

PSHE policy

Nunnery Wood Primary School



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Date of Policy: April 2025

Members of Staff Responsible: E.Freer

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1. Vision

- At Nunnery Wood Primary School our intention is to provide a broad and balanced personal, social, health and education (PSHE) curriculum. As a subject, PSHE aims to provide children with the knowledge and skills to keep themselves happy, healthy and safe, to prepare them for life beyond school and an understanding they need to lead confident, healthy and independent lives. This ties in with Nunnery's Wood Primary Schools' vision from the curriculum which is – child centred and inspiring, promoting curiosity and engagement, so that children flourish and are confident in life both in and beyond school.



2. Rational

The national curriculum (2013) dictates that *'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education'*

Our chosen scheme to deliver PSHE lessons is: Jigsaw – the mindful approach to PSHE. This scheme is in line with national curriculum and statutory guidance however teachers are asked to ensure that it delivered in conjunction with their children's needs and in a way that reflects the school's diverse community. Proportional amendments are expected to be made by teaching staff to ensure all learners needs are met and any current issues the children have brought up are addressed in a well informed and objective way. By using Jigsaw, we provide a broad curriculum adhering to the stipulated guidance which also covers relevant, appropriate content needed to help children articulate their thoughts and feelings in a respectful and open manor.

Jigsaw is a whole-school approach with each year group working on the same theme (puzzle piece) at the same time in rotation throughout the academic year. This spiral approach to learning ensures that children are well grounded in each of the 6 units with age appropriate content building upon the pervious years learning. This approach is recommended by the Department of Education and the PSHE Association. It also leads to consistency throughout the school and a steadily building vocabulary for the children to use. As such progression is ensure from EYFS to Year 6. As part of the jigsaw approach, mindfulness with woven through the lessons which encourages children to develop their emotional awareness, concentration and focus.

RSE is also covered under our Jigsaw scheme of learning as since September 2020, it is a statutory requirement for primary schools to provide Relationships Education and Health Education, which includes physical and mental, aspects of PSHE education. We have a separate RSE Policy, covering the statutory requirements from 2020.

3. Aims and objectives

Our PSHE curriculum will:

- prioritise physical and mental health and wellbeing by providing children with skills to understand their own wellbeing, encourage them to practice self-care and know how to contribute positively to the wellbeing of others
- encourage our children to develop their sense of self-worth contributing to school life and the wider community
- equip children with an understanding of risk and to make safe, informed decisions to stay safe and healthy, including on-line safety
- enable our children to understand their own development; personally, socially and morally so they can confidently tackle social and cultural current issues
- provide opportunities to learn about rights and responsibilities as part of a diverse society
- enable children to build and maintain successful relationships

4. Content and Delivery

What we teach

Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) in each year group. Puzzles are linked to our School Values so that children have a wider understand of the concepts being taught.

Jigsaw Content

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 and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

Every puzzle piece has two learning intentions;

1. specific to Relationships and Health Education focus
2. development of emotional literacy and social skills.

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

Jigsaw's Health Education Content

The grid below shows specific Health Education content for each year group:

Age	Content
4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
7-8	Self-identity and worth; positivity in challenges; responsible choices; 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; respect for myself and others healthy and safe choices; body changes at puberty.

8-9	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
9-10	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; 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 and safe choices; motivation and behaviour; changes in the body at puberty.
10-11	Choices, consequences and rewards; group dynamics; democracy, having a voice; 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; impact of media; discernment; puberty; reflections about change; respect and consent.

How we teach it

At Nunnery Wood Primary School, PSHE plays a vital part of primary education and is taught in classes, weekly by a trusted member of staff. The teaching and learning activities are delivered in an engaging and mindful way considering different learning styles and the need for differentiation.

The Early Years (EYFS) planning is aligned to the National Early Years Framework (England). Lessons will be delivered in a creative manner and include discussions; role play and games.

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 enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every lesson – by using The Jigsaw Charter. Teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it. The Charter is guided by the teacher to underpins the behaviour expectations and respect that is the basis for each lesson.

To ensure learning follows the optimum progression, each lesson follows a set structure:

Connect us - This is a game or activity designed to be fun and inclusive and to build and maximise social skills. 'Connect us' creates positive relationships and enhances collaborative learning.

Calm me - This section helps children gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity. This will also help calm the classroom after the excitement/ business of connect us. Awareness is an invaluable life skill which also enhances reflection and spiritual development. This underpins the mindful approach advocated in Jigsaw

Open my mind - The Reticular Activating System of the brain filters the many stimuli entering the child's mind at any given time. It is designed only to allow in stimuli which is significant. Therefore, it is important to engage this system with the most important aspects of learning intended for each lesson.

Tell me or show me - This is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.

Let me learn - after receiving new information/concepts, children need to manipulate, use, and play with that new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning.

Help me reflect - Throughout Jigsaw, pupils are encouraged to reflect on their learning experiences and their progress. By reflecting, they can process and evaluate what they have learnt, thereby consolidate their learning. They are also asked to stop and become aware of their thoughts and feelings in any given moment in Pause Points - brief pauses within the lesson where the children can have a couple of moments to just stop and be to consider what they are learning in a meaningful.

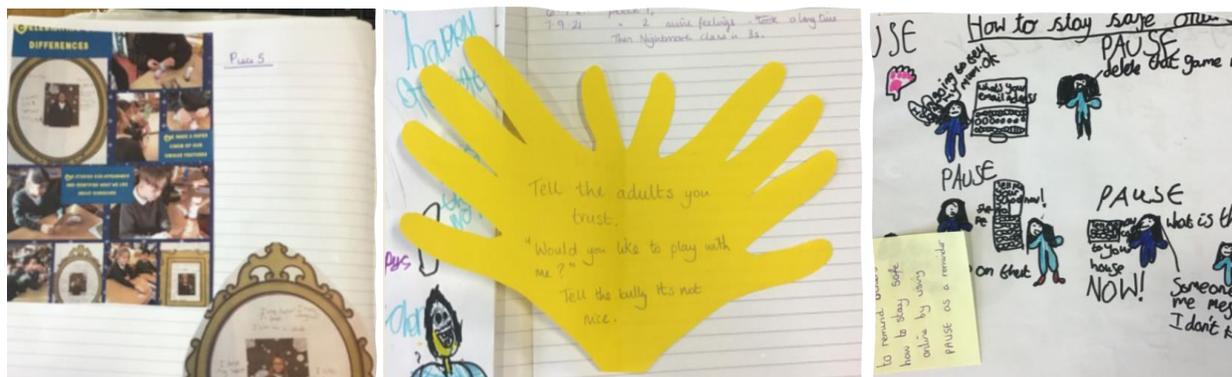
As needed, support is provided to pupils when they find particular topics more challenging and each class in KS2 has a worry box, in which children can share any concerns, whether they arise from the lesson or any other issue. In

addition to worry boxes, each KS2 class also has an 'ask-it basket' where they will have the opportunity to independently ask questions. In EYFS and KS1 classes, there are 'tell me' boxes where the children can put in their name so a trusted adult in the class can touch base with them. During Relationships and Changing Me lessons, the 'ask it' baskets will be kept on the teacher's desk so children feel safe in adding a question. There may also be occasions where teachers feel it necessary to teach PSHE because of an issue that has arisen in their own class as we recognise that PSHE is integral to children's development.

5. Recording, Assessment and Reporting

Recording

Journals – Each Y2 and KS2 child has their own jigsaw journal, where they can record their thoughts and reflections and stick in any other work that has been completed. EYFS and Y1 have floor books to record any class discussions and add pictures of practical activities they have completed during the lessons.



Assessment

Teachers will use a combination of the work completed, their own notes and their knowledge of the child to make assessment of the children's learning. As PSHE knowledge and application filters through lots of different circumstances, lessons and opportunities teachers and LSAs are mindful to take notice when children are using the strategies that are taught.

Progress is recorded termly using insight, using a best-fit approach to determine whether each pupil is working towards, at or beyond age expectation for each puzzle. Exemplifications are also provided to aid teacher judgement. The green descriptors will enable teachers to recognise pupils who may need more support with emotional literacy or social skills development and additional pastoral support may be given as appropriate.

As Jigsaw PSHE is a whole-school approach there are numerous layers built in. We will continue to praise attitudes and behaviours each week through the continuation of value vouchers, weekly celebration assemblies, whole school Jigsaw assemblies celebrating every year groups work, demonstrating how the knowledge layers through school to the children.

Reporting

Teachers will use the range of assessments made in PSHE to inform discussions at parent's evenings, alongside any specific concerns they may have. Assessments will also be used as the starting point, when writing end-of-year reports.

6. SEN and Differentiation

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 lesson to meet the needs of the children in their classes. To support this differentiation, many Jigsaw lessons 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. Discussion is also a very valuable tool to overcome any writing or recording barriers. Teachers use pictures and sentences stems to enable all learners to record their learning. The spiral approach to the curriculum helps consolidate previous learning which in turn helps children to access long and short-term memories on the topic covered.

7. Safeguarding

All staff are aware that sometimes disclosures may be made during Jigsaw lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

Confidentiality

Generally, a child's confidentiality is maintained by the teacher or member of staff. If staff believe that the child is at risk or in danger, they will talk to the safeguarding lead who will follow safeguarding procedures. All staff members are familiar with the policy and know who the members of staff with responsibility for safeguarding within school. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues will arise in learning from real-life experiences. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of all views involved. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

8. Monitoring

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Monitoring will happen through the concluding assembly at the end of each unit, with teachers submitting pictures from their lessons and children talking about what they have learned in assembly.

Evaluation of the programme's effectiveness will be conducted based on:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

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