



Axbridge C of E Academy

Together We Inspire, Thrive & Excel

PSHE Policy

Date of Policy: September 2026

Date of Review: September 2027





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Together We Inspire, Thrive & Excel

PSHE Policy

PSHE Lead: Kellie Nash

At Axbridge Church of England Academy, all policies and practices are rooted in our Christian vision and ethos. Our work as a school community is guided by the words of Jesus:

"I have come so that you may have life, life in all its fullness."

John 10:10

This vision underpins our commitment to enabling every child and adult to flourish academically, socially, emotionally, spiritually, and morally, within a safe, inclusive, and aspirational learning environment.

Our Christian values of **Community, Love, and Courage** shape the way we live and work together each day. They inform our relationships, our expectations, and our approach to teaching, learning, behaviour, and care. Through Community, we foster a sense of belonging, partnership, and mutual respect. Through Love, we promote kindness, compassion, dignity, and forgiveness. Through Courage, we encourage resilience, honesty, ambition, and the confidence to do what is right, even when it is challenging.

Our school motto, **"Together We Inspire, Thrive and Excel,"** reflects our belief that children achieve their very best when they feel valued, supported, and inspired within a strong and caring community. Working together with pupils, families, staff, partners and the wider community, we strive to provide opportunities that enable all learners to thrive and excel.

1. Introduction

All schools must provide a curriculum that is broad, balanced and meets the needs of all pupils. Under Section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum must:

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

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PSHE is a central and integral part of our curriculum, ensuring that every pupil develops the knowledge, skills, values and attitudes they require to live safe, healthy, responsible and fulfilling lives.

2. PSHE at Axbridge C of E Academy

At Axbridge, PSHE is taught as part a whole-school inquiry curriculum approach, supporting pupils' development as individuals and learners. We use the **Jigsaw Programme**, which provides a comprehensive, progressive and well-sequenced scheme of learning for the primary phase.

Jigsaw supports:

- Ofsted's Personal Development and Behaviour & Attitudes criteria
- Safeguarding and child protection
- SMSC (spiritual, moral, social, cultural development)
- The Equality Act (2010)
- British Values
- Emotional wellbeing and mental health
- Our Church of England ethos and values

The curriculum also contributes significantly to pupils' safety, wellbeing and readiness for the next stage of their education.

3. Relationship with the RSHE Policy

Axbridge Church of England Academy has a **separate RSHE (Relationships, Sex and Health Education) Policy**, which sets out statutory requirements, parental engagement, withdrawal rights, and curriculum details relating to Relationships and Health Education.

This **PSHE policy** focuses on the broader aspects of personal development, citizenship, emotional literacy, rights, responsibilities, wellbeing and character education.

Any references to bodily changes, puberty or health development are addressed fully within the **RSHE Policy**, not within this policy.

4. Aims of PSHE

The aim of PSHE at Axbridge is to provide pupils with the knowledge, skills, attitudes and values they need to:

- Supporting the whole child- recognising that children's emotional and social development directly impacts on their capacity to learn.
- Develop confidence, self-esteem and a positive sense of identity
- Form and sustain healthy relationships

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- Make safe, informed choices
- Understand and respect diversity, equality and human rights
- Be active, responsible members of the school and wider community
- Communicate effectively and express emotions appropriately
- Set goals, work towards them and respond to challenges
- Develop resilience, independence and self-regulation
- Lead healthy lifestyles and manage risk
- Contribute positively to society

Through PSHE, pupils reflect on their experiences and develop personally and socially, tackling many spiritual, moral, social and cultural issues that are part of growing up.

5. Jigsaw Programme Content/ Approach

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 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.

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Theme	Content Focus
Being Me in My World (Term 1)	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Celebrating Difference (Term 2)	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Dreams and Goals (Term 3)	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Healthy Me (Term 4)	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.
Relationships (Term 5)	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
Changing Me (Term 6)	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships

The Six Jigsaw Puzzles

Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term: Jigsaw is structured into six core units which are taught progressively from EYFS to Year 4: (Knowledge organisers for each Jigsaw piece and year group will be available on the school website.)

6. Rights Respecting Schools Work

Axbridge Church of England Academy is actively embedding the principles of **UNICEF Rights Respecting Schools** into Collective Worship, PSHE and our Inquiry Curriculum.

Pupils learn about children's rights, respect for self and others, and what it means to be a responsible global citizen. This reinforces our values of Community, Love and Courage and enhances pupils' social, moral and spiritual development.

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7. Safeguarding and Child Protection

PSHE significantly contributes to safeguarding by helping pupils:

- Recognise unsafe or harmful situations
- Understand consent, personal boundaries and privacy
- Know how to seek help from trusted adults
- Develop emotional literacy and resilience
- Understand online safety and digital wellbeing
- Manage risks and make informed decisions

All PSHE teaching aligns with the **WLT Safeguarding and Child Protection Policy**. Staff follow safeguarding procedures immediately if a concern is raised during PSHE learning.

8. Inclusion and Equalities

PSHE is delivered in line with:

- Equality Act 2010
- *Valuing All God's Children* (Church of England, 2023)
- Trust and Academy inclusion policies

The curriculum:

- is accessible and relevant to all pupils
- promotes inclusivity and celebrates diversity
- ensures representation of pupils from varied backgrounds
- challenges racism, sexism, homophobia, biphobia and transphobia
- fosters respect for all family structures
- supports pupils who may have additional learning or emotional needs

Teachers differentiate materials and adapt delivery to meet the needs of pupils with SEND, working closely with the SENDCo.

9. Teaching and Learning Approaches

PSHE is taught through:

- Weekly timetabled lessons
- Cross-curricular links (e.g., RE, PE, Computing, Inquiry Curriculum)
- Assemblies and worship
- Whole-school initiatives and themed days
- Circle time and group discussions
- Role play, storytelling and creative activities



- Reflection, journaling and mindfulness

Jigsaw's mindfulness approach supports emotional regulation and wellbeing.

Due to Jigsaw's copyright restrictions, materials cannot be shared electronically or uploaded online. Parents may view resources in school by request.

10. Leadership, Roles and Responsibilities

Headteacher

The Headteacher ensures that PSHE:

- is well led, well planned and effectively delivered
- is accessible to all pupils including those with SEND
- is aligned with safeguarding requirements
- is supported with appropriate staffing, training and resources
- is monitored for quality and impact

PSHE Lead

The PSHE Lead is responsible for:

- overseeing planning and progression
- supporting staff with resources and training
- ensuring consistency of delivery across the school
- monitoring impact and reporting findings to the Headteacher

Partners and Local Partnership Board

The Partners and Local Partnership Board provide strategic oversight by ensuring:

- the PSHE curriculum reflects statutory obligations
- PSHE contributes to the school's Christian vision and values
- monitoring information is reviewed at appropriate intervals
- updates to policy and practice are enacted when legislation changes

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The Trust oversees:

- statutory compliance
- safeguarding alignment
- quality assurance processes

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11. Monitoring and Review

PSHE provision is monitored through:

- Learning walks
- Lesson observations
- Pupil voice discussions
- Scrutiny of planning and evidence
- Staff feedback and professional dialogue

Findings are shared with the Headteacher, SLT and the Local Partnership Board.

This policy is reviewed annually by the Senior Leadership Team and formally every two years, or sooner if statutory guidance changes.

12. Policy Review Information

	Signed Headteacher	Signed Chair of Partnership Board
Date of review: September 2026		
Date of next review: September 2027		