



St. Augustine's Catholic Primary School
Hoddesdon



PSHE Policy

October 2025

MISSION STATEMENT

We come to school to live and learn happily together by loving ourselves and each other as Jesus taught us.

Values:

We believe that the purpose of St. Augustine's Catholic Primary school is to:

- *help pupils to live and learn in a Catholic Christian environment leading to acceptance and respect of others in a diverse school community and wider world.*
- *provide an environment in which high expectations will lead to a striving for excellence in all areas of school life.*
- *educate and develop each member of the school community by building on their strengths and supporting their weaknesses.*
- *foster purposeful relationships with those who learn in, work in and visit our school where diverse views and backgrounds are respected.*

St. Augustine's R.C. Primary School PSHE Policy

The following is to provide the philosophy and framework for the teaching of PSHE at St. Augustine's and is part of the overall curriculum policy of the school.

It is essential that this document should be regularly reviewed and evaluated, as necessary, in order to implement the requirements of the National Curriculum. It should be seen as part of an ongoing process rather than a final statement.

Context

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, a PSHE curriculum:

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

PSHE

At St Augustine's RC Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme we use offers us a comprehensive, carefully thought-through Scheme of Work, which brings consistency, and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website under Curriculum Information.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Here, at St Augustine's School we value PSHE as one of many ways to support our children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs. The mapping document: Jigsaw 3-11 shows exactly how Jigsaw and therefore our school, meets the statutory Education requirements.

What do we teach when and who teaches it?

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	No Jigsaw Unit of work.	Each class completes their RSE unit.

At St Augustine's School we allocate an hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes. These explicit lessons are reinforced and enhanced in many ways such as through assemblies, praise and reward systems, our Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Each lesson is broken down into six sections. The lesson starts with a 'Connect Us' activity; they then focus on calming their minds and their bodies in the 'Calm Me' section. After this, the children 'Open their minds' and then are shown a new skill during the 'Tell me Show me' section. They then demonstrate their new skill in the 'Let me learn' section. Finally, the lesson ends with a reflection section where the children can think about what they enjoyed throughout the lesson.

Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. Books are monitored to ensure lessons are taking place weekly and are a high standard. In addition, lesson visits allow me to see PSHE teaching in action. Pupil voice provides me with a chance to talk to the children and see what they enjoy during PSHE and what they would like to be improved.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, " Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue.

At St Augustine's School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Relationships Education

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

The Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw. For example, emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter. Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Relationships Education in Primary schools - DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3 /H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
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	All of these aspects are covered in lessons within the Puzzles • Relationships • Celebrating Difference • Being Me in My World
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	All of these aspects are covered in lessons within the Puzzles • Being Me in My World • Celebrating DIfference

	• 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	• Relationships
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	All of these aspects are covered in lessons within the Puzzles • Being Me in My World • Celebrating Difference • Dreams and Goals • Healthy Me • Relationships
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.	All of these aspects are covered in lessons within the Puzzles • Relationships • Celebrating Difference
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	All of these aspects are covered in lessons within the Puzzles • Relationships • Celebrating Difference

	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.	
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Physical health and mental well-being education in Primary schools - DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
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.	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Celebrating Difference

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.	All of these aspects are covered in lessons within the Puzzles • Relationships • Healthy Me
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.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
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).	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Drugs, alcohol and tobacco	• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	All of these aspects are covered in lessons within the Puzzles • Healthy Me
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,	All of these aspects are covered in lessons within the Puzzles • Healthy Me

	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.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
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.	All of these aspects are covered in lessons within the Puzzles • Healthy Me

British Values

The British Values are promoted through the use of the Jigsaw Learning Charter which is shared at the beginning of every Jigsaw PSHE lesson. The Learning Charter is child-centred and aims to encourage children to work together and follow a set of 'ground rules' to create a safe, positive learning environment. The Learning Charter supports the work that happens in each Jigsaw lesson.

Democracy

Democracy is evident across all puzzles within the Jigsaw programme. Children have lots of opportunities for their voices to be heard through whole class, group or paired discussions. The Jigsaw Learning Charter aims to ensure that all lessons establish a safe learning environment.

Rule of Law

The Rule of Law is evident in every Jigsaw lesson when beginning the session with the Jigsaw Learning Charter. Establishing a safe, comfortable environment for all children (and adults) to learn in is paramount to every lesson. Children are also taught about their rights as a child, including those from The United Nations Convention on the Rights of the Child (UNCRC). These are included in all puzzle pieces. We believe it is important for children to understand equality and their rights, to understand how both they should be treated, and how they should treat others.

Individual Liberty

Jigsaw provides a structured programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice. The Jigsaw PSHE scheme begins teaching this right from the beginning in the Early Years Foundation Stage and offers opportunities for children's spiritual, moral, social and cultural (SMSC) development. The ethos of a Jigsaw lesson aims to always make every child feel welcomed, valued and comfortable and therefore promotes a positive learning environment.

Mutual Respect

One of the key aspects of Jigsaw is how we enable and teach children to have respectful discussions on sensitive subjects. Jigsaw aims to provide a structured lesson format in which a safe learning environment is created. Each lesson plan includes phrasing, suggested use of language and terminology as well as suggestions for asking open-ended questions sensitively and reflectively.

Tolerance of those of different faiths and beliefs

The Celebrating Difference puzzle specifically looks at how we might differ in many ways, but that there are human and spiritual elements in us all where we can find a connection and empathy with each other. Jigsaw aims to go beyond 'tolerance' to help children 'celebrate difference', their own individuality and that of others.

At St. Augustine's Catholic Primary School, our PSHE policy reflects our mission to live and learn happily together by loving ourselves and one another as Jesus taught us. Through the Jigsaw Programme, we provide a structured, mindful, and inclusive approach that nurtures each child's spiritual, moral, social, emotional, and physical development.

Our commitment to high expectations, respect, equality, and diversity ensures that every pupil is valued as a unique individual, supported to reach their full potential, and prepared for the responsibilities and opportunities of life in modern Britain. By embedding PSHE throughout the curriculum and daily school life, we help our pupils to grow in confidence, compassion, and resilience becoming thoughtful and caring members of both our school and the wider community.

This policy is a living document, continually reviewed ensuring that our provision remains faithful to our Catholic ethos and responsive to the world around us..