

GILLINGSTOOL PRIMARY SCHOOL

Inspire ~ Believe ~ Achieve



PSHE POLICY: JIGSAW

Signed ... 

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Date: November 2021

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PSHE Policy: JIGSAW

Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This PSHE 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 Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017. At Gillingstool Primary School we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

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.
- Pupils will 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.
- Pupils will 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
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

RSE (Relationships & Sex Education)

Please refer to separate RSE policy.

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 Gillingstool Primary 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.

<i>Year Group</i>	<i>Piece Number and Name</i>	<i>Learning Intentions 'Pupils will be able to...'</i>
2	Piece 3 Medicine Safety	understand how medicines work in my body and how important it is to use them safely
3	Piece 3 What Do I Know About Drugs?	feel positive about caring for my body and keeping it healthy tell you my knowledge and attitude towards drugs identify how I feel towards drugs
4	Piece 3 Smoking	understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
5	Piece 4 Alcohol	understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
5	Piece 1 Smoking	know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart make an informed decision about whether or not I choose to smoke and know how to resist pressure
6	Piece 2 Alcohol	know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
6	Piece 2 Drugs	know about different types of drugs and their uses and their effects on the body particularly the liver and heart

	be motivated to find ways to be happy and cope with life's situations without using drugs
Piece 3	evaluate when alcohol is being used responsibly, anti-socially or being misused
Alcohol	tell you how I feel about using alcohol when I am older and my reasons for this

How is Jigsaw PSHE organised in Gillingstool?

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.

- Each Puzzle begins with an introductory assembly, either whole school or in the classroom, generating a whole school focus for adults and children alike.
- There are six **Puzzles** (themes) 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 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.
- Jigsaw lessons are led mainly by class teachers and some by teaching partners.
- Jigsaw lessons are taught at the beginning of the week so that the learning intentions may be implemented throughout the week.

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.

If any changes are implemented nationally Jigsaw will make the necessary amendments and offer this free update to all its schools.

Safeguarding

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

Assessment

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. The school will initially assess this pastorally through observation of interactions and children's adoption of a common language. Staff will discuss the effectiveness of Jigsaw and feedback to the PSHE leader. The PSHE leader will carry out pupil conferencing, with a sample of children, to gauge the children's opinions on the impact of the programme.

As the programme is now successfully embedded within Gillingstool, we have adopted a more formal approach of assessment this year.

Each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task will be used as a formal opportunity for teacher assessment, but will also offer children the chance to assess their own learning and have a conversation with the teacher about their two opinions. These tasks can be used as evidence in the Jigsaw floor book. Each Puzzle has a set of three level descriptors for each year group: *Working towards Working at Working beyond*

Recording and tracking progress

As well as recording learning and progress in a whole class floor book, each child's Jigsaw learning progress throughout the year will be tracked on an overview sheet. This sheet has the three attainment descriptors for each Puzzle (Puzzles 2-6): *Working towards Working at Working beyond*. After each assessment task, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in, and at the end of, each Puzzle.

Reporting to Parents/Carers

Each Puzzle's assessment task and attainment descriptors assist the teacher in reporting meaningful learning progress to parents/carers. The descriptors can be used as a starting point when considering what to write on children's reports.

The Attainment Descriptors

The attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are **not** nationally-recognised as 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/teaching partner and the children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process.

Monitoring and evaluation

The PSHE co-ordinator and SLT team will monitor delivery of the programme through learning walks and book looks, 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

External contributors

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

Teachers MUST always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

The Learning Environment

In all classes at Gillingstool Primary it is a priority that we have established safe, open and positive learning environments based on trusting relationships between all members of the class, adults and children alike. 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. Class 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

When sensitive and controversial issues arise in learning from real-life experiences staff 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.

- Staff 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.

- Staff will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence.
- Staff 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 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 Child Protection Coordinator/Safeguarding Coordinators 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

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- * Parent/carer Jigsaw introductory letter
- * Parents'/carers' termly curriculum overview
- * Parents'/carers' evenings
- * Information leaflets/displays/floor books

Pupil Conferencing

- In terms 2, 4 and 6 the PHSE Coordinator will meet with pupils throughout the school, to discuss their own personal, social and citizenship development
- The PSHE Coordinator will meet with pupils either in individual classes or through the school council to discuss what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?
- The PSHE Coordinator will further meet with pupils either in individual classes or through the school council to develop this further by asking pupils how they feel the school could support

them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.

Links to other policies and curriculum areas

There is a clear link between Jigsaw PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- RSE policy.

Themed Weeks

During the year the profile of PSHE is significantly raised through our whole school PSHE themed week 'Getting along week'. The topics of being kind and respectful to each other are explored and everyone's individuality and uniqueness is recognised and valued. Anti-bullying and Cyber-bullying is also explored during this week.

Training and support for staff

- All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills throughout the year.
- Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.
- 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

- A child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection/Safeguarding Coordinator who takes action as laid down in the Child Protection Policy.

- All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection/Safeguarding 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.