



## Introduction:

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. At Delph Side Primary School we are committed to the development of children's social and emotional skills, children's self-esteem, their health and well-being. We are committed to developing the children's responsibilities towards themselves, others in school, the local and global community.

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum must/should:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and;
- Prepare 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 interagency 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).

## 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 Content:

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters)
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	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 wellbeing.

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:

The grid below 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.

Year Group	Piece Number and Name	Learning Intentions ‘Pupils will be able to...’
1	Piece 4 Boys’ and Girls’ Bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina  respect my body and understand which parts are private
2	Piece 4 Boys’ and Girls’ Bodies	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  tell you what I like/don’t like about being a boy/girl



3	Piece 1 How Babies Grow	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  express how I feel when I see babies or baby animals
	Piece 2 Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow  express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies  Identify how boys' and girls' bodies change on the outside during this growing up process  Recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	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  Recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby  Understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	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  Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally  Understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys	Describe how boys' and girls' bodies change during puberty



	and Girls	Express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	Understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby  Appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally  Express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	Ask the questions I need answered about changes during puberty  Reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born  Recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	Understand how being physically attracted to someone changes the nature of the relationship  Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

### 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 the new statutory National Curriculum for 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 have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. 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.

## Moral and Values Framework:

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:

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	Piece 3 Medicine Safety	understand how medicines work in my body and how important it is to use them safely  feel positive about caring for my body and keeping it healthy
3	Piece 3 What Do I Know About Drugs?	tell you my knowledge and attitude towards drugs identify how I feel towards drugs
4	Piece 3 Smoking	understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke



		can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
	Piece 4 Alcohol	understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol
		can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
5	Piece 1 Smoking	know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart
		make an informed decision about whether or not I choose to smoke and know how to resist pressure
	Piece 2 Alcohol	know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart
		make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
6	Piece 2 Drugs	know about different types of drugs and their uses and their effects on the body particularly the liver and heart
		be motivated to find ways to be happy and cope with life's situations without using drugs
	Piece 3 Alcohol	evaluate when alcohol is being used responsibly, anti-socially or being misused
		tell you how I feel about using alcohol when I am older and my reasons for this

### Confidentiality and Safeguarding Issues:

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the Designated Senior Leader Liz Ormerod or the Back-up Designated Senior Leaders Elizabeth Burton, Carolyn Lock, Jonathan Fyne and Ian Morris who take action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding issues. When dealing with issues that relate to safeguarding a child, confidentiality cannot be maintained but matters will be treated sensitively and on a need to know basis.

### 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.



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.

Jigsaw is taught weekly across the school by a member of teaching staff and is timetabled in.

### **Differentiation/SEN:**

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, 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 allow children to choose the media with which they work and give them scope 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 is followed.

### **Monitoring and evaluation:**

The PSHE Subject Leader will monitor delivery of the programme through observation and discussion with teaching staff and children to ensure consistent and coherent curriculum provision. This will be fed back to Senior Leaders and Governors.

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, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme.

Teachers **MUST** always be present during these sessions and remain responsible for the delivery of 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, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece by using The Jigsaw Charter. The Charter is displayed in every classroom to be referred to. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

## **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.

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 designated Safeguarding person 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. In Jigsaw Pieces that cover SRE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

### **Involving parents and carers:**

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- Parents' /carers' evenings
- Letters in the Summer term to inform them of upcoming SRE coverage
- Information leaflets/displays
- The school website and Facebook

### **Pupil Consultation:**

- It is useful for pupils to be consulted on their own personal, social and citizenship development. Ask pupils either in individual classes or through the school council what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?
- Develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.
- School council is another useful forum for pupils to be consulted.

### **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
- Sex and Relationships Policy

# PSHE Jigsaw Policy



- Teaching and Learning Policy
- Equal Opportunities Policy
- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy

## **Training and support for staff:**

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

## **Dissemination:**

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

This policy will be reviewed Autumn 2019