

St Mary & All Saints CE Primary School

Jigsaw PSHE (Personal, Social, Health Education) Policy

(including references for Church of England schools)

Date of policy: Spring 2023

Review date: Spring 2024

Member of staff responsible: K Olive

Governor responsible: Andy Scholfield



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.

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects. **This will become active from September 2020.**

At St Mary and All Saints we value the importance of PSHE and RSE to help and support young people through their physical, emotional, and moral development. Our Jigsaw Program covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE program in an age-appropriate way. This Jigsaw PSHE policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above), preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), 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 Keeping Children Safe in Education, 2018) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

We are confident that the Jigsaw Programme covers all aspects of Relationships and Sex Education and Health Education in an age-appropriate way; if there are any gaps, Jigsaw will provide its schools with materials to ensure all statutory duties are fulfilled.

Aim of the Jigsaw PSHE policy

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.

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

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
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

Relationship and Sex Education (RSE)

Definition of Relationship and Sex Education

From September 2020 (postponed to Summer 2021 due to the Covid pandemic), Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the '*changing adolescent body*', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

Effective Relationships and Sex Education 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. This is why the DfE recommend:

"... that all primary schools should have a sex education program tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

Compulsory aspects of Relationships, Sex and Health Education

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

The Learning and Skills Act (2000) and the model funding agreements for academies and free schools require that state-funded schools ensure that within sex education children 'learn the nature of marriage and its importance for family life and the bringing up of children', and 'are protected from teaching and materials which are inappropriate'. The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It also has advice about addressing specific issues in RSE such as menstruation, contraception, safer sex and abortion.

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).
- When any school provides RSE they must have regard to the [Secretary of State's guidance](#); this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2013, Subsidiary Guidance Para 64).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).
- The 2018 SIAMS schedule for inspection also states in the section on 'Dignity and Respect' that from 2019, schools should offer "appropriate and coherent relationships and sex education that reflects the school's Christian vision and supports pupils to form healthy relationships" (SIAMS 2018). The Relationships Puzzle clearly puts the health of all relationships as the most important factor, particularly the relationships with, and respect for, yourself.

Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2021) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government [Multi-agency practice guidelines: Female Genital Mutilation \(2016\)](#) which includes a section for schools.

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development.

The role of the headteacher and Governing Body

It is the responsibility of the headteacher to ensure that staff and parents are informed about the RSE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility

to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Curriculum Committee of the governing body monitors the relationships and sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

The PSHE Subject Lead will review the PSHE policy on an annual basis. She will ensure we are addressing all areas of the statutory guidance. We will give serious consideration to any comments from parents about the sex education program, and will make a record of all such comments. Governors will scrutinise materials to check they are in accordance with our ethos. Parents and carers have the right to see sample materials used within the teaching of RSE and can do so by prior appointment with the Headteacher, or at RSE open evening. As Jigsaw materials are copyrighted the school is not permitted to put teaching materials on the public facing website, or provide electronic copies of materials to parents and carers at home.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

The Church of England document 'Valuing all God's Children', 2017 states:

"All bullying, including homophobic, bi-phobic and transphobic bullying, causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide. Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value." (Page 1). It is also a part of the 2018 SIAMS schedule that Church of England schools should enable their pupils to "embrace difference".

Jigsaw RSE Content

The information below shows specific RSE content for each year group:

Age

4-5 Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.

5-6 Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.

6-7 Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.

7-8 Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.

8-9 Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.

9-10 Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.

10-11 Children's universal rights; feeling welcomed and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as

celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from the Sex Education provided at school except for those parts included in statutory National Curriculum Science, or the statutory Relationships and Health education.

At St Mary & All Saints, we are not teaching any sex education outside these statutory guidelines.

Working with parents and carers

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about our approach can help increase confidence in the curriculum.

Health Education including substance education, mental health education and safety education

Effective Health 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 own and others' health and well-being.

Moral and Values Framework

The Health Education program at our school reflects the school's 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's Health Education Content

The information below shows specific Health Education content for each year group:

Age

4-5 Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.

5-6 Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.

6-7 Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.

7-8 Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty.

8-9 What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.

9-10 Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams;

the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.

10-11 Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

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

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'.

Each Piece (lesson) 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 development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, 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.

- PSHE is delivered for 45 mins – 1 hr on a weekly basis by the class teacher.
- The PSHE Subject Lead is responsible for monitoring it's delivery and ensuring that progression is ensured between the different year groups.
- The PSHE Subject Lead and Headteacher review and monitor the of statutory RSHE content.

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.

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, a Designated Safeguarding Lead is made aware through our safeguarding procedures and appropriate action is taken.

Monitoring and evaluation

The PSHE Subject Lead 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.

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 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 RSE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all RSE 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 RSE 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 Lead if they are concerned.

Our school believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE 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

Our 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 will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- * Parent/carers Jigsaw awareness session (Specifically for units Relationships and Changing me)
- * Involvement in policy awareness
- * Parental Questionnaire
- * Information leaflets/displays
- * Through our Spring Term book look

Training and support for staff

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. In addition, 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.

Confidentiality and Child Protection/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 named Designated Safeguarding Lead who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of SLT with responsibility for safeguarding concerns. 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.