



PSHE Policy and Guidance using Jigsaw

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 and guidance 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, head teachers, 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).

PSHE at William Davies Primary School

PSHE is non-statutory but at William Davies Primary School we allocate a notional time of up to 18-20 hours a year. This runs alongside the school's commitment to Philosophy for Children (P4C) which also has a notional time of 18-20 hours a year.

At William Davies Primary School we select as appropriate for the needs of the class. Each Year group is mapped to cover at least one of the following headings each term, Health and wellbeing, Relationships and Living in the wider world. This allows for flexibility with our Philosophy for Children (P4C) commitments within our school.

At William Davies we have adopted the Jigsaw programme because it will:

- Deliver a wider range of experiences
- Provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Encourage pupils to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- Enable participation in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.
- Help pupils learn to 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.
- Foster understanding and respect for our common humanity, diversity and differences so that pupils can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

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:

- Parent/carer Jigsaw awareness session
- Parents'/carers' evenings
- Involvement in policy development
- Involvement in curriculum development
- Information leaflets/displays

Materials are available to parents/carers who wish to see what their child will be seeing and using during the SRE lessons will be offered to all parents of children in Year 6 prior to lessons beginning.

Pupil Consultation

It is useful for pupils to be consulted on their own personal, social and citizenship development. Pupils will be asked, 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?

This has been developed further by asking pupils how they feel the school could support them with this, and includes the following initiatives to support this: Peer Mediators, Prefects, School Council, Sports Leaders and William Davies School Ambassadors.

Organisation and Implementation of Jigsaw in School

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

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. Ideally, teachers and children will devise their own Class Charter. It should include the following aspects:

- 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)

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.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but adapted to address children's needs today); and one is based on emotional literacy and social skills and covers and adds to the Social Emotions Aspects of Learning intentions (SEAL). These enhancements mean that Jigsaw is relevant to children living in today's world. It helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

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

Related 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/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

Safeguarding and Confidentiality Issues

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. These issues include family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable and 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 Sex and Relationship (SRE) and Drug and Alcohol Education-related issues are varied. 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 Child Protection Officer 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/Channel 4 'Living and Growing' 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.

Confidentiality and Child Protection 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 named child protection co-ordinator who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

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 Child Protection procedures should be followed.

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

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.

Assessment and Differentiation

Assessment

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their both their opinions opinions. The task can usually be used as evidence in the Jigsaw Journal.

Each Puzzle has a set of three level descriptors for each year group:

Emerging *Working within* *Met*

It is envisaged that, at the beginning of a Puzzle, children will be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve. After completion of the tasks, the teacher and the child return to the 'My Jigsaw Learning Record' and the child colours in the attainment descriptor he thinks he has achieved. This is adapted to align with William Davies Primary Schools recording and tracking progress systems.

The Attainment Descriptors

Please be aware that these attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are not nationally-recognised. There are no national level descriptors for PSHE.

The Jigsaw philosophy is that children are praised and their achievements celebrated in

every Piece. It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process

Differentiation & SEND

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.

Jigsaw Content

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

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

Sex and Relationships Education

Definition of Sex and Relationship and Education (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 Jigsaw Programme and the Channel 4 'Living and Growing' DVD, whilst we hope they do not feel the need to do so.

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. Letters informing parents of when the SRE lessons will begin

will be sent home to the parents of children in Year 6. Those parents/carers wishing to exercise their right to withdraw their child 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.

Jigsaw Guidance

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.

There are times when children will be taught in single sex groups.

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 are private. 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 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. Express how I feel when I see babies or baby animals.
	Piece 2 Babies	Understand how babies grow and develop and understand what a baby needs to live and grow. Express how I might feel if I had a new baby in my family.

4	<p>Piece 3 Girls and Puberty: <u>Not a class session.</u> <i>Have parents in for this session towards the end of summer term (during school time or after school parent daughter session.)</i></p>	<p>Describe how a girl's body changes. That menstruation (having periods) is a natural part of this.</p> <p>Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p>
5	<p>Piece 2 Puberty for Girls: <u>Not a class session.</u> <i>Same as above- Y5/Y4 session at same time possibly.</i></p>	<p>Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>Understand that puberty is a natural process that happens to everybody and that it will be OK for me.</p>
6	<p>Piece 2 Puberty: <i>Also use the Channel 4 'Living and Growing' DVD.</i></p>	<p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>Express how I feel about the changes that will happen to me during puberty.</p>
	<p>Piece 3 Girl Talk/Boy Talk</p>	<p>Ask the questions I need answered about changes during puberty.</p> <p>Reflect on how I feel about asking the questions and about the answers I receive.</p>
	<p>Piece 4 Babies – Conception to Birth</p>	<p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>Recognise how I feel when I reflect on the development and birth of a baby.</p>
	<p>Piece 5 Attraction</p>	<p>Understand how being physically attracted to someone changes the nature of the relationship.</p> <p>Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.</p>

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

- o Responsibility for their family, friends, schools and wider community

Jigsaw Guidance

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	Evaluate when alcohol is being used responsibly, anti-socially

	Alcohol	or being misused. Tell you how I feel about using alcohol when I am older and my reasons for this.
--	---------	---

Policy Monitoring, Evaluation and Review

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.

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

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
- Safeguarding Policy

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.

Policy Review

This policy is reviewed annually.

POLICY DOCUMENT ENDS HERE – SEE BELOW FOR APPENDICES

APPENDIX 1

Updates in Line with the Latest Ofsted Guidance on Safeguarding – April 2015

In April 2015, Ofsted published a new briefing regarding safeguarding in schools. Many of the concepts covered in the new briefing are not expected to be taught until secondary school. For reference, and to provide a broader context to the current Jigsaw framework, updated concepts are listed below.

Homophobic or Transphobic Abuse

The concept of 'difference' is covered throughout Jigsaw in all of the Puzzles, consistently encouraging children to examine how they are similar and how they are different from those around them – and how to accept everyone's right to 'difference', regardless of their circumstances or choices. In *Celebrating Difference*, the second puzzle that is taught from November to December in a school year, differences in families are covered throughout, looking at all types of families including same-sex parents, which will be a reality for some

children in all schools, irrespective of whether other parents/carers know about this.

In many teachers' experiences, children will very often have heard of concepts such as homosexuality but they might not be aware of what each of these concepts means. It is the responsibility of the teacher and the school to ensure that these concepts are explained in a way that is appropriate to the *age and stage of development* of each child. It is important to remember that it is not just within the realms of PSHE Education that this might occur. It is vital that an explanation is approached in a sensitive way to ensure children have sufficient information for their age and stage of development. It does not mean that adults need to share all their knowledge of a subject with a child.

Radicalisation and Extremist Behaviour

Across all year groups, children are taught how to be tolerant – not just what tolerance is. The unit on Celebrating Difference focuses on similarities and differences and teaches about diversity such as disability, racism, power, friendships, culture, and conflict. Children learn to accept everyone's right to 'difference', regardless of their circumstances or choices.

Jigsaw does not cover radicalisation and extremist behaviour explicitly, as the concepts themselves are not necessarily appropriate for primary schools. Whilst we want to prepare children for life, we do not want to alarm them. Jigsaw focuses on learning about difference as something to value and celebrate, as well as what healthy behaviour is and how to be emotionally and socially literate. Each of the six Puzzles covers something of this nature for every year group and these key ideas are present throughout the whole programme. Our aim in Jigsaw is to equip children for life and whatever it may hold for them.

Sexting (age appropriate)

In the Healthy Me Puzzle, Year 4 considers what healthy relationships look like. Rather than introducing specific online relationships, children look at all relationships and what to do if a relationship isn't what you thought it was. This is in preparation for learning about online relationships in Years 5 and 6. Appropriate use of social networking is covered for Years 5 and 6 in the Relationships Puzzle, where healthier relationships online and on mobile phones are explored in detail. There are lessons for Years 5 and 6 on how anything on the internet or on phones is permanent and how to think carefully before posting anything personal.

Child Sexual Exploitation

The concept of child sexual exploitation isn't explored explicitly through the Jigsaw framework. Children are taught in the Relationships and Changing Me Puzzles about what

constitutes a healthy relationship, what to do if someone does something that they don't like (taught from FS1 in all Puzzles), who to go to for help, what parts of their bodies are private, and what to do if they feel uncomfortable. If a child asks a question or makes a comment that alerts the teacher to a possible CSE case, they should speak to the school's designated CPO. This is highlighted in teaching notes.

Domestic Violence, Sexual Exploitation, Forced Marriage & FGM

Jigsaw does not cover these concepts using these terms, focusing instead on teaching children how to foster healthy and happy relationships, what to do if you're worried about something, your rights as a child, and who can help you if you have a problem. The PSHE Associations new Programme of Study states that domestic abuse should be taught in Key Stage 4. Jigsaw covers these concepts broadly through helping children to understand healthy relationships and how to keep themselves emotionally and physically safe. In Year 2, children are taught about privacy and which parts of their bodies are private, which can help children to express their concerns about other people taking an interest in their bodies.

There are numerous opportunities for children to talk about themselves and anything they are concerned or have questions about safely in the classroom during circle times, or to a trusted adult. Children are reminded of this in all Jigsaw lessons, and this forms part of the Jigsaw Charter.

Overview

In essence, teaching children about safety and relationships helps children to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. Effective teaching of PSHE contributes to how schools approach the safeguarding of pupils, which is crucial to fulfilling statutory duties regarding safeguarding pupils, as well as meeting Ofsted expectations.