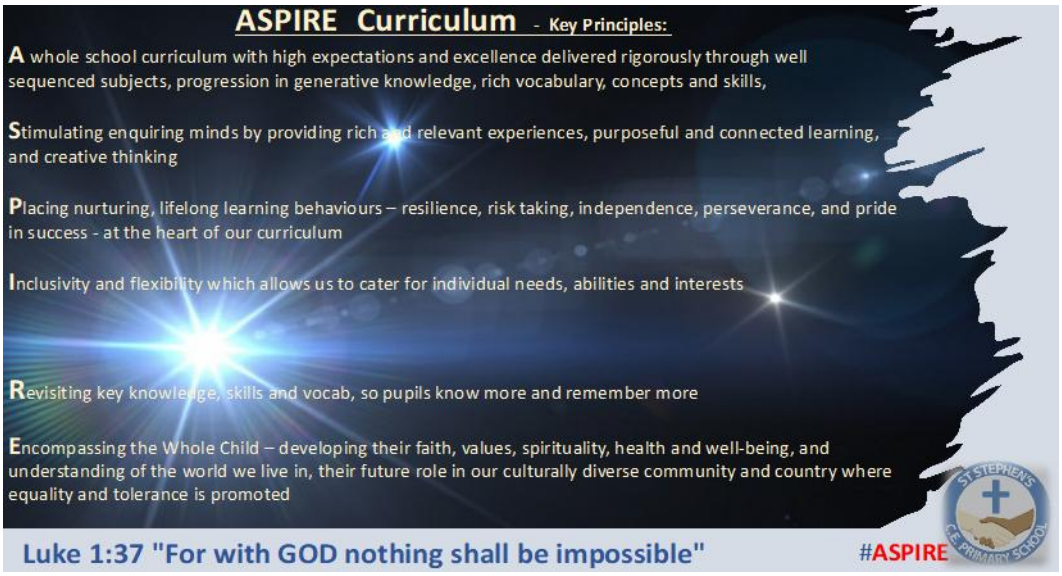
PSHE Policy

Approved by:		**Date:** 1/9/25
Last reviewed on:	September 2025	
Next review due by:	September 2026	

At St Stephen's CE Primary School, our Christian values run through our school like a golden thread and enable our children to flourish and ASPIRE in life. Our Christian vision: *'for with God, nothing is impossible' (* Luke 1 : 37), helps support and guide our whole school community in striving to beat our previous best endeavours.
Throughout the year, we re-focus on a Christian Value in order to keep God in the centre of our lives. By linking these to key events within the Christian calendar our children will all take turns in leading key collective worships for our whole school community at St Stephen's Church, once a year.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Thankfulness	Respect	Hope	Forgiveness	Trust	Love



The key principles of our ASPIRE vision support our decision-making process at St Stephen's CE Primary School for the curriculum. With these principles in place, our children are able to know more and remember more across development of our broad and balanced curriculum.

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1. Introduction

At **St Stephen's Primary School**, Personal, Social, Health and Economic (PSHE) education is central to our mission to develop the whole child—academically, socially, emotionally, and spiritually. Our PSHE provision supports our **ASPIRE Curriculum Principles**, ensuring that all pupils develop the knowledge, skills, and attitudes to lead confident, healthy, and responsible lives.

We use the **Jigsaw PSHE Programme** as our core scheme of work. Jigsaw brings together PSHE, emotional literacy, mindfulness, social skills, and spiritual development in a comprehensive and progressive framework. It aligns closely with our ASPIRE curriculum vision by ensuring rigour, inclusivity, and continuity from Early Years through to Year 6.

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2. How we ASPIRE in PSHE

A – A whole school curriculum with high expectations and excellence delivered rigorously through well-sequenced subjects, progression in generative knowledge, rich vocabulary, concepts and skills

- Jigsaw is a *progressive, spiral curriculum* from EYFS to Year 6, ensuring systematic development of knowledge, vocabulary, and PSHE concepts.
- Each year group revisits key themes – Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, and Changing Me – enabling cumulative progression in social, emotional, and moral understanding.
- Carefully planned vocabulary and concept progression enable pupils to articulate feelings, rights, and responsibilities with increasing sophistication.
- Lessons embed high expectations for behaviour, empathy, and self-reflection, supporting academic excellence through emotional regulation and social awareness.

S – Stimulating enquiring minds through rich, relevant experiences, purposeful and connected learning, and creative thinking

- Lessons use *real-life contexts, stories, scenarios, and role-play* to develop critical thinking about personal, social, and moral issues.
- Cross-curricular links (e.g. science, RE, computing) make PSHE learning purposeful and relevant.
- Pupils are encouraged to question, discuss, and express opinions respectfully, fostering curiosity and independent thought.
- Mindfulness practices within Jigsaw nurture focus, emotional awareness, and reflective thinking.

P – Placing nurturing, lifelong learning behaviours at the heart of our curriculum (resilience, risk-taking, independence, perseverance, and pride in success)

- The Jigsaw approach explicitly teaches emotional literacy, self-awareness, and resilience.
- "Calm me" and "Celebrate success" elements build perseverance and self-efficacy.
- Activities encourage *safe risk-taking*, collaboration, and self-evaluation, promoting independence and pride in achievements.
- Regular reflection helps pupils recognise progress and set personal goals for growth.

I – Inclusivity and flexibility to cater for individual needs, abilities and interests

- Lessons are fully differentiated and inclusive, offering flexibility to adapt for SEND, EAL, and gifted pupils.
- The scheme promotes equality, diversity, and tolerance, ensuring all pupils see themselves represented in materials.
- It enables teachers to tailor discussions to reflect the unique context, needs, and interests of the school community.
- Resources and story-based content promote empathy, belonging, and understanding of difference.

R – Revisiting key knowledge, skills and vocabulary so pupils know more and remember more

- Jigsaw's spiral design ensures *regular revisiting* of key PSHE concepts such as friendship, safety, diversity, and wellbeing.
- Cumulative language and concept building strengthens long-term memory and understanding.
- Frequent reflection and review opportunities allow pupils to consolidate and apply prior learning in new contexts.

E – Encompassing the Whole Child: faith, values, spirituality, health, well-being, and understanding of the world

- Jigsaw explicitly promotes *spiritual, moral, social, and cultural (SMSC)* development.
- Themes nurture respect, compassion, and tolerance in a diverse society, aligning with British Values and the school's ethos.
- Lessons address physical and mental health, wellbeing, relationships, and personal safety.
- Pupils explore values, beliefs, and the impact of choices on themselves and others, helping them understand their role as responsible, caring citizens.

3. Aims

Through our PSHE (and Jigsaw) curriculum, we aim to:

- Promote **high expectations and excellence** in personal development, ensuring a well-sequenced, progressive curriculum that builds knowledge, vocabulary, and skills over time.
- Foster **resilience, independence, perseverance, and pride** as lifelong learning behaviours.
- Encourage pupils to develop **enquiring minds**, ask questions, and connect their learning to real-life experiences.
- Provide **inclusive and flexible learning opportunities** that meet the needs and interests of all pupils.
- Revisit key knowledge and concepts so that pupils **know more, remember more, and can apply their learning** in different contexts.
- Develop pupils' **faith, values, spirituality, health, and wellbeing**, preparing them to be thoughtful, respectful citizens in our diverse society.

4. The Jigsaw PSHE Curriculum

Jigsaw is a whole-school approach to PSHE which is structured around six half-termly units, known as "Puzzles." Each Puzzle builds progressively on previous learning, allowing pupils to revisit and deepen their understanding throughout their primary years.

Jigsaw Puzzle	Focus	ASPIRE Links
Being Me in My World	Understanding self-identity, rights and responsibilities, belonging to a class and school community	Inclusivity, pride in success, resilience, independence
Celebrating Difference	Understanding diversity, equality, and tolerance	Inclusivity, whole-child development, respect for cultural diversity
Dreams and Goals	Goal setting, perseverance, resilience, teamwork	Nurturing lifelong learning behaviours, pride, perseverance

Jigsaw Puzzle	Focus	ASPIRE Links
Healthy Me	Physical and mental health, safety, lifestyle choices	Encompassing the whole child, revisiting knowledge of wellbeing
Relationships	Building positive, respectful relationships, family diversity, conflict resolution	Rich vocabulary and concepts, connected learning, inclusivity
Changing Me	Personal growth, body changes, puberty, self-image	High expectations through well-sequenced, age-appropriate content

Each Jigsaw lesson includes mindfulness practice to develop self-awareness, focus, and emotional regulation—supporting our ASPIRE principle of nurturing lifelong learning behaviours.

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5. Teaching and Learning

- PSHE is taught **weekly** through Jigsaw lessons in all year groups from EYFS to Year 6.
- Each lesson follows a consistent structure: **Connect Us, Calm Me, Open My Mind, Tell Me or Show Me, Let Me Learn, Help Me Reflect**—ensuring purposeful and connected learning experiences.
- The Jigsaw approach emphasises **enquiry, reflection, and creativity**, enabling pupils to apply learning across subjects and real-life contexts.
- Cross-curricular links are made with Science, RE, Computing, and PE to strengthen understanding of health, relationships, and personal safety.
- Whole-school assemblies and events reinforce Jigsaw's key themes and ASPIRE values.

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6. Inclusion and Flexibility

Our PSHE and Jigsaw provision is **inclusive of all pupils**, supporting a wide range of abilities, needs, and backgrounds. Teachers adapt Jigsaw materials to ensure accessibility and relevance for all learners, including those with SEND or additional needs.

The Jigsaw framework also allows flexibility for teachers to integrate local, cultural, or topical issues, supporting the ASPIRE principle of a **connected and relevant curriculum**.

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7. Revisiting Knowledge and Assessment

Jigsaw's spiral structure ensures that learning is **revisited and built upon each year**, consolidating key knowledge, vocabulary, and skills. Assessment is built into each unit, allowing teachers to track progress in pupils' understanding, emotional literacy, and application of PSHE concepts.

Pupils are encouraged to **reflect** on their learning through Jigsaw journals, discussions, and self-assessment, helping them develop ownership of their personal growth.

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8. Encompassing the Whole Child

Jigsaw supports our commitment to developing the **whole child** by integrating emotional and spiritual wellbeing within PSHE learning. Through Jigsaw's mindfulness practices, reflection time, and discussions, pupils develop empathy, self-awareness, and respect for others—preparing them to play an active, positive role in society.

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9. Relationships and Health Education (RHE)

Our Jigsaw curriculum fully meets the statutory DfE requirements for **Relationships Education and Health Education (2019)**.

- **Relationships Education** is covered through the *Relationships* and *Celebrating Difference* Puzzles.
- **Health Education** is addressed through the *Healthy Me* and *Changing Me* Puzzles.
- **Sex Education** (non-statutory) is delivered as part of the *Changing Me* Puzzle in Years 5 and 6, with prior parental consultation.

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10. Safeguarding

Jigsaw provides a safe framework for discussing sensitive issues. Teachers establish clear ground rules, ensure age-appropriate content, and create a trusting environment where pupils feel safe to express themselves. Staff follow school safeguarding policies for any disclosures or concerns.

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11. Partnerships with Parents and the Community

Parents and carers are informed about PSHE and RHE content annually. We value home–school partnership and encourage open communication regarding Jigsaw content. We also invite community and professional visitors to enrich the PSHE curriculum, ensuring that learning is **authentic, purposeful, and connected to real-life experiences**.

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12. Monitoring and Review

The PSHE and Jigsaw curriculum is led and monitored by the PSHE Subject Leader and SLT. Monitoring includes lesson observations, pupil voice, and scrutiny of planning and outcomes. The policy is reviewed annually to ensure alignment with the ASPIRE curriculum principles, statutory guidance, and school priorities.