



Pickering Community Junior School

Personal, Social, Health and Economic Education (PSHE) Policy, including Relationships, Sex and Health Education (RSHE) 2026/2027

Personal, Social, Health and Economic Education (PSHE) is our comprehensive curriculum for supporting children's personal development, health, wellbeing and understanding of relationships.

We are required by law to teach Relationships Education and Health Education to all primary-aged pupils. We deliver these statutory subjects within our broader PSHE programme. Where we teach about human reproduction (Sex Education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools.

Our PSHE curriculum also includes age-appropriate aspects of economic education, preparing children to understand spending, saving and the world of work and citizenship education including British Values – helping children understand their rights, responsibilities and role in society.

This policy explains our whole-school approach to PSHE education and how we meet our statutory duties.

1. Our Vision for PSHE Education

At Pickering Community Junior School, we believe every child deserves an education that prepares them not only for academic success but also to thrive as well-rounded individuals in modern society. Personal, Social, Health and Economic (PSHE) education is central to this commitment and plays a vital role in supporting pupils' personal development, wellbeing and readiness for life beyond school.

PSHE education enables pupils to develop the knowledge, skills and attributes they need to stay safe, maintain their physical and emotional wellbeing, and build positive relationships. Through a high-quality PSHE curriculum, children are supported to become confident, respectful and responsible members of society who are able to make informed decisions about their lives.

Our PSHE curriculum is carefully designed to be developmental and progressive. From the moment children join our school, they begin to develop emotional literacy by learning to recognise, name and talk about their feelings. This foundation is built upon each year as pupils develop the skills to manage emotions, demonstrate empathy, develop resilience and make positive choices that support their own wellbeing and that of others.

PSHE is embedded throughout the wider school culture at Pickering Community Junior School. We promote an inclusive and supportive environment where respect, responsibility and understanding are valued and modelled. Through this approach, pupils learn to appreciate diversity and difference, enabling them to develop healthy, respectful and fulfilling relationships.

When pupils leave Pickering Community Junior School, they do so with the knowledge, understanding, attitudes, values and skills needed to be the best version of themselves. They are equipped to manage many of the opportunities, challenges and responsibilities they will encounter as they grow up and are prepared for the next stage of their education, for life in modern Britain, and for active participation in society.

2. Statutory Requirements and Curriculum Framework

Under the Education Act 2002, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of all pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in maintained schools, academies, independent schools, maintained special schools, non-maintained special schools and alternative provision settings.

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in the Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and seek help when needed.

Our curriculum addresses all statutory requirements, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

A detailed mapping document showing how the Jigsaw programme covers all statutory outcomes is available on our school website.

3. The PSHE Curriculum

To ensure progression and a spiral curriculum, our school uses the Jigsaw Programme (a mindful approach to PSHE) as our chosen teaching and learning programme. Jigsaw provides a comprehensive and carefully structured scheme of work that supports consistency and progression in pupils' learning within this increasingly important curriculum area.

Our PSHE curriculum is implemented through a two-year rolling programme. This model ensures comprehensive and progressive coverage of all statutory content, supporting continuity and progression for pupils within mixed-age cohorts.

The programme is thoughtfully sequenced to build knowledge and skills progressively across the primary years. Informed by current research and best practice in child development, safeguarding, and health education, Jigsaw is regularly updated to reflect evolving statutory guidance. This enables us to deliver high-quality PSHE education that is both relevant and responsive to the needs of our pupils.

The Jigsaw programme is distinctive in its approach – including:

Emotional literacy at the core – Every lesson develops children’s emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This supports children’s ability to share and discuss things that are important to their lives, to seek help when needed and to build positive relationships.

Mindful practice – Every lesson begins with ‘Calm Me’ time, which is a mindfulness activity, designed to support self-regulation and create a safe and focused space for learning. This consistent practice forms part of our approach to children’s emotional wellbeing and helps children to be ready for open, thoughtful discussion.

Connection and Community – The ‘Connect Us’ activity in every lesson strengthens relationships within the class and develops children’s social skills, building a sense of belonging and mutual respect that underpins all learning.

Developing skills for respectful dialogue – PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

Age-appropriate, spiral curriculum – Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils’ needs.

Interactive, participative teaching – Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children explore topics age-appropriately and develop practical skills that support them in their everyday lives.

PSHE Units

Jigsaw covers all areas of PSHE for the primary phase and includes the statutory Relationships, Sex and Health Education (RSHE) requirements. The programme is organised into six half-termly units, each of which is taught across all year groups. Each year, learning is revisited and developed in greater depth, ensuring a progressive curriculum that builds on prior knowledge and understanding.

In mixed-age classes, most learning is delivered together, however, where identified within our skills progression documentation, some lessons are taught in single year groups to ensure age-appropriate coverage.

Unit	Key Content
Being Me in My World	Understanding personal identity, pupils’ place within the class and school community, rights and responsibilities, democracy, and how to make a positive contribution.
Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding differences and similarities, addressing bullying and building empathy.
Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements and working collaboratively.
Healthy Me	Understanding the relationship between physical and emotional health, including nutrition, sleep, exercise, hygiene, emotional wellbeing and drug education (including medicines), as well as keeping safe and making healthy lifestyle choices.
Relationships	Understanding different relationships and their characteristics, families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy and understanding loss and bereavement.
Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and Sex Education (Year 6 only).

Adaptions

Whilst we follow the Jigsaw programme for PSHE, we recognise that our children, families and context have specific needs and characteristics. Our PSHE lead and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant to our pupils, reflecting:

- The specific needs, experiences and developmental stages of pupils in each class
- Local context and community considerations
- Feedback from parents, pupils and staff
- Our school values

4. Curriculum Time and Whole-School Approach

PSHE is allocated an average of 45–60 minutes per week, allowing sufficient time to teach core knowledge and skills in a developmental and age-appropriate way. Our intention is that pupils not only learn the concepts taught but are also able to apply them in everyday situations, both within school and in the wider community.

Delivery of the PSHE curriculum is shared across staff. Some units are taught by class teachers to their own classes, while others are delivered by Higher-Level Teaching Assistants (HLTAs) as part of the PPA timetable.

Beyond the Classroom: Embedding PSHE in School Life

We recognise that effective PSHE education extends far beyond weekly lessons. The skills, values, and understanding that children develop in PSHE are reinforced through:

- Assemblies, which regularly explore PSHE themes, celebrate children's successes, address moral questions, and promote whole-school awareness of current wellbeing and relationship topics.
- Our behaviour policy, which reflects the core principles taught in PSHE.
- Classroom rules and expectations, which guide children in managing their behaviour.
- Recognition and reward systems, including *Star of the Week* certificates, half-termly coffee shop awards, and house points. These celebrate not only academic achievement but also the personal and social qualities developed through PSHE.

5. Relationships and Health Education: Statutory Content

Relationships Education

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching our children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

When our children leave us at the end of Year 6, they will understand:

- Families: That families come in many forms and all can provide love, security and stability; what a healthy family and healthy family life looks like; how to recognise unhealthy family relationships and know how to seek help; marriage and civil partnerships as legal commitments.
- Friendships: How friendships contribute to happiness and security; characteristics of healthy friendships – including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful relationships: The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness: How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age

restrictions for social media; understanding that content online can be inappropriate or upsetting.

- Being safe: Understanding appropriate and inappropriate boundaries; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help.

Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

When our children leave us at the end of Year 6, they will understand:

- Mental wellbeing: The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported and where and how to seek help when needed.
- Internet safety and harms: The benefits and risks of internet use; recognising and displaying respectful, online behaviour; age restrictions on games and apps; being discerning about online information and where to report concerns.
- Physical health and fitness: Benefits of an active lifestyle; building regular, physical activity into routines; risks of inactive lifestyles and when to seek health support.
- Healthy eating: What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating, including impacts on teeth and weight and the impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping: Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention: Personal hygiene and germ spread and the importance of good-quality sleep.
- Personal safety: Recognising hazards and reducing risks; road, water and rail safety (contextual safeguarding adaptations, including Drowning Prevention Week) and when and how to seek help in emergencies.
- Basic first aid: How to make emergency calls and dealing with common injuries – including head injuries.
- Developing bodies: Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle – including physical and emotional changes.

Building Foundations for Secondary RSHE

The primary PSHE curriculum is designed to build essential foundations that prepare pupils for the more complex RSHE content they will encounter in secondary education. For example:

- Pupils develop skills to manage difficult emotions within friendships, such as disappointment and anger. These skills are essential for maintaining positive relationships and enable pupils to respond with kindness and empathy as relationships become more complex over time.
- Pupils learn about appropriate boundaries, privacy, and consent in age-appropriate ways. This learning is a key aspect of safeguarding, enabling pupils to recognise when something is not right, understand their rights in relation to their bodies and personal information and seek support when needed. These concepts are revisited and strengthened as pupils develop and encounter a wider range of situations.
- Pupils are taught to recognise the characteristics of healthy relationships, as well as potential warning signs across different types of relationships. This supports them in navigating friendships and family relationships with increasing confidence and awareness.
- Understanding of online safety, digital literacy and respectful online behaviour is developed progressively. The curriculum acknowledges pupils' engagement with the digital world and addresses potential risks in a preventative manner, equipping them with the knowledge and skills to respond safely to online content and interactions. This approach avoids normalising unsafe or excessive online behaviours and prepares pupils for increasingly complex digital environments.
- Learning about emotions, mental wellbeing and self-care is developed progressively each year. This supports pupils' current wellbeing and equips them with the vocabulary, awareness and strategies needed to manage everyday challenges and protect their mental health as they transition to secondary education.

Challenging Stereotypes and Promoting Respect

Throughout our PSHE curriculum, we actively challenge harmful stereotypes, including gender stereotypes, which may limit pupils' aspirations, reinforce inequalities or contribute to disrespectful behaviour. Pupils are also taught that certain characteristics are protected under UK law and are supported to understand what this means in practice.

As pupils progress through the programme, they are introduced to a range of protected characteristics in an age-appropriate and values-based way. They develop an understanding of why some groups are legally protected from discrimination and how this links to the importance of treating everyone with respect.

For example, pupils learn that all people deserve respect, regardless of their sex. We challenge outdated assumptions about what boys and girls 'should' be like, what they can achieve or how they should behave. Pupils are supported to understand that individuals can have a wide range of interests, strengths and personalities and that qualities such as kindness, strength, courage and being nurturing are human characteristics that can be demonstrated by everyone.

In an age-appropriate way, we also address how stereotypes and prejudiced attitudes, including misogyny, can lead to unkind behaviour, bullying and unhealthy relationships. We make clear that all pupils have a responsibility to treat others with kindness and respect and that harmful attitudes or language are not acceptable.

This approach supports safeguarding and promotes the development of positive, respectful and equal relationships - ensuring that all pupils feel valued and can respect others.

6. Sex Education

Sex Education is not compulsory in primary schools however the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes adolescence brings and understand how human life begins.

At Pickering Community Junior School, our approach to sex education is that Sex Education is taught as part of PSHE (subject to parental withdrawal).

We teach age-appropriate Sex Education in Year 6 as part of our PSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins and may seek information from less reliable sources and get misinformation if we do not provide age-appropriate, factual teaching.

We define Sex Education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts. This is distinct from the statutory Health Education content about puberty and menstruation and from science curriculum content about life cycles and reproduction in mammals, from which children can not be withdrawn.

The following lessons in the PSHE curriculum contain non-statutory Sex Education content and therefore parents and carers have the right to withdraw their child from:

Year 6 – Changing Me Unit: Conception to Birth. We use Jigsaw and the Busy Bodies resource to teach this lesson.

Parent Engagement and the Right to Withdraw from Sex Education

Parents and carers have the right to request that their child can be withdrawn from Sex Education taught as part of PSHE. They do not have the right to withdraw children from:

- Relationships Education (statutory)
- Health Education, including puberty education (statutory)
- Science curriculum content, including content about reproduction (statutory)

Before making a decision to withdraw their child from Sex Education, we invite parents to discuss their concerns with

the headteacher and PSHE subject lead. This discussion helps us to understand the request and enables us to clarify the nature and purpose of the curriculum, discuss the benefits of the education and consider any potential impacts on withdrawal of the child. Please note, the request and subsequent withdrawal must be recorded by school.

Where a parent requests withdrawal, we will:

- Arrange a meeting to discuss the request and the curriculum content in detail
- Respect the parent's final decision whilst documenting our professional advice.

We inform parents about sex education content by sending a PSHE curriculum information letter at the start of the summer term and make materials available for viewing on request. A permission letter will also be sent out at this time for parents of Year 6 children regarding the specific Sex Education lesson.

Responding to Children's Questions

Children in Year 5 and Year 6 are given the opportunity to submit questions about their upcoming puberty (both year groups) and Sex Education (Year 6 only) lessons via an 'Ask It Basket'. This approach supports children who may feel less confident asking questions openly.

We recognise that, during these sessions, children may raise questions beyond the planned curriculum. Teachers will use their professional judgement to respond appropriately. This may include providing a brief, factual answer where it is age-appropriate, encouraging the child to discuss the question with their parent or carer or acknowledging the question while explaining that further learning will take place at an older age.

If a Year 6 child who has been withdrawn from Sex Education asks about lesson content, teachers will respond sensitively by explaining that this is something their parents or carers have chosen to discuss at home. Parents or carers will be informed so they can follow this up if they wish.

7. Inclusive Practice and Equality

We are committed to an inclusive PSHE curriculum that is accessible to and respectful of all children and families.

Meeting the Equality Act 2010

We comply with the Equality Act 2010 and the Public Sector Equality Duty, ensuring that PSHE is taught in a way that:

- Does not subject pupils to discrimination
- Promotes equality of opportunity
- Fosters good relations between people with protected characteristics and those without

The protected characteristics are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Coverage of the Protected Characteristics:

Years 3 and 4	Family diversity, "gay" as vocabulary, "discrimination" introduced, gender stereotypes, family stereotypes challenged. "Protected characteristic" term introduced; same-sex relationships; identity and uniqueness.
Years 5 and 6	Bullying types: racist, homophobic, disability-related, sexist; racism explicitly taught; refugees and prejudice. Further protected characteristics teaching: Equality Act 2010, historical discrimination examples provided, GRT communities.

Teaching about Families and Relationships

Our curriculum presents families in all their forms, recognising that children come from a diverse range of family backgrounds, including:

- Single-parent families
- Same-sex parent families
- Families headed by grandparents or other relatives
- Adoptive families
- Foster families
- Kinship care arrangements
- Blended families
- Families from different cultural and religious backgrounds
- Service families, including those where a parent or carer serves in the armed forces

We ensure that no child is stigmatised or disadvantaged because of their home circumstances, and that all family structures are represented positively and inclusively within our teaching.

When discussing families, we emphasise that the defining characteristics of a family are the love, care, stability and support they provide for children, rather than any specific structure.

Including LGBT Content

Throughout PSHE education, children are taught that all people deserve to be treated with respect and kindness, regardless of difference. This principle underpins all aspects of our teaching.

When teaching about families and relationships, same-sex parents are included alongside other family structures and are presented naturally as one of the many different types of families that children may have or encounter. This content is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible, recognised and valued within our school community.

Children are taught the importance of kindness, respect and inclusion, and develop an understanding that individuals are protected from discrimination and should be treated with dignity. They are also taught that bullying and discriminatory behaviour are never acceptable and how to report concerns for themselves or others.

The Jigsaw programme we follow does not include content on gender questioning or transgender topics. At primary level, our focus is on promoting respect for all people and challenging stereotypes about what boys and girls can do, be or achieve, without introducing more complex concepts about gender identity.

Supporting Children with SEND

Children with special educational needs and/or disabilities receive appropriate PSHE education that meets their needs. PSHE is particularly important for children with SEND who may be more vulnerable to exploitation, abuse and bullying. Teachers adapt lessons to ensure content is accessible, using:

- Visual supports, simplified language, concrete examples
- Practical activities
- Extended time for processing and responding
- Personalised resources (where appropriate)

For some children with SEND, certain PSHE content may be required to be taught in different ways or at different times. The SENCO works closely with the PSHE lead and class teachers to ensure appropriate provision.

Respecting Religion and Beliefs

We respect the religious backgrounds and beliefs of all families within our school community. PSHE content is delivered in a factual and objective manner, presenting scientific and medical information accurately while remaining sensitive to a range of religious perspectives.

Where appropriate, we may explore different views held by religious communities on particular issues. This supports children in understanding how beliefs can influence people's values and choices. Such discussions are conducted in a way that promotes respect for diversity of belief, while remaining clear about the law and the rights of the child.

8. Safeguarding and Support

PSHE education has a crucial role to play in our safeguarding provision, equipping children with the knowledge and skills to keep themselves safe and to seek help when needed.

Through PSHE, children learn to:

- Recognise when relationships or situations are unsafe
- Understand that abuse is never their fault
- Know a range of trusted adults they can talk to
- Develop vocabulary to express concerns clearly
- Build confidence to keep asking for help until they are heard
- Understand their rights over their own bodies and personal information
- Recognise emotional, physical and sexual abuse
- Identify risks online and in the physical world
- Develop resilience and strategies for managing difficult situations

Managing Disclosures and Concerns

PSHE lessons, particularly those addressing sensitive topics, may lead to disclosures from children. All staff are trained to:

- Respond calmly and supportively to disclosures
- Never promise confidentiality (explaining that some concerns must be shared to keep children safe)
- Listen carefully without asking leading questions
- Record concerns accurately and immediately
- Report all concerns to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) without delay

Children are informed, via the Jigsaw Charter, at the start of PSHE lessons how confidentiality works – that personal information shared by others during discussions will be treated with respect and care but if a teacher is worried about a child's safety, they will need to share information with people who can help.

All staff delivering PSHE lessons are familiar with our safeguarding and child protection policy and procedures.

Signposting to Support

We actively encourage children to talk with their families about any worries or concerns, recognising that parents and carers are often the first and most important source of support. At the same time, we understand that some children may, at times, wish or need to seek support from other trusted adults. We ensure that all children know how to access this support when needed.

Through PSHE lessons, as well as displays, assemblies and wider school communication, children are informed about a range of sources of support, both within school and externally, including:

- Named trusted adults within school
- How to access pastoral support

- External helplines appropriate to their age (e.g. Childline)
- Basic first aid knowledge, including when and how to seek medical help
- Emergency services and how to access them

We promote the understanding that it is positive and healthy for children to have a range of trusted adults they can turn to for support—within their family, at school and in the wider community. Our PSHE curriculum emphasises that seeking help is a sign of strength, not weakness, and that support is always available.

9. Working in Partnership with Parents and Carers

We recognise that parents and carers are children's first and most important educators, particularly regarding relationships and health. Effective PSHE education works in partnership with families, supporting parents to continue conversations started in school and keeping them informed about what their children are learning.

Consultation and Communication

We engage with parents and carers throughout the year, as well as during the development and review of our PSHE policy, seeking their views on content, approach and resources. This includes:

- Opportunities to view teaching materials
- Communication about the PSHE curriculum through newsletters, class communications and the school website

Viewing PSHE Teaching Materials

We are committed to ensuring that parents and carers feel well-informed about what their children are learning in PSHE. To support this, from September 2026, we will provide several ways to access the curriculum:

- Parent/Carer Knowledge Organisers - These will be shared via email on a half-termly basis and will also be available on the school website to view or download. They offer a clear and concise overview of the content covered in each unit, without overwhelming detail.
- Parent Access to Lesson Materials - Parents and carers who wish to view the standard Jigsaw lesson plans and teaching slides for their child's year group may request access. Secure access codes are provided on a unit-by-unit basis (each half term) to those who request them. These materials reflect the published Jigsaw content. To request access, please contact Mrs Wilkinson (PSHE Lead) via the school office. A unique access code and link will be provided, which will expire at the end of each half term. In addition, for specific resources—particularly those related to RSE—an encrypted, password-protected page will be available on the school website.
- Parent Information Letters - These will continue to be sent at the beginning of the *Changing Me* unit in the summer term. They provide detailed information about the RSHE content being taught during this unit.

If you have any questions about PSHE content or would like to access any of these materials, please contact Mrs Wilkinson via the school office.

Responding to Concerns

We welcome questions and concerns from parents and carers regarding PSHE education. If you have any concerns, please contact your child's class teacher in the first instance.

We aim to address any concerns through open and honest discussion. This may include sharing curriculum materials, explaining the rationale behind the content, and demonstrating how lessons are delivered in an age-appropriate and sensitive manner.

Where concerns relate specifically to sex education, we will discuss the right of withdrawal and support parents and carers in making informed decisions.

10. Teacher Support and Professional Development

High quality PSHE education requires confident, well-supported teachers who have the knowledge, skills and resources to deliver sensitive content effectively.

Supporting Our Teachers

We support staff delivering PSHE through:

- Comprehensive resources – The Jigsaw programme provides detailed lesson plans, teaching resources, assessment materials and guidance, reducing planning burden and ensuring consistency across year groups.
- Regular professional development – Staff receive training on how to use the Jigsaw programme, managing difficult questions, safeguarding and responding to disclosures, creating safe and inclusive classroom environments and current issues affecting children.
- Support from PSHE lead

Creating Confident, Skilled Practitioners

We recognise that teaching PSHE requires particular skills. Practitioners are supported to develop the ability to:

- Create safe, non-judgemental spaces where pupils feel confident to share and discuss ideas
- Use distancing techniques when exploring sensitive topics, helping pupils engage without feeling personal exposure
- Facilitate participative and interactive learning, rather than simply delivering information
- Respond appropriately to unexpected questions or disclosures
- Balance planned curriculum content with responsive teaching to meet the needs of the class
- Support children who may find certain topics triggering or upsetting, ensuring their wellbeing remains a priority.

11. Assessment, Monitoring and Evaluation

We monitor and evaluate our PSHE provision to ensure it meets the needs of all children, is delivered consistently across the school, and has a positive impact on pupils' wellbeing and development.

Assessment in PSHE focuses on:

- Knowledge and understanding of key concepts
- Development of key skills (e.g. communication, conflict resolution and decision-making)
- The ability to apply learning to real-life situations

The Jigsaw programme includes assessment materials and regular opportunities for pupils to reflect on their learning. Teachers use a range of strategies to assess progress, including:

- Observations of discussions, role play and collaborative activities
- Review of written work, pupils' self-assessments, and pre- and post-learning assessments
- Brief formative assessments to check understanding

Progress in PSHE is shared with parents and carers as part of pupils' end-of-year school reports.

Monitoring Quality and Impact

The PSHE lead monitors PSHE provision through:

- Regular review of planning and teaching materials
- Learning walks
- Review of children's work and assessment information
- Pupil voice activities to understand children's experience of PSHE
- Parent feedback through surveys and consultation

Monitoring enables us to celebrate effective practice, identify areas for development and ensure consistency in quality across school.

Evaluating Impact

We evaluate the impact of PSHE education by looking at:

- Children's knowledge, skills and confidence as evidenced through assessment
- Quality of relationships between children and between children and adults
- Positive behaviour and ability to resolve conflicts constructively
- Children's wellbeing and mental health indicators
- Children's confidence in seeking help and reporting concerns
- Preparedness for transition to secondary school
- Growing Up in North Yorkshire results

12. Links to Other Policies and Curriculum Areas

PSHE does not exist in isolation but connects closely with other areas of school life and curriculum. This PSHE policy should be read in conjunction with:

- Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- SEND Policy
- Health and Safety Policy

Links Across the Curriculum

PSHE learning is reinforced through other curriculum subjects including:

- Science: Learning about the human body, life cycles, health, drugs and their effects
- Computing: Online safety, respectful online communication, understanding how technology works and is used
- PE: Physical health, benefits of exercise, teamwork, resilience, managing success and failure
- Religious Education: Moral questions, values, beliefs and world views, diversity and respect
- English: Texts often provide opportunities to explore PSHE themes including relationships, diversity, moral dilemmas, death, resilience and identity.

Teachers actively make connections between PSHE and other learning, reinforcing understanding and helping children to see how PSHE knowledge and skills apply across different contexts.

13. Policy Development, Review and Approval

This policy was developed through consultation with:

- School staff
- Parents and carers (opportunities to review draft materials, provide feedback and share their views)
- Governors

The policy is informed by:

- DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025)
- Keeping Children Safe in Education (current statutory guidance)
- The Prevent Duty (Counter Terrorism and Security Act 2015)
- Jigsaw PSHE programme of study and supporting documentation

Review and Update

The policy will be reviewed annually to ensure it remains up to date with:

- Statutory guidance and legal requirements
- Jigsaw programme updates and enhancements
- Emerging needs of our pupils
- Feedback from stakeholders
- National and local developments in PSHE education

Responsibilities

The PSHE lead is responsible for:

- Overall coordination of PSHE across the school
- Keeping up to date with statutory requirements and best practice
- Supporting and advising teachers
- Monitoring quality and impact of PSHE provision
- Leading policy review and consultation processes
- Liaising with parents regarding the PSHE curriculum
- Reporting to senior leadership

The Headteacher is responsible for:

- Ensuring statutory requirements are met
- Supporting the PSHE lead and teaching staff
- Ensuring adequate resources and professional development
- Engaging with parents, particularly regarding sensitive content
- Managing withdrawal requests from sex education
- Ensuring PSHE connects with whole-school safeguarding and behaviour approaches

Governors are responsible for:

- Ensuring the school meets its statutory duties
- Approving this policy
- Monitoring implementation and impact
- Supporting the headteacher and staff

All staff are responsible for:

- Delivering high-quality PSHE in line with this policy
- Reinforcing PSHE learning throughout school life
- Responding appropriately to disclosures and concerns
- Modelling the values and behaviour prompted through PSHE
- Engaging with professional development

Further Information and Resources

For more information about PSHE at Pickering Community Junior School, please contact Mrs Wilkinson via the school office.

Key Documents and Resources are available:

- On our website at pickering-jun.n-yorks.sch.uk

Policy Approval

This policy was approved by the Governing Body on: 15th June 2026

Headteacher: Mrs M De Barr

Chair of Governors: Mrs E Smeaton

Next Review Date: June 2028