



1. Intent

At Priory, our aim is that children will develop knowledge that will last a lifetime, along with strong skills to prepare them for the world, enabling them to lead a successful life and make a positive contribution to their families and community.

Our children are provided with a well taught, knowledge rich curriculum. The basis of this is full implementation of the National Curriculum ensuring breadth, balance and clear progression. Our expectations are high for all pupils: we do not narrow our curriculum or deny any pupils the key knowledge taught to the class, unless it is absolutely in their best interest of the child, due to a significant learning need.

We carefully consider our children and community to ensure our curriculum is bespoke to their needs. Any purchased schemes are also carefully considered and adjusted to match need. As a Rights Respecting School, where possible in lessons, links are made to the rights of the child. Opportunities to promote British Values, SMSC and our equality objectives are incorporated across the Curriculum. Teachers have strong subject knowledge and learning is clearly sequenced over terms, years and throughout the school to ensure knowledge is learnt and embedded.

2. Rationale

At Priory we aim to provide pupils with the knowledge, understanding, attitudes, values and skills which they need in order to reach their potential as individuals and within the community. Our teaching provides children with the opportunity to recognise their own worth, work well with others and become increasingly responsible for their own learning. We enable children to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues which are part of growing up.

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 must:

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

The DfE specified as part of its National Curriculum (2014) that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

This Jigsaw PSHE policy is informed by existing DfE guidance on Relationships Education (Sex and Relationship Education Guidance, July 2000), preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, Headteachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and Keeping Children Safe in Education, 2018) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

It also draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, Second Edition, Autumn 2017; note: 2018 Statutory

Priory CE Primary School: Policy on PSHE (Personal, Social, Health Education)

Inspection of Anglican and Methodist Schools not yet available as e-document). The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers are given the opportunity to find out about the Jigsaw PSHE programme through: half-termly newsletters, the Priory website, the PSHE/RSE/Drug and Alcohol Education policies and parents' evenings.

3. Aims and Objectives

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.

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 and learning.

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

Objectives/Pupil learning intentions:

Jigsaw PSHE will support 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 individuals

4. Teaching and Learning

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 our children's needs. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional

Priory CE Primary School: Policy on PSHE (Personal, Social, Health Education)

and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

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 Relationship Education in the context of looking at change

Where possible, external contributors from the community, will make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme.

Teachers MUST always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately, this includes reporting concerns to CPOMS and to the Designated Safeguarding Leads. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes and this may be reflected in their Jigsaw Journal/Topic Books. It is important to allow the time and appropriate staffing for this to happen.

5. Assessment

Teachers at Priory will be eager to ensure that children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle will be assessed with supporting evidence gathered from teachers own assessment, evidence in Jigsaw Journals (UKS2) or in Topic Books (KS1-LKS2) and from group projects. Children will also be invited to self-assess their learning and progression throughout sessions.

From Year 1 to Year 6 pupils' performance will be described in term of achievement of age-related expectations. We use the on-line programme 'Arbor' to record assessments throughout the school. From Year 1 to Year 6 each pupil's understanding of key knowledge and achievement of skills is used to award a best fit level using the Chris Quigley 'BAD' terminology:

Basic: understanding of basic facts and ideas relating to a concept – can tackle questions, sometimes with support.

Advancing: understanding of key knowledge, independent application, can explain, use or summarise understanding

Deep: has an exceptional understanding of knowledge and skills, which are embedded.

6. Resources

Jigsaw resources are purchased and monitored by the subject leader and are stored in the subject leader's classroom. Each classroom also has their own Jigsaw chime and Jigsaw character cushion to support the delivery of Jigsaw. Each year group is also responsible for their Jigsaw planning file.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to Jigsaw learning. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter (linked to Priory Class Charters)

- 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)

7. Early Years

The Early Years Curriculum focusses on building skills, knowledge and understanding. We have adopted a creative approach to the curriculum and we ensure it is broad, balanced and exciting. We make links across the curriculum and to life wherever possible as we believe this deepens the children's level of learning. We use the revised Early Years Foundation Stage curriculum (Development Matters) as appropriate, to guide our teaching. Personal and social - PSHE in the Early Years is taught through a variety of adult led and child initiated activities. Discrete Jigsaw sessions are taught weekly throughout EYFS. Activities in the EYFS setting are taught through play based learning and guided by the child's interests. PSHE underpins the backbone of most opportunities and is facilitated by the adults to ensure high quality learning and development opportunities through prime and specific areas.

Assessment plays an important part in helping practitioners to recognise children's progress, understand their needs, and to plan activities and support their development. Assessment in the Early Years is Ongoing and is largely based on Facilitated child-led experiences; allowing children to reflect their own knowledge, and high-quality adult led activities. Children are assessed throughout the Foundation Stage using the new Development Matters (2021) which sets out a pathway of children's development in broad ages and stages. Children are assessed against the Early Learning Goals and Development Matters through a range of observations and work. The three goals for PHSE are: Self-Regulation, Managing Self, and Building Relationships. The Early Years Lead provides a baseline of attainment, monitors progress and provides end of year assessment. This assessment is subsequently reported to the Local Authority. It tracks achievement in all Areas of Learning and can provide specific feedback to individual subject leads, regarding achievement in the relevant strands.

The curriculum of the Early Years underpins all future learning by supporting, fostering, promoting and developing children`s skills in the following areas:

PRIME AREAS	SPECIFIC AREAS
<p>Personal, social and emotional development</p> <ul style="list-style-type: none"> • Self-Regulation • Managing Self • Building Relationships <p>Physical Development</p> <ul style="list-style-type: none"> • Gross Motor Skills • Fine Motor Skills <p>Communication and language</p> <ul style="list-style-type: none"> • Listening, Attention and Understanding • Speaking 	<p>Literacy</p> <ul style="list-style-type: none"> • Comprehension • Word Reading • Writing <p>Mathematics</p> <ul style="list-style-type: none"> • Number • Numerical pattern <p>Understanding the world</p> <ul style="list-style-type: none"> • People, Culture and Communities • The Natural World • Past and Present <p>Expressive arts and design</p> <ul style="list-style-type: none"> • Creating with Materials. • Being Imaginative & Expressive

8. Inclusion and SEND

Pupils with SEND have full access to the curriculum through reasonable adjustments. They can be supported through differentiated tasks, scaffolds, adult and peer support. Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels. Advice to support individual pupils is always available from the Inclusion Hub and where appropriate specialist services.

9. Equality

Prory is a caring school that aims to provide a high-quality education to all our pupils within a secure and environment. We are a Rights Respecting School and protecting the rights of all individuals is important to us. We hope that pupils will leave us with confidence, positive memories and that they value their time here.

Our school aims to meet its obligations under the public sector equality duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination.

Priory CE Primary School: Policy on PSHE (Personal, Social, Health Education)

Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

The Church of England document ‘Valuing all God’s Children’, 2017 states:

“All bullying, including homophobic, biphobic and transphobic bullying, causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide. Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value.” (Page 1). It is also a part of the 2018 SIAMS schedule that Church of England schools should enable their pupils to “embrace difference”.

10. Monitoring and Review

The subject leader is responsible for monitoring the standards in PSHE. They will monitor the quality of planning, lessons and pupils’ work throughout the year. They will also engage with pupils through surveys and interviews to discover their views. Annual data will be analysed. All monitoring will be used by the subject leader to create and maintain an action plan to bring about improvements. This will include support for staff, planning training and purchasing resources.

The subject leader, SLT and Governing Body are responsible for monitoring the implementation of this policy. This policy will be reviewed every two years or earlier if necessary.

11. Other related policies:

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

- Safeguarding and Child Protection Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Physical Education curriculum
- Science curriculum
- Design and Technology curriculum
- SEND
- Equality
- Teaching and Learning
- SEND
- EYFS
- Assessment
- Marking and Feedback

Policy Author: Rebecca Lees

Date of Review: February 2025