Castle Bromwich Junior School

Where together we can learn, work and succeed.

PHSE Policy

Approved by trustees – Full Trust Board

Date – June 2026

Reviewed by – Jessica Mackenzie

Review date – July 2028

At CBJS we aim to teach the children to do the best they can, so that they learn the most they can, and develop academically, socially and physically to be as happy and as healthy as they can.

PSHE (Personal, Social, Health and Economic) Policy

(including Relationships, Sex and Health Education – RSHE)

Name of school	Castle Bromwich Junior School
Date of policy	June 2026
Member of staff responsible	Jessica Mackenzie
Review date	Summer 2028 (Every 2 years after this)

1. Introduction and Context

At Castle Bromwich Junior School, we aim to teach children to do the best they can, so that they learn as much as possible and develop academically, socially and physically to be as happy and healthy as they can.

Personal, Social, Health and Economic (PSHE) education supports children's personal development, health and wellbeing, and their understanding of relationships. It plays a central role in preparing pupils for the opportunities, responsibilities and experiences of later life.

Under the Education Act 2002 and the Academies Act 2010, schools must provide a curriculum that promotes pupils' spiritual, moral, cultural, mental and physical development and prepares them for life in modern Britain.

At Castle Bromwich Junior School:

- Relationships Education and Health Education are **statutory**
- Sex education is **non-statutory**, but taught in upper Key Stage 2

- Our curriculum also includes **economic wellbeing and citizenship education**, helping pupils to understand money, work and their role in society

This policy outlines our whole-school approach to PSHE, including how statutory requirements are met.

2. Our Vision for PSHE Education

At Castle Bromwich Junior School we aim to teach children to do the best they can, so that they learn the most they can, and develop academically, socially and physically to be as happy and healthy as they can.

Personal, Social, Health and Economic (PSHE) education plays an important role in supporting this vision by helping children to develop the knowledge, skills and attitudes they need to thrive both in school and in the wider world. Through our PSHE curriculum, children learn how to build positive relationships, manage their wellbeing and make informed choices that support their safety and happiness.

We wish to develop individual self-esteem leading to self-confidence and mutual respect for other people, as well as positive mental health and wellbeing, through a supportive working atmosphere which creates a wide range of opportunities for achieving success. At Castle Bromwich Junior School, we believe that the positive ethos embedded in school life, the various initiatives in place, along with the planned opportunities for Personal, Social, Health and Economic (PSHE) learning in every year group, support us in achieving this aim.

The aims of this policy are linked closely with our school values. In 2011, through consultation with the whole school community involving staff, governors, parents and children, we established the important values that are the foundation of our school and its development.

These values are:

Accept – *we value everyone from all backgrounds and beliefs*

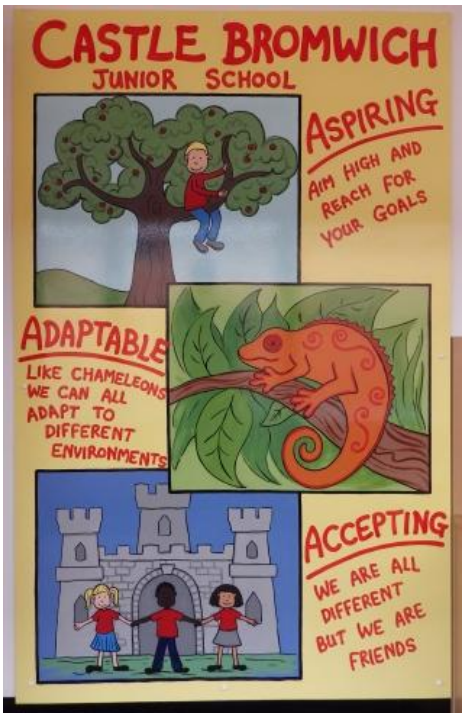
- To respect differences between people
- To enable children to express feelings and emotions and deal with them in an appropriate way

Adapt – *we can adapt to different situations and challenges whilst still having high expectations*

- To develop children's confidence and responsibility by building self-esteem
- To acquire the skills necessary to establish good relationships
- To encourage children to make appropriate choices and recognise that their actions have consequences
- To develop and nurture children's emotional health and wellbeing
- To help them develop the ability to make decisions in situations they may encounter

Aspire – *we all aim to be the best we can in all that we do*

- To prepare children to take an active role as citizens
- To help children develop healthier, safer lifestyles



Castle Bromwich Junior School provides children with a 'Toolbox' which includes a range of initiatives and strategies (see appendix 1 for more details) that children can use to support their mental health and wellbeing, as well as their personal, social and health development. These 'tools' fit under the SMILE acronym, which we follow as a school to promote positive mental health, encouraging our school community to:

S – Socialise
M – Move
I – Interest
L – Learn
E – Engage

School initiatives included within this approach are Zones of Regulation, Active 30:30, Relax Kids, Daily Mile, Giving Cards, School Council, school clubs and groups, Restorative Justice, Co-operative learning, Growth Mindset, Bubble Time, school sports, school jobs and mindfulness. These initiatives are explained to children so they understand how they can support their development and wellbeing, and are promoted throughout the school, within lessons and through whole-school assemblies.

3. Statutory Relationships and Health Education

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

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

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations make Relationships Education and Health Education statutory for all primary-aged pupils.

At Castle Bromwich Junior School, we value PSHE as an important way to support children's development as individuals, enabling them to understand and respect who they are, to develop confidence and resilience, and to equip them with the knowledge and skills needed for life and learning.

We deliver statutory Relationships Education and Health Education within our whole-school PSHE programme using the Jigsaw PSHE 3–11 programme. This provides pupils with a carefully sequenced, age-appropriate curriculum that meets statutory requirements whilst also developing wider personal, social and emotional skills.

To ensure progression and a spiral curriculum, we use Jigsaw as our chosen teaching and learning programme and tailor it to meet the needs of our pupils. A detailed mapping document showing how the Jigsaw programme covers all statutory Relationships and Health Education outcomes is available (see Appendix 2).

Our PSHE curriculum also supports the school's wider safeguarding responsibilities, helping pupils to recognise risks, stay safe both online and offline, and know how and when to seek help. This learning helps pupils to understand personal boundaries, recognise unsafe situations and know how to seek help from trusted adults. Our PSHE curriculum also promotes respect for diversity, challenges stereotypes and supports pupils in developing positive attitudes towards others.

Through the Jigsaw programme, pupils learn about:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships and internet safety
- Being safe
- Mental wellbeing
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing bodies and puberty

Our PSHE policy is informed by existing DfE guidance including:

- Keeping Children Safe in Education
- Respectful School Communities
- Behaviour and Discipline in Schools
- Equality Act 2010 and schools
- SEND Code of Practice (0–25 years)
- Alternative Provision statutory guidance

• Mental Health and Behaviour in Schools
• Preventing and Tackling Bullying
• Sexual violence and sexual harassment between children in schools
• Equality and Human Rights Commission guidance
• Promoting Fundamental British Values as part of SMSC in schools

The Jigsaw programme is aligned with the PSHE Association Programme of Study for PSHE.

4. The Jigsaw Approach: A Whole-School Framework

At Castle Bromwich Junior School, 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, the programme supports us in delivering high-quality PSHE education that meets the needs of our pupils.

The programme places emotional literacy at the heart of learning, helping children to recognise, name and talk about a wide range of feelings in themselves and others. This supports children to share their thoughts and experiences, seek help when needed and build positive relationships.

Each Jigsaw lesson begins with 'Calm Me Time', a short mindfulness activity designed to support self-regulation and create a calm and focused learning environment. This regular practice supports children's emotional wellbeing and prepares them for open discussion and reflection.

Jigsaw lessons also include opportunities for children to connect and work collaboratively with others, strengthening relationships within the class and developing social skills such as listening, cooperation and mutual respect.

The programme follows a spiral curriculum, meaning that key themes are revisited across year groups with increasing depth and complexity. This allows pupils to build on previous learning as their understanding and maturity develop.

Lessons are designed to be interactive and participative, using discussion, reflection, problem-solving and creative activities to help children develop both knowledge and practical life skills.

5. Curriculum Structure: The Six Jigsaw Puzzles

Our PSHE curriculum is organised into six themed units, known as Jigsaw 'Puzzles', which are taught across the school each year. The learning deepens and broadens as pupils move through the school.

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution. Classroom Charter is established.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	Understanding the link between physical and emotional health, including nutrition, sleep, exercise and hygiene; developing emotional wellbeing and self-esteem; learning about medicines and substance use; keeping safe and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships and, in upper Key Stage 2, human reproduction where taught as sex education.

6. Curriculum Time and Whole-School Approach

At Castle Bromwich Junior School, PSHE is taught through weekly lessons, usually delivered by the class teacher. This ensures that pupils learn the knowledge and skills in a structured, developmental and age-appropriate way.

The first Jigsaw unit, Being Me in My World, is taught during the early weeks of the autumn term. This allows teachers and pupils to establish positive relationships, develop a sense of belonging within the class community and create the Jigsaw Learning Charter that supports respectful behaviour and discussion throughout the year.

The learning that takes place during PSHE lessons is reinforced and developed through the wider life of the school. Assemblies, collective worship, school initiatives and everyday interactions between pupils and staff all contribute to developing the values, skills and understanding explored in PSHE.

We aim to 'live' what is learnt in PSHE and apply it to everyday situations within the school community, supporting pupils to develop respectful relationships, emotional understanding and responsible behaviour.

Lessons are differentiated and adapted to ensure that learning is accessible for all pupils. PSHE lessons are usually taught by the class teacher, although there may be occasions when another member of staff supports or delivers the lesson.

7. Parents' Right to Withdraw from Sex Education

Parents and carers have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the PSHE curriculum.

At Castle Bromwich Junior School, sex education is taught within the Changing Me unit of the Jigsaw programme. This includes learning about human reproduction in an age-appropriate way, in the upper Key Stage 2, year groups. We believe it is important that children understand the physical and emotional changes of puberty and develop the knowledge and confidence to build healthy, respectful relationships.

Parents and carers do not have the right to withdraw their child from the statutory elements of the curriculum, which include Relationships Education and Health Education. This means that learning about topics such as friendships, family relationships, safety, and puberty as part of Health Education will still be taught.

If a parent or carer wishes to withdraw their child from the sex education elements of the curriculum, they are encouraged to contact the school to discuss their request. The school will work with parents to ensure they understand the curriculum content and how it is taught in a sensitive and age-appropriate way. Where a child is withdrawn from sex education lessons, the school will make appropriate alternative arrangements for the pupil during that time.

The school will inform parents in advance when the Changing Me unit will be taught during the summer term. This ensures that parents are aware of the content being covered and are able to discuss any questions or concerns with the school beforehand. This policy has been developed in consultation with parents, staff and governors.

8. Safeguarding and Confidentiality

All staff at Castle Bromwich Junior School are aware of their duty of care and shared responsibility to safeguard and promote the welfare of children. PSHE and Relationships and Sex Education are sensitive areas of the curriculum, and staff recognise the importance of delivering these lessons in a safe, supportive and respectful environment.

Teachers are aware that discussions during PSHE lessons may raise sensitive issues or questions for pupils. Ground rules are established within lessons to help children feel safe to share ideas and opinions respectfully, while also understanding that some matters may need to be discussed with a trusted adult outside the classroom.

Staff are mindful of individual pupils' needs and experiences and will respond appropriately to ensure that all children feel secure and supported during lessons. Teaching is delivered in an age-appropriate way and staff remain sensitive to the diverse backgrounds and circumstances of pupils and their families.

If anything arises during the teaching of PSHE or Relationships and Sex Education that gives cause for concern, staff have a duty to follow the school's safeguarding procedures in line with the school's safeguarding and child protection policy.

9. Equality, Inclusion and Diversity

We are committed to inclusive PSHE that reflects the diversity of our community.

We:

- Promote respect for all individuals
- Challenge stereotypes and discrimination
- Reflect a wide range of family structures
- Meet duties under the Equality Act 2010
- Teaching reflects the protected characteristics set out in the Equality Act 2010.
- Teaching is adapted to meet the needs of all pupils, including those with SEND.

10. Links to Other Areas of the Curriculum

PSHE is closely linked with other subjects:

- Science – health, human body, puberty
- PE – physical health and wellbeing
- Computing – online safety
- RE – values, beliefs and diversity
- Citizenship – rights, responsibilities and democracy

11. Assessment, Monitoring and Evaluation

Assessment in PSHE focuses on:

- Knowledge and understanding
- Development of skills
- Ability to apply learning

Teachers use:

- Discussion and observation
- Pupil reflection and self-assessment

<u>Formative assessment activities</u>

At Castle Bromwich Junior School, we are committed to ensuring that PSHE education is inclusive and accessible for all pupils. Teaching reflects the needs of all children and promotes respect for diversity, helping pupils to understand and value differences between people.

Our PSHE curriculum supports the school's responsibilities under the Equality Act 2010 and promotes an inclusive learning environment where all pupils feel valued, respected and able to participate fully in lessons.

Teachers are aware of the diverse backgrounds, experiences and needs of pupils and will adapt teaching where appropriate to ensure that learning is accessible for everyone. This includes taking account of pupils' age, ability, special educational needs and disabilities (SEND), cultural background, and family circumstances.

Through the PSHE curriculum, pupils are encouraged to develop empathy, respect and understanding for others, and to challenge stereotypes and discrimination where they may arise.

We aim to create a safe and supportive environment where children feel confident to express their views and ask questions while learning about relationships, health and wellbeing.

12. Monitoring and Review

The PSHE curriculum at Castle Bromwich Junior School is monitored and reviewed regularly to ensure that it remains effective, relevant and in line with statutory requirements.

The PSHE subject leader is responsible for overseeing the implementation of the PSHE curriculum and for supporting staff in the delivery of high-quality teaching and learning. This may include reviewing planning, monitoring teaching and learning, and gathering feedback from staff and pupils.

The effectiveness of the PSHE curriculum is also considered as part of the school's wider monitoring and evaluation processes.

This policy will be reviewed by the PSHE subject leader in consultation with the senior leadership team and governors. The policy will be reviewed every two years, or sooner if changes to statutory guidance require it.

Policy Review

This policy is reviewed Spring 2028 (every two years after this)

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		

Supporting Documents

The content of the Jigsaw programme will be made available to parents and carers on request. We will also be getting a parent password from Jigsaw to access materials on our website.