

The PSHE Curriculum At A Glance

Your aims and ambitions for the curriculum

- Our ambition is for all pupils to know more, do more and remember more in PSHE. Through a consistently delivered and well-sequenced curriculum, pupils develop the knowledge, skills and vocabulary needed to stay safe, healthy and emotionally resilient, while becoming respectful, responsible members of society.
- The curriculum supports pupils to understand and celebrate diversity, build positive and healthy relationships, and develop strong moral and social values in line with British Values, Protected Characteristics and our Church of England ethos.
- High expectations for all pupils ensure they are well prepared for the next stage of their education and for life beyond school, with increasing independence, confidence and emotional maturity.
- For pupils to have access to a wide range of enriching experiences and that pupils are given opportunities they may not normally receive.
- The development of character citizenship through holding responsibilities within the school and local community.

Know more, do more and remember more

- To provide children with the knowledge, skills and vocabulary to keep themselves happy, healthy and safe, and to prepare them for life beyond primary school.
- To ensure children are emotionally mature, respectful, considerate and well-prepared for secondary education.
- To promote British Values and Protected Characteristics, enabling pupils to understand, respect and celebrate diversity.
- To explicitly teach indicators of healthy and unhealthy relationships, including respect, consent, permission-seeking, equality, and appropriate/inappropriate content, in line with statutory RSE guidance (September 2026).
- To embed positive relationships and personal development within the school ethos, underpinned by our Christian vision and FLOURISH values.
- To ensure PSHE is consistently delivered weekly across all year groups, with clear progression and high expectations for presentation, feedback and challenge.

Curriculum adaptation; Access for all

- The Jigsaw PSHE scheme is embedded across EYFS–Year 6, ensuring consistent sequencing and progression.
- ELS documents are created half-terminally to identify key knowledge, Tier 2 and Tier 3 vocabulary, and retrieval opportunities, informed by Rosenshine's principles.
- Scaffolds and adult support ensure SEND and disadvantaged pupils access the full breadth of the curriculum, with adaptations personalised to individual needs.
- Targeted interventions and behaviour support plans are used where necessary, with increasing use of pupil profile pages to ensure consistent care and support.
- Challenge is prioritised for all learners through higher-order questioning, reduced scaffolds over time, and opportunities to think deeply and from different perspectives.

Scope and breath of the curriculum

- All year groups follow the same Jigsaw puzzle pieces each half term, allowing knowledge and vocabulary to be revisited and built upon year-on-year.
- Lessons are sequenced progressively and include regular retrieval tasks and low-stakes quizzes to strengthen long-term memory.
- Vocabulary is explicitly taught, displayed on working walls, and referenced in ELS documents to support consistency and recall.
- Sex education is taught through the 'Changing Me' puzzle piece, following the Jigsaw structure and Church of England context.

Sequencing of learning, particularly through concepts, vocabulary and skills

- The PSHE curriculum is carefully sequenced through the Jigsaw scheme, with all year groups following the same puzzle pieces each half term. This ensures clear progression in knowledge, vocabulary and skills, allowing pupils to revisit key concepts annually and deepen their understanding over time.
- Key vocabulary (including Tier 2 and Tier 3 language) is explicitly identified, taught and revisited through ELS documents, working walls and retrieval activities. Lessons build on prior learning through regular low-stakes quizzing and questioning, informed by Rosenshine's principles, supporting pupils to retain and recall essential knowledge and apply it confidently in new contexts.

CPD (and the impact of it)

- Phill Abbott Scaffolding training (07.01.26)
- SP Updated Jigsaw Guidance Training (27.01.26)
- SP RSHE Changes Training (09.09.25)
- Staff meeting re changes to guidance (21.01.26)

What to teach and when

- PSHE is taught weekly for one hour, with additional circle time or intervention support as required.
- Teachers follow Jigsaw planning, adapting resources appropriately to meet the needs of their class while maintaining curriculum fidelity.
- Substantive and disciplinary knowledge is clearly identified within lessons and ELS planning.
- Curriculum enhancements respond to the local context, including water and rail safety due to proximity to the canal and train station.
- Enrichment opportunities include visits and themed weeks such as Anti-Bullying Week, Black History Month, Mental Health Awareness, Water Safety and Road Safety.

Substantive and disciplinary knowledge

- Substantive knowledge in PSHE focuses on what pupils need to know, such as relationships, health, wellbeing, safety and personal development.
- Disciplinary knowledge develops how pupils think, reflect, discuss, make informed choices and apply their learning to real-life situations.
- Both are clearly identified within Jigsaw planning and ELS documents, ensuring learning objectives are explicit and progressive. Pupils are supported to articulate their thinking, use appropriate vocabulary and reflect on their learning, enabling them to understand not only the content but also how to engage thoughtfully and responsibly with PSHE concepts.

Responding to the locality and deliberate enhancements to the curriculum

- The PSHE curriculum is responsive to the local context and the needs of our pupils. Priorities such as water safety and rail safety are addressed due to the school's proximity to a canal and train station.
- Learning is enhanced through visits, visitors and themed events, including safety workshops, mental health awareness activities and national focus weeks. These deliberate enhancements broaden pupils' experiences, strengthen cultural capital and help them make meaningful connections between their learning and the wider world, supporting both personal development and safeguarding.
- Fire Engine Visit/Assembly (13.10.25), Year 5 Mini Police, Bikeability (FS2, Y4, Y6), Canal & River Trust (16.01.26)

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What checks have you completed? What have they told you? What did you do about it? What is the impact of this?

Checks

- PSHE book look 24.09.25
- Whole school monitoring 16.12.25

Findings

- More fidelity to the Jigsaw scheme, expectations of presentation/marking being mostly followed. Limited self-assessment in this subject. Working walls becoming more consistent in displaying key vocabulary for each unit.

Actions taken

- Feedback is given to staff and monitoring document completed each time.
- Feedback shared with Headteacher
- Information document for staff emailed and remains available on server, relating to how to access and use new Jigsaw scheme.

Next steps

- Create whole-school value definitions for ELS documents.
- Staff meeting to discuss changes with staff and assess year group changes – Spring 1.
- Teachers to adapt their planning as required for Spring 2 topic of 'Healthy Me' and onwards through the rest of the academic year, ensuring they are using new materials provided in line with 2026 guidance.