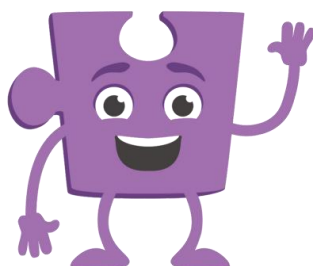
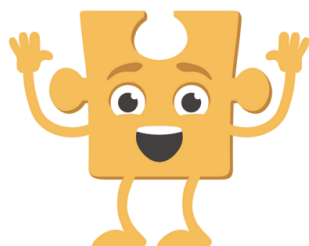


Healthy Mind, Healthy Body

Personal, Social, Health and Economic Education (PSHE (Jigsaw)) Policy

including Relationships, Sex and Health Education (RSHE)

Name of school	Aston Clinton School
Date of policy	Autumn 2026
Member of staff responsible	Mrs C Macdonald
Committee Responsible	Full Governing Board
Review date	Autumn 2027
Review Cycle	Yearly



1. Our Whole-School Approach to Personal Development

At Aston Clinton School, our taught PSHE curriculum, known as Healthy Body, Healthy Mind, is underpinned by the Jigsaw PSHE programme, which provides a progressive framework for developing children's understanding of health, wellbeing, relationships and personal development. However, we believe that preparing children for life extends beyond taught lessons.

As part of our commitment to ensuring that every child leaves Aston Clinton ready to thrive in an ever-changing world, we have developed a wider Global Citizen Curriculum which brings together three interconnected elements: our taught curriculum, a rich programme of enrichment opportunities and meaningful engagement with the wider community. This approach ensures that children not only acquire knowledge but also apply their learning in authentic contexts and develop the character, values and experiences needed to become active and responsible citizens.

Through this approach, pupils are provided with opportunities to develop leadership, resilience, empathy, responsibility and independence. Assemblies, educational visits, residential experiences, charitable projects, pupil leadership roles, community partnerships, cultural experiences and enrichment activities are carefully planned to complement and strengthen learning within PSHE. Together, these experiences help pupils understand their place within local, national and global communities, while developing the confidence, skills and values needed to **Aspire, Care and Succeed**.

By interweaving taught learning, enrichment and community engagement, we ensure that every child is supported to become the very best that they can be and leaves Aston Clinton equipped for the opportunities, responsibilities and experiences of later life.

2. Our Vision for PSHE Education

PSHE is a fundamental part of life at Aston Clinton School and plays a key role in supporting pupils' personal development, wellbeing and readiness for life beyond primary school. Through our *Healthy Body, Healthy Mind* curriculum, underpinned by the Jigsaw PSHE programme and enriched through our wider *Global Citizen Curriculum*, children develop emotional literacy, resilience, self-awareness and the skills needed to build positive relationships, stay safe and make informed choices. Learning is reinforced through our values of **Aspire, Care and Succeed** and embedded throughout school life, creating a culture where every child feels valued, respected and supported to be the best that they can be.

Through our Healthy Body, Healthy Mind curriculum, we are committed to:

- supporting the whole child, recognising the importance of emotional, social, physical and mental wellbeing
- creating a safe, inclusive environment where every child feels valued, respected and heard

- developing the knowledge, skills and character needed to thrive in an ever-changing world
- fostering positive relationships, resilience, self-regulation and responsible decision-making
- working in partnership with families, the wider community and external agencies to support children's development
- enabling children to understand their responsibilities as local, national and global citizens
- embedding personal development throughout school life through high-quality teaching, enrichment opportunities, community engagement and everyday experiences

3. Statutory Requirements and Curriculum Framework

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

We deliver statutory Relationships and Health Education within our comprehensive PSHE (Jigsaw) programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE (Jigsaw) curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

A detailed mapping document showing how the Jigsaw programme covers every statutory outcome is available to view on request.

4. The Jigsaw Approach: A Whole-School Framework

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach including:

Emotional literacy at the core - Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

Mindful practice - Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.

Connection and community - The 'Connect Us' activity in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.

Developing skills for respectful dialogue - PSHE (Jigsaw) lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

Age-appropriate spiral curriculum - Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

Interactive, participative teaching - Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

The Six Jigsaw Puzzles

Our PSHE Jigsaw curriculum is organised into six themed units ('Puzzles'), which align to the school's curriculum drivers: ASTON C (Aiming High; Speaking and Listening; Team; Others; Nurture and Changes) each taught for approximately half a term:

Term	School Driver	Puzzle	Key Content
Autumn 1	Aiming High	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Autumn 2	Speaking and Listening	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Spring 1	Team	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Spring 2	Others	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Summer 1	Nurture	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Summer 2	Changes	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, human reproduction (where taught as sex education) .

5. Curriculum Time and Whole-School Approach

Healthy Body, Healthy Mind, is delivered through a planned and progressive programme of learning led by class teachers. Underpinned by the Jigsaw PSHE curriculum, lessons are carefully sequenced to develop pupils' knowledge, skills and understanding in an age-appropriate and developmentally responsive way. Learning is further strengthened through

wider curriculum opportunities and everyday experiences, enabling pupils to make meaningful connections between PSHE and all aspects of school life.

6. Beyond the Classroom: Embedding PSHE in School Life

At Aston Clinton School, we believe that effective PSHE education extends far beyond discrete lessons. Through our *Global Citizen Curriculum*, pupils are provided with rich opportunities to develop the knowledge, skills and values needed to become responsible, compassionate and active members of society. Personal development is woven throughout school life and reinforced through assemblies, themed weeks, charitable initiatives, leadership opportunities, educational visits, performances, residential experiences, community engagement and enrichment activities.

Our school values of **Aspire, Care and Succeed** underpin all aspects of school life. Assemblies, behaviour systems and daily interactions promote respect, kindness, responsibility and positive relationships, while the Jigsaw Learning Charter provides a shared framework that supports children to make positive choices, resolve conflicts and contribute to a safe and inclusive community. Emotional literacy is further developed through our use of *Zones of Regulation*, enabling children to recognise, understand and communicate their feelings effectively. This common language is embedded throughout the school through adult modelling, visual supports and everyday interactions.

As a Platinum OPAL (Outdoor Play and Learning) School, we recognise the importance of play in supporting children's social, emotional and physical development. Our playtimes are intentionally designed to encourage cooperation, creativity, problem-solving and relationship building, providing children with daily opportunities to practise the skills taught through PSHE (Jigsaw) in meaningful and enjoyable contexts.

We also recognise the principles of biophilia and the positive impact that connection with nature has on wellbeing. Supported by three trained Forest School Leaders, children access a planned programme of outdoor learning throughout the year. During the Summer 2 *Changing Me* unit, all pupils participate in regular outdoor learning experiences linked to themes of growth, change, resilience and wellbeing. Through Forest School, outdoor learning and environmental experiences, pupils develop confidence, independence, teamwork and an appreciation of their responsibility towards both their community and the wider environment.

Our wider Global Citizen Curriculum further enhances PSHE (Jigsaw) by providing opportunities for pupils to develop healthy and safe behaviours, understand and uphold British Values, celebrate diversity, challenge discrimination and contribute positively to their community. Experiences such as Anti-Bullying Week, NSPCC Speak Out Stay Safe, Safer Internet Day, Black History Month, Diversity Day, charity fundraising, educational visits, transition activities and community projects ensure that personal development is meaningful, relevant and firmly rooted in real-life experiences.

7. Relationships and Health Education: Statutory Content

7a. Relationships Education

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- Families and people who care for me - That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

7b. Health Education

Health Education is a compulsory part of the primary curriculum and parents cannot withdraw their child from these lessons. Through Health Education, children learn how to stay healthy, safe and well, both physically and emotionally. This includes age-appropriate learning about the human body, using correct scientific vocabulary to support health, wellbeing and safeguarding.

By the end of primary school, our children will understand:

- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.

- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

7c. Building Foundations for Secondary RSHE

The primary PSHE (Jigsaw) curriculum is carefully designed to be age-appropriate and valuable for children's current stage of development. This learning also builds strong foundations that will support children as they encounter more complex content at secondary school. For example:

- Children learn skills for managing difficult feelings in friendships like disappointment or anger. These are essential skills for their current friendships and family relationships, and support them to behave with kindness as their relationships become more complex.
- Children learn about appropriate boundaries, privacy and consent in age-appropriate ways from early primary. This learning is crucial for safeguarding - enabling children to recognise when something doesn't feel right, to understand that they have rights over their own bodies and personal information, and to seek help when needed. These concepts become increasingly important as children develop and encounter different situations, both now and in future relationships.
- We teach children to recognise healthy relationship characteristics and warning signs across all relationships. This helps them navigate their current friendships and family relationships, with skills they'll continue to apply throughout their lives.
- Understanding of online safety, digital literacy and respectful online behaviour builds progressively throughout primary. We recognise that some of our children are already spending time online, and those who are not will have questions or concerns about the online world. Our approach is preventative, equipping children with knowledge and skills to stay safe if they do encounter online content or situations, rather than normalising excessive or unsafe internet use. This prepares children to navigate the more complex digital relationships and challenges they'll encounter as teenagers.
- Learning about emotions, mental wellbeing and self-care begins early and deepens each year. This supports children's current wellbeing and helps them manage the everyday challenges of childhood, whilst ensuring they reach secondary with established vocabulary, awareness and strategies for protecting their mental health.

This progressive, developmental approach ensures that PSHE (Jigsaw) content is always age-appropriate and relevant to children's current lives, whilst also building solid foundations for more sophisticated understanding as they mature.

8. Sex Education at Aston Clinton School

At Aston Clinton School, we believe that children should understand the facts about human reproduction before they leave primary school so that they can lead confident, healthy and independent lives and become informed, active and responsible citizens.

Whilst Relationships Education and Health Education are statutory for all primary-aged pupils, sex education is not compulsory in primary schools. However, the Department for Education recommends that schools provide age-appropriate sex education to prepare pupils for the physical and emotional changes of adolescence and to develop an understanding of how human life begins.

At Aston Clinton School, elements of human reproduction are taught through both the National Curriculum for Science and our Jigsaw PSHE (Healthy Body, Healthy Mind) curriculum.

Within Science, pupils learn about life cycles, human development and reproduction in accordance with National Curriculum requirements. As this content forms part of the statutory Science curriculum, parents do not have the right to withdraw their child from these lessons.

In addition, pupils in Upper Key Stage 2 receive age-appropriate sex education through the Jigsaw Changing Me unit. This learning builds upon the statutory teaching of puberty and includes factual information about conception, pregnancy and birth. We define sex education as learning about human reproduction, including sexual intercourse, conception, pregnancy and birth, together with the emotional responsibilities associated with becoming a parent. It does not include teaching about different types of sexual activity.

The following Jigsaw lessons contain non-statutory sex education content:

- Year 5: Conception
- Year 6: Babies: Conception to Birth

This learning is distinct from:

- statutory Relationships Education;
- statutory Health Education, including puberty and menstrual wellbeing; and
- statutory National Curriculum Science content.

Parents' Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of the non-statutory sex education taught through PSHE. Parents do not have the right to withdraw their child from:

- Relationships Education;
- Health Education, including puberty education;
- or National Curriculum Science content.

Should a parent wish to withdraw their child from the non-statutory elements of sex education, they are encouraged to discuss their concerns with the Headteacher. We believe

that working in partnership with families helps ensure that parents are fully informed about the content and purpose of the curriculum and enables us to consider any concerns sensitively.

Where a pupil is withdrawn from sex education lessons, appropriate alternative educational provision will be provided.

Responding to Pupils' Questions

We recognise that pupils may raise questions beyond the planned curriculum. Teachers will respond professionally and sensitively, providing age-appropriate factual information where appropriate. If a question falls outside the scope of the lesson or is better addressed by parents or carers, pupils will be encouraged to discuss it at home. All teaching will be delivered in a manner that is factual, respectful and appropriate to the age and maturity of the children.

9. Equality, Inclusion and the Public Sector Equality Duty

At Aston Clinton School, we are committed to providing an inclusive PSHE curriculum that reflects our values of *Aspire, Care and Succeed* and enables every child to feel valued, represented and respected. Through our *Healthy Body, Healthy Mind* curriculum and wider *Global Citizen Curriculum*, pupils develop an understanding of diversity, equality, fairness and belonging, preparing them to live and work in an increasingly diverse society. In accordance with the Equality Act 2010 and the Public Sector Equality Duty, we ensure that our curriculum:

- eliminates discrimination, harassment and victimisation;
- advances equality of opportunity for all pupils;
- fosters good relationships between people from different backgrounds and experiences;
- promotes respect, inclusion and understanding of diversity.

Our curriculum is carefully planned and adapted to meet the needs of our pupils and community. The PSHE Lead and class teachers consider:

- the needs, experiences and developmental stages of pupils;
- pupil voice gathered through discussions, surveys and School Council activities;
- local context and community considerations;
- feedback from pupils, parents, staff and governors;
- the school's values, ethos and statutory responsibilities.

Where adaptations to the curriculum are made, these are informed by pupil need, safeguarding considerations and statutory guidance. Parents and carers are informed of significant curriculum changes, particularly where sensitive content is involved.

9a. Promoting Respect and Challenging Discrimination

We actively promote respect for all and value every individual child. Through planned curriculum opportunities, assemblies, enrichment activities and our wider Global Citizen Curriculum, pupils learn about diversity, protected characteristics, equality and inclusion.

Children are encouraged to celebrate differences, challenge stereotypes and recognise discrimination, prejudice and bullying in all its forms.

Teaching reflects the diverse society in which we live and enables pupils to understand that all people should be treated with dignity, kindness and respect. Learning opportunities, including No Outsiders, Black History Month, Diversity Day, British Values education and broader enrichment experiences, help pupils develop empathy, understanding and a sense of social responsibility.

We challenge harmful stereotypes, including those linked to sex, race, disability, religion or belief, and other protected characteristics. Pupils learn that personal interests, talents, aspirations and qualities should not be limited by stereotypes and that everyone has a responsibility to contribute to a respectful and inclusive community.

9b. Families and Relationships

Our curriculum recognises that families may look different from one another and that children come from a wide range of family backgrounds. We teach that loving, stable and supportive relationships are what matter most in helping children feel safe, secure and valued.

Children learn about different family structures in an age-appropriate way, including single-parent families, blended families, adoptive families, foster families, kinship arrangements, same-sex parent families and families from different cultural or religious backgrounds. No child will be disadvantaged or stigmatised because of their family circumstances.

Inclusion of LGBT+ People and Families

In line with statutory Relationships Education requirements, pupils learn that families and relationships can take different forms and that all people deserve respect. Teaching about same-sex parents and families is integrated naturally throughout the curriculum where relevant and is presented alongside other family structures as part of modern British society. Pupils are taught that discrimination, prejudice and bullying are unacceptable and learn how to seek support if they experience or witness discriminatory behaviour. Our approach focuses on promoting respect, inclusion and understanding whilst remaining age-appropriate and sensitive to the developmental stage of pupils.

9c. Supporting Pupils with SEND

We are committed to ensuring that all pupils can access and benefit from PSHE learning. Children with SEND may be particularly vulnerable to exploitation, bullying or abuse and therefore require access to high-quality, appropriately adapted PSHE education.

Teachers adapt learning through:

- visual supports and simplified language;
- pre-teaching and targeted small-group support where appropriate;
- practical and multi-sensory approaches;
- additional processing and discussion time;
- personalised resources and social stories where needed.

The PSHE Lead and SENDCo work collaboratively to ensure that pupils receive appropriate support whilst maintaining high expectations for participation and learning.

9d. Respecting Religion and Belief

We respect the religious and cultural backgrounds of all members of our school community. PSHE is taught in a factual, balanced and objective manner, presenting accurate information whilst recognising that individuals and families may hold different beliefs and values. Where appropriate, pupils are helped to understand that people may hold different viewpoints and beliefs. Teaching promotes mutual respect and tolerance whilst making clear the importance of equality, inclusion, children's rights and the law.

10. Safeguarding and Support

PSHE (Jigsaw) education has a crucial role in our safeguarding provision, equipping children with the knowledge and skills to keep themselves safe and to seek help when needed. Through PSHE (Jigsaw), children learn to:

- Recognise when relationships or situations are unsafe
- Understand that abuse is never their fault
- Know a range of trusted adults they can talk to
- Develop vocabulary to express concerns clearly
- Build confidence to keep asking for help until they are heard
- Understand their rights over their own bodies and personal information
- Recognise emotional, physical and sexual abuse
- Identify risks online and in the physical world
- Develop resilience and strategies for managing difficult situations

10a. Managing Disclosures and Concerns

PSHE (Jigsaw) lessons, particularly those addressing sensitive topics, may lead to disclosures from children. All staff are trained to:

- Respond calmly and supportively to disclosures
- Never promise confidentiality (explaining that some concerns must be shared to keep children safe)
- Listen carefully without asking leading questions
- Record concerns accurately and immediately
- Report all concerns to the Designated Safeguarding Lead (or deputy DSL) without delay

Children are informed via the Jigsaw Charter at the start of PSHE (Jigsaw) lessons how confidentiality works - that personal information shared by others during discussions will be treated with respect and care, but if a teacher is worried about a child's safety, they will need to share information with people who can help.

All staff delivering PSHE (Jigsaw) education are familiar with our safeguarding and child protection policy and procedures. Where external visitors contribute to PSHE (Jigsaw) delivery, they are briefed on safeguarding procedures before working with children.

10b. Signposting to Support

We actively encourage children to talk with their families about their worries and concerns, recognising that parents and carers are often the first and most important source of support. At the same time, we understand that for a small number of children, there may be times when they want or need to seek support from other trusted adults, and we ensure children know how to do this when needed.

Within PSHE (Jigsaw) lessons and through displays, assemblies and other communications, children are regularly informed about sources of support both within school and externally:

- Named trusted adults within school
- How to access pastoral support
- External helplines relevant to their age (e.g., Childline)
- Basic first aid knowledge and understanding of when and how to seek medical help
- Emergency services and how to access them

It is positive and healthy for all children to have a range of trusted adults they can turn to for support - within their family, at school, and in the wider community. Our PSHE (Jigsaw) curriculum emphasises that seeking help is a sign of strength, not weakness, and that support is always available.

11. Working in Partnership with Parents and Carers

We recognise that parents and carers are children's first and most important educators, particularly regarding relationships and health. Effective PSHE (Jigsaw) education works in partnership with families, supporting parents to continue conversations started in school and keeping them informed about what their children are learning.

11a. Consultation and Communication

We engage with parents and carers throughout the year and when developing and reviewing our PSHE (Jigsaw) policy, seeking their views on content, approach and resources. This includes:

- Gathering parent views through ongoing communication and opportunities to share feedback
- Opportunities to view teaching materials
- Parent information sessions to explain curriculum content and answer questions
- Regular communication about PSHE (Jigsaw) curriculum through newsletters, class communications and our website

11b. Viewing PSHE (Jigsaw) Teaching Materials

We want parents to feel informed about what their children are learning in PSHE (Jigsaw). We provide several ways for parents to access information about the curriculum:

- Parent Access to Lesson Materials - Parents who would like to see the standard Jigsaw lesson plans and teaching slides for their child's year group can request access. We

provide secure access codes on a Puzzle-by-Puzzle basis (each half term) for parents who specifically ask to see these materials. These show the published Jigsaw content, and we can explain any adaptations we have made for our classes. To request access, parents should contact their child's class teacher, who will provide a unique access code and link. These codes expire at the end of each half term, and parents can request a new code for the next Puzzle if they wish.

We actively encourage parents to engage with these resources so they can support and continue conversations at home. If you have any questions about PSHE (Jigsaw) content or would like to access any of these materials, please contact office@astonclinton.bucks.sch.uk.

11c. Supporting Parents

We provide information to parents about the PSHE (Jigsaw) topics being covered each term, with suggestions for how to support learning at home and guidance on managing sensitive conversations within the Friday Flyer.

11d. Responding to Concerns

We welcome parents' questions and concerns about PSHE (Jigsaw) education. Parents who have concerns should contact their child's class teacher in the first instance.

We aim to address concerns through open, honest discussion, sharing curriculum materials, explaining the rationale for content, and demonstrating how teaching is age-appropriate and sensitively delivered. Where concerns relate to sex education, we will discuss the right of withdrawal and support parents to make informed decisions.

12. Teacher Support and Professional Development

High-quality PSHE (Jigsaw) education requires confident, well-supported teachers who have the knowledge, skills and resources to deliver sensitive content effectively.

12a. Supporting Our Teachers

We support staff delivering PSHE (Jigsaw) through:

- Comprehensive resources - The Jigsaw programme provides detailed lesson plans, teaching resources, assessment materials and guidance, reducing planning burden and ensuring consistency across year groups.
- Regular professional development - Staff receive training on:
 - Using the Jigsaw programme effectively
 - Teaching sensitive and controversial topics
 - Managing difficult questions and discussions
 - Safeguarding and responding to disclosures
 - Creating safe, inclusive classroom environments
 - Current issues affecting children (e.g., online safety, mental health)
- Collaborative planning and review - to plan and share effective practice, discuss challenges, and support each other in delivering sensitive content.

- Senior leadership support - The PSHE (Jigsaw) lead and senior leadership team provide ongoing support, including observing lessons where helpful, advising on complex situations, and ensuring staff wellbeing.
- Access to specialist support - Where needed, we access support from external specialists including school nurses, PSHE (Jigsaw) advisors, mental health professionals and other local services to enhance staff knowledge and lesson delivery.

12b. Creating Confident, Skilled Practitioners

We recognise that teaching PSHE (Jigsaw) requires particular skills:

- Creating safe, non-judgemental spaces for discussion
- Using distancing techniques when discussing sensitive content
- Facilitating participative, interactive learning rather than delivering information
- Responding to unexpected questions or disclosures
- Managing the balance between planned content and responsive teaching
- Supporting children who may find topics triggering or upsetting

Ongoing professional development helps our staff to develop and refine these skills, ensuring that PSHE (Jigsaw) teaching is consistently effective across our school.

13. Assessment, Monitoring and Evaluation

The impact of PSHE is evaluated alongside our wider Global Citizen Curriculum to ensure that learning supports pupils' personal development, wellbeing and readiness for life beyond primary school. Assessment focuses on pupils' knowledge, understanding, skills and their ability to apply learning in real-life situations. Teachers use observation, discussion, pupil reflection and formative assessment to monitor progress and inform future learning.

Progress is shared with parents through consultation meetings and annual reports. Where appropriate, the school works in partnership with families and pastoral teams to provide additional support for pupils' social, emotional or wellbeing needs.

Monitoring and Review

The Headteacher, who is the PSHE Lead, and governors monitor the quality and impact of provision through:

- curriculum reviews and planning scrutiny
- learning walks and lesson observations
- pupil voice activities
- review of assessment information
- behaviour, attendance, wellbeing and safeguarding information
- staff, parent and governor feedback

This information is used to celebrate strengths, identify areas for development and ensure the curriculum continues to meet the needs of our pupils.

Evaluating Impact

The effectiveness of our PSHE curriculum is measured through pupils':

- knowledge, skills and confidence
- ability to build positive relationships and make informed choices
- emotional wellbeing and resilience

- understanding of how to keep themselves safe
- confidence to seek help when needed
- readiness for transition and future life experiences

Findings from monitoring and evaluation inform ongoing curriculum development and the annual review of this policy.

14. Links to Other Policies and Curriculum Areas

PSHE is integral to school life and is closely linked to a range of policies and curriculum areas, including:

- Safeguarding and Child Protection
- Behaviour
- Anti-Bullying
- Online Safety
- Equality
- SEND
- Health and Safety

Learning is further enhanced through links with Science, Computing, PE, RE, Literacy and the wider Global Citizen Curriculum, enabling pupils to apply their understanding across a range of contexts.

15. Policy Development and Review

This policy has been developed through consultation with pupils, staff, governors, the Parent Forum and parents through surveys and feedback opportunities. It reflects the needs of our school community and the values of Aston Clinton School.

The policy is informed by current statutory requirements and best practice guidance, including:

- Relationships, Sex and Health Education (RSHE) Statutory Guidance
- *Keeping Children Safe in Education*
- The Prevent Duty
- The Equality Act 2010 and Public Sector Equality Duty
- Jigsaw PSHE
- Local Authority guidance and relevant educational research

This policy will be reviewed annually by the Headteacher and Governing Board to ensure it remains compliant with statutory guidance and continues to meet the evolving needs of our pupils, families and wider school community.

16. Further Information and Resources

For more information about PSHE (Jigsaw) at Aston Clinton, please contact the Headteacher.

17. External resources and guidance:

- Jigsaw PSHE (Jigsaw) mapping documents showing coverage of statutory guidance
- DfE Relationships Education, Relationships and Sex Education and Health Education guidance (July 2025)
- PSHE (Jigsaw) Association