

# ***St. Joseph's R.C. Primary School***



## **PSHE Policy**

**November 2025**

**Review: November 2026**

*"Treat others as you wish to be treated"*

<b>Name of school</b>	<b>St. Joseph's Catholic Primary School &amp; Nursery</b>
<b>Date of policy</b>	<b>November 2025</b>
<b>Member of staff responsible</b>	<b>Mrs. Imogen Gurney</b>
<b>Review date</b>	<b>November 2026</b>

## **PSHE at St. Joseph's Catholic Primary School & Nursery**

### **"Treat others as you would like to be treated" – Matthew 7:12**

At St. Joseph's Catholic Primary School & Nursery, we deliver Personal, Social, Health Education (PSHE) through a whole-school approach that supports children's development as individuals and enhances their capacity for learning.

We follow the **Jigsaw Programme**, a comprehensive and carefully structured Scheme of Work that ensures consistency and progression in children's learning across this essential curriculum area. An overview of the programme is available on the school website.

### **Context**

All schools are required to provide a curriculum that is **broadly based, balanced, and meets the needs of all pupils**. Under **Section 78 of the Education Act 2002** and the **Academies Act 2010**, a PSHE curriculum must:

- Promote the **spiritual, moral, cultural, mental, and physical development** of pupils at the school and of society.
- Prepare pupils for the **opportunities, responsibilities, and experiences of later life**.

PSHE at St. Joseph's also supports the "Personal Development" and "Behaviour and Attitude" aspects of the **Ofsted Inspection Framework**, while contributing significantly to the school's **Safeguarding and Equality Duties**, the Government's **British Values** agenda, and the **SMSC** (Spiritual, Moral, Social, Cultural) development opportunities we provide for our children.

As a Catholic school, we have chosen not to use the Summer Term Jigsaw units. Instead, we deliver *Life to the Full*, a programme rooted in Catholic teaching, alongside enrichment activities and thematic weeks. This ensures continuity of learning while reflecting our school's Catholic ethos and the needs of our community. Please see our RSE policy for further information.

**Through PSHE we aim to:**

- **Promote children's emotional wellbeing and resilience**
  - Equip pupils with strategies to manage their feelings, cope with change, and develop confidence in themselves.
  - Encourage self-awareness and self-regulation, helping children to recognise their strengths and areas for growth.
  - Provide opportunities for mindfulness and reflection to support mental health.
- **Develop positive relationships and respect for diversity**
  - Teach children to value difference and celebrate individuality, fostering an inclusive school community.
  - Encourage empathy, kindness, and respect in friendships and wider social interactions.
  - Challenge stereotypes and prejudice, promoting equality and fairness.
- **Teach children how to stay safe, healthy, and prepared for life's challenges**
  - Provide age-appropriate guidance on physical health, nutrition, exercise, and personal hygiene.
  - Teach children how to keep themselves safe in different contexts, including online safety, road safety, and personal boundaries.
  - Develop life skills such as decision-making, problem-solving, and resilience in the face of setbacks.
- **Support spiritual, moral, social, and cultural (SMSC) development**
  - Encourage children to reflect on values, beliefs, and the importance of making responsible choices.
  - Provide opportunities to explore moral questions and develop a sense of justice and responsibility.
  - Promote social skills such as cooperation, teamwork, and active citizenship.
  - Celebrate cultural diversity and heritage, helping children to understand and respect different traditions and perspectives.

## Curriculum Coverage

We follow the Jigsaw scheme across the Autumn and Spring terms, ensuring progression and breadth of PSHE learning.

Term	Jigsaw Puzzle (Unit)	Key Focus Areas
Autumn 1	<b>Being Me in My World</b>	Self-identity, belonging, responsibilities, class rules, rights and responsibilities
Autumn 2	<b>Celebrating Difference</b>	Diversity, anti-bullying, inclusion, respect for others, understanding differences
Spring 1	<b>Dreams and Goals</b>	Aspirations, setting goals, resilience, teamwork, problem-solving, celebrating success
Spring 2	<b>Healthy Me</b>	Physical health, mental wellbeing, healthy lifestyle choices, safety, substance awareness

## Teaching and Learning

- **Weekly lessons:** PSHE is taught as a discrete subject each week, ensuring consistency and progression across year groups.
- **Interactive pedagogy:** Lessons are designed to be engaging, reflective, and inclusive, encouraging active participation from all pupils.
- **Varied approaches:** Circle time, role play, storytelling, discussion, and collaborative activities are used to embed learning and develop social skills.
- **Cross-curricular links:** PSHE themes are reinforced through other subjects such as Science (healthy living), PE (fitness and teamwork), and RE (values, moral choices, Catholic Social Teaching).
- **Faith integration:** Catholic values and Gospel teachings are woven into PSHE lessons, ensuring pupils see the connection between their learning and their faith.

## Inclusion

- **Universal access:** All children, regardless of background, ability, or need, have access to PSHE.
- **Differentiation:** Lessons are adapted to meet diverse learning needs, ensuring every child can engage meaningfully.
- **Respect for values:** Sensitive topics are taught with care, respecting cultural and religious values, and ensuring alignment with Catholic teaching.
- **Support for vulnerable pupils:** Additional support is provided for children who may find certain topics challenging, with pastoral staff and parents involved where appropriate.
- **Celebrating diversity:** Pupils are encouraged to value difference and recognise the dignity of every person as part of God's creation.

## Assessment

- **Formative assessment:** Teachers assess PSHE through observation, discussion, and pupil self-reflection during lessons.
- **Recording progress:** Evidence of learning is captured in class floor books, displays, or individual journals, showcasing pupil voice and achievements.
- **Impact measurement:** The effectiveness of PSHE is measured through pupil voice surveys, behaviour tracking, wellbeing indicators, and feedback from staff and parents.

## Roles and Responsibilities

- **PSHE Lead:**
  - Oversees curriculum planning and ensures coverage of statutory requirements.
  - Provides staff training and resources.
  - Monitors teaching quality and pupil outcomes.
- **Class Teachers:**
  - Deliver weekly PSHE lessons and adapt them to meet the needs of their class.
  - Create a safe, respectful environment for discussion.
  - Liaise with parents and pastoral staff when sensitive issues arise.
- **Senior Leadership Team (SLT):**
  - Ensures statutory compliance with Relationships and Health Education.
  - Reviews and updates the PSHE policy annually.
  - Supports staff in delivering high-quality PSHE and safeguarding.
  - Promotes alignment with the school's Catholic mission and values.
- **Governors:**
  - Monitor policy implementation and effectiveness.
  - Hold the school to account for statutory compliance.
  - Ensure PSHE provision reflects the Catholic ethos and meets the needs of pupils and families.

## **Review:**

This PSHE policy will be reviewed annually by the Senior Leadership Team and Governors. The review will ensure that the policy remains:

- **Up to date** with statutory requirements
- **Aligned** with our Catholic ethos, Gospel values, and the *Life to the Full* programme.
- **Responsive** to the needs of pupils, staff, and families within our school community.

Any necessary amendments will be made following consultation with staff, governors, and parents to ensure transparency and shared responsibility

**Jigsaw PSHE 3 -11/12 Content Overview**  
with Attainment Descriptors ('Working At' level)



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me
<b>Ages 3-5 (F1-F2)</b>	<p>Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p>	<p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>	<p>Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p>	<p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>
<b>Ages 5-6</b>	<p>Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p> <p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p>	<p>Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p> <p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success</p> <p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p>	<p>Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p> <p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being healthy can help me feel happy.</p>
<b>Ages 6-7</b>	<p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p> <p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p> <p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p> <p>I can explain how I played my part in a group and the parts other people played to create an end product.</p> <p>I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p> <p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>
<b>Ages 7-8</b>	<p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p> <p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p> <p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.</p>	<p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting</p> <p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</p> <p>I can express how being anxious/ scared and unwell feels.</p>

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me
<b>Ages 8-9</b>	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behavior</p> <p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions</p> <p>I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p> <p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>
<b>Ages 9-10</b>	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating</p> <p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p> <p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behavior</p> <p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>
<b>Ages 10-11</b>	<p>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behavior Role-modelling</p> <p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p> <p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>	<p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</p> <p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>