Ashperton Primary Academy Trust

PSHE Policy

CU16

Aims

To equip pupils with the knowledge, skills and attributes they need to manage their lives, make informed decisions, and become healthy, safe and responsible members of society.

Pupils at Ashperton are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum in accordance with the Academies Act 2010 and the National Curriculum programmes of study, which we have chosen to follow. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice (2014) and the Equality Act 2010, and refers to curriculum-related expectations of governing boards as outlined in the Department for Education's Governance Handbook.

At our school, Personal, Social and Health Education (PSHE) is delivered through Jigsaw, the mindful approach to PSHE, which supports a comprehensive and progressive curriculum.

Objectives/ Pupil Learning intentions:

Jigsaw PSHE supports the development of the skills, attitudes, values and behaviours that enable pupils to:

- Develop a sense of purpose
- Value themselves and others
- Form positive relationships
- Make and act on informed decisions
- Communicate effectively
- Work collaboratively with others
- Respond positively to challenge
- Take an active role in their own learning
- Be active citizens within their local community

• Explore issues related to living in a democratic society
• Develop into healthy and fulfilled individuals

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

How is Jigsaw PSHE organised in school?

Jigsaw brings together PSHE education, emotional literacy, social skills and aspects of spiritual development within a comprehensive scheme of learning. A range of teaching strategies are used to meet the needs of all pupils, including differentiation to support varied learning styles.

Jigsaw is designed as a whole-school approach, with all year groups working on the same theme (Puzzle) at the same time.

There are six Puzzles, delivered sequentially from September to July. Each Puzzle consists of six Pieces (lessons), which work towards an overall outcome, such as the development of a School Learning Charter.

Each lesson has two learning intentions: one focused on specific PSHE content (covering the non-statutory national framework for PSHE education and statutory Relationships and Health Education requirements), and one focused on developing emotional literacy and social skills to support pupils' mental health and wellbeing.

The Jigsaw approach ensures that learning is relevant to pupils' lives today, supporting them in understanding and managing issues such as body image, bullying (including online bullying), and internet safety.

Every lesson contributes to at least one aspect of pupils' personal development, which is mapped and balanced across each year group.

Teachers are responsible for the delivery of PSHE within their class. The subject leader and Head Teacher are responsible for monitoring and evaluating the provision.

Monitoring and evaluation

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

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

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

Inclusion

At Ashperton, we are committed to ensuring that PSHE is inclusive and accessible to all pupils, regardless of age, gender, ethnicity, attainment or background. We pay particular attention to the provision for, and achievement of, different groups of pupils within our school.

We strive to meet the needs of all pupils by recognising each child as an individual and adapting our teaching accordingly. In line with the National Curriculum Inclusion Statement, we aim to provide suitable learning challenges, respond to pupils' diverse learning needs, and overcome potential barriers to learning and assessment.

We believe that all pupils, including those with special educational needs and disabilities, are entitled to a broad and balanced curriculum and can make good progress when appropriate support is in place. This is achieved through a range of inclusive teaching strategies and, where appropriate, targeted interventions that are carefully planned, time-limited and regularly reviewed.

(Please see the SEN Policy for further detail)

Safeguarding

Teachers recognise that disclosures may occur during PSHE/Jigsaw lessons. In such cases, staff will follow the school's safeguarding procedures immediately, in line with the safeguarding and child protection policy.

Where it is identified that a pupil may need additional support or an opportunity to talk, appropriate time and staffing will be provided for this to take place in a safe and supportive environment.

All disclosures are treated with sensitivity and confidentiality, and are managed in accordance with the school's safeguarding and confidentiality policies.

Marking, Feedback and Assessment

At Ashperton Primary Academy School, we believe that marking, feedback and assessment are integral to the teaching and learning process.

Constructive feedback and marking demonstrate that pupils' work is valued by acknowledging achievement, promoting positive attitudes, and providing clear direction for next steps in learning for both pupils and staff. This contributes to improved standards.

We recognise that feedback and marking take a variety of forms. Effective feedback, whether written or verbal, provides pupils with a clear understanding of how to improve and supports them in making progress. In foundation subjects, feedback is predominantly provided verbally.

A range of formative assessment strategies are used, as outlined in the school's marking and feedback policy. A 'Close the Gap' record is used to identify pupils who require additional support, highlight misconceptions, and inform next steps in teaching, including opportunities for consolidation, challenge and celebration.

Where learning objectives have not been fully achieved, additional teaching is provided for individuals, groups or the whole class as appropriate. This takes place as soon as practicable, ideally before new learning is introduced, to ensure that all pupils have the necessary knowledge and skills to make progress.

(Please see feedback and marking policy for further detail)

Reporting to Parents/Carers

Assessment tasks within each Puzzle, alongside attainment outcomes and pupils' Jigsaw Journals, support teachers in reporting meaningful progress to parents and carers. These descriptors can be used as a starting point when preparing written reports.

The Attainment Descriptors

These attainment descriptors are specific to Jigsaw PSHE and are organised by year group. They are intended to provide guidance when considering each pupil's learning journey and are not nationally standardised. There are no national level descriptors for PSHE.

The Jigsaw approach is based on the principle that pupils are recognised and their achievements celebrated in every lesson. It promotes positive relationships between staff and pupils, which supports the valuing and celebration of each individual learner. Appropriate time is allocated within lessons to support this process.

External contributors

External contributors from the community, such as health promotion specialists, school nurses, social workers, and community police and fire officers, can make a valuable contribution to the Jigsaw PSHE programme. Their input is carefully planned and monitored to ensure it complements and enhances the curriculum.

A member of teaching staff will always be present during these sessions, and responsibility for the delivery of the Jigsaw PSHE programme remains with the class teacher.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class is essential. To support this, agreed ground rules are established at the beginning of the year and revisited regularly through the use of the Jigsaw Charter. Where appropriate, teachers and pupils may jointly develop their own Jigsaw Charter to promote ownership and shared responsibility.

The Jigsaw Charter includes:
- We take turns to speak
- We use kind and positive language
- We listen to one another
- We have the right to pass
- We use names only when giving compliments or positive feedback
- We respect each other's privacy and confidentiality

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues may arise within PSHE learning through discussion of real-life experiences. Staff are prepared to respond appropriately to such issues and to handle personal disclosures sensitively, following up in line with the school's safeguarding procedures where necessary.

Topics that may be sensitive or controversial, due to their social, political or personal nature, may include family lifestyles and values, physical and medical issues, financial matters, bullying, and bereavement.

Where political or controversial issues are explored, staff ensure that pupils are presented with balanced viewpoints and are encouraged to consider different perspectives. Teachers take steps to avoid bias and support pupils in recognising bias and evaluating evidence.

A classroom climate is established in which pupils feel safe to express reasoned views, including those that may differ from others, without fear of judgement.

Involving parents and carers

The school recognises the importance of the support of parents, carers and the wider community in the delivery of the Jigsaw PSHE programme. Parents and carers are given opportunities to find out about and engage with the programme through:

• Parents' and carers' evenings
• Involvement in curriculum development
• Information leaflets and displays

Links to other policies and curriculum areas

We recognise the clear link between Jigsaw PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- EYFS Policy
- SEN Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- Mental Health Policy
- RSHE Policy

Training and support for staff

All staff benefit from Jigsaw PSHE training to support and enhance the delivery of the subject. Opportunities are provided for staff to identify individual training needs on an annual basis, with appropriate support made available.

In addition, support for the teaching and understanding of PSHE is included within the staff INSET programme, drawing on internal expertise and, where appropriate, external agencies.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Confidentiality and Child Protection/Safeguarding Issues

As a general rule, a pupil's confidentiality is respected by staff. However, if a member of staff believes that a pupil is at risk of harm or in danger, they will pass the concern to the Designated Safeguarding Lead (DSL) in accordance with the school's Child Protection Policy, who will take appropriate action.

All staff are familiar with the Child Protection Policy and are aware of the designated member of staff responsible for safeguarding.

Where appropriate, the pupil will be informed that confidentiality cannot be maintained and the reasons for this will be explained in a sensitive and supportive manner. The pupil will be supported by staff throughout the process.

Policy Review

This policy is reviewed annually.

This review June 2026

Next review June 2027