



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

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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

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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

Types of Assessment:

a) Formative Assessment (Assessment for Learning)

- Assessment in art focuses on pupils' ability to appraise, appreciate, and reflect on their own work and that of others, recognising that artistic response is subjective.
- Teachers provide ongoing verbal feedback to guide pupils' development, encouraging them to refine techniques and express ideas with increasing confidence.
- Through the 3D curriculum approach, pupils revisit key artistic knowledge and skills over time, deepening their understanding of materials, processes, and visual elements.
- Learning is linked across topics and themes, helping pupils to make meaningful connections between artistic movements, cultural influences, and their own creative practice.

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- Assessment captures pupils' progress in thinking, discussing, and creating art, rather than relying on fixed outcomes, ensuring all learners can demonstrate achievement in diverse ways.

b) Summative Assessment (Assessment of Learning)

- Conducted consistently using the cumulative quizzes.

Arbor is the chosen MIS system for use within Priory and the St. Bart's Trust. We use Arbor to report, analyse and track pupil progress and attainment.

When recording judgements on Arbor the following code is used and this is consistent across the Trust:

- **WB** - Significantly Below
- **B** - Below
- **NYT** - Not Yet There
- **EXS** - Expected Standard
- **GDS** - Greater Depth

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

In the EYFS, Personal, Social and Emotional Development (PSHE) is delivered through the *Prime* area of Personal, Social and Emotional Development. Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in

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activity, and show an ability to follow instructions involving several ideas or actions;

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs;
- Work and play cooperatively and take turns with others, forming positive attachments to adults and friendships with peers.

PSHE is fundamental to children's development and underpins all areas of learning. It supports children to develop a strong sense of self, build positive relationships and understand how to manage their feelings and behaviour. Through daily interactions, modelling and supported play, children learn to express their emotions, develop empathy and respect others.

Weekly adult-led PSHE sessions are delivered using the whole-school scheme Jigsaw, which is structured into progressive units. These sessions provide a consistent approach to teaching key themes such as belonging, friendships, managing feelings, celebrating differences, healthy lifestyles and growing and changing. Learning is reinforced through stories, circle times, discussion and reflection activities.

PSHE supports communication and language as children learn to talk about their feelings, listen to others and use appropriate vocabulary to describe emotions. It also promotes executive function skills such as attention, self-regulation, flexibility and working memory.

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
Personal, social and emotional development <ul style="list-style-type: none">• Self-Regulation• Managing Self• Building Relationships	Literacy <ul style="list-style-type: none">• Comprehension• Word Reading• Writing
Physical Development <ul style="list-style-type: none">• Gross Motor Skills• Fine Motor Skills	Mathematics <ul style="list-style-type: none">• Number• Numerical pattern
Communication and language <ul style="list-style-type: none">• Listening, Attention and Understanding• Speaking	Understanding the world <ul style="list-style-type: none">• People, Culture and Communities• The Natural World

- Past and Present

Expressive arts and design

- 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.

The Hive

The Hive is Priory CE Academy's specialist resource provision for pupils with communication and interaction (C&I) needs, including those on the autism pathway. It provides a calm, structured learning environment with adapted teaching, sensory regulation and small-group opportunities whilst following the curriculum of the main school. The Hive follows the full National Curriculum, planned and sequenced in step with whole-school long-term plans and adapted to meet individual EHCP targets and next steps.

Every subject leader is responsible for ensuring that their curriculum intent, implementation and impact extend fully to The Hive. They quality-assure planning, teaching and assessment, meet termly with The Hive team and SENCO, and contribute to monitoring and pupil-progress reviews. Subject leaders also teach or model lessons in The Hive when appropriate, ensuring that high expectations and consistent pedagogy are maintained. This partnership supports smooth inclusion, builds staff expertise and secures equality of ambition for all pupils.

9. Equality

Priory 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. 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

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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

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