



Swanage Primary School

(Draft)PSHE POLICY

Personal, Social, Health, Emotional education

Reviewed: May 2026

Next Review: September 2028

At Swanage Primary school we pride ourselves in helping each child to grow and develop both academically and personally. We place the development of PHSE at the heart of all we do, and therefore thread our provision for the development and teaching of PHSE in all aspects of school life.

Our school aims

- For all children to leave us as confident, well-rounded individuals who can easily adapt to the next phase of their education, our pupils will be able to make the right choices and form healthy relationships as they become responsible citizens of wider communities.
- Through our inclusive approach, our children will be treated consistently with kindness, respect and fairness. This will be reflected in high expectations of behaviour for and by everyone.
- We are committed to creatively providing opportunities that inspire and encourage our children, appreciating all their unique needs.
- In our school, children will be happy, valued individuals who are encouraged to be confident, curious and resourceful learners.
- They will learn in stimulating and exciting ways in a vibrant, inviting, enriching and spacious environment.
- Everyone's views will be valued and listened to with, wherever practical, children taking an active role in their learning and in making decisions that affect them

Our PSHE education at Swanage Primary aims:

- to give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- to encourage and support the development of social skills and social awareness;
- to enable pupils to make sense of their own personal and social experiences;
- to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- to enable effective interpersonal relationships and develop a caring attitude towards others;
- to encourage a caring attitude towards and responsibility for the environment;
- to help our pupils understand and manage their feelings;
- to understand how society works and the rights and responsibilities involved.

At Swanage Primary we follow a whole school, weekly teaching approach known as Jigsaw. We have other important aspects of school life that promote our ethos and aims, these are illustrated in our Initiatives and Events section.

The Jigsaw Approach: A Whole-School Framework

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach including:

Emotional literacy at the core - Every Jigsaw lesson systematically 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 emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

Mindful practice - Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, 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 and respectful communities, 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 don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

The Six Jigsaw Puzzles

Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term:

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 Relationship and Sex Education in the context of looking at change (see RSE Policy)

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

Teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it. 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)

The Jigsaw Circle

Most Puzzles include the use of The Jigsaw Circle in some Pieces. The Jigsaw Circle is a tried and tested teaching approach, popularised most successfully in recent years by Jenny Mosley. It brings children and adults together to feel equal and valued so that they can share ideas, thoughts and feelings. Sitting in a circle either all on chairs or all on the floor means adults and children are sharing the experience and learning together.

The Jigsaw Friend (talking object) is a useful distancing technique and helps children work with potentially sensitive issues without asking them directly. Each class has a different Jigsaw character 'cuddly', which they use to support their discussions and reflections.

The Structure of the Pieces (lessons) in Jigsaw

The creation of Jigsaw is motivated by the genuine belief that if attention is paid to supporting children's personal development in a structured and developmentally appropriate way, this will not only improve their capacity to learn (across the curriculum) but will ultimately improve their life chances. That's why Jigsaw is completely child-focussed. This is reflected in the innovative way that Pieces (lessons) are structured. In designing the Pieces, the teacher is enabling children to:

- Improve their social skills to better enable collaborative learning (Connect us)
- Prepare them for learning (Calm me), underpins the mindful approach advocated in Jigsaw
- Help the brain to focus on specific learning intentions (Open my mind)
- Initiate new learning (Tell me or show me)
- Facilitate learning activities to reinforce the new learning (Let me learn)
- Support them in reflecting on their learning and personal development (Help me reflect)

Puzzle Outcome/End Product

In each series of 6 Pieces (lessons), learning builds and develops. In each Puzzle, this learning may culminate in an end product/outcome, for example, a display, a fashion show, a presentation, a video/film, a concert, or an exhibition. This way, each Piece of learning adds to the process of creating the end product, giving the learning an additional purpose, rather than being an end in itself. Children will know what they are working towards early in the Puzzle, adding motivation to their work.

The Jigsaw Journal

In order for children to feel a sense of pride in their work and for the teacher to have evidence of their progress, each class has a Jigsaw Journal. The Journal is seen as a portfolio of children's work and reflections through each Puzzle. Primarily, the Jigsaw Journal is an opportunity to show what each class have discussed during the term.

Differentiation/SEN

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers as always tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

Relationships and Sex Education (RSE)

The specific RSE content is taught through the Changing Me Puzzle of learning and provides resources that are used to enhance teaching and learning. Whilst the core RSE content is delivered through the Changing Me Puzzle, essential work is done in previous puzzles to build children's self-esteem, to enhance their own sense of self in regard to their body image, how to develop caring and healthy relationships and how to develop assertiveness skills in keeping themselves valued, safe and respected. This work underpins the explicit RSE content and is part of the holistic approach to RSE teaching and learning. This should be read in conjunction with our RSE Policy.

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 children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- Families and people who care for me - That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring 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, kind 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; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

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.

By the end of primary school, our children 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; where and how to seek help when needed.
- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; 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; 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 - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid - How to make emergency calls; 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 (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are bound to arise in learning from real-life experiences. Teachers are prepared to deal with these sensitively, and follow up appropriately whether from individual or group discussions. Areas that are likely to be addressed during sessions include – family life styles, values, physical and medical issues, financial issues, drug and alcohol misuse, bullying and bereavement. Teachers are aware that views about RSE are varied. 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. Questions arising out of informal and formal discussions are answered according to age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. Teachers will use their skill and discretion in this area and refer to the DSL if they are concerned.

Where a pupil is in need of further personalised support teachers refer the pupil/s to our ELSA team. Bespoke provision can be put in place either individually or as a group. This response can be immediate or planned depending on the circumstances. A special, nurturing, calm and confidential space is provided, the ELSA team are continually kept up to date through CPD events and supervision sessions with our Educational Psychologist. Feedback and progress is communicated to relevant staff and parents. Where further specialist support would be beneficial, such as counselling, referral to other agencies would be instigated with consultation with parents.

Safeguarding

Teachers are aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures are followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. Time and appropriate staffing is provided for this to happen.

Whole School Events

Swanage Primary promotes the development of PHSE through a variety of events, experiences, visits and invitation of visitors.

These include: -

- running summer fayres
- sports days, inter-house competitions, galas, sports fixtures
- celebrating national events such as Jubilees, Royal events
- running charity events such as Red Nose day and Children In Need
- visiting places of interest that allow children to explore healthy living and different aspects of emotional, physical and social development
- exploring and learning about cultures and traditions other than our own through exciting topics such as The Far East
- connecting with community partners such as the church, RNLI, our local sheltered homes, and national trust where PHSE skills are key.
- Harvest festival – raising awareness of Fairtrade and Food banks
- Star assembly – recognising the positive attributes of children each week through a celebration assembly and certificate

Whole School Initiatives

We have developed aspects within our school structure that help children develop a range of PHSE skills.

These include:

- School Councillors – elected members from KS2 classes, who meet the responsibility leader regularly to develop a significant school improvement project
- Rights Respecting group - meet regularly promoting and developing aspects of school life that support UNICEFs RR
- House Captains – elected from year 6, meet with the Headteacher regularly, to discuss systems and aspects of school life, finding ways to promote and improve where necessary

British Values

Promoting British Values is integral to our PSHE approach. All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. We actively uphold British Values by promoting the four key areas illustrated below but by also challenging opinions or behaviours in school that are contrary to fundamental British values.

Mutual Respect

- School vision & ethos
- Friendly Four rules
- Rights Respecting
- Sportsmanship Awards

- Jigsaw sessions- open discussions
- Inter-House competitions
- Sports Day
- Star awards

Rule of Law

- Our Friendly Four
- Class Charter
- Behaviour Policy
- Anti-bullying Policy

Tolerance of Culture, Faith & others

- RE lessons
- Topics about other cultures
- Interventions & challenge
- Our festivals & celebrations
- Visitors to school
- Local, global charity/ community events

Personal Responsibility & Liberty

- House Captains
- Classroom monitors
- School Councillors
- Behaviour policy, Golden time and sanctions
- Friendly Four: be responsible, be safe...
- Home school agreement
- E-safety

Democracy

- Voting for School Council members, House Captains
- Debates
- Jigsaw
- Voting on class rewards
- Parent/pupil/staff questionnaires
- Preferred learning styles
- Growth mindset – learning skills

Monitoring and Evaluating

The subject leader oversees the coordination of PSHE. Monitoring occurs through staff meetings, drop in observations, Journal scrutiny, teacher and pupil feedback and displays.