

PSHE Policy

Our Shared Vision & Values



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P
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R
E**

We are ambitious to ACHIEVE ;	we aim high, anything is possible!
We show SELF-RESPECT ;	we support each other with empathy, tolerance and quiet confidence.
We are PROUD ;	positive, practical and we persevere.
We want to be INSPIRED ;	show our creativity, "Dream Big".
We demonstrate RESILIENCE ;	we learn from our mistakes, are reflective and reciprocal, take responsibility for our actions.
Everyone is EQUAL ;	there are exciting experiences at Carlton Road for all.

The Context of our School and its Curriculum

Carlton Road Academy is a two-form entry school with our own attached Nursery based in Boston, Lincolnshire. With a cohort drawn from the immediate area, the school serves a diverse community with a greater-than-average number of EAL and Pupil Premium students; mobility is high. As a result, it is key that our approach to teaching and learning is accessible to all children, regardless of their background. Our ethos "Aspire to Achieve" is embedded throughout the school, its curriculum and our knowledge expectations – we expect our children to "Aim High" and "Dream Big".

Our "Aspire" curriculum brings to life the school's ethos and values. It embraces the whole child and their success in education – both academic ambition, practical skills, and social achievements. At the same time, we expect the children to be proudly responsible of and for their own efforts, to persevere when the going is not always easy thereby making their individual contribution to the shared, equalitarian, and democratic learning experience at Carlton Road.

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.

Curriculum Intent

PSHE

At Carlton Road Academy, 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 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.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required 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.



Statutory Relationships and

Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Carlton Road Academy we value PSHE as one way to support 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 your children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.



Our PSHE policy is informed by

existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

Our curriculum promotes	A	Achievement,	all learners are academically ambitious, aim high, maximising their own potential from their considerably different starting points. Everyone reads with enjoyment and enthusiasm. Anything is possible!
Our curriculum instils	S	Self-respect,	creating confidence, tolerance and mutual respect within the whole school community, children support and encourage each other upholding British Values.
Our curriculum promotes pupil's	P	Pride,	they feel part of something bigger, maintain positivity, take pleasure in their work, using both practical skills and their own mindset to help them persevere.
Our curriculum enables students to be	I	Inspired;	its varied content and wide-reaching subject matter offers a wealth of learning opportunities that encourage creativity, from close to home and further afield; we "Dream Big" at Carlton Road.
Our curriculum develops learners who are	R	Resilient	to be honest in their understanding and learn from their mistakes, overcome setbacks and challenges, to take responsibility for their own learning, to be reciprocal and reflective in lessons.
Our curriculum embodies	E	Equality;	everyone is entitled to exciting experiences, cultural, sporting and enriching and to have their views and voices heard.

What our intent looks in PSHE

At Carlton Road Academy, we encourage our pupils to open their mind to the world around them. We provide them with the knowledge and skills they need to be capable, creative thinkers when it comes to

designing and range of tools and materials which learning experience.

constructing. We expose our children to a engage and excite them throughout their

Curriculum Implementation

How we deliver our curriculum:

A	Achievement	Children and young people are at the heart of all Jigsaw Programmes. We aim to improve their capacity to learn, their resilience and emotional well-being and mental health and thereby enhance their life-chances. We encourage the children to be honest and open and contribute to discussions on various topics and to show empathy and understanding to others.
S	Self-respect	Children are encouraged to think and reflect about their own actions and behaviour. Through the Jigsaw program we encourage the children to understand the part that they play as an individual as part of our school community. We expect our children, alongside their peers and teachers, to “build themselves up”, to increase their self-esteem, as they progress through the curriculum. We aim to instill confidence and resilience into our pupils thereby encouraging them to truly believe in themselves. Jigsaw’s philosophy starts by building positive self-image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others.
P	Pride	At Carlton Road Academy, we want our children to feel proud of their work, their school community, and their personal conduct. We show celebration – developing a sense of pride for all children and to celebrate that we are all different and that is ok!
I	Inspired	Using the Jigsaw PSHE program we aim to enable our pupils to better understand each other as human beings and global citizens, share cultures and grow empathy. This includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
R	Resilient	Children are constantly encouraged to never give up. We aim to support our pupils in becoming ‘reflective learners’ where they can identify improvements that can be made to both their work and their behaviour in social situations. Jigsaw, the mindful approach to PSHE provides a thorough curriculum package for 3-16 year olds, with the Jigsaw R.E.S.T. (Resilience and Engagement Scale and Toolkit) boosting resilience at Primary, and the Jigsaw Families Programme offering support for parents and carers.
E	Equality	Children are given an equal opportunity of receiving high quality PSHE Education regardless of physical or mental ability, race, gender and social circumstances. Children are taught how to face racial and gender stereotyping. In PSHE children learn how to overcome and understand discrimination and stereotyping and when it takes place. As a school, we will 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.



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:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Carlton Road Academy, we allocate 1 lesson (approx. 45mins to 1 hour) to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, 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.

Class teachers deliver the weekly lessons to their own classes. PSHE elements are also addressed through other areas of the curriculum. Computer safety is also taught through computing. Some elements of PSHE are discussed during assemblies. Every week, Picture news is discussed and talked about with the children. This focusses on rights of a child and British Values. This allows children to discuss many issues and topics from around the world and that have been in the news. As a school, we also take part in charity events and organise events for Anti Bullying Week and Road Safety awareness through JRSO. Mini Police are also involved with Carlton Road to help understand the use of rules and boundaries.

	Forms of Knowledge	What that knowledge looks like in school	What that knowledge looks like in PSHE
A	Academic Answers	Children encounter facts, learn knowledge that is "known": number bonds, spellings, capital cities, the wives of Henry VIII, colours. Facts that can be straightforwardly shared, memorised and recalled.	The children will know the vocabulary appropriate to names of the body, names of harmful substances and other health matters that they discuss. All correct vocabulary and terminology shall be used. Children start all lessons using Jigsaw with language they will need to use and remember for that block, adding onto it as unit progresses. Key questions are used to recap previous knowledge learnt. This gives the class teacher an indication of what the



			children already know and what they need to know to move their learning on.
S	Situational and Symbolic	Children interpret knowledge in the context of what they comprehend from the cultures they know/their context/ community/ heritage. This includes their understanding of symbols – written, gestures, body language, pictorial, coded such as computers or road signs etc.	The children will know how to interpret illustrations and drawings of real-life images throughout PSHE. Looking at food packaging and hygiene packaging. They will be able to understand what the human body looks like and range to healthy eating diagrams. They will use symbolic drawings to understand the risks and dangers in certain products that they would see and perhaps face in everyday. They will know what symbols and icons mean on packaging and materials, especially ones which indicate a hazard or danger. They will read domestic signage such as washing instructions for textiles and those included on food wrappings and containers. They will know what the symbols are needed to represent electricity around us and in our community.
P	Practical – the “How to?”	Children learn practical knowledge when they need to know the “How to...” e.g., ride a bike, read a map. The knowledge may come in steps or stages. It could be written down to follow like a recipe or automatically retrieved, once learnt, such as how to swim.	Children will know how to make a clear and efficient call to emergency services if necessary. Concepts of basic first aid, for example dealing with common injuries, including head injuries. Here at Carlton Road, they will learn through practical tasks about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. They will understand about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
I	Implicit and Incidental	Implicit knowledge often unconsciously obtained, and we may not recall learning it: such as how to walk or talk, it builds on past experiences. Incidental knowledge is similar in that we acquire it from experiences, but these are unplanned or unintended.	The PSHE curriculum is progressive throughout the school. By following Jigsaw, it 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. The 6 key cores will develop each year and show progression, allowing children to build and retrieve on what they have learnt each year before. Children will learn to celebrate difference, learning what is unique about themselves later leading to understand discriminations.
R	Relationships and Real Life	This is knowledge that supports children build relationships and understand how social interactions work; the knowledge behind “real life” skills such as empathy, friendship, honesty. For some it comes naturally, most children need a level coaching to acquire it.	Children will inclusively understanding relationships and Sex Education in the context of coping positively with change. At Carlton, we will learn how to understand friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss. A core strand that will be taught is, anti-bullying (cyber and homophobic bullying included) and understanding. Children will be shown and taught to understand my own identity and how I fit well in the class, school and global community.
E	Experiences and Experts	This is knowledge built up from a range of experiences both undertaken or personally encountered such as a visit to a place of historical interest, it may be explicitly taught, or delivered by an	At Carlton, children will be given experiences and equal chances to learn from others. First Aid and First response teams will teach children throughout school basic first aid. Children will learn about the rights of a child through external agencies such as child line. At Carlton, children will take part in JRSO and Junior Safety



		“expert” such as a professor, or sensorily observed such as an experiment.	teams to ensure they understand Safety in the community. Local emergency services will visit children to explain the importance of their roles and how children need to keep themselves safe as well as others.
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In PSHE we teach to secure that knowledge in the following ways:

	How the children will acquire their knowledge:	What that practice looks like in Design & Technology
A	<i>Active</i> construction of knowledge, the acquisition of <i>vocabulary</i> , teacher <i>articulation</i> of learning processes and the <i>asking and answering</i> of questions.	When planning PSHE lessons, our teachers identify any key vocabulary that can be revisited from prior learning and also any new vocabulary that will further extend the children’s knowledge. This vocabulary is displayed in the classroom on the learning walls so that pupils can refer back to it throughout their lessons. In addition to this, teachers will identify a range of key questions to ask, pitching them accordingly so that all pupils can fully access the curriculum.
S	<i>Staged</i> development enables children to join up intertwined groups of meaningful knowledge into <i>schemas</i> . This comes <i>semantically</i> , through the <i>senses</i> , through <i>skills</i> and <i>socially</i> .	As a child experiences the range of knowledge in our curriculum, step by step, they begin to make links – words and meaning (semantics) match events that have been experienced through their senses – sounds, sights, smell. These then match up with skills that are learnt and social opportunities. The final “product” being a schema that helps them organise their knowledge. For example, in PSHE, a child will learn about the importance of exercise in staying healthy because they have been taught it. This schema will extend and grow as they learn about healthy diets and hygiene, seeing how keeping healthy encompasses more than one aspect.
P	<i>Practically</i> : children access a wide range of memorable learning through <i>play</i> , the <i>power of stories pictures and print</i> and through <i>problem-solving</i> activities.	Each unit of work in PSHE provides children with opportunities to develop their understanding through engaging, practical activities such as role-play, story-telling, problem-solving scenario discussions and exploring song lyrics. The tasks are memorable due to their hands-on nature and make the learning more purposeful. Lessons are heavily discussed based.
I	<i>Internalisation</i> of learning through <i>interaction, instruction, imitation</i> and <i>integration</i> aids the movement of thoughts to long term memory.	Through talking partners, children may interact, share and discuss ideas relating to the listening and appraisal of pieces of music. They will listen to teacher instructions, they may follow sheet music or watch the video as it plays to enable them to join in with playing or singing. Finally, they will discuss and share ideas for improvising and composing. All of the above support the internalisation of knowledge acquired in music moving it into the long-term memory.
R	<i>Retrieval</i> of knowledge through <i>repetition, revision, recycling</i> and <i>routine</i> prompts memory “muscle” to work, making knowledge “stick”.	Children are always participating in retrieval activities to help embed their learning - whether that be in a PSHE lesson, another curriculum subject or during impromptu discussions during the school day when an issue arises. Because each lesson follows a similar procedure, children are encouraged to think back to previous lessons / units and use their knowledge to answer key questions. Lessons, year on year are progressive with knowledge building up over time – all prior learning is recapped, for example the language of body parts is revisited and expanded over time.
E	Special <i>experiences</i> linked to learning objectives and opportunities in specific <i>environments</i> can enhance the probability of long-term memory retaining key messages.	Providing our pupils with exciting, engaging and inspiring experiences is something we pride ourselves on at Carlton Road Academy. During PSHE lessons, we aim to get experts to come and talk to the children, whether that be during assemblies or class workshops. The aim is, where possible, to provide our children with first-hand experiences to support and develop their understanding.

Planning our curriculum:

Throughout KS1 and KS2 – The core concepts carry the same heading, where planning for each area is detailed with vocabulary and resources. These include activity ideas, images, songs, lyrics and step by step guides of how to teach and support the lessons.

The Six Puzzles (Themes/Units of work)

There are six Puzzles in Jigsaw (quickly identified by their colour scheme) designed to progress in sequence from the beginning of each academic year:



Term

1: Being Me in

My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including Sex Education)

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/HWB learning (purple) and the other based on emotional literacy and social skills development (green).

The whole school works on the same Puzzle at the same time, meaning that each Puzzle can be launched with a whole-school assembly and learning can be celebrated by the whole school in a meaningful way.

Intent and Implementation

At Carlton Road Academy Primary School, PSHE is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the “whole child” intellectually, morally, socially and spiritually. Through our whole-school approach to PSHE, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life. PSHE is taught across the school from FS1- Year 6 on a weekly basis and as a school, we follow the Jigsaw PSHE scheme. Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. Weaving through the heart of our PSHE teaching, is a commitment to enhancing and promoting our core values; APSIRE.

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, and to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Evidence of key knowledge:

Through discussion, actions, expression of thoughts, work in morals and wellbeing books and repeated retrieval PSHE knowledge will be evident in everyday life and in many varied situations that they will come across. Weekly learning walls will show and express what the children have understood and using PSHE wall as an interactive station for children to show their core learning and evidence their progression.

Impact

“The positive results of pupils’ learning can then be seen in the standards they achieve.” Ofsted, 2019

The key elements of this for our school is:

- knowing and being able to evidence the impact of the PSHE curriculum both on learners individually and in the school as a whole
- coherently being able to match and evidence the impact of PSHE with the intent

What will this look like? By the time children leave our school they will: For all children to have a ready willingness and ability to try new things, push themselves and persevere. To have a good understanding of how to stay safe, healthy and develop good relationships. To have an appreciation of what it means to be a positive member of a diverse, multicultural society. To have a strong self-awareness, interlinked with compassion of others.

Assessment

General Guidance for teachers to assess children’s work

Children will produce a variety of work in the six Jigsaw lessons that make up each unit of work (Puzzle). Much of this will be verbal, and some of it written. Within Jigsaw Primary materials there are specific assessment activities in Piece (lesson) 6 with some exemplification of the nature of the responses the pupils might give in relation to these.

In addition, Jigsaw has provided some general guidance below that can be used to assess each child at Jigsaw’s Working Towards, Working At and Working Beyond Attainment levels (descriptors).

WORKING TOWARDS	WORKING AT	WORKING BEYOND
Student responses may be limited to:	Student responses may demonstrate:	In addition to Working At, student responses may also demonstrate:
Description	A higher level of cognitive demand	Abstract ideas
Naïve definitions or unsophisticated explanations	Application and comparison of the lesson content to other situations or scenarios	Complex description
Basic recall of lesson facts	Mental processing of information beyond simple recall	Thinking and expression that involves solving complex problems
Naming, reporting or repeating back examples- perhaps those already included in the lesson (not thinking of different examples beyond those given in the lesson)	Some decision making Evidence of problem solving	Complex cognitive challenge
Asking basic questions – may demonstrate the student has not understood the content	Explanation of concepts with some reasoning	The ability to discuss alternative outcomes or routes
Inability to make comparisons (or makes simple comparisons) of lesson content to other examples	The ability to categorise/ group, connect and identify patterns	Justification of answers
Demonstrating a limited internalisation of the concepts:	A degree of organisation in thought processes	The use of evidence to support their thinking drawn from the lesson and beyond
A lack of personal resonance/ application with the lesson content	Inference and interpretation	The ability to appraise or assess a situation : evaluation
Demonstrating a low level of cognitive challenge	The ability to predict	The ability to hypothesise
Poor acquisition of new knowledge	The ability to summarise a range of ideas succinctly	An investigative approach: asks complex questions
Evidence of weak understanding	A degree of personal resonance with the lesson content: can apply it to their lives and provide examples of this	Creative solutions
A fixed stance: (unable/unwilling to change position)	An increase in knowledge	Deeper personal resonance: can apply the lesson content to their personal situation and discuss this in greater detail
Basic vocabulary	An increase in understanding	A reflective approach
Weak development in skills	A change of a feeling based on new learning	
Unconfident responses	A richer vocabulary	
	An increase in a skill	
	An increase in confidence	

The guidance below offers suggestions of how children’s responses (written or verbal) may be presented at each of these levels, as appropriate to children’s age and stage.

This policy was most recently updated in:
January 2025