# Emmaus Primary School

Church of England and Catholic Primary School

*Travelling together with Jesus*

# PHSE Policy

## Intent

At Emmaus Primary School, our intention is to promote pupil's personal, social, spiritual and health education, as well as their emotional development and well-being. This enables them to learn life skills to assist their personal, spiritual and physical growth. We explore the changes that everyone undergoes to deal with today's society and give pupils an understanding of the rights and responsibilities that are part of being an outstanding citizen.

We 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, work well with others and 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. In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

## Pupil learning intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, 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

## Implementation

At Emmaus Primary School, we use the Jigsaw PSHE scheme of work from EYFS through to Year 6 as the basis of our curriculum. Jigsaw brings together PSHE education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. There are 6 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 The 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. 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 such as body image, cyber and homophobic bullying and internet safety. Every Piece (lesson) contributes to at least one of these aspects of children's development.

- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

## Jigsaw Content Jigsaw covers all areas of PSHE for the primary phase, 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 and resilience building |
| Spring 2 | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line) |
| Summer 1 | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills |
| Summer 2 | Taught through Journey in Love | Includes Sex and Relationship Education in the context of looking at and managing change |

## The Learning Environment

At Emmaus we understand the importance of establishing a safe, open and positive environment for all children. To enable us to do 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.

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 (confidentiality)

## Safeguarding

Teachers need to be aware that sometimes disclosures may be made during Jigsaw lessons; 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 lesson 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.

## Inclusion

Jigsaw is written as a universal core curriculum provision for all children. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, 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.

## Monitoring and evaluation

The PSHE Lead will monitor delivery of the programme through observation, learning walks and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil Voice and teacher evaluation
- Staff meetings to review and share experience

## Involving parents and carers

At Emmaus, we believe that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers are will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

Parents'/carers' evenings *

Information leaflet which will include other curricular areas such as PE, SRE, ROAR (children's mental health)

Displays

## Teaching and monitoring responsibilities

- Class Teachers are responsible for delivery
- SLT and PHSE Lead are responsible for monitoring and evaluation.

## Links to other policies and curriculum areas

We recognise the clear link between Jigsaw PSHE and the following curriculum areas and policies.
Staff are aware of the need to refer to these policies when appropriate.

- PE curriculum
- SRE curriculum
- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy

## Training and support for staff

Training and support has been given to all staff from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

## Impact

Teaching PHSE through the Jigsaw programme will give pupils the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils will be able 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 will recognise their own worth, work well with others and become increasingly responsible for their own learning. They will be able to 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 will 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. Children will understand that mindfulness can be defined as the mental state achieved by focusing on the present moment whilst also accepting our feelings, thoughts and bodily sensations. By integrating mindfulness into the school day and taking into account the needs of the whole class we will arm our children with lifelong skills that support their current and future mental health and wellbeing.

## Our statement of SMSC

Through our varied curriculum our children will have…

- A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Imagination and creativity in their learning
- A willingness to reflect on their experiences.
- The ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- An understanding of the consequences of their actions
- A willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- A willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

Date: -September 2025
Date of next review: - September 2026