

# GILLINGSTOOL PRIMARY SCHOOL

*Inspire ~ Believe ~ Achieve*



## PSHE POLICY: JIGSAW

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## **PSHE Policy: JIGSAW**

### **Introduction**

#### **Context**

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 policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

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**

At Gillingstool, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

We also 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.

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**

Whole-school approach

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.

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

At Gillingstool, we allocate a weekly PSHE lesson in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

## **Statutory Relationships and Health Education**

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Gillingstool we value PSHE as one way to support children’s development as good citizens, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

## **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.

<b><i>Year Group</i></b>	<b><i>Piece Number and Name</i></b>	<b><i>Learning Intentions 'Pupils will be able to...'</i></b>
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
	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
	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

## **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 approach, 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 adapt learning 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.

## **Recording**

Key moments of learning and the work produced in PSHE is now recorded through Seesaw.

## **Monitoring and evaluation**

The PSHE co-ordinator and SLT team will monitor delivery of the programme through learning walks and reviews of Seesaw, 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.

### **Pupil Conferencing**

- In terms 2, 4 and 6 the PSHE 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.

### **No Outsiders:**

Gillingstool is delivering the No Outsiders programme weekly. In KS2 this is done through a weekly assembly in which the children have a discussion around a certain topic stimulated from an image. In KS1 and EYFS No Outsiders is delivered in classes through stories and images to encourage age appropriate discussions. Each class also delivers a termly No Outsiders lesson linked to an age appropriate picture book which introduces an aspects of equality and diversity.

## **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 Designated Safeguarding Lead who takes action as laid down in the Child Protection and Safeguarding 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.