

PSHE
Intent
Our intention is that when children leave The Griffin Primary School, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and wellbeing. Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be global citizens now and in their future careers within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our relationships learning enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives. Sequencing At The Griffin Primary School, we teach PSHE as a whole-school approach. 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 all children's needs. The mapping document shows exactly how Jigsaw meets the statutory Relationships and Health Education requirements. Children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply 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 to have a couple of moments to stop and consider whether their learning may be particularly meaningful to them). Oracy Discussion and reflection are key methodologies within our PSHE curriculum. We consider others' points of view, feelings and experiences and agree to disagree well. SMSC 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 PSHE Programme. Inclusion and Diversity All children are included in PSHE lessons. Children are supported to be able to express their opinions and reflections verbally and adaptations are made to enable all pupils to be able to record their learning in the best way to show their understanding. By using the Jigsaw scheme of work, we ensure that our teaching and materials are appropriate, with due regard to the age and religious backgrounds of our pupils. We also recognise the significance of other factors, such as any special educational needs or disabilities of their pupils. Parents have the opportunity to see our lessons regarding any element of RSE in advance by request to the headteacher.

Implementation

We use the Jigsaw scheme of work, which provides a comprehensive, carefully planned curriculum which brings consistency to approach and progression of skills and knowledge 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 Spiritual, Moral, Social, Cultural (SMSC) development opportunities provided for our children.

Whole-School Approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education, Spiritual, Moral, Social, Cultural education (SMSC) and the fundamental British Values of Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.

Each half term the same learning theme (Puzzle Piece) is taught across the school. The learning within these themes deepens and broadens every year.

These themes are listed below:

Autumn 1 Being Me in My World

Autumn 2 Celebrating Differences

Spring 1 Dreams and goals

Spring 2 Healthy Me

Summer 1 Relationships

Summer 2 Changing Me

Planning

At The Griffin Primary School, PSHE is taught weekly in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

A Jigsaw PSHE lesson has a six-part structure: 'Connect us,' 'Calm me,' 'Open my mind,' 'Tell me or show me,' 'Let me learn,' and 'Help me reflect'. Each lesson also begins with a mindfulness activity to promote focus and is based on a Jigsaw Charter that encourages respect and positive behaviour.

EYFS

In the Foundation Stage, PSHE is taught as an integral part of topic work and is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals.

Reception also use the Jigsaw Scheme of Work materials.

Key Stage 1 and Key Stage 2

At Key Stage 1 and Key Stage 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of

Study, which comprehensively cover the statutory Health Education and Relationships Education guidance. Pupils are taught PSHE using 'Jigsaw' which is a spiral, progressive scheme of work, covering all of the above and 'aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world'. There is a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration and focus. At The Griffin Primary School, in addition to Relationships Education, we also teach aspects of Sex Education that is covered in our Science Curriculum. Alongside this we teach about different kinds of relationships, including same sex relationships, and gender identity because it is important that our children have an understanding of the full diversity of the world they live in and are prepared for life in modern Britain. The Sex Education aspects of PSHE are also taught through 'Jigsaw'. PSHE is taught through Jigsaw's six half termly themes with each year group studying the same unit at the same time (at their own level). It also identifies links to British Values, and SMSC and is taught in such a way as to reflect the overall aims, values, and ethos of the school.

Wider Curriculum

We believe that by focusing on developing resilience, independence and confidence, children are more able to embrace challenge; foster a love of learning; and increase their level of happiness. We do this through the language we use in class, praising children for their efforts, and using language to encourage children to change their way of thinking. This supports both our school values and PSHE aims.

PSHE, including SMSC and British Values, is an integral part of the whole school curriculum, and can therefore also be taught within another subject areas.

- We consider opportunities through our enrichment activities that complement our PSHE curriculum.
- We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.
- We challenge all of our pupils to look for opportunities to demonstrate our school values.
- Assemblies are linked to PSHE, British Values, SMSC and our values.

Adaptations for SEND

The Jigsaw scheme of work is designed to be fully adaptable for SEND pupils. Every lesson includes an adaptive teaching section, providing clear guidance on how activities can be modified to meet the needs of all learners.

Pupils learn in a variety of ways. As such, PSHE lessons include a range of strategies to support and challenge every pupil, such as:

- **Scaffolding** - activities are designed with flexibility in mind, allowing for additional support or challenge where needed.
- **Multi-sensory approaches** – lessons incorporate different elements to engage all learners.
- **Clear instructions and structured tasks** – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.
- **Opportunities for collaborative and independent learning** – allowing pupils to work at their own pace while building confidence and independence.

By embedding adaptive teaching throughout, the scheme ensures that all pupils, regardless of their starting points, can access and succeed in their learning.

In addition, the step-by-step curriculum design supports pupils with SEND, avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

Knowledge Retention

Jigsaw's PSHE scheme incorporates a spiral curriculum model, ensuring that pupils revisit and develop their understanding of key themes and concepts as they progress. This approach allows them to make meaningful connections, reinforce their learning and achieve mastery over time.

- **Revisiting key concepts** – pupils encounter the same ideas multiple times throughout their education, with each revisit adding more complexity.
- **Progressive depth** – concepts are not just repeated but expanded upon, helping pupils to make connections and develop a richer understanding over time.
- **Knowledge retention** – regular exposure to key ideas strengthens memory and prevents knowledge from being forgotten.
- **Skill development** – pupils refine and apply their skills in different contexts, improving their ability to think critically and solve problems.
- **Adaptive learning** – by building on prior knowledge, the curriculum meets pupils at their current level and supports all learners, including those who need extra reinforcement and those who are ready for greater challenges.

Impact

Teacher assessment

Formative

Formative assessment is embedded throughout PSHE lessons to ensure that teachers can gauge pupils' understanding in real time and adapt their teaching accordingly.

- **Questioning** – Lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions.
- **Observation** – Teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply geographical skills.
- **Discussion and peer interaction** – Pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue.
- **Lesson pauses** – Plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing.
- **Retrieval practice** – Recap activities, such as short recall tasks and oral explanations, are embedded to reinforce prior knowledge and assess retention.
- **Use of success criteria** – Success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress.

- **Short reflections** – Within lessons, brief written or verbal reflections, enable pupils to consolidate learning and teachers to gauge understanding.

Monitoring

- Learning walks
- Termly reviews about how the curriculum is being implemented and the outcomes
- Pupil outcomes recorded as appropriate

Outcomes

- Teacher assessments each term
- Annual reports

We hope that the impact of PSHE on how children grow within our school and by the time our children leave our school, is that they:

- will be better able to approach a range of real-life situations, applying their skills and attributes to help navigate themselves through modern life
- are on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- are able to recognise and apply the British Values: Democracy, Tolerance, Mutual Respect, Rule of law and Liberty
- are more able to understand and manage their emotions
- are able to look after their mental health and well-being
- are able to develop positive, healthy relationships with their peers both now and in the future
- are able to understand the physical aspects involved in RSE at an age appropriate level
- are respectful of themselves and others
- are confident and have positive self-image and self-esteem.