



PSHE POLICY

Thames View Junior School

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Introduction:

At Thames View Junior School we see Personal, Social, Health and Economic Education underpins all we do:

- PSHE is important and necessary part of all pupil's education.
- The promotion of pupils' personal development (which includes their social development) is a fundamental aspect of education and underpins all other learning.
- Through our curriculum, our school environment and our school ethos, we promote pupil's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others, at home, at school, at work and in the community.

Aims:

Through our PSHE curriculum, we aim that our pupils will:

- Develop spiritually, morally, socially and culturally
- Develop self-confidence and self-responsibility
- Value themselves and others
- Acknowledge and appreciate difference and diversity
- Be independent, responsible and active members of society
- Learn to make informed choices
- Understand their emotions
- Develop the ability to form good relationships
- Understand what constitutes a safe and healthy lifestyle
- Build their characteristics
- Promote equality

Intent

PSHE at Thames View Junior School follows the Jigsaw scheme of work. The aim of this scheme is 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. The meaning of mindfulness in this context is two-fold:

- Teaching information and skills to empower children to learn now and improve their life chances later
- Aiming to help children to develop personal awareness

This enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused on the present moment and thrive in it.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school. All subject areas may contribute to PSHE, although certain subjects may have a more significant role to play (PE, Science, RE, PSHE). Pupils' achievements are praised and children received rewards in a special reward assembly every Friday.

Teaching strategies are varied and are mindful of the preferred learning styles of the children. Jigsaw provides a spiral curriculum that is designed as a whole school approach whereby children develop new knowledge and skills that build on what has been previously taught, with all year groups working on the same theme (puzzle) at the same time.

During timetabled PSHE lessons, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, group work and problem solving. All teachers will provide a safe learning environment throughout lessons. Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning in real life situations.

Implementation

As a subject that reflects the ethos and values of the school, P.S.H.E. is committed to giving all children every opportunity to contribute and participate, regardless of their age, gender, ethnicity or ability. The provision for the construction of an inclusive, tolerant, respectful society is made explicitly through the Jigsaw scheme of work and children will constantly be provided with positive images of race, gender and disability.

Jigsaw covers all areas of PSHE from the primary phase, as the table below shows:

<u>Term</u>	<u>Puzzle name</u>	<u>Content</u>
Autumn 1	Being Me in My World	Includes understanding my place in class, school and global community
Autumn 2	Celebrating Difference	Includes anti-bullying and diversity work
Spring 1	Dreams and Goals	Includes goal setting, aspirations, working together to design and organise events
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy life choices
Summer 1	Relationships	Includes understanding friendship, family and other relationship, conflict resolution and communication skills
Summer 2	Changing Me	Includes sex and relationship education in the context of looking at change



	Year 3	Year 4	Year 5	Year 6
Autumn 1 Being Me In My World	Article 2 – Non discrimination Article 6 – Life, survival and Development Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Responsible choices Seeing things from others' perspective	Article 8 – Identity Article 26 – Social Security Being part of a class team Being a school citizen Rights, responsibilities and democracy Rewards and consequences Group decision making Having a voice What motivates behaviour	Article 12 – respect for the views of the child Article 13 – freedom of expression Planning for the forthcoming year Being a citizen Rights and Responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Article 28 – Right to education Article 13 – Freedom of Expression Identifying goals for the year Children's universal rights /citizenship Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role modeling
Autumn 2 Celebrating Difference	Families and their differences (Article 9 – Separation from parents) Family conflict and how to manage it Bullying - Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Challenging assumptions – BAME STEREOTYPES Judging by appearance – BAME SKIN COLOUR, RELIGION, APPEARANCE Accepting self and others (Article 2 – Non-discrimination) Understanding bullying Problem solving Identifying how special and unique everyone is – BAME CELEBRATING DIFFERENCE First impressions	Cultural differences and how they can cause conflict Racism – BAME STEREOTYPES, SKIN COLOUR, RELIGION, APPEARANCE Types of bullying Material wealth and happiness (Article 31 – leisure, play and culture) Enjoying and respecting other cultures – BAME CELEBRATING DIFFERENCE	Perceptions of normality Understanding disability (Article 23: Children with disability) Power struggles Understanding bullying Inclusion / exclusion Differences as conflict Difference as celebration – BAME CELEBRATING DIFFERENCE Empathy
Spring 1 Dreams and Goals	Difficult challenges and achieving success Dreams and ambitions (Article 6 – life, survival and development) New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings – Zones of Regulation link Simple budgeting	Hopes and dreams (Article 13 – Freedom of expression) Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Future dreams (Article 29 – Right to education) The importance of money Jobs and careers Dream jobs and how to get there Goals in different culture Supporting others Motivation	Personal learning goals, in and out of school Emotions in success Making a difference in the world Motivation Recognising achievements Compliments
Spring 2 Healthy Me	Exercise/fitness Food labelling Attitude towards drugs Keeping safe Respect for myself	Healthy friendships Smoking/alcohol Assertiveness/peer pressure	Smoking/alcohol/anti social behaviour Emergency aid Body image Relationships with food / Healthy choices Motivation and behaviour Self-recognition/worth/esteem Safe online communities	Taking responsibility How substance affects the body Exploitation including gang culture Emotional and mental health Managing stress
Summer 1 Relationships	Family roles and responsibilities (Article 18 – parental responsibilities) Freindship and negotiation Keeping safe online – Online Safety	Jealousy Love and loss Memories of loved ones Friendships Girlfriends and boyfriends Appreciation to living things	Rights and responsibilities (All articles – awareness of the UN convention on the Rights of the Child) Gaming and gambling Online safety rules Dangers of online grooming – Online Safety	Mental health worries and support Love and loss Managing feelings Technology safety – Online Safety
Summer 2 Changing Me	How babies grow Understanding a babies needs Body changes Stereotypes Transition	Being unique Having a baby Girls and puberty Confidence in change Environmental change	Self and body image Influence of online media Puberty for girls/boys Conception Coping with change and transition	Self image/body image Puberty and feelings Conception to birth Physical attraction Respect and consent Boyfriends and girlfriends Sexing Transition

Statutory Requirements

As an academy, our school must provide Relationships Education and Health Education to all pupils (The Relationships Education, Relationships and Sex Education (RSE) and Health Education Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017).

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy” (Secretary of the State Forward, DfE Guidance 2019, p.4).

Resources

Each year group is provided with their own Jigsaw folder with teacher guideline which outlines the programme, how to deliver it and what resources are required. Teachers are provided with a Jigsaw character and the chime bar to assist in lessons.

Assessment

Teachers begin the topic with a baseline 'mind map' where teachers will gather evidence of what the children know and what needs to be developed over the half term. This will inform teachers of any additional tailoring that needs to take place.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each year. We have a reward assembly every week which celebrated personal achievements within school, including those of our core values: compassion, respect, perseverance, co-operation, honesty, courage.

Impact

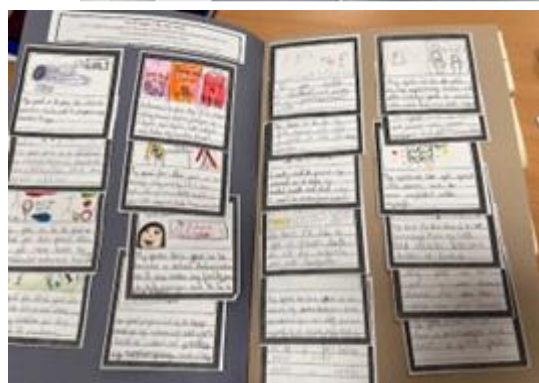
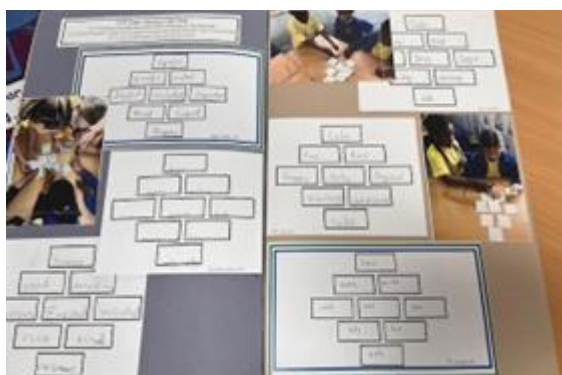
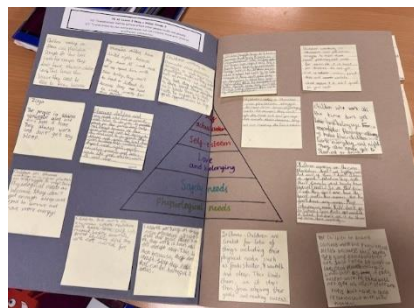
P.S.H.E. learning at Thames View Junior will benefit and impact positively on children's lives in a variety of ways:

- Children will be responsible and respectful British citizens.
- Children will be empathetic and supportive towards others who are different to them.
- Children will accept others in their society.
- Children will know how to stay safe and who to go to for support.
- Children will be resilient and know how to tackle life's challenges.
- Children will be prepared for future challenges and adult life.
- Children will know how to be physically and mentally healthy, and how to support others to be physically and mentally healthy too.
- Children will have increased self-esteem, self-awareness, self-respect and self-confidence.
- Children will know how to socialise effectively with others.
- Children will have an understanding of their own, and others', needs.
- Children will have their life chances improved.
- Children will know how to participate effectively and respectfully in society.
- Children will be well-rounded, knowledgeable citizens.

Documents and Appendixes

This policy should be read in conjunction with the Teaching and Learning Policy and the National Curriculum.

Appendix 1: Examples of class books:



Appendix 2 :- Statutory Content for Relationships Education

	Pupils should know...
Families and people who care for me	R1 that families are important for children growing up because they can give love, security and stability. R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	R7 how important friendships are in making us feel happy and secure, and how people choose and make friends R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed
Respectful relationships	R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R13 practical steps they can take in a range of different contexts to improve or support respectful relationships R14 the conventions of courtesy and manners R15 the importance of self-respect and how this links to their own happiness R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive R19 the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships	R20 that people sometimes behave differently online, including by pretending to be someone they are not. R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. R24 how information and data is shared and used online
Being safe	R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. R32 where to get advice e.g. family, school and/or other sources.
Mental wellbeing	H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms	H11 that for most people the internet is an integral part of life and has many benefits. H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. H14 why social media, some computer games and online gaming, for example, are age restricted. H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. H17 where and how to report concerns and get support with issues online.
Physical health and fitness	H18 the characteristics and mental and physical benefits of an active lifestyle. H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. H20 the risks associated with an inactive lifestyle (including obesity). H21 how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	H22 what constitutes a healthy diet (including understanding calories and other nutritional content). H23 the principles of planning and preparing a range of healthy meals. H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ☑ H31 the facts and science relating to immunisation and vaccination
Basic first aid	H32 how to make a clear and efficient call to emergency services if necessary. H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. H35 about menstrual wellbeing including the key facts about the menstrual cycle.