



**BICKLEY PARK
SCHOOL**

PSHE Policy

Policy Review & Update Process			
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Sub-Committee responsible for review		Education Sub-Committee	
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Introduction

From Foundation Stage to Year 8, Bickley Park School follows the Jigsaw PSHE programme. This policy reflects the structure and content of Jigsaw and how it is implemented across the school, while also aligning with current government guidance.

All schools must provide a curriculum that is broadly based, balanced, and meets the needs of all pupils. Under Section 78 of the Education Act 2002 and the Academies Act 2010, this includes promoting the spiritual, moral, cultural, mental, and physical development of pupils and of society, and preparing pupils for the opportunities, responsibilities, and experiences of later life.

As of September 2020, the Department for Education has made the following components of PSHE education statutory:

- Relationships Education (for all primary-aged pupils)
- Health Education (for all primary and secondary pupils)
- Relationships and Sex Education (RSE) (for all secondary-aged pupils)

While PSHE as a whole remains non-statutory, these specific components are now mandatory. Bickley Park School ensures that these statutory elements are delivered through the Jigsaw PSHE programme and aligned with the most recent government guidance.

This Jigsaw PSHE policy is informed by existing DfE guidance on:

- **Relationships Education, Relationships and Sex Education and Health Education** (September 2026)
[Relationships and sex education \(RSE\) and health education - GOV.UK](#)
- **Preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2017)
[Preventing and tackling bullying](#)
- **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012)
[Drugs: advice for schools - GOV.UK](#)
- **Safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2023)
[Working together to safeguard children - GOV.UK](#)
- **Keeping Children Safe in Education** (Keeping children safe in education 2025 Statutory guidance for schools and colleges)
[Keeping children safe in education - GOV.UK](#)
- **Equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised May 2014).
[Equality Act 2010: advice for schools - GOV.UK](#)

Aim of the Jigsaw and BPS PSHE policy

PSHE provides pupils with the knowledge, understanding, attitudes, values and skills they need to reach their potential as individuals and within the community. 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 and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life.

Objectives/Pupil learning intentions:

Jigsaw PSHE supports the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individual

Jigsaw Content for Primary

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

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 Sex and Relationship Education in the context of looking at change

PSHE Content overview for Y7 and 8

In Year 7 and 8 pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people are experiencing the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

	Being me in my World	Celebrating difference	Dreams and Goals	Healthy me	Relationships	Changing me
7	Introduction to the senior years and expectations. My online identity. Peer pressure.	Challenging negative behaviour and being an upstander. Human rights and protected characteristics.	Achieving my dreams and goals. Risk and responsibility.	Nutrition and exercise. Sleep. Stress.	Healthy relationships, managing emotions in friendships. Consent.	Types of relationships. Self-esteem. Conception and IVF. My changing body.
8	Who am I? Families. First impressions. The impact of faith on personal identity.	Prejudice and discrimination. Injustice and inequality. Making positive contributions in society.	Long-term goals Money, budgeting and earnings.	Responsibility for own health. Substance use and misuse. Illegal drugs	Positive relationship with self. Social media and relationships.	Personal safety. Healthy relationships.

Relationship and Sex Education

Definition of Relationships and Sex Education

Relationships and Sex Education (RSE) is part of lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of healthy relationships, respect, love and care, and the teaching of sex, sexuality, and sexual health.

Effective RSE helps children and young people build healthy relationships, make informed decisions, and understand the emotional, social and physical aspects of growing up.

RSE plays a vital role in promoting pupils' health and wellbeing. It supports the development of the personal and social skills needed to build and maintain healthy relationships, and helps children and young people make informed, responsible decisions about their bodies, health and emotions.

RSE and statutory duties in school

RSE plays a key role in fulfilling a school's statutory duties to:

- Safeguard pupils (Keeping Children Safe in Education, 2025)
- Promote physical and mental wellbeing (Education Act 2006)
- Prepare pupils for life in modern Britain (Education Act 2002)

Through RSE, pupils are taught how to recognise and respond to unsafe or unhealthy relationships, understand consent and seek help when needed. It contributes to the school's wider responsibilities under safeguarding, child protection and online safety.

As of September 2020, Relationships Education is compulsory in all primary schools, and Relationships and Sex Education (RSE) is compulsory in all secondary schools. Health Education is also statutory in both primary and secondary schools.

Our RSE Policy outlines how the subject is taught and how statutory guidance is met.

Parents have the right to request withdrawal from some or all of the sex education provided, but not from Relationships Education or Health Education.

Bickley Park School delivers RSE in a way that is appropriate to pupils' age, understanding and religious or cultural backgrounds, while ensuring that content is inclusive and meets the needs of all pupils.

Equalities

PSHE is delivered in accordance with the **Equality Act 2010**, ensuring that all pupils have access to the curriculum and are not discriminated against on the basis of protected characteristics.

Inclusive PSHE helps foster good relationships between pupils, tackle prejudice and promote respect and understanding.

Additionally, we have a duty under the **Education Act 2006** to prevent bullying, including homophobic, transphobic, sexist and sexual bullying.

Drug and Alcohol Education

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

How is PSHE organised in school?

PSHE is delivered through the Jigsaw Programme, which integrates personal, social, health and economic education (PSHE), emotional literacy, social skills, and spiritual development into a cohesive and comprehensive curriculum.

Jigsaw uses a whole-school approach, with all year groups focusing on the same theme (referred to as a "Puzzle") each half term. Each Puzzle is made up of six sequenced lessons ("Pieces") that work toward an end product, such as a School Learning Charter or a shared goals display.

Every lesson has two learning intentions: one focused on PSHE content, and the other on developing emotional literacy and social skills. Lessons address contemporary issues such as body image, online safety, cyberbullying, and identity, making learning relevant and meaningful.

If timetabled lessons are missed due to other school events, teachers may combine two lessons (Pieces) to ensure full coverage of content.

Assemblies & Weekly Focus

The Headteacher reinforces PSHE themes through weekly whole-school assemblies aligned with each Jigsaw Puzzle. These themes are also celebrated in House Meetings and referenced across the wider curriculum.

In form time, pupils engage with a weekly behaviour focus linked to the current PSHE theme. Positive behaviours are recognised with House points and merits, supporting a consistent whole-school approach and reinforcing the school values.

Differentiation/SEN

Jigsaw is written as a universal core curriculum for all children. Inclusivity is central to its philosophy. Teachers adapt lessons to meet the diverse needs of pupils. Many lessons include creative activities that offer pupils choices in how they engage and demonstrate understanding.

Each Puzzle also includes guidance for differentiation, with suggestions to support pupils with a range of learning needs, including those with special educational needs.

Safeguarding

Teachers are aware that disclosures may occur during PSHE lessons. If a child makes a disclosure, the school's safeguarding procedures are followed without delay. It may also be necessary to provide time and space for follow-up conversations after a lesson. All staff follow the Bickley Park School Safeguarding Policy in such cases.

Equal Opportunities

All pupils, regardless of age, faith, race, gender, sexual orientation, or disability, have full access to the PSHE curriculum. The programme is delivered in line with the Equality Act 2010 and promotes inclusivity across all protected characteristics.

Teaching supports and reflects the British values outlined in the Government's Prevent Strategy (2011), including:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs

Assessment

Assessment in PSHE is formative and based on teacher observation and pupil engagement. Each Puzzle (except Puzzle 1) includes a built-in assessment task, typically in Piece 5 or 6, which allows pupils to reflect on their learning and gives teachers an opportunity to assess progress.

These tasks are used for internal monitoring and pupil reflection, not as nationally benchmarked assessments. The Jigsaw approach emphasises individual growth, pupil voice and celebration of achievement within a supportive classroom environment.

Monitoring and evaluation

The PSHE Lead monitors delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

External contributors

External visitors, such as police officers and health professionals, can enrich the PSHE curriculum. Their input is carefully planned and integrated to ensure alignment with learning objectives. All sessions delivered by external contributors are supervised by school staff and comply with safeguarding policies.

The Learning Environment

Establishing a safe, open, and positive learning environment is essential to effective PSHE. Trusting relationships between all members of the class, both adults and pupils, underpin this.

At the start of the year, each class agrees a set of 'ground rules', called the Jigsaw Charter, to create a respectful and supportive space. Ideally, the Charter is co-constructed by teachers and pupils to encourage ownership. The Charter is then reinforced in every Jigsaw lesson (Piece). The Jigsaw Charter

- 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)

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are likely to arise in PSHE due to its real-life relevance. Topics such as family structures and values, health and medical issues, financial hardship, bullying, bereavement and identity may have a personal or emotional impact.

Staff are trained to manage such discussions with care. They will listen actively, handle disclosures appropriately and follow the school's safeguarding procedures. Lessons are age-appropriate, inclusive and respectful of diverse backgrounds and viewpoints.

Where political, personal or ideological issues arise, teachers will provide a balanced presentation of differing views. They will help pupils to think critically, evaluate information and express opinions respectfully. Pupils are encouraged to speak openly and safely without fear of judgment.

Answering Difficult Questions and Sensitive Issues

Staff understand that views about topics such as Relationships and Sex Education (RSE) and drug and alcohol education can vary. Personal beliefs are respected and all PSHE content is delivered in an impartial, age-appropriate and inclusive manner.

Lessons present multiple perspectives where relevant, helping pupils develop critical thinking skills and form their own informed opinions, while respecting the views of others.

Questions from pupils are handled with discretion and care. Teachers use professional judgment to determine whether to respond immediately, later or individually. Where concerns arise, staff consult with the Designated Safeguarding Lead (DSL).

Jigsaw's RSE lessons are inclusive of all pupils and address sexual orientation, puberty, consent and relationships sensitively and respectfully. Homophobic, biphobic, and transphobic bullying is not tolerated and is addressed in line with the school's behaviour and safeguarding policies.

The school liaises with parents and carers to ensure transparency and trust in the delivery of the PSHE curriculum.

Links to other policies and curriculum areas

We recognise the clear link between the PSHE Policy and the following policies and staff are aware of the need to refer to these policies when appropriate.

PSHE Policy

- Science Curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- Sex and Relationships Education Policy (RSE)

Training and support for staff

Staff are supported in delivering PSHE confidently and effectively. Training needs are identified annually, and support is offered through INSET days, peer support, and external experts where appropriate.

CPD opportunities are provided to ensure staff are equipped to address sensitive issues, promote inclusion, and uphold safeguarding responsibilities.