



**Next review due by:**

## INTRODUCTION

### Purpose

The purpose of this policy is to describe our practice in personal, social and health education and the principles upon which this is based.

### Aims

Our work in PSHE enables our pupils to relate well to others, to have understanding of themselves, to make a positive contribution in school, and to be increasingly active citizens.

- To equip pupils with the knowledge, skills, and attributes they need to keep themselves **healthy, safe, and prepared for life and work**.
- To develop pupils' **confidence, resilience, and self-esteem**, and their ability to make informed decisions.
- To enable pupils to **recognise and manage risk**, make safe choices, and ask for help when needed.
- To support pupils to build **positive, respectful relationships** and understand the importance of diversity and equality.
- To prepare pupils to be **responsible, active citizens** who contribute positively to their communities and society.

### Health and Wellbeing

- Develop pupils' understanding of **physical and mental health**, including how to maintain healthy routines.
- Teach pupils to recognise and express emotions, and develop strategies for **self-regulation** and coping with change.
- Promote awareness of **personal safety**, including online safety, boundaries, and consent appropriate to age.
- Encourage responsible choices around **diet, exercise, sleep**, and hygiene.
- Build pupils' ability to identify sources of **help and support** inside and outside school.

### Relationships

- Teach pupils to understand what makes a **healthy friendship** and how to manage conflict respectfully.
- Develop skills in **communication, empathy, and cooperation**.
- Promote respect for **difference and diversity**, ensuring pupils understand equality and inclusion.
- Ensure pupils know how to recognise **unsafe or unhealthy relationships**, including bullying and peer pressure.
- Teach pupils about **families**, including that families come in different forms but should offer love and security.

### Living in a wider world

- Foster pupils' sense of **responsibility**, including digital citizenship and online behaviour.
- Develop understanding of **rules, rights, responsibilities**, and how they contribute to school and society.
- Build financial literacy, helping pupils learn about **money management**, value, and making choices.
- Teach pupils about the world of **work**, goal-setting, and the skills needed for future success.
- Promote environmental awareness, encouraging pupils to understand how they can **care for the planet**.

At Stonebridge Primary school, we follow the Jigsaw PSHE scheme which are fully aligned to the National Curriculum and designed to improve learning outcomes for all pupils. It provides a clear overview and is followed by EYFS, KS1 and KS2 pupils.

Jigsaw offers a mindful, whole-school approach to PSHE, bringing together Personal, Social and Health Education with emotional literacy, social skills, and spiritual development in a comprehensive scheme of learning. With one lesson taught each week and high-quality resources provided, teachers are able to focus on adapting activities to meet the needs of their pupils and on building strong, positive relationships with their class. The programme uses a variety of teaching strategies that reflect different learning styles and provide opportunities for effective differentiation. Designed for consistency across the school, Jigsaw ensures that every year group explores the same theme—known as a Puzzle—at the same time. Through its core strands, children acquire a strong vocabulary, a common language, and practical strategies that build their confidence and expand their emotional understanding.

### Intent



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At Stonebridge School, our PSHE curriculum is designed to equip every pupil with the knowledge, skills, and personal attributes they need to thrive as healthy, safe, and responsible members of society. Rooted in our core values of **Tenacity, Respect, Achievement, Caring, and Kindness**, we aim to nurture confident, resilient learners who are prepared for the opportunities and challenges of modern life. Our curriculum empowers pupils to make informed decisions, manage risk effectively, and develop a strong sense of self-worth and personal responsibility. To support this, we follow the **Jigsaw PSHE scheme**, which provides a carefully structured and progressive approach to personal, social, and emotional learning.

Through the Jigsaw PSHE scheme, pupils engage in a sequenced programme that develops their physical and mental wellbeing. They learn to recognise and manage their emotions, build resilience, maintain healthy routines, and seek help when needed. The scheme supports pupils in understanding how to develop healthy and respectful relationships, building their communication skills, empathy, and appreciation for diversity. Pupils explore the qualities of positive friendships, strategies for resolving conflict, and how to identify unsafe or unhealthy behaviours both online and offline. Our emphasis on caring, kindness, and respect ensures that pupils value others, celebrate difference, and actively challenge discrimination.

Our PSHE curriculum also prepares pupils to become active and responsible citizens who contribute positively to their communities. Through Jigsaw's themes—such as Being Me in My World,

Celebrating Difference, and Healthy Me—pupils learn about their rights and responsibilities, financial awareness, digital literacy, and environmental sustainability. By demonstrating tenacity in overcoming challenges, respect in their interactions, and pride in their achievements, pupils develop the character, confidence, and moral purpose needed for future success.

Ultimately, our intent is to create a supportive and inclusive environment where every child feels valued, safe, and empowered to succeed. Through a combination of the Jigsaw scheme and our school values, we aim to develop pupils who are confident, reflective, and compassionate individuals—ready to navigate an ever-changing world and make meaningful, positive contributions throughout their lives.

The PSHE curriculum will aim for pupils to:

- Feel **safe, valued, and confident** to participate.
- Demonstrate improved **decision-making and problem-solving** skills.
- Show **positive attitudes** to diversity, equality, and inclusion.
- Develop resilience and the ability to cope with challenges.
- Are well-prepared for the **responsibilities and opportunities** of later life.

In this way, PSHE at Stonebridge empowers pupils to **LEAP forward** with curiosity, confidence, and ambition, preparing them to engage with the challenges of tomorrow.

**LEAP** represents the curriculum principles that guide learning at our school:

- **Language-Rich** – We nurture confident communication by providing rich opportunities to talk, listen, and build vocabulary, enabling children to express their ideas clearly and to the highest standard.
- **Experiential** – We bring learning to life through hands-on experiences such as trips, visits, art, design, and real-world exploration that inspire curiosity and deepen understanding.
- **Ambitious** – We set the highest expectations for every learner, encouraging them to achieve their very best and believe in their potential.
- **Purposeful** – We design learning that builds on what children already know, carefully addressing gaps to ensure meaningful and connected progress.

Together, these principles empower children to **LEAP forward in their learning, grow, and future fulfil their potential.**

The following table shows our school's intent for children:

<p><b>Language Rich</b></p> <ul style="list-style-type: none"> <li>• Key PSHE vocabulary are shared in lessons as well as concepts and reflective prompts to support retrieval and shared language across the school.</li> <li>• Modelled sentence stems help children articulate feelings, opinions, and choices with clarity and confidence.</li> <li>• Every lesson includes opportunities for children to share their thoughts and feelings, enabling pupils to rehearse language related to emotions, relationships, and decision-making.</li> <li>• Emotional literacy vocabulary is explicitly taught, modelled, and consistently reinforced to support self-regulation and respectful communication.</li> <li>• Scenarios, and stories are used to expose pupils to rich language around wellbeing, diversity, and citizenship, strengthening comprehension and empathy.</li> </ul>	<p><b>Experiential</b></p> <ul style="list-style-type: none"> <li>• Role-play, drama, and real-life scenarios allow children to explore emotions, relationships, and problem-solving in authentic, meaningful contexts.</li> <li>• Visitors, workshops, and assemblies (e.g., emergency services, health professionals, community representatives) deepen children's understanding of safety, wellbeing, and responsibility.</li> <li>• Circle time, mindfulness sessions, and Jigsaw's Calm Me practices provide hands-on experiences that strengthen emotional awareness and self-regulation.</li> <li>• Participation in whole-school events—such as Anti-Bullying Week, enriches learning by connecting PSHE themes to real-world impact.</li> <li>• Practical activities (e.g., budgeting tasks, teamwork challenges, or community kindness initiatives) enable children to apply PSHE skills in purposeful, lived experiences.</li> </ul>
<p><b>Ambitious</b></p> <ul style="list-style-type: none"> <li>• Lessons are structured to challenge children to think deeply, reflect honestly, and consider multiple perspectives on complex social and emotional issues.</li> <li>• High expectations for respectful communication and emotional maturity encourage pupils to express themselves with clarity, empathy, and confidence.</li> <li>• Carefully chosen scenarios and discussions stretch pupils' ability to reason, make responsible decisions, and justify their viewpoints.</li> <li>• All pupils are supported to develop resilience, self-belief, and independence through Jigsaw's consistent, progressive approach.</li> <li>• Strong focus on developing citizenship and character empowers pupils to recognise their potential as proactive, positive contributors to their school and wider community.</li> </ul>	<p><b>Purposeful</b></p> <ul style="list-style-type: none"> <li>• Learning builds progressively across year groups, with Jigsaw's whole-school Puzzles ensuring continuity and a clear, connected sequence of concepts.</li> <li>• Lessons carefully revisit and address gaps in emotional literacy, wellbeing knowledge, and social understanding to secure strong foundations.</li> <li>• Content is tailored to the needs of each class, allowing teachers to respond to emerging issues, safeguarding themes, or local context with sensitivity and precision.</li> <li>• Activities and regular self-assessment tasks help pupils make meaningful links between their learning, their choices, and their personal development.</li> <li>• Lessons include opportunities for children to practise strategies for wellbeing, relationships, and decision-making, ensuring learning is relevant and actionable beyond the classroom.</li> </ul>

At The Stonebridge School we will provide high quality, inclusive teaching of a broad and balanced science curriculum that engages and enthuses all pupils regardless of ethnic origin, English language competency, gender, class, aptitude, or disability, thereby ensuring individual progress for all pupils.

## **IMPLEMENTATION**

### **Roles and responsibilities**

Governors:

- review the policy
- to understand why the Jigsaw PSHE scheme was chosen
- understand and know the statutory requirements highlighted in the National Curriculum for the teaching of PSHE
- know how the Jigsaw Curriculum is implemented
- with the PSHE Coordinator, monitor the intent, implementation and impact of the Jigsaw PSHE scheme.

Senior Leadership Team:

- create and communicate an aspirational vision for PSHE, ensuring it reflects school values, statutory expectations, and the needs of all pupils.
- provide strategic direction and support to middle leaders, ensuring they have clarity of purpose, curriculum understanding, and access to appropriate resources and training.
- challenge and support middle leaders in their role, using monitoring and professional dialogue to drive improvement and maintain high standards of teaching and learning.
- engage actively in monitoring activities, including observing lessons, analysing pupil outcomes, and evaluating the impact of the PSHE curriculum on pupil wellbeing and personal development.

The PSHE Lead with responsibility for PSHE shall:

- discuss regularly with the Headteacher and the governor the progress of implementing the Jigsaw PSHE scheme
- to have strategic overview of PSHE
- ensure teachers understand the requirements of the National Curriculum and help them to plan lessons
- lead by example by setting high standards in their own teaching
- prepare, organise and lead CPD and joint professional development
- observe colleagues periodically with a view to identifying the support they need
- keep parents informed about the PSHE curriculum
- monitor and evaluate PSHE provision in the school by conducting regular work scrutiny and learning walks

Teachers:

- each class teacher is responsible for the teaching of PSHE in their class in consultation with PSHE lead
- ensure that they are up to date with school policy and curriculum requirements regarding PSHE
- attend and engage in professional development training around PSHE provision, including individual and whole staff training/inset, where appropriate
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- report back to the PSHE Coordinator on any areas that they feel are not covered or inadequately provided for in the school's PSHE provision
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone

- ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHE in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs
- ask for support in this from the school SEND coordinator or the PSHE Coordinator, should they need it
- to update the PSHE floor books with children's outcomes

#### Support Staff:

- under the direction of the Teacher, cover teachers and support staff will deliver the Jigsaw PSHE scheme and fulfil the roles and responsibilities as mentioned above

#### Pupils:

We recognise that an interactive approach to PSHE will better develop the skills of our pupils, and also that, it is more likely to meet their needs. Children are provided with a variety of opportunities to develop their skills through:

- Group work
- Paired work
- Whole School teaching

#### Pupils engage in

- full class consultation activities which ensure all pupils have a voice in the process

#### Parents/Carers:

At The Stonebridge School, we recognise the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up.

Therefore, we seek to work in partnership with parents/carers when planning and delivering PSHE.

The school will encourage this partnership by:

- keeping parents/carers informed about all aspects of the PSHE curriculum, including when it is going to be delivered
- expecting parents/carers to share the responsibility of PSHE and support their children
- encouraging parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through PSHE
- providing support and encourage parents/carers to seek additional support in this from the school where they feel it is needed

### **Aspects**

#### Equal opportunities:

At The Stonebridge School we adhere to the guidance from the DfE which states, "Schools should 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 Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

#### Health and safety:

Each year group has a topic named 'Healthy Me' which will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

### Safeguarding:

The PSHE curriculum incorporates teaching of safeguarding throughout the curriculum. If a matter of safeguarding arises, it will be dealt with according to the safeguarding procedures of the school. Please see the Safeguarding Policy.

### Planning:

Teaching of PSHE follows the Jigsaw PSHE scheme which include:

- coverage of PSHE, exemplifying the breadth and coverage across the year group
- lesson plans follow the Jigsaw PSHE scheme. These plans progressively cover the PoS as set out in the National Curriculum for PSHE for each year group
- ongoing plans produced on a week by week basis and reviewed daily as necessary
- teachers in Foundation Stage follow the Jigsaw Scheme of work in conjunction with teaching and learning on objectives within the Framework for Foundation Stage and early developmental matters

### Teaching:

All children are taught a PSHE lesson weekly.

- each lesson includes a clear learning objective taken from the Jigsaw PSHE schemes of work
- each lesson includes 6 elements: Connect Us, Calm Me, Open my Mind, Tell Me or Show Me, Let me Learn and Help Me reflect
- whole class teaching is adopted and children work in mixed ability groups, independent or in pairs
- where necessary teachers children will record their learning and some examples will be stuck into the class PSHE floor book

### Organisation:

- Every classroom has a Jerry Cat, a Jigsaw Puzzle piece and a chime bar.

### **IMPACT**

#### Assessment:

Assessment is an integral part of teaching and learning and is a continuous process. Teachers make assessments of children daily through;

- regular marking of work
- analysing errors and picking up on misconceptions
- making observations

These ongoing assessments inform future planning and teaching. Lessons are adapted readily and short term planning evaluated in light of these assessments.

#### Monitoring and evaluation:

The monitoring of PSHE teaching and pupil progress is the shared responsibility of teachers, subject leader and the senior leadership team. The work of the subject leader includes:

- supporting colleagues in the teaching of PSHE
- keeping up to date with current developments as well as providing a strategic lead and direction for the subject
- regular floor book looks and learning walks to ensure a consistent approach towards the teaching of PSHE

## APPENDICES

### Appendix 1: Primary Snapshot Overview

# The Primary Snapshot Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5</b> (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
<b>Ages 5-6</b>	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
<b>Ages 6-7</b>	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
<b>Ages 7-8</b>	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

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Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	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
<b>Ages 9-10</b>	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 SMARTT 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
<b>Ages 10-11</b>	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
<b>Ages 11-12</b> (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education