PUCKLECHURCH CE VC PRIMARY SCHOOL

PSHE Handbook
2026-2027

Intent

Our PSHE curriculum intends to support our pedagogical principles by:

For our learners at Pucklechurch, PSHE will…	
Nurture social and emotional growth	The Jigsaw PSHE scheme nurtures social and emotional growth by embedding mindfulness and emotional literacy into every lesson, helping children develop self-awareness, empathy, resilience, and positive relationships.
Promote metacognition	Jigsaw promotes metacognition by encouraging children to reflect on their thoughts, feelings, and behaviours, enabling them to understand how they learn and make thoughtful, informed choices.
Champion inclusiveness and celebrate differences	Jigsaw champions inclusiveness by promoting respect and understanding of diverse identities, cultures, and backgrounds, fostering a safe environment where all children feel seen, valued, and included.
Raise aspirations	Jigsaw raises aspirations by helping children recognise their strengths, set personal goals, and build confidence in their ability to contribute positively to their school, community, and future.

Building Knowledge

Key Concepts

The Jigsaw curriculum has been influenced by six main concepts that we revisit throughout the primary phase. This allows children to make connections and links to previous learning and build conceptual understanding which is central to children then developing their social and emotional skills. These concepts are:

Being Me in My World

Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Changing Me

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Making connections through….		
Concept	**Core themes**	**Purpose**
Being me in my World	• Self-identity and self-worth • Understanding roles and responsibilities • Rules, rights, and consequences • Feeling safe and valued • School and community cohesion	This unit focuses on identity, belonging, and understanding one's place in the class, school, and wider community. It explores rights and responsibilities, creating a positive classroom environment, and developing a sense of self-worth and personal responsibility.
Celebrating Difference	• Understanding and respecting differences • Recognising and challenging stereotypes • Kindness and inclusion • Bullying awareness and strategies • Valuing diversity in families, cultures, and communities	This unit promotes understanding and acceptance of diversity. It teaches children to appreciate individual differences, challenge stereotypes and bullying, and celebrate what makes people unique.
Dreams and Goals	• Setting goals and aspirations • Ambition and perseverance • Overcoming obstacles • Teamwork and collaboration • Celebrating achievements	This unit develops children's motivation, resilience, and aspirations. Pupils reflect on their personal goals and dreams, how to overcome challenges, and the importance of working together to succeed.
Healthy Me	• Healthy choices (food, exercise, sleep) • Mental well-being and stress management • Personal safety and risk awareness • Substance education (age-appropriate) • Self-care and self-respect	This unit encourages children to make healthy lifestyle choices. It covers physical health, mental well-being, substance awareness, and personal safety.
Relationships	• Building and maintaining healthy friendships • Conflict resolution and communication • Family dynamics and support networks • Grief and loss • Online safety and boundaries	This unit explores different types of relationships (family, friends, online), how to build and maintain healthy relationships, and how to manage difficult emotions such as loss and conflict.
Changing Me	• Body changes and puberty (age-appropriate) • Emotional changes during growing up • Self-image and body confidence • Preparing for transitions • Respect for self and others	This unit supports children in understanding physical and emotional changes as they grow. It includes age-appropriate education on puberty, body awareness, and preparation for transitions (such as moving to a new year group or secondary school).

Mapping substantive knowledge

Jigsaw, is a progressive and spiral scheme of learning. Jigsaw ensures that learning from previous years is revisited and extended, adding new substantive knowledge year on year as appropriate. The order in which children learn the puzzle pieces is carefully sequenced to build upon their understanding as they grow. The pieces are: *Being Me in My World*, *Celebrating Difference*, *Dreams and Goals*, *Healthy Me*, *Relationships*, and *Changing Me*. These are taught in the same order every year. This structure reinforcing key themes and helps children deepen their learning.



Social and Emotional Development

Through engaging with each unit of the Jigsaw PSHE curriculum, children are encouraged to reflect on themselves, their feelings, and their relationships with others. The learning is designed to support their personal development by explicitly nurturing key emotional and social capabilities. Across the curriculum, pupils develop in four main areas: **emotional literacy**, where they learn to recognise, name and understand their emotions; **self-regulation**, where they gain strategies to manage their feelings and behaviours appropriately; **empathy**, as they begin to see situations from others' perspectives; and **relationship-building and social awareness**, where they learn how to communicate effectively, collaborate respectfully, and contribute positively to their communities. These core skills are woven throughout every unit, enabling pupils to grow in confidence, emotional resilience, and social responsibility.

The: explicit knowledge the children are expected to know; the social and emotional skills children are expected to acquire; all the key vocabulary used in each year group; the explicit links to the DfE

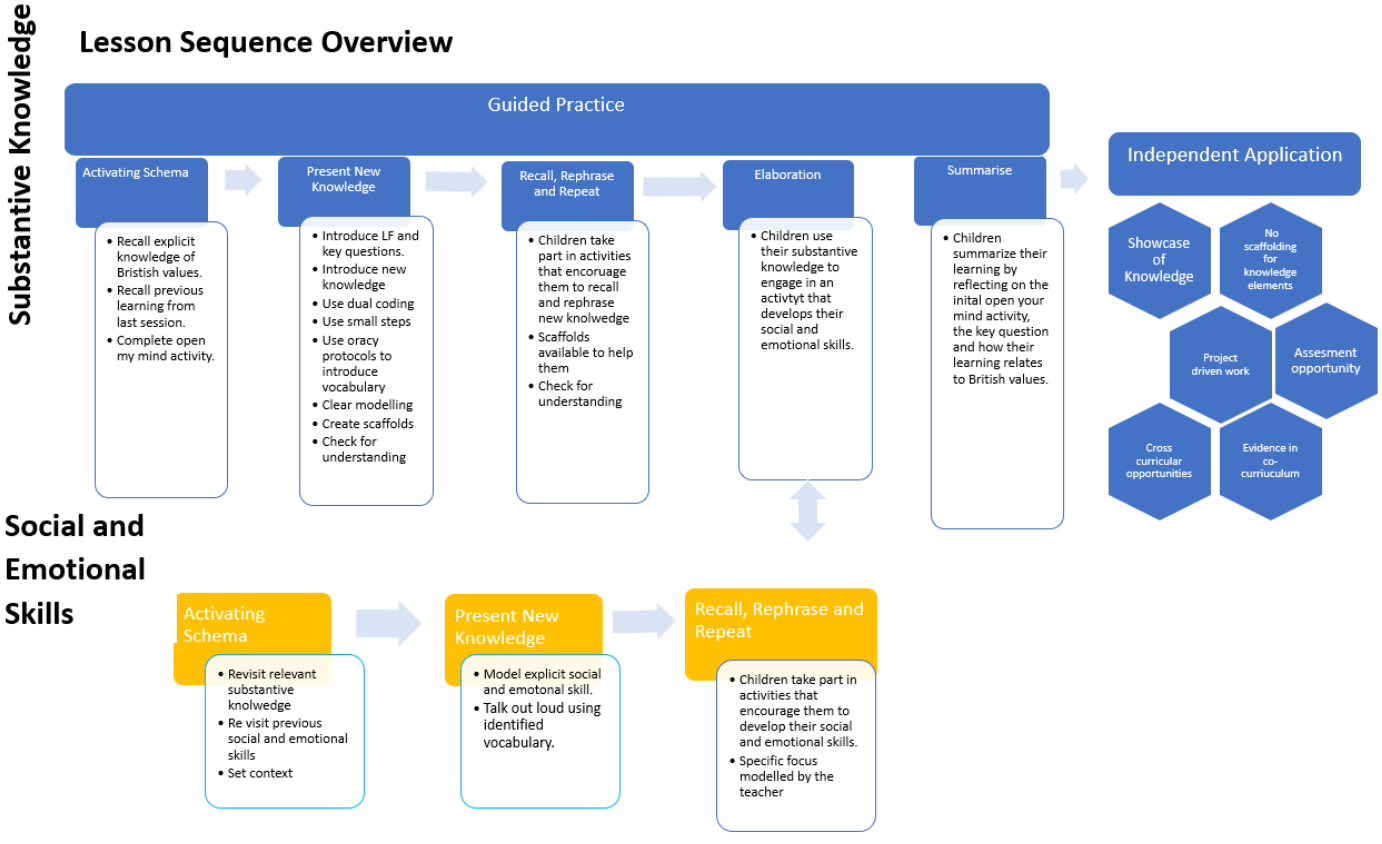
statutory Relationships and Health Education outcomes have all been mapped out for each puzzle in each year group which forms the basis of medium-term planning.

British Values

The Jigsaw curriculum thoughtfully embeds British Values throughout its lessons, ensuring children develop a strong sense of identity and citizenship. By promoting democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, Jigsaw supports pupils in understanding their role within a diverse society. Through its structured approach to Personal, Social, Health and Economic (PSHE) education, children engage in discussions, collaborative activities, and reflective tasks that help them appreciate different perspectives, understand fairness, and build respectful relationships. This integration ensures that British Values are not taught in isolation but are woven into everyday learning experiences, supporting the holistic development of each child. To make this integration explicit, we have developed progressive knowledge statements for each of the British Values. These statements are shared and revisited at the start of every PSHE lesson, helping to frame the learning. The values are then revisited during the reflection stage, allowing children to recognise how the day's learning links to and reinforces these core principles.

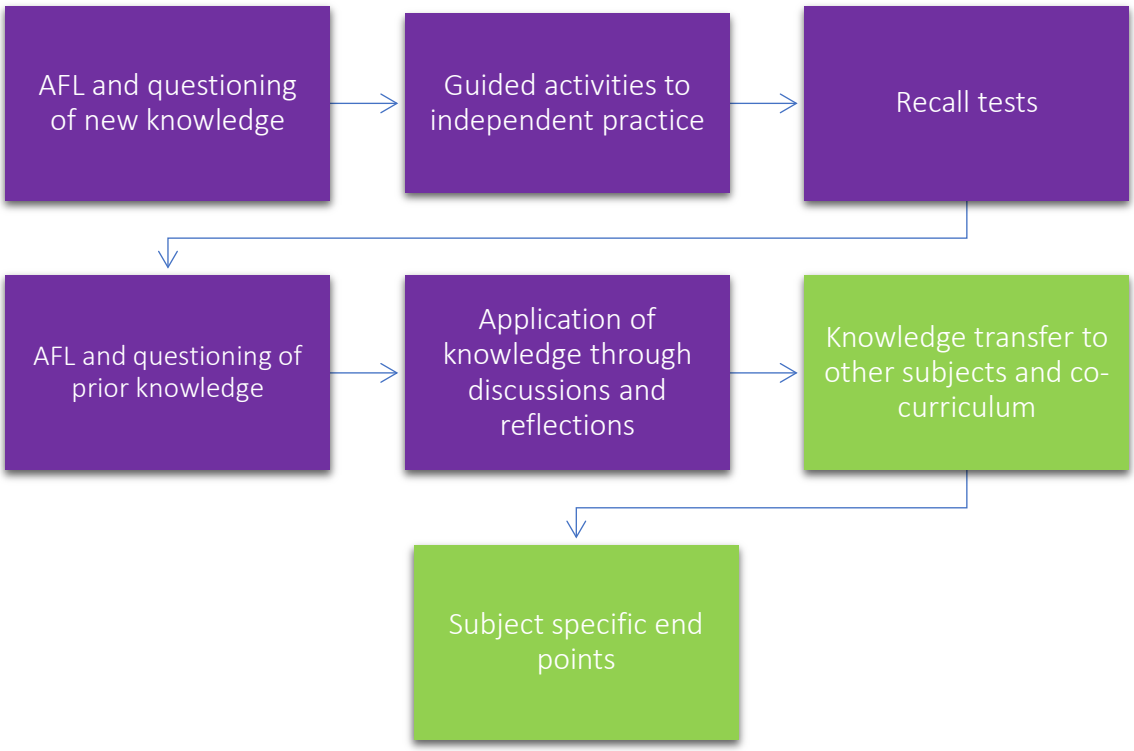
Teaching Sequence

To ensure children develop their social and emotional skills, it is important that they are provided with both the necessary substantive knowledge and modeled social and emotional behaviors. With this in mind, we have developed a learning sequence aligned with our general lesson overview, as outlined in our pedagogy and curriculum guide.



Assessment of knowledge

Ongoing assessment of substantive knowledge and their social and emotional skills is an essential component of the PSHE. This enables the teacher to ensure that all children will obtain the knowledge needed for them to perform the desirable cognitive skills outlined in our pedagogical principles. We have built in several opportunities for informal and formal assessment. More information on this process can be found in the Curriculum and Pedagogy Guide.



Subject specific end points

In PSHE we have used the Jigsaw programme to develop assessment points at the end of each phase. These are a set of statements that the teachers can use to assess individual learners against. These statements have been written to assess how the children use their substantive knowledge to help them reflect socially and emotionally.

Year 3	Children begin to understand their role within a community and the importance of rules and responsibilities in maintaining fairness and safety. They learn how differences in appearance, beliefs or abilities can lead to misunderstandings, and they develop skills to challenge unkind behaviour respectfully. They learn how to set realistic goals and reflect on their progress, showing determination and teamwork in shared tasks. Children develop greater awareness of health, including the impact of substances like tobacco and the importance of emotional well-being. They explore how to build and maintain healthy friendships and family relationships through respect, empathy and good communication. They learn about physical and emotional changes that begin during puberty and how to respond to these changes confidently. Emotionally, they start to recognise more complex feelings such as jealousy and pride, and socially, they begin to take responsibility in group tasks, show empathy, and respect diverse opinions.

Example of End point Documentation