



**EASTBURY FARM PRIMARY SCHOOL
PSHE Policy**

Autumn 2025

Eastbury Farm Primary School PSHE Policy

At Eastbury Farm Primary School we recognise the importance of developing children's Personal, Social, Health and Economic education, as well as their emotional literacy, social skills and spiritual development. We are committed to providing a broad and balanced curriculum that promotes pupils' spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of later life. We believe that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.

PSHE is not a statutory subject in Primary schools. This means that there is no set programme of study or learning objectives that pupils have to fulfil. Nevertheless, the Department for Education make it clear that PSHE is an 'important and necessary' part of children's education.

PSHE aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives.

There are three core themes of Primary School PSHE:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World – economic wellbeing and being a responsible citizen

Statutory Relationship and Health Education

From September 2020 the Relationships and Health aspects of PSHE education became compulsory in Primary Schools, with the statutory guidance updated and mandatory from September 2026. Please refer to the separate RSHE Policy.

Chosen scheme - Jigsaw, the mindful approach to PSHE

At Eastbury Farm we follow the Jigsaw scheme for PSHE education; a planned programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives both now and in their futures. The scheme develops the qualities and attributes children need to thrive as individuals, family members and members of society and the global community. The Jigsaw scheme contributes to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy. The 5 strands of the British Values agenda have been mapped across every Puzzle (theme) and every Piece (lesson).

Jigsaw is underpinned by the mindfulness philosophy and practise, aiming to give children the awareness to observe their thoughts feelings and context in order to be empowered to make choices. This supports mental health and enables the management of emotional states and builds resilience and self-esteem. The aim of the Jigsaw PSHE scheme is to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils 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, to work well with others and to 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.

Objectives / Pupil learning intentions

Jigsaw PSHE will support the development of the skills, attitudes, values and behavior which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

The Learning Environment

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, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every piece – by using The Jigsaw Charter. It needs to include the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy

How is Jigsaw PSHE organised in school?

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for adaptations. 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 in Jigsaw that are designed to progress in sequence from September to July. Each puzzle has six pieces (lessons) which work towards an 'end product', for example, 'A School Learning Charter'.

Each piece has two learning intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber bullying and internet safety.

Every piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each piece and balanced across each year group.

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary education, 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, working together to design and organise fund-raising events
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2	Changing Me	RSE & Health is taught in Summer 2 (please refer to the RSE & Health policy)

Promoting British Values at Eastbury Farm

The government set out their definition of British Values in the 2011 Prevent Strategy. At Eastbury Farm these values are reflected in our school aims and we reinforce them through the life of our school.

Democracy

Pupil voice is extremely significant when it comes to life at Eastbury Farm. We have a School Council made up of representatives from classes throughout the school. These councilors are voted for by their peers following a formal election process, and they have a strong voice in suggesting and driving forward initiatives in school. Topics are reported back to classes, and matters are voted on in classrooms and in council meetings. The Chair of the local district council has also visited the children in assembly. Each year, children from Year 6 are nominated and voted to be House Captains. Children also learn about government and democracy in PSHE lessons. The pupil voice is heard furthermore as pupil questionnaires and interviews are conducted throughout the year.

Rule of Law

Children at Eastbury Farm are taught about the importance of rules and laws through PSHE lessons, PE and assemblies. We have a clear Behavior Policy which is consistently applied in school and children recognise that there are consequences when rules are not followed. They are helped to understand that these exist to keep us safe and help communities to live together in harmony. Throughout the year we welcome visits from members of the wider community including police, magistrates, war veterans, the fire brigade and many more. We believe that clear explanations and real life stories emphasise the importance of the rule of law for our pupils.

Individual Liberty

Our children are actively encouraged to make choices within the safe and supportive environment of our school. In lessons, children are encouraged to choose the task that will challenge them, giving them more freedom to determine their own learning. We offer a range of clubs which pupils have the freedom to choose from, based on their interests. Through lessons such as PSHE and E safety, they learn how to stay safe whilst exercising their freedoms as individuals.

Mutual Respect

Mutual Respect is at the core of our school life. All members of our school community are encouraged to show respect for each other and members of staff model this in their interactions with the children and

with each other. Our 'Golden Rules' which encourage positive behavior are displayed around the school and the first of these is 'Respect others'. The theme of 'Respect' is discussed in assembly and pupils are encouraged to explore what this means to them and how they can show respect in their behaviour. Children are also encouraged to show respect in sports and games.

Tolerance of those of different faiths and beliefs

In RE lessons and assemblies, we develop our pupils 'awareness of living in a multicultural society. We invite members of different faith groups to visit the school, and similarly we encourage children from different faith backgrounds to share their own beliefs and traditions within the classroom. Visits to places of worship are arranged to support the children's learning. Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens who can build a better Britain for the future.

Adaptations

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each piece to meet the needs of the children in their classes. To support these adaptations, many Jigsaw pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers adapt for children in their classes with special educational needs, each puzzle includes a grid with suggested activities for children working at each different level.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

Assessment

To ensure children are making progress with their learning throughout their Jigsaw experience, each puzzle (except puzzle 1) has a built-in assessment task, usually in piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning. Similar to all other subjects, ongoing teacher assessment takes place throughout each unit. At the end of each half term, the member of staff teaching PSHE will use the level descriptors for each child to decide if they are *working below*, *working towards*, *working securely at* or *working above* age related expectations.

This policy will be reviewed and updated as necessary.