHE education lead Mrs Fray: n.fray@oakwoodj.odysseyct.org.uk

9. **Sources of Further Information** This policy has drawn on:

- Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2021)
- Creating a PSHE education policy for your school, The PSHE Association (September 2024)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)

This policy should be read in conjunction with the following:

- Safeguarding/Child Protection policy
- Confidentiality policy
- Anti-bullying policy
- RSHE Policy
- Equality, Diversity and Inclusion policy
- DfE 'Keeping children safe in education' (2026)

Appendix 1

JIGSAW – THE MINDFUL APPROACH TO PSHE

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN A Being Me In My World	Getting to Know Each Other Our Nightmare School Our Dream School Rewards and Consequences Our Learning Charter Owning our Learning Charter	• Becoming a Class 'Team' • Being a School Citizen • Rights, Responsibilities and Democracy • Rewards and Consequences • Our Learning Charter • Owning our Learning Charter	• My Year Ahead • Being a Citizen of My Country • Year 5 Responsibilities • Rewards and Consequences • Our Learning Charter • Owning our Learning Charter	My Year Ahead Being a Global Citizen 1 Being a Global Citizen 2 The Learning Charter Our Learning Charter Owning our Learning Charter
AUTUMN B Celebrating Differences	Families Family conflict Witness and feelings Witness and solutions Words that harm Celebrating difference: compliments Challenging Homophobia – read and discuss 'King and King'. https://www.solgrid.org.uk/wellbeing/wp-content/uploads/sites/23/2014/11/Andy-Moffat-resource1.pdf	• Judging by Appearances • Understanding influences • Understanding Bullying • Problem-solving • Special Me • Celebrating Difference: how we look • Celebrating PRIDE LGBT+ https://www.stonewall.org.uk/system/files/pride_learning_pack_-_primary.pdf	• Different cultures • Racism • Rumours and Name-calling Types of Bullying • Does Money Matter? • Celebrating Difference across the world • Challenging Homophobia – William's Doll - https://www.solgrid.org.uk/wellbeing/ wp-content/uploads/sites/23/2014/11/An dy-Moffat-resource1.pdf	Am I Normal? Understanding Difference Power Struggles Why Bully Celebrating Difference Celebrating Difference

SPRING A Dreams and Goals	Dreams and Goals My Dreams and Ambitions A New Challenge Our New Challenge Our New Challenge - Overcoming Obstacles Celebrating My Learning	• Winter Water Safety - https://www.rlss.org.uk/Handlers/Download.ashx?IDMF=a1a5ba55-a55b-46c8-8fe3-822962be2f65 • Hopes and Dreams • Broken Dreams • Overcoming Disappointment • Creating New Dreams Achieving Goals We Did It!	• Road Safety https://www.think.gov.uk/educationresources/explore-educationresources/?age%5B%5D=7-to-12 • When I Grow Up (My Dream Lifestyle) • Investigate Jobs and Careers • My Dream Job. Why I want it and the steps to get there	Rail Safety - https://switchedonrailsafety.co.uk/7-11years/ Personal Learning Goals Steps to Success My Dream For the World Helping to Make a Difference Helping to Make a Difference Recognising Our Achievements

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			Dreams and Goals of Young People in Other Cultures How Can We Support Each Other? Rallying Support	
SPRING B Healthy Me	Being Fit and Healthy Being Fit and Healthy What Do I Know About Drugs? Being Safe Safe or Unsafe My Amazing Body	My Friends and Me Group Dynamics Smoking Alcohol Healthy Friendships Celebrating My Inner Strength and Assertiveness	Smoking Alcohol Emergency Aid Body Image My Relationship with Food Healthy Me	Taking responsibility for my health and well-being Drugs Exploitation Gangs Emotional and Mental Health Managing Stress and Pressure
SUMMER A RSE - Relationships	Family Roles and Responsibilities Friendship Keeping Myself Safe Online Being a Global Citizen 1 Being a Global Citizen 2 Celebrating My Web of Relationships	Jealousy Love and Loss Memories Getting on and Falling Out Girlfriends and Boyfriends Celebrating My Relationships with People and Animals	Recognising Me Safety with Online Communities Being in an Online Community Online Gaming My Relationship with Technology: screen time Relationships and Technology	What is Mental Health? My Mental Health Love and Loss Power and Control Being Online: Real or Fake? Safe or Unsafe? Using Technology Responsibly
SUMMER B RSE – Changing Me	How Babies Grow Babies Outside Body Changes Inside Body Changes Family Stereotypes Looking Ahead	Unique Me Having a Baby (Alternative lesson for Piece 2) Puberty and Menstruation Circles of Change Accepting Change Looking Ahead	Self and Body Image Puberty for Girls Puberty for boys Looking Ahead 1 Looking Ahead 2	My Self Image Puberty Babies: Conception to Birth Adolescent Friendships Real self and ideal self The Year Ahead Royal Life Saving

				Certificate/Prevention of Drowning - https://www.rlss.org. uk/online-learning-lessons-for-7-11-year-olds