

## PSHE Report for Governors – Sophie Phillipson

### Spring 2025

#### Curriculum coverage

During this year, the whole school has made the transition to the new Jigsaw curriculum, following the use of a bespoke curriculum based on the PSHE Association thematic scheme. This allowed for clear progression in knowledge and vocabulary across year groups and for explicit disciplinary and substantive knowledge.

The new curriculum was first trialled in Year 2 during the Autumn term and children were engaged with the learning. The scheme provided Jigsaw pieces for each classroom, along with Jerry Cat, which is used for pause and reflection opportunities. All other classes are now also using this scheme and can identify their specific Jigsaw piece, which is used during circle time discussions.

Teachers use the scheme to provide each lesson, and are aiming to teach 1 hour of dedicated PSHE time each week, alongside other circle time opportunities as appropriate. We also complete social stories and work linked to British Values and Protected Characteristics through collective worship and Picture News assemblies.

The scheme is clear in terms of the knowledge and vocabulary linked to each lesson, and lessons build upon each other, working towards an end goal. Each class follows the same 'puzzle piece' each half term and therefore the routine of the lessons will become familiar as pupils move through the year groups.

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including Puberty and Human Reproduction Education)

#### Monitoring

Prior to this year, monitoring of PSHE has taken place, however this was not consistent or regular. A range of activities had taken place – book looks, pupil voice and staff surveys, and this will continue throughout this year.

Book looks have taken place this year and individual feedback has been sent to class teachers, following the whole-school monitoring pro-forma. This allows teachers to receive specific feedback and note areas to improve as well as what is working well for them. There has been a lack of written evidence within some classes so far this year, even though lessons have been taking place. Teachers have been provided with relevant information and training relating to Jigsaw and are now aware of the



Whole School PSHE Monitoring Summary Report

Curriculum Area:	PSHE	Class:	All
Teacher(s):	All	Date:	21.01.25

**Context:**  
A selection of books were briefly looked at to assess consistency and some informal discussions with teachers and children took place. Comparisons were made between the lessons that had been taught this term and the Jigsaw scheme.

**Findings:**

- All staff are using the Jigsaw scheme for their PSHE lessons and scheme of work is being followed.
- Front covers and End of Unit quizzes are being used, although this is not yet consistent. **Reminder:**
  - Front cover pages to be used at the start of each unit (page 1 of the PKO, which can be found on the server – Planning → PSHE – Jigsaw → relevant Year group and topic)
  - End of Unit quizzes to be used at the end of each unit (page 2 of the PKO)
  - Key vocabulary to be displayed on PSHE walls (in the same folder on the server)
- Page borders are being used, although again not consistently. **Reminder:** for every worksheet that has come from Jigsaw, use the snip tool to add it to the page border sheet (in the same folder on the server)
- Recall and retrieve questions are being used well in most classes
- Pupil voice has shown that some children feel the lessons build upon each other and are progressive (Year 6)

**Next Steps:**

- Ensure PSHE is taught as a **weekly** lesson so that full coverage is achieved in each year group.
- Page borders, front covers and end of unit quizzes to be used consistently. Page border sheets do not need to be used when you are writing up a discussion to ensure that the children are not limited by the space on one A4 page.





For Lunar New Year, children in Key Stage One completed focused writing around the text 'The Great Race' and children across school learnt more about Chinese culture through Caterpillar Music, crafting and writing Cantonese.

Children in FS2 and Years 5 and 6 took part in Bikeability, where the older children were able to test out their road safety knowledge by taking part in cycles across the village. Very early on in the year, in September, the Road

Safety Team from NCC worked with each class across school through workshops and then a whole-school assembly to teach children how to be safe on the roads and around railways, due to our proximity to the train lines.

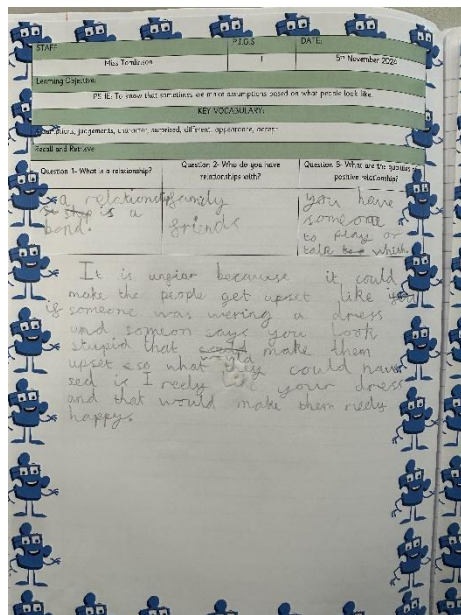
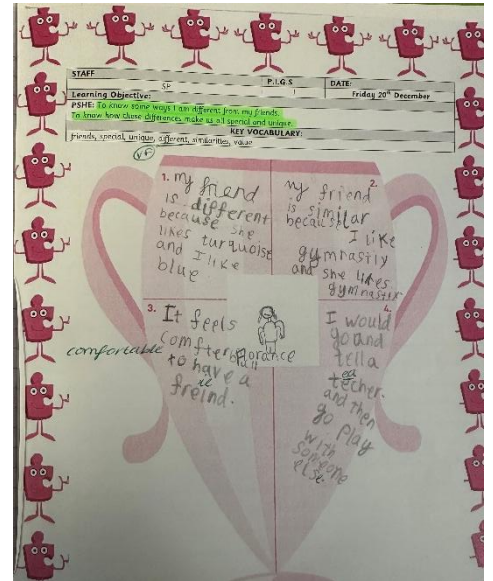


**Work Samples**



F2 – how could you be a kind friend?  
Celebrating Difference: Lesson 5.

Year 2 – how are we different from our friends? Celebrating Difference: Lesson 6



Year 4 – making assumptions based on appearance. Celebrating Difference: Lesson 1

Year 5 – how can you achieve your dream job? Dreams and Goals: Lesson 3

