



Battle Primary Academy  
Empowering Opportunity

Name of Policy	PSHE Policy
Scope of Policy	This policy applies to Pupils in all years
Approved by	Principal
Date of Approval	May 2023
Review period	One Year
Review Date	May 2024

GROWING STRONGER TOGETHER



**THAMES LEARNING  
TRUST**

## 1. Introduction

**1.1** While schools are not required to provide PSHE education, section 2.5 of the National Curriculum, requires all schools to provide a curriculum that is broadly based, well-balanced and meets the needs of all pupils. Section 78 of the Education Act 2002 and the Academies Act 2010 defines a broad and balanced curriculum as one that:

- 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.

**1.2** This PSHE policy is informed by guidance on:

- **Sex and Relationships Education** (Sex and Relationship Education Guidance, July 2000),
- **Preventing and tackling bullying** ([Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2017](#)),
- **Drug and Alcohol Education** (<https://www.gov.uk/government/publications/preventing-drug-and-alcoholmisuse-effective-interventions>), □ **Safeguarding** ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/722305/Working\\_Together\\_to\\_Safeguard\\_Children\\_-\\_Guide.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Children_-_Guide.pdf)) and
- **Equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).
- **PSHE Association Curriculum Guidance** <https://www.pshe-association.org.uk/curriculum-andresources/curriculum>

## 2. Aims

Battle Primary Academy aims to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. This will be achieved through the following.

**2.1** Providing opportunities for pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities so they recognise their own worth, work well with others and become increasingly responsible for their own learning.

**2.2** Ensuring that pupils develop resilience and self-esteem, learn how to manage risks, how to work in a team and how to think critically, and develop awareness of how their own health and wellbeing, relationships, and their role in the wider world.

## 3. Other Policies

**3.1** Some specific matters relating to PSHE education are considered in detail in other school policies. For more information please refer to the following, which are available on the school website:

- SRE policy
- Anti-bullying
- Safeguarding
- Equality and diversity
- Religious Education

## 4. Sex and Relationships Education (SRE)

**4.1** This policy has been developed alongside Battle Primary Academy's statutory Sex and Relationships Education (SRE) policy, which sets out how SRE is delivered in the school.

**4.2** In accordance with our SRE policy, SRE is not delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social, Health and Economic (PSHE) Education and Citizenship.

## **5. Healthy choices**

**5.1** Our school promotes the development of all-round personal and social skills, healthy life choices and better decision-making to tackle the factors that increase likelihood of risky behaviours such as smoking and drug or alcohol use and poor health outcomes. This approach may be supported by some information-based sessions as part of PSHE lessons.

## **6. Confidentiality and Child Protection Issues**

Teachers must be aware that sometimes disclosures may be made during PSHE sessions that may raise concerns about the welfare and wellbeing of a pupil. In such cases the procedures set out in the school's safeguarding policy should be followed.

## **7. How is PSHE delivered in school?**

**7.1** Teachers must deliver one session of PSHE education each week. This may be in the form of a standard, whole school programme such as Jigsaw (see appendix 1) or developed in line with the schools aims to meet the needs of the class.

**7.2** The school will use opportunities in the classroom, school trips and events in the community to promote PSHE values and to enable pupils to learn about their community and the wider world.

## **8. Monitoring and evaluation**

**8.1** The personal nature of PSHE education means that it would be inappropriate for assessment in PSHE to imply passing or failing at 'being a person'.

**8.2** Teaching staff use activities to gauge pupils' knowledge, attitudes, skills and beliefs at key points to inform future planning and to demonstrate progress and measure attainment.

## **9. Answering Difficult Questions and Sensitive Issues**

**9.1** The following set out the school's approach to handling difficult and sensitive social issues. Teaching staff will receive appropriate training and support and will have access to adequate resources to deliver PSHE sessions sensitively and effectively.

- Ground rules for discussions and disclosure of information will be agreed with the class beforehand.
- Staff members are aware that views around SRE and other topics that may be covered in PSHE sessions are varied. However, while personal views are respected, all issues are taught without bias. Factual information is presented in a scientific way, and topics for discussion are presented from a variety of views so that pupils can form their own, informed opinions but also respect others that may have a different opinion.
- Pupils' questions are answered according to the age and maturity of the pupil(s) concerned. In some cases, teaching staff may choose not to answer a child's question directly, but will speak to the child on an individual basis later. All questions are answered in a factual way, and never with reference to a member of staff's personal life. If any member of staff needs any support with answering questions from children, they can seek advice from a member of the Senior Leadership Team.
- If a child raises an issue that might indicate a safeguarding concern, staff should follow the Safeguarding Policy and pass on concerns on concerns to the Designated Person as soon as possible.
- Our school believes that PSHE, including SRE, should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly, sensitively and positively with pupils' questions, and offer advice and support where appropriate.
- Any bullying associated with issues raised in PSHE sessions, including SRE sessions, is dealt with strongly yet sensitively and is covered in our Anti-Bullying policy.

- Our school is committed to providing appropriate staff training and resources to enable staff to deliver effective PSHE.

## **10. Involving parents and carers**

**10.1** The school currently subscribes to [Jigsaw](#) programme of PSHE resources. Further information about the Jigsaw programme are provided in Appendix 1 and on the school website.

**10.2** Parents and governors will be informed when SRE is taking place, the main content that will be covered and they will be able to view materials beforehand (please see SRE policy).

**10.3** The content of the Year 5/6 specific SRE lessons will be decided upon following a consultation process involving pupils, parents/carers, staff, governors and the school health adviser using the government policies as listed above (please see SRE policy).

**10.4** UK law currently allows parents whose children attend state-funded schools to withdraw their children from SRE sessions. Children who are withdrawn from SRE sessions will take part in an alternative activity within the school (please see SRE policy).

**10.5** The school aims to support parents/carers in talking to their children about social and health matters, including sex and relationships, and in answering their questions about their experiences of the world around them (please also see SRE policy).

## 1. Appendix 1 - Jigsaw

- 1.1 Jigsaw brings together various aspects of social and spiritual education in a comprehensive scheme of learning.
- 1.2 Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.
- 1.3 There are six Puzzles that are designed to progress in sequence from September to July.
- 1.4 Each Piece has two Learning Intentions: one is based on specific PSHE learning and one is based on emotional literacy and social skills.
- 1.5 Jigsaw is taught once a week following the progression of each puzzle piece.
- 1.6 The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece. It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process

Jigsaw provides the following PSHE modules of study for the primary phase.

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

