



HOLY TRINITY CATHOLIC PRIMARY SCHOOL

PSHE Policy

Revised: September 2025

Signed: Mr M. Walwyn

Adopted by the Governing Body:

Date of next review: To be reviewed annually

Role: Chair of Governing Body

September 2025

*"Don't judge me by my successes, judge me by how many times I fell down and got back up again."
Nelson Mandela*

Intent

At Holy Trinity 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.

At Holy Trinity, we believe that a rich and broad curriculum builds cultural capital and we thus provide our children with a vast range of experiences and opportunities to help them progress and achieve success. Throughout our PSHE curriculum, we provide a range of opportunities for our children to develop as independent, successful learners with high aspirations. At Holy Trinity, we know that when taught well, PHSE is a key ingredient a child will use as they grow in order to be successful in society, their career and work.

At Holy Trinity, we understand the importance of developing a curriculum that is diverse, allowing the children to expand their knowledge and understanding of many different identities in a manner appropriate to the subject matter being taught.

Our PSHE curriculum heavily promotes independent learning. The children are encouraged to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. They are encouraged to express their own findings freely. We teach children to know their rights, responsibility and know when to ask for help if needed.

In line with all areas of our school curriculum, we have high expectations for all children to achieve their potential in PSHE - regardless of their starting points. The PSHE curriculum and assessment system at Holy Trinity is developed to ensure that we motivate pupils, monitor progress and achieve consistently high standards. We support all areas of learning which we know will lead to better outcomes. We believe that PHSE is an integral subject in children's academic progress. We know that giving children a deep and meaningful PHSE, through strong subject knowledge, detailed planning and assessment that builds on prior learning we are empowering them to be independent individuals who can keep themselves safe in the world.

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 Holy Trinity 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	Changing Me	Includes Relationship and Sex Education in the context of looking at and managing change. * As a school we deliver RSE through the 'Journey in Love' scheme and supplement this with Jigsaw.

The Learning Environment

At Holy Trinity 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.

Differentiation/SEN

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 Holy Trinity 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 given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

Parents'/carers' evenings *

Class letters which includes other curricular areas such as PE, RSE, ROAR (children's mental health)

Displays

Link Governors and teaching and monitoring responsibilities

- Mr M. Walwyn
- 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
- RSE 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 meetings, 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. In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE. 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 considering the needs of the whole class we will arm our children with lifelong skills that support their current and future mental health and well-being.

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