

# At Priory, we flourish in PSHE by working **TOGETHER!**

Trust	
Optimism	
Gratitude	
Enthusiasm	
Thoughtfulness	
Honesty	
Enjoyment	
Respect	

Our Christian Vision and Values underpin everything that we do: they help to guide us in our learning and our life, both now and beyond!



## Priority CE Academy PSHE – Design, Delivery and Outcome Statement

### Design (Intent)

#### **Vision for the subject:**

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. Through our PSHE curriculum, we support pupils in developing the personal, social, and emotional skills needed to thrive both now and in the future.

Our children are provided with a well taught, knowledge rich curriculum through JIGSAW. 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.

The Jigsaw PSHE curriculum is a comprehensive, mindful approach to Personal, Social, Health and Economic (PSHE) education specifically for primary schools, designed to help children understand themselves and their relationships with others. It marries various subjects, including emotional literacy, social skills, and spiritual development, through a whole-school, weekly program, centred around six themed half-term "puzzles". Key themes include: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, and Changing Me. We carefully consider our children and community to ensure our curriculum is bespoke to their needs. Our Jigsaw (PSHE) scheme has been adjusted to match our Priory needs.

The Jigsaw curriculum at Priory builds progressively across year groups to ensure learning is embedded. Digital literacy plays a key role in enhancing understanding, with pupils using technology to seek further information or to present their learning creatively. By integrating digital tools, pupils develop skills that are essential for the modern world.

Through the Jigsaw PSHE curriculum, children have opportunities to develop their spiritual pathways by reflecting on their own feelings, values, and beliefs, as well as those of others. Across the Jigsaw themes — *Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, and Changing Me* — pupils explore moral and ethical questions, learn about kindness, respect, and responsibility, and consider how their actions affect themselves and those around them. Visits and visitors further enrich the curriculum, providing real-life experiences that help bring learning to life and support children's personal, social, emotional, and spiritual development.

Our Jigsaw PSHE curriculum is carefully sequenced to revisit and build upon key themes such as identity, relationships, health, wellbeing, aspirations, and change. Pupils develop a rich emotional and social vocabulary, which grows as they progress, enabling them to express their thoughts and feelings with confidence and empathy. The curriculum is designed to ensure that learning is meaningful and retained over time, with strategies such as regular reflection, revisiting key concepts, and spiral progression across the Jigsaw themes supporting long-term personal development and emotional literacy.

**Inclusion and Access:** Our intent applies to every pupil, including those learning in The Hive and those with special educational needs and disabilities (SEND). We maintain high ambition for all and adapt the route to achieving it, ensuring every child can access and engage with the key personal, social, health, and emotional concepts within the Jigsaw PSHE curriculum. Teachers differentiate through visual supports, simplified language, scaffolded discussion, and additional guidance where needed, ensuring lessons remain accessible while preserving essential knowledge and opportunities for reflection. This inclusive approach enables all pupils to develop emotional literacy, resilience, and the skills needed to lead happy, healthy, and fulfilling lives.

**Underpinned by:**

**PSHE Jigsaw – a whole-school approach:**

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to delivering Personal, Social, Health Education, 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 the need for differentiation and adaptation.

**Jigsaw PSHE Characters:**

Each year group in the Jigsaw PSHE programme is supported by its own Jigsaw friend — a soft toy character that helps bring the learning to life. These characters help create a safe, engaging, and consistent approach across the school. They encourage children to share their thoughts and feelings and support the development of empathy, emotional awareness, and positive relationships. The Jigsaw friends are: **Jigsaw Jenie, Jigsaw Jack, Jigsaw Jo, Jigsaw Jaz, Jigsaw Jez, Jigsaw Jino, Jigsaw Jem**

**PSHE Jigsaw ‘Puzzles’:**

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time, allowing for knowledge to become embedded and developed as pupils progress through Priory.

Each Half Term focuses on a different Puzzle as outlined below:

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<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
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<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
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<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
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**Relationships Education:**

At Priory, we aim to enable children to understand and respect our common humanity, diversity and differences so that they can go on to form the effective and fulfilling relationships which are an essential part of life and learning. Our teaching provides children with the opportunity to develop the personal skills needed to establish and maintain healthy relationships which encompass responsible and informed decisions about their health and well-being.

Specific Relationship Education lessons are taught through the ‘Changing Me’ Puzzle.

**High expectations:**

Throughout Jigsaw sessions we follow our ‘Jigsaw Charters’ which is aligned with our school motto of: *‘Be the best that you can be’*. Like within all aspects of school life and all other subjects, we expect children to live this in PSHE. We have very high expectations for all children in every PSHE session and expect children to demonstrate our TOGETHER Values which underpin all PSHE discussions and other activities undertaken in our sessions. We use our Secrets of Success in order to support pupils’ behaviour and to recognise their efforts.

		<p><b>Spring 2:</b> Healthy Me Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices</p> <hr/> <p><b>Summer 1:</b> Relationships Includes understanding friendship, family and other relationships, conflict resolution and communication skills</p> <hr/> <p><b>Summer 2:</b> Changing Me Includes Relationship Education in the context of looking at change</p> <hr/>	<p><b>Key Vocabulary:</b> The understanding of key PSHE vocabulary is vital to success in the subject. In each lesson, specific key vocabulary is taught and referred to throughout. This is deemed appropriate for the year group taught and builds on previously learnt vocabulary. Ensuring that pupils know the correct terminology and vocabulary is essential in PSHE for many reasons, including for keeping pupils safe when knowing their body parts. Teachers will therefore demonstrate the importance of the use of the correct vocabulary and will encourage pupils to use this throughout, and beyond, our PSHE sessions.</p>
<b>Delivery (Implementation)</b>	<p><b>Structure of a Jigsaw PSHE Lesson</b> Each Jigsaw lesson follows a consistent structure designed to create a safe, supportive, and reflective learning environment. Lessons are built around six key parts:</p> <ol style="list-style-type: none"> <li><b>Connect Us</b> – Builds community and a sense of belonging through inclusive activities that promote positive relationships.</li> <li><b>Calm Me</b> – Encourages mindfulness and emotional regulation, helping pupils to prepare their minds and bodies for learning.</li> <li><b>Open My Mind</b> – Introduces the learning intention and key theme, developing curiosity and readiness to explore new ideas.</li> <li><b>Tell Me or Show Me</b> – Provides new information or concepts through discussion, story, role-play, or direct teaching.</li> </ol>	<p><b>Continued Professional Development (CPD):</b> At Priory, we are committed to staff development through CPD. This is done by attending training opportunities and regional networking events provided by the St Bart’s MAT.</p> <hr/> <p><b>Secrets of Success:</b> At Priory, we use ‘Secrets of Success’ to support children with their approached to learning: trying new things, improving skills, not giving up, etc. are all recognised as important qualities of effective learners</p> <hr/> <p><b>Assessment:</b> Staff use their formative assessments of lesson participation, ‘Let Me Learn’ responses and the level of the children’s engagement in the material to form a summative assessment. These judgements are</p>	<p><b>Thoughtful Questioning:</b> In Jigsaw PSHE lessons, teachers use thoughtful questioning techniques to encourage reflection, deepen understanding, and promote open discussion. Questions are designed to be inclusive, age-appropriate, and sensitive, helping pupils to explore their feelings, values, and experiences in a safe and supportive environment. This approach nurtures curiosity, empathy, and emotional literacy while ensuring every child’s voice is valued.</p> <hr/> <p><b>Jigsaw Journals and recording of work:</b> At Priory we encourage all our PSHE Lessons to be as memorable, creative and hands on as possible. Our PSHE sessions heavily encompass discussion-based activities, partner tasks and group work. Some tasks will be responded to and recorded in pupils’ individual Topic Books (KS1 &amp; LKS2) or Jigsaw Journals (UKS2). Whilst Jigsaw Journals are places to</p>

	<p>5. <b>Let Me Learn</b> – Allows pupils to explore and apply their learning through creative, reflective, or collaborative activities.</p> <p>6. <b>Help Me Reflect</b> – Promotes self-awareness and consolidation of learning, encouraging pupils to think about how they can use their new understanding in everyday life.</p>	<p>completed on Arbor and place the children into categories according to their attainment as being: greater depth, at the expected standard, not yet there (at the expected standard), below the expected standard or well below the expected standard. It is our aim that each year we are able to increase the proportions of pupils meeting and exceeding the expected standard.</p>	<p>reflect, Topic Book work is marked regularly and feedback and challenges are given to encourage deeper thinking about themes covered. Knowledge checks and prior learning activators such as KKP's are used to ensure that retention of key knowledge is fundamental and progress towards this is monitored with additional input or sessions added if needed.</p>
	<p><b>iPads: Showbie, Freckle and other Apps:</b>          In KS2, all children are lucky enough to have their own iPad, offering a number of opportunities.</p> <p>Children have access to a wide range of Apps to support their PSHE. learning. Some individual PSHE book activities take place on here and therefore the iPad (Showbie) must be monitored alongside the children's books, views and session responses.</p>		

<b>Outcome (Impact)</b>	<p><b>Outcomes of the Jigsaw PSHE Curriculum</b> The Jigsaw PSHE curriculum aims to support the whole-child development of every pupil by building their personal, social, and emotional skills. Through the progressive, spiral structure of Jigsaw, pupils are expected to:</p> <ul style="list-style-type: none"> <li>• Develop <b>emotional literacy</b>, self-awareness, and the ability to manage their feelings effectively.</li> <li>• Build <b>resilience</b> and strategies to cope with change, challenge, and uncertainty.</li> <li>• Learn to form and maintain <b>positive relationships</b> based on respect, kindness, and empathy.</li> <li>• Understand and celebrate <b>diversity and difference</b> within their school and wider community.</li> <li>• Make <b>responsible and informed choices</b> about their health, wellbeing, and safety.</li> <li>• Gain confidence in expressing opinions, listening to others, and resolving conflicts respectfully.</li> <li>• Prepare for life in <b>modern Britain</b>, understanding values such as democracy, tolerance, and equality.</li> </ul> <p>Together, these outcomes ensure pupils are equipped with the knowledge, skills, and attitudes needed to lead healthy, happy, and fulfilling lives — both now and in the future.</p>	<p><b>Pupil Outcomes:</b> We strive for all learners to be at the expected standard at the end of the academic year; with some learners exceeding this and achieving greater depth. For those children who have gaps in their learning, we will support them through lessons and interventions with the aim of narrowing the gap.</p>	<p><b>Progression and Coverage:</b> The Kapow Design and Technology scheme has units divided into the following key areas: cooking and nutrition, mechanisms/ mechanical systems, electrical systems, digital world, structures and textiles.</p>
		<p><b>Pupil Voice:</b> Through discussion and feedback, children talk enthusiastically about their similarities and differences and the importance of positive relationships. They participate well in discussions and in tasks and are becoming aware of themselves as citizens of the world.</p>	<p><b>Monitoring:</b> Through book shares, coaching and lesson observations, we recognise that staff are delivering PSHE lessons to the children that inspire, challenge and support all learners. The children have opportunities to access the learning at all levels and are becoming confident in their ability.</p>
		<p><b>Knowledge and Understanding of PSHE:</b> At Priory, pupils are continuously developing their knowledge and understanding of PSHE year on year, through our spiral, progressive curriculum. They can talk confidently about their learning and are keen to share their success.</p>	<p><b>Developing each child for the wider world:</b> When our pupils leave Priory, our pupils have the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.</p> <p>They 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.</p>



As the rainbow appears in the clouds,  
we are the brightness all around.

**TOGETHER** we respect uniqueness and rights;  
growing our knowledge  
with the Lord as our light.

Be the best  
that you can be,

**TOGETHER!**