




'Where Stars Shine'

Belonging, Ambition, Respect, Kindness

PSHE POLICY

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1. Introduction

At Severnbanks Primary School, we believe that Personal, Social, Health education is a vital part of every child's development. Our PSHE curriculum is designed to equip pupils with the knowledge, skills, and values they need to lead safe, healthy, and fulfilling lives—both now and in the future.

Through a carefully sequenced and inclusive programme, we support children to develop confidence, resilience, empathy, and respect for others. PSHE at Severnbanks is embedded across the curriculum and school life, helping pupils to understand their rights and responsibilities, build positive relationships, and make informed choices.

Our approach reflects the needs of our community and is aligned with statutory guidance, including Relationships Education, Health Education, and the wider safeguarding framework. We are committed to creating a safe and supportive environment where every child can thrive socially and emotionally.

1.1 P4C (Philosophy for Children)

P4C is embedded in PSHE through the 4Cs (Creative thinking, Collaborative thinking, Caring thinking and Critical thinking). Pupils are given opportunities to use thinking skills that they have developed in P4C sessions to challenge what they already know and explore more complex ideas further. Many areas of the PSHE can be explored through a philosophical enquiry.

2. Aims

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. We believe in the importance of high quality PSHE teaching and learning and the role that it can play in promoting safe, equal, caring and enjoyable relationships.

At our school, we believe all children should be treated with dignity and respect and bullying of all kinds should be eliminated. We will distinguish between factual teaching (biological facts, different types of families, medicine and the law) and moral teaching (relationships and values) ensuring clarity at all times.

The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful PSHE program, where each year group focuses on the same theme in unison to enable and encourage discussion and togetherness between year groups.

Our curriculum is designed to:

- Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;



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- Encourage and support the development of social skills and social awareness, including making a positive contribution to their community;
- Provide an RSE curriculum that is based on honest and medically accurate information from reliable sources of information
- Enable pupils to make sense of their own personal and social experiences;
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- Enable effective interpersonal relationships and develop a caring attitude towards others;
- Encourage a caring attitude towards and responsibility for the environment;
- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
- Help our pupils understand how society works and the laws, rights and responsibilities involved to enable them to be positive and active members of a democratic society;
- Promote an awareness of safety issues and manage risk in their own lives;
- Take care to meet the individual needs of all pupils including those with special needs and disabilities so all feel valued and respected through the materials that are used and the language that is used
- Seek pupils' views about RSE so that the teaching can be made relevant to their lives and support them into adulthood

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. Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance

Our PSHE provision also supports statutory duties under the Equality Act 2010 and complements our safeguarding responsibilities as outlined in KCSIE.

This policy also complies with the terms of the Severn Federation Academy Trusts funding agreement.



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4. Content & Delivery

4.1 What We Teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to the trust's relationships and sex education policy for trust-level details about what we teach, and how we decide on what to teach, in this subject. This policy can be found on the Trust website www.sfat.uk/policies

At Severnbanks Primary School, we use Jigsaw PSHE, a comprehensive scheme of work for PSHE and Wellbeing Education. An overview of Jigsaw can be found in our appendices. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and 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 and personal circumstances of our pupils, for example, sensitivity and awareness of individual pupils' home is essential. The school council, wellbeing champions and pupils within each year group are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead 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 documents and model questions to ensure the appropriate pitch of classroom discussion. 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 group. Lessons are weekly standalone PSHE lesson where linked can be made to knowledge and understanding from previous year groups. 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 and allows for connection both within the classroom and across the school. 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. Informal assessment is completed by the class teacher using the Jigsaw objectives as TBATs. We will also use the 'Help me reflect' opportunity and RAG-rating each lesson to enable the children to self-assess their own learning

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year/Key Stage.



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4.2 How We Teach It

In the appendices can be found the further detail into how we teach PSHE at Severnbanks:

- Jigsaw yearly planning overview for both Key stage 1 and 2 and the Early Years Foundation Stage
- PSHE roadmap
- Severnbanks Primary School Progression Map
- EYFS Long Term Plan
- Science Progressive Curriculum for each year group

This is also available on the website; [Severnbanks Primary School - Citizenship Personal, Social, Health and Education](#)

While the teaching of PSHE occurs weekly through Jigsaw PSHE, across the school, it is visible within other elements of our school life:

- Philosophy for Children (P4C) and Thinking Skills sessions provide a conduit through which children ask questions and openly enquire, in more depth, about any issues linked to their learning through Jigsaw PSHE / Health and Well-being.
- PSHE is also addressed on a daily basis as questions and incidents arise.
- Assemblies (whole school and key stage) provide regular opportunities to enhance pupils' spiritual, moral, social and cultural development, promoting Severnbanks Primary School's ethos and values, British values and celebrating achievement.
- Spiritual development is further enhanced through the termly teaching of a 'Value' through the Values Curriculum. Values are generated in response to Pupil need.
- Our School Council leads its sub-divisions for Eco, Well-being and Health

4.3 The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is woven through our comprehensive EYFS Long Term plan and taught through activities that are part of topics, through following Jigsaw PSHE, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

4.4 KS1 and KS2

The Jigsaw PSHE programme divides the year into 6 themed units:



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- 1) Being Me in My World: self-identify, feeling safe and special, choices, and rights and responsibilities
- 2) Celebrating Difference: identifying talents, family and friends, understanding bullying, diversity and stereotypes
- 3) Dreams and Goals; goal-setting, perseverance, learning strengths and cooperation
- 4) Healthy Me: exercise, sleep, being safe, hygiene, awareness of drugs and making choices
- 5) Relationships: family, friends, managing conflict, physical contact, setting boundaries, online safety and being a global citizen
- 6) Changing Me: respecting my body, growth and change, how babies grow, life cycles in nature and transition

Each Jigsaw unit builds on prior learning and is adapted to meet the developmental needs of each year group. Teachers ensure content is delivered sensitively and inclusively, with consideration for pupils' backgrounds and experiences.

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 National Curriculum Science in Year 2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In 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. All year groups explore the changes within themselves through the Jigsaw PSHE puzzle piece, 'Changing Me'. Parents are notified prior to teaching and the scheme for this unit shared with them if requested. The school prides itself on our close relationships with children, parents and carers who feel confident in approaching SLT, class teachers and our pastoral worker to share any concerns in this area: this enables us to tailor learning to children's specific social and emotional needs. Within our non-statutory sex education that takes place in Year 6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about



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relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

In addition, we will have a visit from the NSPCC and Life Education Bus at various points within the academic year to further support the delivery of this scheme.

PSHE lessons are taught by a teacher once a week, throughout the whole year in their usual classes, in mixed sex groupings. In Upper Key Stage 2, we continue to keep mixed sex groupings for RSE as we feel it is important for both sexes to hold an awareness of the changes faced by the other and begin to hold open and honest conversations within a safe space. Our lessons use a range of interactive teaching methods, e.g. practical demonstrations, activity sheets, films, songs, online games, and drama techniques. In Year 5 (if a need is identified), separate sex 'period talks' may be held, by our pastoral worker, to prepare girls for this change in their body and make them aware of facilities within school.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement (Jigsaw Charter) at the beginning of the academic year. This includes a confidentiality statement understood by adults and children; 'Safeguarding' is discussed and children are aware that adults are not able to keep 'secrets' where disclosures are made. Children have access to an 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 schools' website.

Support is provided to children experiencing difficulties on a one-to-one basis, via our pastoral worker. Additionally, the Mental Health lead across the trust can signpost for support where needed, Severnbanks holds three fully-qualified Mental Health First Aiders and many teaching staff are Mental Health First Aid Lite certified. The SENCO ensures that Teaching & Learning Assistants are fully trained and targeted to provide support to children with additional emotional and social needs (e.g. ELSA). Further advice can be found on the website.

5. Monitoring, Evaluating and Assessing

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement and to identify areas that need further support so that the next steps in learning are informed and in direct response to the child's individual needs. Type of assessments to monitor pupil progress in PSHE:

- Teachers making informal judgements based on observations during lessons and at other times around the school.
- Formative teacher and self-assessment occur within each lesson. This includes 'Help Me Reflect' which enables individual reflection, group discussion or wider discussion within the class. It can be recorded within a child's Jigsaw Journal if needed appropriate. All children RAG-rate their confidence against the learning objective.



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- Summative assessment at the end of each puzzle which can be used to identify children who need more support with emotional literacy or social skills development to be signposted to the school's pastoral support and SENCO.
- In EYFS, making formal assessments of children's work and performance, measured against 'The Early Learning Goals' and the preceding 'Development Matters Statements' set out in the Early Years Foundation Stage Profile

Assessment will be used to guide children towards developing skills that will equip them to make a contribution to their class, the school community and the wider world in which they live.

Sharing attainment with parents and carers will take place during consultation meetings between parents/carers and the class teacher, and on their end of year reports through the teacher's comments.

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. The PSHE education subject lead gives the head teacher a subject focus which reports monitoring of teaching and learning, progress towards the subject action plan and staff development within the subject. The PSHE education subject lead has specially-allocated subject leadership time, enabling them to review evidence of the children's work, hold pupil conferencing to gain the children's 'voice' and continue to lead initiatives which support the ethos of the subject being embedded within the school.

6. Delivery of Content and Accessibility for All Pupils

PSHE is for every pupil. We do not withdraw pupils with SEND from PSHE lessons, as personal development is integral to their overall success. Teachers adapt lesson content using flexible Jigsaw resources and draw on pupils' My Plans to ensure accessibility. Staff are supported through CPD and collaboration to deliver inclusive, responsive PSHE that meets the needs of all learners.

Work in PSHE takes into account the targets set for individual children in their My Plans. Jigsaw PSHE 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 ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.



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6.1 Guiding Principles

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 Relationships Education. Research shows that approximately 4% of young people may identify as LGBTQ+, and many pupils may have LGBTQ+ family members or friends. Our teaching is sensitive, age-appropriate, and aligned with the Equality Act 2010 and the Public Sector Equality Duty, which require schools to eliminate discrimination and promote respectful relationships.

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 Trust's Anti-Bullying (and Hate) policy and Equality & Diversity policy for further information: www.sfat.uk/policies.

7. Community Links

We value our partnerships with families and the wider community. These connections enrich our PSHE provision and help pupils apply their learning in real-world contexts. Examples include:

- Regular communication with parents via newsletters, ClassDojo, and workshops
- Community visits (e.g. carol singing, church celebrations)
- Guest speakers and career talks for upper KS2
- Junior Street Wardens programme in partnership with Two Rivers
- Inter-school events in arts, sports, and wellbeing. These experiences foster civic responsibility, aspiration, and a sense of belonging.

Pupils visit the local community for a wide range of activities (such as carol singing in the local town), children's learning is enhanced by visitors to the school and trips to the wider community. Christian assemblies are held weekly with the 'Open-the Book' team and visits are regularly made to St Mary's church for Christian celebrations and learning. Children learn about other cultures, lifestyles, faiths and beliefs through their RE provision, by visiting religious buildings and through visitors to the school.

Visitors to Year 5 and 6 advise on careers and inspire the children with aspirations for their futures. Year 6 children have the opportunity to become Junior Street Wardens through a



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tailored approach in association with Two Rivers: children learn about issues affecting their local community and actively work to deal with them, i.e. through litter picking, creating and displaying posters, inviting the elderly into school for tea parties.

Links with local schools are good, with a diverse range of activities undertaken - from arts and dance, to swimming, rugby and other sports tournaments.

8. Roles and Responsibilities

8.1 The Local Academy Committee (LAC)

The Local Academy Committee, as delegated by the Trust Board, will approve the PSHE policy and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

8.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

8.4 Pupils

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

9. Monitoring arrangements

The PSHE Lead monitors delivery through planning reviews, learning walks, and pupil/staff discussions. Findings inform the subject action plan and staff development priorities. Pupil voice is central to evaluating impact and shaping future provision.

10. Links with Other Policies

This policy links to the following policies and procedures:



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- Child Protection & Safeguarding policy (Inc. responding to disclosures)
 - Anti-Bullying (and Hate) policy
 - Science Policy
 - Equality & Diversity policy
 - Relationships & Sex Education policy
 - Behaviour/SMART
 - Food
 - Mental Health and Wellbeing
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This policy is available on the school website: [Severnbanks Primary School - Policies](#)
Paper copies are available on request from the School Office