



Edith Cavell Primary School

PSHE Policy

Signed: _____ Chair of Governors

Signed: H. L. Cooke Head teacher

Date: October 2025

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EDITH CAVELL PRIMARY SCHOOL

PSHE POLICY

PERSONAL, SOCIAL, HEALTH, AND ECONOMIC WELLBEING

Edith Cavell Primary School is a primary school for children aged 3-11. Children come from both single and dual parent families. There is a wide social and ethnic mix and very varied family backgrounds. The school has an active PTA (FoEC), which involves itself mostly in fund raising and supporting the teachers. In each year there are some children with a variety of special needs.

Intent

Through PSHE we enable children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the School and the wider community. In so doing, we help children to develop their confidence and sense of self-worth. We teach children how society is organised and governed. We ensure that children experience the process of democracy in School through the School Council. Through the School Council we regularly hear children's voices and opinions; just as we are equally keen to listen to and develop ideas and opinions within our school community as a whole. We also have a Useful and Kind Council consisting of children from across all age groups. The children learn to appreciate what it means to be a positive and kind member of a diverse multicultural society. We all work together and support each other for the inclusive benefit of Edith Cavell Primary School.

'PSHE prepares children to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure.' (Jigsaw)

Topics covered within PSHE are grouped in three core themes: (i) health and wellbeing, (ii) relationships, and (iii) living in the wider world; and include:

- Personal health
- Family and relationships
- Bullying
- Citizenship, democracy and human rights(Including racism)
- Careers and the world of work

- Personal finance
- Alcohol, smoking and drugs
- Relationships education

SPECIFIC ISSUES AND LINKS TO OTHER POLICIES

- Relationships Policy
- Safeguarding incorporating Child Protection Policy
- Drug Education Policy
- Anti-Bullying Policy
- Peer on Peer Abuse Policy
- Data Protection Policy
- Whole School Food Policy

ROLE OF THE PSHE COORDINATOR

The coordinator will:

- Raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities.
- Establish a shared view of best practice to which all pupils are entitled.
- Lead policy development.
- Agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum.
- Provide appropriate support and training for staff.
- Monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme.
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
- Attend relevant LEA courses and network meetings.
- Order and monitor resources.

Scheme of Work - PSHE Implementation

At Edith Cavell, we follow the Jigsaw PSHE scheme. Jigsaw PSHE is a comprehensive and completely original Scheme of Work for the whole Primary School from Reception through to Year 6 plus Pre-School. It is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. It brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout. All of these pieces of learning are brought together to form a cohesive picture, helping children to know and value who they are and understand how they relate to other people in the world.

British Values

Jigsaw contributes to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy.

The 5 strands of the British Values agenda have been mapped across every Puzzle and every Piece (lesson).

We link our whole school assemblies to the Jigsaw Themes and Values being taught and applied through the PSHE curriculum.

Programmes of Study

Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year -

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

We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage children to take part in a range of practical activities that promotes active citizenship, eg. charity fundraising, the planning of School special events such as an assembly or involvement in an activity to help other individuals or groups less fortunate than less fortunate than themselves. PSHE and Citizenship can be introduced through other subjects, for example when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. In addition, there is an overlap between the aims and outcomes of PSHE, which we integrate with our religious education lessons and acts of collective worship. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers and members of the local community.

A whole School approach will be used to implement the framework. This policy has clear links with other School Policies which are also aimed at promoting pupil's spiritual, moral, social and cultural development.

TEACHING AND LEARNING

Commitment to active learning methods will take into account the following:

- The purpose of each lesson is made clear and the content is relevant to the pupils
- Appropriate learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge/understanding.
- Attention is given to developing a safe and secure classroom climate
- Staff training needs are met

TEACHING METHODS AND LEARNING APPROACHES

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods.

- Effective starting and ending strategies.
- High order questioning skills.
- Climate building and ground rules.
- Agenda setting.
- Working together.
- Values clarification.
- Information gathering and sharing.
- Consensus building.
- Problem solving.
- Understanding another point of view.
- Working with feelings and imagination.
- Reflection, review and evaluation.
- Circle Time.
- School Council (preparatory activities).
- Drama and role-play.

PSHE IMPACT

MONITORING OF PROVISION

The PSHE coordinator is responsible for monitoring the standards of children's work and the quality of teaching. All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement. The coordinator supports colleagues in the teaching of PSHE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the School

EVALUATION OF TEACHING AND LEARNING

- PSHE will be evaluated every half-term and information used to inform future planning.
- Teachers assess the children's work both by making informal judgements as they observe them during lessons and formal marking of work. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.
- Teachers make judgements according to the children's achievements using the learning outcomes recorded on our assessment package - Insight
- We keep records of the contribution to the life of the School and community in photographic form and these are included on the school website, social media and Class Dojo. Our Friday Celebration Assembly celebrates personal achievements either in or out of school.
- Children who have met the Jigsaw value will be celebrated in the Friday assembly and rewarded a sticker.

EQUAL OPPORTUNITIES

It is Edith Cavell's commitment to ensure the PSHE provision is relevant to all children, regardless of ability, social and cultural background, religion, sexual orientation, physical and or emotional needs.

SPECIAL NEEDS

We teach PSHE to all our pupils, regardless of their special need. Learning opportunities are matched to the individual needs of the child with learning difficulties. Activities including role play and discussion challenge pupils to formulate personal views. At Edith Cavell Primary School a Learning Mentor and the SENCO are very involved with individual/small group needs, on regular basis or as and when required or requested by teaching staff. When teaching PSHE the teachers take into account individual children's and their Provision maps and Health Care Plans.