

PSHE (Jigsaw)

Curriculum Intent

Every child regardless of need or barrier will be given the opportunity to:

- Use discussion to learn, developing their ability to elaborate and explain their understanding and ideas. Pupils will become confident in speaking and listening, making presentations, demonstrating to others and participating in discussions and debates.
- Develop their spiritual, moral, social, cultural, mental and physical development, both within school and as members of society.
- Prepare for life beyond school, developing the knowledge, skills and understanding needed to navigate the opportunities, responsibilities, experiences and challenges of adult life.
- Understand and develop healthy, respectful relationships, explicitly learning about friendships, family relationships, relationships with peers and adults, respect, boundaries, consent and how relationships can be maintained safely and positively.
- Understand how to keep themselves safe, including recognising risks and knowing where and how to seek help and support, both in the real world and online.
- Make informed decisions about their health and wellbeing, developing knowledge and skills that support positive physical, mental and emotional health.
- Develop resilience and self-efficacy, reflecting our school values and applying their knowledge and skills to make sound decisions when facing risks, challenges and complex situations.
- Develop respect for themselves and others, recognising and respecting difference, diversity and equality and understanding the importance of treating others fairly and with dignity.
- Develop their knowledge, skills and understanding through a progressive PSHE curriculum, aligned with the revised 2026 Department for Education statutory Relationships Education, Relationships and Sex Education and Health Education (RSHE) guidance, alongside the wider aims and values of our school.



School Improvement Priorities



- Progress: To use ongoing assessment effectively to close the academic gaps between key groups to ensure that all children make at least expected progress from their own starting point in reading, writing and maths.
- Curriculum: To monitor the impact of curriculum provision and enrichment opportunities to ensure all children have access to a broad and balanced curriculum that meets their needs.
- English – To develop staff's pedagogical knowledge in relation to writing so that we create confident and proficient writers, building on our embedded approaches to communication, language, phonics and reading.
- Culture - To create a positive culture throughout the school, rooted in our school values and positive behaviour to in turn increase NOR and attendance to be above the primary national average – 94.6% with a school target of 97%.

Adaptive Teaching

In-the-moment adaptive teaching includes:

- Rephrasing questions or content.
- Adapting language to support understanding.
- Using word banks to introduce and reinforce new vocabulary.
- Prompting with key words, visuals, sound bites and sensory stimuli.
- Highlighting and reinforcing key learning points.
- Giving clear, step-by-step instructions.
- Using temporary groups as additional scaffolding.
- Gauging group responses before individual answers.
- Providing additional adult support where needed.
- Using Star Group to support socialising, friendships, praise and positive relationships.
- Providing opportunities to share ideas, feelings and experiences.
- Respecting different opinions, feelings and individual differences.
- Using assemblies, collective worship, praise, rewards and the Learning Charter to reinforce positive relationships and behaviour.
- Building positive relationships between children and children, adults and children, and adults and adults.

Curriculum Implementation

At Manadon Primary School, we allocate one hour each week to PSHE, providing children with opportunities to develop the knowledge, skills and understanding they need in a developmentally appropriate and age-appropriate way. Our curriculum reflects the revised 2026 Department for Education statutory guidance for Relationships Education, Relationships and Sex Education and Health Education (RSHE).

These explicit lessons are reinforced and enhanced throughout school through assemblies and collective worship, our Learning Charter, praise and reward systems, pupil voice and the positive relationships between children and adults across the school. We aim to 'live' what is learnt, ensuring that children have opportunities to apply their PSHE knowledge and skills to everyday situations and experiences within the school community.

Weekly PSHE lessons are delivered by teachers and highly skilled HLTAs, with teaching adapted to meet the needs of individual pupils and ensure that every child can participate and make progress.

Curriculum Impact

- The impact of our PSHE curriculum is seen through children developing positive attitudes towards their learning, wellbeing and relationships, alongside increasing confidence in expressing their ideas, feelings and opinions. We aim to

What are your key priorities?

- Ensure the PSHE/RSHE policy and curriculum are fully up to date and compliant with the 2026 DfE statutory guidance, including safeguarding, British Values and age-appropriate vocabulary.
- Embed a consistent, progressive and inclusive approach to PSHE, using Jigsaw and additional resources to meet the needs of all pupils through effective adaptive teaching.
- Identify, monitor and close gaps in pupils' academic, emotional, mental health and personal development, using assessment and targeted support to improve outcomes.
- Develop pupils' communication, language, resilience and social skills, providing regular opportunities to develop confidence, emotional literacy, relationships and spoken language.

CPD

- Profile of reading raised through rewards and challenges.

Provision for all

- Provision for all: Every child can access and benefit from PSHE.
- Adaptive teaching: Teaching, language and resources are adapted to meet individual needs.
- Additional support: Use of additional adults and targeted tutoring where needed.
- Closing gaps: Monitor groups of pupils and provide support to help close gaps.
- Removing barriers: Identify and address individual barriers to learning.
- Pupil voice: Opportunities for children to express their ideas, feelings and experiences.
- Confidence: Build children's confidence through discussion, drama and practical activities.
- Jigsaw: Provides a consistent and progressive approach across the school.
- Empowerment: Give every child a voice and the knowledge, skills and confidence they need for life.

Enrichment opportunities

- World Mental Health Day
- 'Dare to be different' Odd sock Day.
- Christmas Jumper Day/ Red Nose Day/ Children in Need Day – raising awareness and money for a range of charities.
- 30 Ways to connect

- ensure that children develop the knowledge, skills and understanding to make informed choices, keep themselves safe, build positive relationships and contribute positively to their school and wider community.
- Our big ideas in citizenship span subject domains and are revisited throughout the children's time at Manadon, allowing knowledge and understanding to be developed, reinforced and applied over time. Children are given opportunities to celebrate important events, take positive action to help others, recognise diversity and celebrate both individual and collective achievement.
- The impact of PSHE is monitored through pupil voice, teacher voice, parent comments, book looks and curriculum monitoring, learning walks, learning walls and displays. These sources help us identify strengths, areas for development and any gaps in children's knowledge, understanding or experiences, enabling teaching and provision to be adapted accordingly.

EMPOWERING

- Disadvantaged children prioritised during discussion work
- Parents see how we do PSHE during Stay and Learn session once term/ ½
- Pedagogy and content are carefully considered so that knowledge is built within and across teaching sequences.

- Pupil conferencing (dated)
- Rewards for good behaviour- class Dojo, individual stickers (teachers and Head teacher awards)
- Weekly courtesy and resilience awards
- Sports and Musical assemblies to generate teamwork and mutual respect.

NURTURING