

Goldenhill Primary Academy



PSHE Policy September 2025

“Everyone Shines At Goldenhill”.

Mission statement:

Goldenhill Primary Academy provides a happy, friendly, secure and respectful environment; where everyone achieves their potential and develops a lifelong love for learning.

Purpose of the policy

This policy sets out our academy's vision, aims, principles and strategies for the delivery of PSHE and the mindfulness of children. PSHE 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.

Aims and objectives

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals, within the community and modern Britain. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Objectives

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge effectively
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Time allocations

In the early years children will receive an allocation of a half an hour session per week alongside links with personal social and emotional development from the Early Years curriculum. This will help children to achieve their Early Learning Goal. Alongside the rest of the school PSHE is carried on throughout the whole school day.

Each pupil's access PSHE techniques throughout the whole school day. However, on average, pupils have 1 hour of allocated to PSHE each week using a mixture of discussions, picture cards, videos and pause times. The children will also receive assemblies throughout the week where at least one will have a PSHE focus.

Curriculum Organisation

In Goldenhill Primary Academy, teachers are encouraged to progressively develop pupils' PSHE skills and capability through discrete learning opportunities, and to exploit this capability as a tool to support objectives in other curriculum areas meaningfully.

At Key Stages 1 and 2 the academy's PSHE curriculum is organised into the following aspects :

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

These themes are mapped in a long term plan for the whole academy (See appendix 1)

Whole Academy Approach to Teaching and Learning of PSHE

When delivering the National Curriculum for PSHE, teachers are expected to employ a range of strategies and to use their professional judgement to decide on the most appropriate teaching and learning style.

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece 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). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

Safeguarding Children:

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

Sex and relationships (SRE)

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. SRE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

SRE plays a very important part in fulfilling the statutory duties all schools have to meet. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. Sex and Relationships Education (SRE) is an important part of PSHE education (DfE, 2014). The academy follows the SRE scheme of work from Jigsaw (see appendix 2).

Parental Support

Parents from Years 5 and 6 are offered to be shown what SRE the children will be experiencing at the academy. Parents will be made aware that schools are legally required to provide a broad and balanced curriculum. Parents will have the opportunity to withdraw their child from SRE however, sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Access and Inclusion

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. All children have access to the same ability work but are provided with adaptations where necessary.

Both complete the evaluation boxes on the child's learning record, focussing on how progress could be made in the next Puzzle.

Recording and tracking progress

To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, there is an overview sheet for each child: 'My Learning Progress This Year.' This sheet has the three attainment descriptors for each Puzzle (Puzzles 2-6). After each assessment task, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each Puzzle.

Roles and responsibilities

It is the responsibility of the Computing Subject Lead that the following are carried out:

- Advising colleagues on planning, delivering and assessing PSHE
- Monitoring the effective use of PSHE
- Ensuring progression in PSHE
- Identifying if any support/CPD is needed

- Reviewing and revising the PSHE policy
- Co-ordinating and overseeing equipment maintenance.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece - by using The Jigsaw Charter.

It needs to include the aspects below:

- 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)

Teaching Sensitive and Controversial Issues

Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing

reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around SRE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all SRE and Drug and Alcohol Education issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal SRE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Our school believes that SRE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover SRE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Appendix 1

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change

Appendix 2- SRE Content

Coverage per year group

The content covered as part of each year group can be seen in the Changing Me part of our PSHE curriculum. The grid below shows specific SRE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2	Piece 3 Growing Up	-Seek out others to share experiences. Show affection and concern for people who are special to them. -Explain own knowledge and understanding, and ask appropriate questions of others. Show sensitivity to others' needs and feelings.
Y1	Piece 4 Boys and Girls Bodies	-Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. -Respect my body and understand which parts are private.
Y2	Piece 4 Boys and Girls Bodies	-Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. -Tell you what I like/don't like about being a boy/girl.
Y3	Piece 1 How Babies Grow	-Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.

	Piece 2 Babies Piece 3 Outside Body Changes	-Express how I feel when I see babies or baby animals. -Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. -Express how I might feel if I had a new baby in my family. -Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. -Identify how boys' and girls' bodies change on the outside during this growing up process. -Recognise how I feel about these changes happening to me and know how to cope with those feelings. -Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. -Recognise how I feel about these changes happening to me and how to cope with these feelings.
Y4	Piece 2 Having A Baby	-Correctly label the internal and external parts of male and female bodies -Understand that having a baby is a personal choice and express how I feel about having children when I am an adult.
Y5	Piece 2 Puberty for Girls	-Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. -Understand that puberty is a natural process that happens to everybody and that it will be OK for me.

	Piece 3 Puberty for Boys and Girls	-Describe how boys' and girls' bodies change during puberty. -Express how I feel about the changes that will happen to me during puberty.
Y6	Piece 2 Puberty Piece 3 Girl Talk/Boy Talk Piece 4 Babies – Conception to Birth Piece 5 Attraction	-Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. -Express how I feel about the changes that will happen to me during puberty. -Ask the questions I need answered about changes during puberty. -Reflect on how I feel about asking the questions and about the answers I receive. -Understand how being physically attracted to someone changes the nature of the relationship. -Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

