

Policy for Personal, Social and Health education (PSHE)



PSHE/Jigsaw Policy - Document Status			
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‘Love, Laugh, Learn’

Responsibility, Respect, Resourcefulness, Reciprocity (teamwork), Resilience

Rationale

This policy outlines the school’s practice and procedures relating to the delivery of the PSHE/Citizenship and Jigsaw programme. As an Infant school & Nursery we are committed to ensuring that the emotional and social needs of all our children are met within our school setting. We deliver PSHE through an agreed whole school approach whereby all staff are demonstrating the skills and attitudes inherent in the Jigsaw programme. We believe that the components of the curriculum we are providing develops the emotional learning of our children and gives the pupils the knowledge, skills, attitudes, values and understanding they need in order to reach their potential as individuals, and within the community. This will enable our children to lead confident, healthy, independent lives and become informed, socially adjusted, active and responsible citizens. We recognise that the ethos of the school is crucial to this learning and should be at the heart of whole school development.

Aims

We aim that through the PSHE/ Jigsaw curriculum our pupils will:

- Develop self confidence and self responsibility
- Develop the ability to form good relationships
- Learn to respect the similarities and differences between people
- Provide children with the strategies and tools needed in order to understand and manage the range of their emotions
- Prepare to play an active role as citizens by contributing to the life of the class, the school, the family and the wider community
- Have a sense of purpose
- Value self and others
- Make and act on informed decisions
- Communicate effectively
- Work with others

- Respond to challenge
- Be an active partner in their own learning
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory in Key stage 1 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).

Within the Early Years Foundation Stage, (EYFS), Jigsaw is used to support the development of PSED, (Personal, Social, Emotional Development), and PD, (Physical Development), ensuring children make progress towards and beyond the Early Learning Goals for these areas of learning. (Refer to EYFS policy.)

Our pupils will be taught four key components of PSHE knowledge, skills and understanding:

- developing confidence and responsibility and making the most of their abilities
- preparing to play an active role as citizens
- developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people.

In following the framework for Citizenship our pupils will be taught:

- SMSC (Social, moral, spiritual and cultural education)
- Community involvement.
- Political literacy.

Learning and Teaching

Through the Jigsaw scheme of work:

- 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 diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- We use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem solving activities. PSHE and Citizenship will be provided in a variety of ways, to reflect the age and stage of the pupils and ensure a whole school approach to the subject:
- There is a regular specific curriculum session, in order to develop themes and share ideas through the Jigsaw scheme, a mindful approach to PSHE.
- Opportunities are found within other curriculum areas e.g. links with drama and role-play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, and beliefs, values and practices in RE.
- Activities are provided as group, class or school events and initiatives e.g. community projects, school productions, assemblies for parents and friends, celebration assembly and annual educational visits
- At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment.
- The children are involved when visitors come into school and are encouraged to devise appropriate questions.
- Much of the curriculum is delivered through oral and practical activities.
- Where appropriate pupils record or investigate their work using a variety of mediums including books, internet.
- Medical agencies, police service, fire service etc are also invited into school as and when appropriate. This encourages children to develop their learning to enquiring skills and assists in equipping them for adult life.

The role of the school:

- Establish procedures for delivering an effective programme to impact on all children's social and emotional learning.
- Appoint a subject leader to act as a leader in driving this programme forward.
- Develop and acquire resources specifically to meet the needs of this programme.
- Ensure that all staff know what is expected of them and who to turn to for support.
- The Senior Leadership Team will ensure that all staff are active in delivering the requirements of this programme.

- Ensure that a whole school assembly introduces the Jigsaw puzzle at the beginning of each half term.
- Support class teachers to initiate the development and implementation of classroom strategies and ensure that the curriculum underpins and addresses the emotional and social needs of all our children.
- Take appropriate and effective action to promote the social and emotional interests of our children, including providing training for staff as well as support for children and their parents.
- Provide guidance and professional development opportunities related to key aspects of provision for all teaching staff.
- Ensure that the Learning Mentor is available to support with particular problems for identified children who may need additional support.
- Ensure that parents and carers are well informed about the aspects of the delivery of the PSHE/Jigsaw curriculum, including Relationships and Sex Education (RSE), through information provided via newsletters, meetings and displays in public areas.
- Ensure that parents and carers are well informed about the aspects of the delivery of the PSHE/Jigsaw curriculum, including Drugs Education through information provided via newsletters, meetings and displays in public areas.
- Involve parents in the programme by use of the above and by organising specific workshops involving parental contributions.

The role of the Class Teacher:

- Teachers are aware that their classroom ethos, environment, planned learning experiences and the range of teaching and learning strategies that they use, should all combine to enable pupils to develop emotional and social skills.
- Teachers need to liaise with the school SENCO/SLT to inform them of any observations and/or concerns they have regarding particular children
- Teachers need to keep the SENCO/SLT informed of any changes in well being of individual children.
- Teachers need to ensure that their timetables incorporate designated time for Jigsaw /PSHE, circle time activities on a weekly basis
- Teachers need to be aware of the puzzles being covered by Jigsaw and plan appropriate activities using guidance from the Jigsaw scheme of work
- Teachers need to give pupils opportunities to work in a variety of group settings
- Teachers need to ensure that the direct teaching of PSHE/ Jigsaw will follow a thematic approach through cross curricular work using the Medium Term plans for each year group

- Teachers will lead *Circle Time* sessions which will encourage the participation of individuals as part of a large group showing respect for everyone's views, talking and listening for all, inclusion of all adults and pupils and the sharing of ideas and emotions with the whole group.
- Opportunities will be given to use designated PSHE/ Jigsaw sessions to respond to issues which may arise within the class, school, locality or world events.
- Time will be made available to enable pupils to work through personal problems with class teachers, senior members of staff, the learning mentor and support staff.
- Provide parents/carers with statements of their child's progress in their personal, social and emotional development in their annual report and through parent/teacher consultation.
- Identify pupil progress and liaise with SEN co-ordinator/SLT any children they feel are experiencing barriers to learning and well-being through their lack of progress in social and emotional learning.
- All teachers will ensure that children will have an equal opportunity to develop their potential within PSHE/ Jigsaw programmes, regardless of gender, ability, culture or religious background in line with the school's policy on equal opportunities.

The Role of the Subject Leader:

- Act as an advocate for the social and emotional needs of all pupils.
- Promote the various elements of a social and emotional learning programme which will impact on all children.
- Exemplify effective practice for pupils in their own professional practice, and provide or facilitate coaching/mentoring support for colleagues.
- Initiate strategies which support the professional development of colleagues to improve the school capacity to ensure the full development of social and emotional learning for all children.
- Work with SLT to monitor and evaluate provision and implement an action plan for whole school improvement as necessary.
- Provide a resource base to ensure that all adults in the school are able to effectively deliver the elements of the Jigsaw programme.

The Role of the Governors:

- Nominate a governing body representative with responsibility for PSHE, RSE and Drugs Education
- Oversee and monitor the provision of opportunity provided by the school
- Liaise regularly with the Subject leader for PSHE/ Jigsaw/SRE/Drugs Education curriculum

- In partnership with the subject leader, review and update school policy

How Jigsaw /PSHE is organised in our 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 including Nursery and Reception.

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

The Learning Environment

We believe that 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/adapt their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) We have agreed it needs to include the following aspects:

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)**

Relationships and Sex Education (RSE) See separate policy

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. Our school teaches RSE through Science and through specific learning and teaching using the Jigsaw scheme.

RSE in our school is taught through the Jigsaw puzzles titled 'Changing Me'.

Our school teaches RSE through Science and through specific learning and teaching using the Jigsaw scheme.

RSE through Science:

The parts of RSE that fall under National Curriculum Science are:

<i>Year Group</i>	<i>Science Unit</i>	<i>Learning Intentions</i> <i>'Pupils will be able to...'</i>
1	Animals including humans	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
2	Animals including humans	Notice that animals, including humans, have offspring which grow into adults.

RSE through Jigsaw

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

<i>Year Group</i>	<i>Piece Number and Name</i>	<i>Learning Intentions</i> <i>'Pupils will be able to...'</i>
1	Piece 4 Boys' and Girls'	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina and to respect my body and understand which parts are private bodies.
2	Piece 4	Recognise the physical differences between boys and girls, use the correct names for parts of the

Boys' and Girls' body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I
Bodies like/don't like about being a boy/girl.

Drug and Alcohol Education (See Separate Drugs Education Policy)

Drugs and Alcohol in our school is taught through the JIGSAW puzzles titled 'Healthy Me'.

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 Drug and Alcohol Education 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...'
1	Piece 4	I understand that medicines can help me if I feel poorly and I know how to use them safely
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.

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 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 safe guarding lead 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. 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

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.

Confidentiality and Child Protection Issues

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, Child Protection procedures and policies 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 this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead (DSL) who takes action, in accordance with the Child Protection Policy.

Resources

A range of resources have been collected to assist with supporting and enhancing learning in PHSE. Jigsaw documents and other published materials are used as a basis of teaching PSHE – these are modified and adapted as appropriate. (see RSE and Drugs Education Policies for other resources).

Local and National Issues

The school is outward looking and is aware of health issues in their wider sense. Our school is working with local partners and agencies to develop PSHE and Citizenship, including emotional health, sex and relationship education, drug education, safety, healthy eating and physical activity.

Assessment, Recording and Reporting

Teachers assess the children's work by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. We keep records of the contribution to the life of the school and community in photograph and video form and evidence from children's learning through Jigsaw in individual children's theme books. Our weekly Celebration Assembly celebrates personal achievement and rewards

thoughtful, caring behaviour. Each celebratory assembly rewards children in all classes with a Jigsaw certificate for demonstrating a particular element of the 'Puzzle'. A comment relating to PSHE and Citizenship is included in the annual report to parents on pupils' progress.

Monitoring and Review

The Head teacher and PSHE subject leader are responsible for monitoring the standards of children's work and the quality of learning and teaching. The Head teacher and subject leader supports colleagues in the teaching of PSHE and citizenship by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school. All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement. The PSHE subject leader is responsible for keeping evidence of the teaching and learning of PSHE and for implementing and evaluating an action plan each year.

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

- ⊗ Parent/carer Jigsaw awareness session
- ⊗ Parents'/carers' evenings
- ⊗ Parents can view the PSHE/Jigsaw policy on the school website
- ⊗ Information leaflets/displays

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.

- ⊗ Relationships & Sex Education Policy
- ⊗ Science curriculum
- ⊗ Teaching and Learning Policy
- ⊗ Equal Opportunities Policy
- ⊗ Child Protection Policy
- ⊗ EYFS Policy
- ⊗ Drugs Education Policy