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**Stockham Primary School – JIGSAW PSHE (Personal, Social, Health Education) Policy**

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| Date of policy:October 22  |  |
| Member of staff responsible:Claire Lovegrove |  |
| Review date:May 2024 |  |

**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.

**Aims**

We aim 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 and Organisation**

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

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| Term | Puzzle (Unit) | Content |
| Autumn 1: | Being Me in My World | Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established. |
| Autumn 2: | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and understanding  |
| Spring 1: | Dreams and Goals | Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society |
| Spring 2: | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise |
| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss |
| Summer 2: | Changing Me | Includes Relationships and Sex Education in the context of coping positively with change |

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 and one is based on emotional literacy and social skills.

At Stockham School we allocate 6 hours to PSHE each term in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways: Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to ‘live’ what is learnt and apply it to everyday situations in the school community.

**Differentiation/SEN**

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need 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.

Please see the school’s Equal Opportunities and SEND policy.

**Assessment**

Refer to the schools ‘Teaching for Learning’ policy which includes marking and feedback.

Learning outcomes in each unit show how children can demonstrate what they have learnt within each unit. The work the children do themselves will serve as a record for classes.

**External contributors**

External contributors fromthe community, e.g. health promotion specialists, school nurses, social workers, 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, or HLTAs MUST always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

**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 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.

**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

**Policy Review**

This policy is reviewed every three years.

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|  | Signed Headteacher | Signed Chair of Governors |
| Date of review: Oct 22 | R Burbank | J Wilkinson |
| Date of next review: May 2024 |  |  |



**Relationships Education in Primary schools – DfE Guidance 2019**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

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|  | **Pupils should know…** | **How Jigsaw provides the solution** |
| **Families and people who care for me**  | * R1 that families are important for children growing up because they can give love, security and stability.
* R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.
* R3 that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.
* R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.
* R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).
* R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
 | All of these aspects are covered in lessons within the Puzzles* Relationships
* Changing Me
* Celebrating Difference
* Being Me in My World
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| **Caring friendships** | * R7 how important friendships are in making us feel happy and secure, and how people choose and make friends
* R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharinginterests and experiences and support with problems and difficulties
* R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded
* R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
* R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed
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| **Respectful relationships** | * R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
* R13 practical steps they can take in a range of different contexts to improve or support respectful relationships
* R14 the conventions of coutesy and manners
* R15 the importance of self-respect and how this links to their own happiness
* R16 that in school and in wider societythey can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
* R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
* R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive
* R19 the importance of permission-seeking and giving in relationships with friends, peers and adults
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| **Online relationships** | * R20 that people sometimes behave differently online, including by pretending to be someone they are not.
* R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
* R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
* R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
* R24 how information and data is shared and used online.
 | All of these aspects are covered in lessons within the Puzzles* Relationships
* Changing Me
* Celebrating Difference
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| **Being safe** | * R25what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
* R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
* R27 that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
* R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
* R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.
* R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,
* R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.
* R32 where to get advice e.g. family, school and/or other sources.
 | All of these aspects are covered in lessons within the Puzzles* Relationships
* Changing Me
* Celebrating Difference
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**Physical health and mental well-being education in Primary schools – DfE Guidance**

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

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|  | **Pupils should know**  | **How Jigsaw provides the solution** |
| **Mental wellbeing**  | * H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.
* H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
* H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.
* H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
* H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.
* H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
* H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
* H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.
* H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online).
* H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
 | All of these aspects are covered in lessons within the Puzzles* Healthy Me
* Relationships
* Changing Me
* Celebrating Difference
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| **Internet safety and harms** | * H11 that for most people the internet is an integral part of life and has many benefits.
* H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.
* H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.
* H14 why social media, some computer games and online gaming, for example, are age restricted.
* H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
* H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
* H17 where and how to report concerns and get support with issues online.
 | All of these aspects are covered in lessons within the Puzzles* Relationships
* Healthy Me
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| **Physical health and fitness** | * H18 the characteristics and mental and physical benefits of an active lifestyle.
* H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
* H20 the risks associated with an inactive lifestyle (including obesity).
* H21 how and when to seek support including which adults to speak to in school if they are worried about their health.
 | All of these aspects are covered in lessons within the Puzzles* Healthy Me
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| **Healthy eating** | * H22 what constitutes a healthy diet (including understanding calories and other nutritional content).
* H23 the principles of planning and preparing a range of healthy meals.
* H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
 | All of these aspects are covered in lessons within the Puzzles* Healthy Me
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| **Drugs, alcohol and tobacco** | * H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
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| **Health and prevention** | * H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
* H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
* H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
* H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
* H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
* H31 the facts and science relating to immunisation and vaccination
 | All of these aspects are covered in lessons within the Puzzles* Healthy Me
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| **Basic first aid** | * H32 how to make a clear and efficient call to emergency services if necessary.
* H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.
 | All of these aspects are covered in lessons within the Puzzles* Healthy Me
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| **Changing adolescent body** | * H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
* H35 about menstrual wellbeing including the key facts about the menstrual cycle.
 | All of these aspects are covered in lessons within the Puzzles* Changing Me
* Healthy Me
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