

PSHE Policy

Moston Lane Community Primary School



Updated	September 2025
Reviewed	Annually
Headteacher	Mrs E Hardwick
Date of ratification	
Chair of Governors	

Intent

At Moston Lane Primary School, our intention is to provide a PSHE curriculum that is broad, balanced and effective. We strive to ensure that all pupils develop the knowledge, skills and attributes they need to lead confident, healthy and independent lives, regardless of their background, needs or abilities.

We provide a wide range of explicit and implicit learning opportunities and experiences that promote the spiritual, moral, cultural, mental and physical development of our pupils as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. Our PSHE curriculum helps pupils to manage the physical and emotional changes during puberty, introduces them to the wider world and enables them to make an active contribution to their communities.

We aim to create a positive, safe and supportive learning environment that prepares our pupils for the opportunities, responsibilities and experiences of later life. We always encourage our pupils to be the best they can be!

Provision- planning and delivery

PSHE is a foundation subject within the National Curriculum. The PSHE Association Programme of Study underpins our PSHE curriculum. At Moston Lane Primary School, PSHE is delivered through the Jigsaw PSHE scheme of work. This scheme is designed as a whole school approach and provides a detailed and comprehensive scheme of learning that is fully compliant with the DfE Statutory Relationships and Health Education guidance and also includes age-appropriate Sex Education (for more information on this, please refer to the RSE policy). The Jigsaw PSHE scheme is a mindful approach to PSHE. It is well structured, ensuring that core knowledge is broken down into small units of work in a carefully sequenced way within a planned programme of lessons. It helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions. The

Jigsaw PSHE scheme is flexible and adapted to meets the needs of our children. It also supports the development of emotional literacy; self-awareness, social skills, managing feelings, motivation and empathy.

Teaching and Learning

Jigsaw

Jigsaw consists of six 'Puzzles' (half-term units of work), each containing six 'Pieces' (lessons). Each year group is taught one lesson per week and all lessons are delivered in an age- and stage-appropriate way. Every year group studies the same Puzzle at the same time. These puzzles are:

<u>Autumn</u> <u>1</u>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters.
<u>Autumn</u> <u>2</u>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work.
<u>Spring 1</u>	Dreams and Goals	Includes goal-setting, aspirations for yourself and the world and working together.
<u>Spring 2</u>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
<u>Summer</u> <u>1</u>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills.
<u>Summer</u> <u>2</u>	Changing Me	This puzzle includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)

A typical 'Piece' includes:

<u>Lesson Phase</u>	<u>Outline</u>
1. Connect Us	Improve their social skills to better enable collaborative learning.
2. Calm Me	Relax their bodies and calm their minds to prepare them for learning.
3. Open my Mind	Help their brains to focus on specific learning intentions.
4. Tell Me / Show Me	Initiate new learning.
5. Let Me Learn	Facilitate learning activities to reinforce the new learning.
6. Help Me Reflect	Support them in reflecting on their learning and personal development.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, 'ground rules' are established and reinforced in every 'Piece' (lesson) using 'The Jigsaw Charter':

1. We take turns to speak
2. We use kind and positive words
3. We listen to each other
4. We have the right to pass
5. We only use names when giving compliments or when being positive
6. We respect each other's privacy (confidentiality)

Each Puzzle is launched with an introductory, whole-school assembly, containing an original song, which generates the whole school focus. There is a Weekly Celebration that highlights a theme from that week's lesson across the school. This encourages children to reflect learning in their behaviour and attitudes. This is shared and celebrated by the whole school.

Co-operative learning underpins our PSHE curriculum. Children are encouraged to work together and not in competition with one another to ensure that all children succeed. These components of co-operative learning encourage a harmonious and positive learning environment for all pupils.

New and previous vocabulary is referred to constantly in our PSHE sessions and throughout the whole curriculum. This vocabulary is displayed and discussed daily.

Manchester Healthy Schools

We work closely with the Manchester Healthy Schools Programme. This programme actively supports children, staff, parents/carers and governors to improve the health and wellbeing of our children, enabling them to make the most out of life and learning.

Stop, Understand and Move On (SUMO)

At Moston Lane, we engage in a programme called 'Stop, Understand and Move on (SUMO4SCHOOLS). This programme promotes wellbeing, positive behaviour and develops creativity, thinking and learning in our pupils. The programme is based on three key principles:

Calm Time	Teaches children that taking time out to calm down is okay. Calm time is encouraged and provides children with tools such as the calm corner, a learning break or talking to trusted staff.
Change Your T-Shirt	Encourages children to take responsibility for their actions and control their responses.
Remember the Beachball	Encourages children to build positive relationships by understanding others.

These principles help our pupils to develop life skills and emotional literacy that will help them to deal with the challenges of the future.

SMSC

Every 'Piece' (lesson) contributes to at least one of the social, moral spiritual and cultural (SMSC) aspects of children's development.

British Values

At Moston Lane, our PSHE curriculum encourages children to reflect on their own attitudes and beliefs and those of others. Central themes include respect, privacy and consent therefore it is clear that PSHE plays an important role in promoting British values.

The Foundation Stage

PSHE in the Early Years Foundation Stage provides our children with a solid foundation that will enable them to gain the knowledge, skills and experiences that support their ongoing development as they progress through their schooling. Jigsaw PSHE in the EYFS contributes to the seven areas of learning but most significantly to:

- Personal, Social and Emotional development
- Understanding the World
- Physical development

Children in the EYFS study the same 'Puzzle' at the same time as the rest of the school. Each 'Piece' (lesson) is structured into four sections:

1. Calm Me
2. Interest Me
3. Help me Learn
4. Let's Think

Within the Early Years Foundation Stage (EYFS) at Moston Lane, PSHE is an integral part of topic work covered during the year. It is also taught through activities based on individual needs to develop personal skills such as feeding, dressing and toileting. PSHE in the Early Years is strongly linked with play. Our children are given the opportunity to engage in social activities, as members of a small group as well as during whole school activities.

Inclusion

Inclusion is at the heart of our PSHE curriculum at Moston Lane. Inclusive PSHE fosters good relations between pupils, tackles all types of prejudice, including homophobia, and promotes understanding and respect, consistent with our Behaviour Policy.

The PSHE schemes ensure that all pupils are planned and catered for on an individual basis and need to allow our pupils to make progress. All children are given opportunities to participate fully, effectively and on equal terms throughout the lesson and all materials used will reflect equal opportunities in society. For pupils with Special Educational Needs and Disabilities, we ensure that content is delivered in a way which is differentiated and personalised so that it is accessible and appropriate to their developmental stage. This includes pupils with social, emotional and mental health needs. Jigsaw is written as a universal core PSHE curriculum provision for all children and inclusivity is a key part of its philosophy. Teachers will adapt each 'Piece' to meet the needs of their children. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work.

Effective pupil tracking on a summative and formative basis enables identification of pupils who may benefit from 'intervention' at an appropriate level. Class teachers meet with both SLT and the SENCO half termly to look at these children and to identify actions to make effective interventions. The learning in PSHE considers the targets set for individual children in their IEPs and provision mapping.

The contribution of PSHE on reading and writing:

PSHE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening.

For example, the 'Jigsaw Friends' are used as discussion objects during circle times. Children can offer their own suggestions, experiences or feelings relevant to the discussion. The Jigsaw Friends also act as a

distancing tool so that children can talk about potentially more sensitive issues without referring directly to themselves.

Jigsaw PSHE also provides opportunities for children to develop their speaking and listening skills as highlighted through the Jigsaw Charter (see above). We encourage children to discuss and debate issues and current topics within society. This is also promoted through the SUMO principle 'Remember the Beachball'. This encourages children to build positive relationships by understanding others. We encourage children to discuss and explain their own feelings and ideas to others and are encouraged to write these ideas in full sentences.

In PSHE lessons, children develop their understanding of subject specific vocabulary and definitions are discussed daily.

The contribution of PSHE to other subjects

Throughout the whole curriculum, opportunities to extend and promote PSHE should be sought. Elements of PSHE are embedded through other areas of our curriculum including through other subjects, particularly RE (Religious Education), Science and PE (Physical Education). We encourage the children to take part in practical activities such as discussions, problem-solving activities, games, role play and investigations. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or behaviour.

Pupils are offered a wide range of opportunities to enhance their learning and engage with concepts and content of PSHE through extra-curricular activities and school events including trips and local visits. In addition to this, pupils are given opportunities to join in and contribute to local and national initiatives such as anti-bullying week and charity fundraising events. Pupils are given the opportunity to work with members of the community such as health workers, fire fighters and the police. This helps us to create a positive and supportive local community. PSHE values are also explored within school assemblies.

Assessment

The PSHE curriculum at Moston Lane is driven by planning and effective assessment to ensure each child is reaching their full potential. Weekly planning is annotated and adapted continuously to ensure that all children's learning is catered for and to ensure that teaching is flexible to meet the needs of all learners. Formative assessment is ongoing on a daily basis through observations and teacher evaluations. Each 'Piece' (lesson) also has a formative assessment activity that children can use to self and peer assess their understanding in that lesson. This involves the children in their own learning and next steps. In addition to the formative assessment undertaken in lessons, teachers will use half termly summative assessments supplied by the Jigsaw PSHE Scheme. The last Piece (lesson) in each Puzzle is also identified as an assessment opportunity for the whole Puzzle. This will reinforce their judgements and provide further opportunities to identify gaps in pupil learning and tailor future lessons. Teachers talk through the progress of their pupils at termly progress meetings. This ensures targeted support can be given to those who need it. Achievements of pupils in PSHE are recorded and reported to parents at the end of each year via reports. Information is passed onto the next class teacher during discussion meetings.

Marking and Feedback

Marking and Feedback is an important part of the learning cycle here at Moston Lane. Teachers recognise the importance of celebrating pupil's successes and the importance of providing them with next steps in learning. Feedback is given to children verbally whilst the child is there and also in their books so they know their target for next time. Children are encouraged to share their work and ideas with peers and to explain and clarify their thinking to others. Feedback also allows children to assess their own learning against their personal targets.

Monitoring and Review

Monitoring and Review Monitoring of the standards of children's work and of the quality of teaching in PSHE is the responsibility of the SLT team and PSHE/RSE Lead (Hannah Houldsworth). Self-evaluation is rigorous and carried out on a regular basis with an emphasis on planning, teaching and progress. The work of the subject leader also involves supporting colleagues in the teaching of PSHE, reviewing and ordering resources and being informed about current developments in the subject.