



# **"Jigsaw" PSHE Policy**

**(Including Citizenship, Drug and Alcohol Education & Sex and Relationships Education)**

**Reviewed by S&C Committee on 30<sup>th</sup> September 2014**

**Ratified by Full Governors on 19<sup>th</sup> November 2014**

**Review Period      Every 3 Years**

**Next Review Due   Autumn 2017**

**Signature of FGB Chair**

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*This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out*



# Parley First School



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Name of school	Parley First School
Date of policy	Sept 2014
Member of staff responsible	Annie Nesbitt
Review date	Sept 2017

### Introduction

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

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

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

This Jigsaw PSHE policy is informed by existing DfE guidance on **Sex and Relationships Education** (Sex and Relationship Education Guidance, July 2000), **SRE supplementary guidance** ( Sex Education Forum/ Brook/ PSHE Association, March 2014) **preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013), **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), **safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).



# Parley First School



## Jigsaw PSHE Policy

(Including Citizenship, Drug and Alcohol Education & Sex and Relationships Education)

Links to these documents:

<http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-education-guidance>

<http://www.pshe-association.org.uk/uploads/media/17/7910.pdf>

<https://www.gov.uk/government/publications/dfe-and-acpo-drug-advice-for-schools>

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>

[http://www.education.gov.uk/schools/guidanceandadvice?f\\_category=Safeguarding&page=1](http://www.education.gov.uk/schools/guidanceandadvice?f_category=Safeguarding&page=1)

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

PSHE is concerned with the emotional health, well-being and welfare of the pupils in our school. It enables pupils to become effective learners and supports them as they move from childhood through adolescence to become independent young people and effective citizens. There are very strong links between PSHE and our approaches to behaviour and discipline, where adults provide positive role models by promoting respect for one another, the environment and the creatures that share our world.

### **Aim of the Jigsaw PSHE programme**

To 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.

### **Objectives/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
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals



## Jigsaw PSHE Policy

(Including Citizenship, Drug and Alcohol Education & Sex and Relationships Education)

### Jigsaw Content

Jigsaw covers all areas of PSHE with different aspects taught in 6 topics throughout the year. Each year group will work through lesson plans at a level that is age specific – the content will vary and become more detailed as the children move through the key stages.

Term	Puzzle Piece	Content
Autumn 1	Being Me in My World	Understanding my place in the class, school and community. Devising learning charters that enable everyone to learn in a safe and effective way.
Autumn 2	Celebrating Difference	Understanding that people are different and have a variety of talents, skills, likes and dislikes. This topic includes discussing issues of bullying, to correspond with National Anti-Bullying week in November.
Spring 1	Dreams and Goals	Setting personal goals, aspirations, working together to achieve.
Spring 2	Healthy Me	This topic covers self-esteem, emotional and physical confidence, healthy life style choices, peer pressure and drug and alcohol education.
Summer 1	Relationships	Understanding friendship, family and other relationships, conflict resolution and communication skills.
Summer 2	Changing Me	Understanding that growth and changes occur to animals and human beings. Exploring how to deal with the emotional aspects of change in a positive manner. This topic includes Sex and Relationship Education in the context of looking at change.

### Sex and Relationships Education

Definition of SRE:

‘SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’ (Sex Education Forum, 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

It is important to note that the SRE at our school sits within the school’s values framework and that we consider it vital to do this work in partnership with parents and carers.

We are mindful that parents/carers do have the legal right to withdraw their children from the SRE that is part of the PSHE (Jigsaw) Programme, whilst we hope they do not feel the need to do so.

### Jigsaw Content for SRE

The following grid shows specific learning intentions for each year group in the ‘Changing Me’ Puzzle. These specific lessons sit within the whole Puzzle (6 lessons) which looks at change and coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with.



## Jigsaw PSHE Policy

(Including Citizenship, Drug and Alcohol Education & Sex and Relationships Education)

Year Group	Lesson	Learning Intentions 'Pupils will be able to...'
1	Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina</li> <li>respect my body and understand which parts are private</li> </ul>
2	Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</li> <li>tell you what I like/don't like about being a boy/girl</li> </ul>
3	How Babies Grow	<ul style="list-style-type: none"> <li>understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</li> <li>express how I feel when I see babies or baby animals</li> </ul>
	Babies	<ul style="list-style-type: none"> <li>understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</li> <li>express how I might feel if I had a new baby in my family</li> </ul>
	Outside Body Changes	<ul style="list-style-type: none"> <li>understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>identify how boys' and girls' bodies change on the outside during this growing up process</li> <li>recognise how I feel about these changes happening to me and know how to cope with those feelings</li> </ul>
	Inside Body Changes	<ul style="list-style-type: none"> <li>identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</li> <li>recognise how I feel about these changes happening to me and how to cope with these feelings</li> </ul>
4	Having a baby	<ul style="list-style-type: none"> <li>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</li> <li>understand that having a baby is a personal choice and express how I feel about having children when I am an adult</li> </ul>
	Girls and Puberty	<ul style="list-style-type: none"> <li>describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> <li>know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> </ul>

### Withdrawal from SRE lessons

Parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or SRE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may



## Jigsaw PSHE Policy

(Including Citizenship, Drug and Alcohol Education & Sex and Relationships Education)

have on the child. Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

### Drug and Alcohol Education

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

### Jigsaw Content for Drug and Alcohol Education

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
2	Medicine Safety	<ul style="list-style-type: none"><li>• understand how medicines work in my body and how important it is to use them safely</li><li>• feel positive about caring for my body and keeping it healthy</li></ul>
3	What Do I Know About Drugs?	<ul style="list-style-type: none"><li>• tell you my knowledge and attitude towards drugs</li><li>• identify how I feel towards drugs</li></ul>
4	Smoking	<ul style="list-style-type: none"><li>• understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</li><li>• can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</li></ul>
	Alcohol	<ul style="list-style-type: none"><li>• understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</li><li>• can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</li></ul>



# Parley First School



## Jigsaw PSHE Policy

(Including Citizenship, Drug and Alcohol Education & Sex and Relationships Education)

### **How is Jigsaw PSHE organised in school?**

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. There are six 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 or The Garden of Dreams and Goals.

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 (covering the SEAL learning intentions but also enhanced). 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 like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

### **Differentiation/SEN**

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will endeavour 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 enable all children to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

### **Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during these sessions; 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 circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding policy and procedure is followed.

### **Assessment**

Teachers will make assessments at the end of each half term based upon the key descriptors for each puzzle piece. They will use class observations, discussions with the children and where possible, recorded pieces of learning to make these assessments. Children will also be encouraged to assess their own learning and record their thoughts and ideas in the class Jigsaw Journal.

The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece. Certificates are presented on a weekly basis during assembly to children who have tried hard to achieve one or more of the Jigsaw focus areas for the term.

### **Monitoring and evaluation**

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.



# Parley First School



## Jigsaw PSHE Policy

(Including Citizenship, Drug and Alcohol Education & Sex and Relationships Education)

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

### **External contributors**

External contributors from the community, e.g. health promotion specialists, school nurses, Streetwise Safety Centre and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme.

### **The Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this each class devises a Jigsaw learning charter together at the beginning of the Autumn term. This charter includes aspects such as: listening carefully to each other, using kind and positive words to encourage each other, respect for each other and property/school environment.

### **School Council**

Representatives from each class are able to meet regularly and discuss particular issues that arise within the school environment. They have an important role in gathering feedback and ideas from their classmates and using this information to inform planning of events, requesting resources and helping to implement initiatives such as 'No put down' week as part of the National anti-bullying campaign.

### **ELSA**

We utilise the expertise of trained ELSA staff, who are able to spend time with individual children who, for many different reasons, require support to express or deal with their emotions in a positive way. Our ELSA staff liaise with class teachers and parents to ensure that the child's needs are being supported effectively. They also run an informal monthly drop-in session for parents to talk about issues and experiences in a safe and encouraging environment.

### **Becoming responsible citizens**

Throughout the Jigsaw programme, children are encouraged to view themselves as valued members of the community. Visitors from a variety of organisations within the wider community are welcomed into our school to lead assemblies, inform and raise money for charities, and contribute to children's learning in many ways. Our children are given the opportunity to go into the community to share their learning with others; representing Parley First School in a variety of ways such as choir performances in local nursing homes and Christmas fetes, various sporting events, and organising events to support local charities.

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.



# Parley First School



## Jigsaw PSHE Policy

(Including Citizenship, Drug and Alcohol Education & Sex and Relationships Education)

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around SRE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all SRE and Drug and Alcohol Education issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal SRE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned. Our school believes that SRE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support.

### **Links to other policies and curriculum areas**

We recognise the clear link between Jigsaw PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy