



**BICKLEY PARK
SCHOOL**

PSHE Policy

Policy Review & Update Process			
Member(s) of SLT responsible for update	Deputy Head Academic		
Sub-Committee responsible for review	Education Sub-Committee		
ISBA template policy?	Y		
Last Updated	September 2024	Updated by	Rob Cobb
Last review	September 2024	Next review	September 2025

Contents

Background	4
Introduction	4
Aim of the Jigsaw and BPS PSHE policy	5
Objectives/Pupil learning intentions:.....	5
Jigsaw Content.....	5
PSHE Content overview for Y7 and 8	6
Relationship and Sex Education	7
Definition of Relationships and Sex Education	7
Current RSE requirements.....	7
Compulsory aspects of RSE	7
RSE and statutory duties in school	8
Equalities	8
Jigsaw RSE Content	9
Withdrawal from RSE lessons.....	13
Working with parents and carers	13
Drug and Alcohol Education	13
Moral and Values Framework	13
Jigsaw Drug and Alcohol Education Content.....	14
How is PSHE organised in school?.....	15
Whole school assemblies	16
Weekly behaviour focus.....	16
Differentiation/SEN.....	16
Safeguarding.....	16
Equal Opportunities	16
Assessment.....	16
Monitoring and evaluation.....	16
External contributors	17
The Learning Environment	17
Teaching Sensitive and Controversial Issues.....	17
Answering Difficult Questions and Sensitive Issues.....	17
Links to other policies and curriculum areas	18
Training and support for staff	18
Dissemination	18

PSHE POLICY

Confidentiality and Child Protection Issues 18
Policy Review 18

Background

From Foundation stage until Year 8, Bickley Park School follows the Jigsaw PSHE programme. As a result, this policy is largely reflective of Jigsaw and how it operates.

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.

However, Relationships Education is now statutory in Primary schools and Sex and Relationship Education compulsory in Secondary Schools from September 2019.

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

This policy will be updated in line with government guidance when published.

The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

This Jigsaw PSHE policy is informed by existing DfE guidance on **Relationships Education, Relationships and Sex Education and Health Education** (September 2021), **preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013), **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), **safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and Keeping Children Safe in Education, 2016)) and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

Links to these documents:

<http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-education-guidance>

<https://www.gov.uk/government/publications/drugs-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

Also: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
(updated September 2016)

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

Aim of the Jigsaw and BPS 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.

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 individual

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

PSHE POLICY

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

PSHE Content overview for Y7 and 8

In Year 7 and 8 pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people are experiencing the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

	Being me in my World	Celebrating difference	Dreams and Goals	Healthy me	Relationships	Changing me
7	<p>Introduction to the senior years and expectations.</p> <p>My online identity.</p> <p>Peer pressure.</p>	<p>Challenging negative behaviour and being an upstander.</p> <p>Human rights and protected characteristics.</p>	<p>Achieving my dreams and goals.</p> <p>Risk and responsibility.</p>	<p>Nutrition and exercise.</p> <p>Sleep.</p> <p>Stress.</p>	<p>Healthy relationships, managing emotions in friendships.</p> <p>Consent.</p>	<p>Types of relationships.</p> <p>Self-esteem.</p> <p>Conception and IVF.</p> <p>My changing body.</p>
8	<p>Who am I?</p> <p>Families.</p> <p>First impressions.</p> <p>The impact of faith on personal identity.</p>	<p>Prejudice and discrimination.</p> <p>Injustice and inequality.</p> <p>Making positive contributions in society.</p>	<p>Long-term goals</p> <p>Money, budgeting and earnings.</p>	<p>Responsibility for own health.</p> <p>Substance use and misuse.</p> <p>Illegal drugs</p>	<p>Positive relationship with self.</p> <p>Social media and relationships.</p>	<p>Personal safety.</p> <p>Healthy relationships.</p>

Relationship and Sex Education

Definition of Relationships and Sex Education

'RSE 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 RSE 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.

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

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

Current RSE requirements

Maintained primary and secondary schools are legally obliged to have an up-to-date RSE policy that describes the content and organisation of RSE taught outside science in the National Curriculum. This includes special schools. In primary schools if the decision is taken not to teach RSE beyond the National Curriculum this should also be documented in the policy. The policy should be made available to parents/carers on request. It is the school governors' responsibility to ensure that the policy is developed and implemented. School governors are in law expected to give 'due regard' to the SRE 2000 guidance and to maintain an up to date RSE policy which must be made available to parents/carers. (Learning and Skills Act, 2000).

It is good practice for academies, free schools, colleges and independent schools to have a policy on RSE. All state-funded schools must publish information in relation to each academic year, about the content of the school's curriculum for each subject, and this includes any teaching in personal, social, health and economic (PSHE) education and RSE (see 2.5 in the National Curriculum framework (DfE 2013a) and Statutory Instrument 2012 No. 1124).

There is a useful guide to [understanding sex and relationships education](#) from the Sex Education Forum and a [poster for school](#).

Compulsory aspects of RSE

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. In maintained secondary schools it is also compulsory for pupils to have sex education that includes HIV and AIDS and other sexually-transmitted infections. All state-funded schools must have 'due regard' to the Secretary of State's guidance on RSE (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

PSHE POLICY

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 and statutory duties in school

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 (RSE) 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. Academies do not have to provide RSE, but must also have regard to Secretary of State's guidance when they do (DfE, 2013). 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).

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 holidays, 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 (2014) which includes a section for schools.

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 have 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."

PSHE POLICY

Jigsaw RSE Content

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

Year Group	Piece Number and Name	Learning Intentions ‘Pupils will be able to...’
FS1/2	Piece 3 Growing Up	Explain own knowledge and understanding, and ask appropriate questions of others
1	Piece 3 Growing Up	understand that we all grow from babies to adults
2	Piece 4 Boys’ and Girls’ Bodies	can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother’s uterus understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies identify how boys’ and girls’ bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	identify how boys’ and girls’ bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up

		recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 1 Unique Me	understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm appreciate that I am a truly unique human being
	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty

	Piece 3	describe how a baby develops from conception through the nine months of pregnancy, and how it is born
	Babies – Conception to Birth	recognise how I feel when I reflect on the development and birth of a baby
	Piece 4	understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend
	Boyfriends and girlfriends	understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
7	Piece 1	can understand the changes that happen during puberty
	My changing body	understand that practices such as Female Genital Mutilation and breast ironing are forms of abuse
		know where to access help if I am worried or concerned about puberty or abuse
		can express how I feel about the changes that happen during puberty, and that people develop at different rates, and what to do if I am concerned
	Piece 2	know how a baby is conceived naturally
	Having a baby	know that there are other ways a baby can be conceived e.g. IVF
		understand how a baby develops inside the uterus and is born
		can express the different feelings and choices that people may have and make about conception, pregnancy and having a baby
		I can appreciate that a baby comes with responsibilities
8	Piece 1	know different types of close, intimate relationships that people can have
	Different types of relationship	know what happens physically when individuals experience physical attraction
		know how to discuss the positive aspects of a range of different types of personal relationships that adults may have and the possible impact on children
		know that intimate relationships do not have to involve sex

	<p>I know some of the things that might happen emotionally when individuals experience physical attraction</p> <p>I know some of the positive behaviours people exhibit in healthy intimate relationships</p>
<p>Piece 2</p> <p>What's in a relationship?</p>	<p>understand the positive aspects of having a girlfriend or boyfriend</p> <p>can describe some of the behaviours you would expect to find in a healthy romantic relationship</p> <p>can identify what you would seek in a boyfriend/girlfriend relationship</p> <p>can compare and contrast the key features of healthy and unhealthy romantic relationships</p>
<p>Piece 3</p> <p>Looks and smiles</p>	<p>understand the range of feelings associated with attraction</p> <p>know where to get information to safely explore feelings about sexuality</p> <p>recognise that attraction towards others takes many forms and can change over time to help manage them</p>
<p>Piece 4</p> <p>Does watching pornography help people to understand relationships?</p>	<p>know that pornographic images do not reflect reality</p> <p>know how pornography can impact on expectations and self-image</p> <p>I recognise the role of pornography in society</p> <p>I understand the negative influence pornography can have on relationships</p>
<p>Piece 5</p> <p>Alcohol and Risk</p>	<p>can list some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex</p> <p>know what the law says in relation to sex and alcohol</p> <p>can discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol</p> <p>can describe the behaviour changes that can occur when people drink alcohol</p>

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from all or part of the Sex Education provided at school except for those parts included in statutory National Curriculum Science. Relationship Education is compulsory for all children of a statutory school age.

Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RSE 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 Sex Education programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Working with parents and carers

The government guidance on RSE (DfEE 2000) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents/carers to exercise their right to withdraw their children (until the age of 19) from any school RSE taught outside National Curriculum Science (Education Act 1996). This applies to maintained primary and secondary schools and includes pupils attending a sixth form that is part of a school. It does not apply to sixth form colleges and further education colleges.

Parents/carers have a legal right to see the school RSE policy and to be given a copy of it (Education Act 1996). Parents/carers should also 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, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Drug and Alcohol Education

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Moral and Values Framework

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Jigsaw 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...'
2	Piece 4	understand that medicines can help me if I feel poorly and I know how to use them safely
	Medicine Safety	know some ways to help myself when I feel poorly
3	Piece 3	understand how medicines work in my body and how important it is to use them safely
	Medicine Safety	feel positive about caring for my body and keeping it healthy
4	Piece 3	an tell you my knowledge and attitude towards drugs
	What Do I Know About Drugs?	can identify how I feel towards drugs
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
7	Piece 5 Choices	I know about different substances and the effects they have on the body and why some people use them
		understand that I can make choices about my own lifestyle including sleep and nutrition

8		know what makes me feel good and know how to enjoy myself (e.g., to feel calm, elated, energised, focused, engaged, have fun, etc.) in ways that are not damaging to myself and others
	Piece 2	
	Risks and substances	understand what the law says about substance use and possession
		can describe some of the links between substances and exploitation of young people
		am aware of some steps that can be taken to avoid engaging in high-risk behaviour in relation to substance use
		know how I can keep myself safe and well
	Piece 4	
	Vaccination	am aware of some steps that can be taken to avoid engaging in high-risk behaviour in relation to substance use
	know how I can keep myself safe and well	
	can recognise that decisions about my health depend on having access to accurate information	

I.

How is PSHE organised in school?

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. .

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an ‘end product’, for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children’s needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today’s world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

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

If timetabled lessons are missed, due to other school commitments, the teacher may choose to combine two Pieces together in one lesson, to ensure that the topics are covered.

PSHE POLICY

Whole school assemblies

Throughout the term, the Head will address the theme of the week through a collective assembly. By involving the whole school in this way, pupils are encouraged to embed learnings into the school community. The themes are also referenced and celebrated through the weekly House Meetings.

Weekly behaviour focus

Additionally, within form time each week, pupils will be given a weekly focus, aligned to the learning puzzle. House points and merits may be awarded for demonstrating the behaviours through the week. A consistent whole-school approach aims to strengthen and deepen learning as well as support the aims of the Bickley Park Way.

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 suggested activities for children working at each of those levels.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the BPS safeguarding policy is followed.

Equal Opportunities

Children irrespective of age, faith, race, gender, sexual orientation and disability are given full access to the PSHE programme in accordance with the recent legislation. We promote British values set out by the Government's 2011 Prevent Strategy. Values of: democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.

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 opinions. The task can usually be used as evidence in the Jigsaw Journal.

Please be aware that these assessments are specific to Jigsaw and to year groups. They are designed to give guidance to teachers 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.

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.

PSHE POLICY

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to any PSHE programme. Their input will be carefully planned and monitored so as to fit into and complement the programme.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (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. 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

PSHE POLICY

individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator 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.

Links to other policies and curriculum areas

We recognise the clear link between the PSHE Policy 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
- Sex and Relationships Education Policy

Training and support for staff

All staff are given the opportunity to identify individual training needs on a yearly basis and relevant support is provided.

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

Dissemination

This policy is available on our school website where it can be accessed by the community.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, she/he must record their concerns on [MyConcern](#) and a member of the Designated Safeguarding Team will take action as laid down in the Safeguarding and 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.

Policy Review

This policy broadly applies to EYFS and is reviewed annually.