



Cherry Tree Hill Primary School

PSHE Policy

Date of Policy to Governors: x

Minute Number: x

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Vision

By the time our children leave Cherry Tree they will have the knowledge, skills and understanding they need to lead confident, healthy and independent lives. They will be able to make well informed healthy lifestyle choices and will know how to keep safe, which will support and impact on their positive relationship choices and mental wellbeing. Children will understand how they are developing personally and socially. They will have the understanding that through their learning journey in this subject they will learn how to tackle many of the moral, social and cultural issues they will face in the current world. Children will continue to build upon their resilience and determination to never give up and to celebrate their achievements at every step along the way.

Statement of intent

At Cherry Tree Hill Primary School, we are committed to providing a broad and balanced curriculum that promotes pupils' spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of later life.

We believe that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.

The vision for pupils, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2014) 'National curriculum in England: framework for key stages 1 to 4'
- DfE (2022) 'Personal, social, health and economic (PSHE) education'
- DfE (2026) 'Relationships, Sex and Health Education (RSHE) Statutory Guidance'
- DfE (2025) 'Keeping children safe in education 2025' (KCSIE)

This policy operates in conjunction with the following school policies:

- Primary Relationships, Health and Sex Education Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
- Facilitating the day-to-day implementation and management of the PSHE Policy.
- Reviewing the PSHE Policy annually.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The PSHE leader is responsible for:

- Leading, managing and developing the school's provision in the subject area.
- Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times.
- Promoting and safeguarding the welfare of all pupils at all times.
- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- Acting as a positive role model for all pupils and staff members

3. Aims and structure of the PSHE curriculum

The school will seek to use PSHE to build, where appropriate, on the statutory content outlined in curriculum guidance documents on:

- Drug education.
- Financial education.
- Relationships and Health Education (RSHE), including factual teaching about the human body and puberty
- The importance of physical activity and diet for a healthy lifestyle.

The school recognises that statutory Relationships and Health Education (RSHE) must be taught in line with the 2026 statutory guidance, and any PSHE content that overlaps with RSHE will follow the school's RSHE Policy (2026). The PSHE subject leader will work closely with their colleagues in these curriculum areas and ensure that content is planned and taught in line with the following policies:

- Primary Relationships, Health and Sex Education Policy

Where PSHE content touches on RSHE themes, teaching will follow the 2026 requirements, including: no promotion of gender questioning, no social transition in school, and clear, factual teaching about biological sex.

The school's PSHE curriculum will also cover economic wellbeing, careers and enterprise education, and personal safety, including assessing and managing risk, as vital parts of the school's PSHE curriculum.

PSHE complements several other curriculum subjects; therefore, where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

Jigsaw Content:

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

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys <i>Conception (including IVF)</i> Growing responsibility Coping with change Preparing for transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings <i>Conception to birth</i> Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Curriculum organisation

PSHE education will address both pupils' current experiences and preparation for their future. The programme of study will therefore provide a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

Through effective organisation and delivery of PSHE, the school will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The PSHE programme will be delivered by appropriately trained members of staff through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Circle time
- Use of external agencies and services
- School ethos
- Small group work
- Cross-curricular links
- Assemblies
- Enrichment days or weeks
- Residential trips

The school will use direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs

4. Programme of Study

This programme of study sets out learning opportunities for EYFS and Key Stage 1 and 2.

The programme of study sets out learning opportunities for each key stage, in each core theme and organised under subheadings, as set out below.

The PSHE programme of study will cover the following topics:

Being Me in My World

This Puzzle opens each academic year by establishing the foundations for everything else in Jigsaw PSHE: belonging, emotional safety and shared expectations. Children explore what it means to be part of a class, a school, a wider community and, as they progress, a global community. Through creating the Learning Charter together, they experience democracy, British Values, rights and responsibilities, and how this relates to the rule of law. Alongside this, they develop the emotional literacy to recognise and manage feelings, understand how their behaviour affects others, and build the self-respect and empathy that underpin all healthy relationships.

Celebrating Differences

Celebrating Difference helps children understand, respect and value diversity. Running in Autumn 2, it aligns naturally with Anti-Bullying Week and provides a rich context for exploring similarities and differences in families, cultures, abilities, appearance and beliefs. Children learn what bullying is and isn't (including cyberbullying) and develop the language and strategies to challenge it, support those affected, and seek help. As they progress, pupils examine stereotypes, prejudice, discrimination and protected characteristics, building empathy and critical thinking to stand up for fairness and inclusion.

Dreams and goals

Dreams and Goals helps pupils to learn how to and practice building their resilience, motivation and ambition. This Puzzle plays an important role in PSHE well beyond RSHE statutory guidance, helping children set goals, develop a growth mindset, and manage the emotions that come with both achievement and disappointment. Pupils consider wants and needs, explore jobs and careers, and learn how teamwork, enterprise and community participation can make a difference. Financial education is woven through, helping children understand how money, spending decisions and career choices shape the lives we build. As they progress, children examine how opportunities and barriers differ across cultures and develop empathy for those whose aspirations look very different from their own.

Healthy Me

Healthy Me covers both physical and emotional health, helping children understand how everyday choices affect their bodies and minds and how these two aspects are linked. Children learn about balanced diets, physical activity, rest, sleep, personal hygiene, dental health, sun safety and first aid, alongside the facts about drugs: starting with medicines and unknown substances moving to alcohol, tobacco and vaping and then illegal drugs. Equally important is the focus on emotional wellbeing: friendships, peer pressure, body image, relationships with food, and strategies for managing stress and anxiety. Safety education runs throughout, with the Safety STAR framework (Stop, Think, Assess, React) helping children identify hazards and manage risk across contexts including road, water, fire and rail safety. This Puzzle is where RSHE Health Education statutory guidance is most broadly represented, but Jigsaw ensures that the emotional and social learning is

embedded, thereby building children's confidence, self-respect and agency to make informed, healthy choices for life.

Relationships

Relationships is where RSHE Relationships Education is most fully expressed. Children explore the full range of relationships in their lives; families, friendships, communities and, as they grow, early ideas about romantic relationships, learning what makes these healthy, safe and respectful. They develop skills to negotiate, compromise, manage conflict and repair friendships, while learning to recognise when a relationship is making them unhappy or unsafe, and where to get help. Digital literacy and online safety become increasingly prominent, covering screen time, social media, online friendships, data privacy, recognising harmful or AI-generated content, and knowing how to respond when something online feels worrying. This Puzzle also addresses love, loss and bereavement.

Changing Me

Changing Me supports children through the physical and emotional changes that come with growing up — from exploring life cycles in the early years through to learning about puberty, reproduction and the transition to secondary school. Children develop accurate, age-appropriate knowledge and the emotional vocabulary to feel confident about changes happening to their bodies and lives. Self-image, body confidence and challenging negative body-talk are important threads, alongside correct anatomical vocabulary, understanding privacy and consent, and recognising appropriate and inappropriate contact. The Puzzle also addresses wider changes in families, friendships and circumstances, helping children build strategies for coping and seeking support. Any expression of gender distress by a pupil will be treated as a safeguarding concern and not as curriculum content.

5. Assessment

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on the knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding will be assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes in order to monitor progress.

6. Withdrawal from lessons

Parents may request withdrawal from **non-statutory sex education only**. There is no right to withdraw from Relationships Education or Health Education. Further information on process of withdrawal from non-statutory sex education can be found in the schools RSHE policy.

7. Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The school will design the PSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable, e.g. having SEND. Teaching will not include gender identity theory. Where pupils express gender distress, staff will follow safeguarding procedures and will not implement social transition (names, pronouns, facilities or uniform) without multi-agency direction.

Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

8. Safeguarding

The school recognises the role it plays in preventative education and will ensure that pupils are taught about how to keep themselves and others safe, including online.

The school will implement a whole-school approach; creating a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia and sexual harassment. Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

Confidentiality within the classroom will be an important component of PSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Pupil Confidentiality Policy. Teaching will not include gender identity theory or promote gender questioning. Staff will follow safeguarding procedures for any disclosure relating to gender distress.

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child

Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

PSHE teachers will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

The DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

9. Monitoring and Review

This policy will be reviewed by the headteacher and PSHE leader on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties.

The next scheduled review date for this policy is Autumn 2027.