



SW9 PARTNERSHIP

PERSONAL, SOCIAL, HEALTH AND EDUCATION POLICY (PSHE)

RATIONALE

At the SW9 Partnership we welcome you to our happy, safe and Christian family, where we encourage everyone to do their very best. Our vision is to inspire our children to be confident individuals, who are excited about learning and curious about the world that they live in.

We believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. Good PSHE will also contribute towards the development of good mental health and emotional wellbeing and can help children develop the necessary emotional fortitude that will help them to become emotionally resilient young people.

AIMS

Through our PSHE curriculum our pupils will:

- develop spiritually, morally, socially and culturally
- support and develop good mental wellbeing
- develop self-confidence and self-responsibility
- value themselves and others
- acknowledge and appreciate difference and diversity
- be independent, responsible and active members of the school and local community
- learn to make informed choices
- be prepared to be positive and active members of a democratic society
- understand what constitutes a safe and healthy lifestyle
- develop the ability to form good relationships
- understand and manage their emotions
- have opportunities to consider issues which may affect their own lives and/or the lives of others

To do this effectively the SW9 Partnership will deliver PSHE using the Jigsaw PSHE framework.

OVERVIEW OF JIGSAW

Jigsaw brings together PSHE Education, emotional literacy, social skills, citizenship and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

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

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

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, wellbeing 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 |

RELATIONSHIPS & 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.

CURRENT RSE REQUIREMENTS

Maintained primary 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 school's RSE policy is based on the DfE's *Sex and Relationship Education Guidance* (2000). Sex education is part of the PSHE curriculum in our school.

Due to our status as a Church of England school, we will teach this within a framework of Christian values. Whilst we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. Sensitivity and respect will be shown to all children when teaching about personal relationships and RSE will be taught in a way to ensure that there is no stigmatisation of children based on their home/personal circumstances.

COMPULSORY ASPECTS OF RSE

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. All state-funded schools must have 'due regard' to the Secretary of State's guidance on RSE (DfE, 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)

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). Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2014a) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday 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.

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...' |
|------------|------------------------------------|---|
| 1 | Piece 4 Boys' and Girls' Bodies | Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina ...respect my body and understand which parts are private. |
| 2 | Piece 4 Boys' and Girls' Bodies | Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. ...tell you what I like/don't like about being a boy/girl. |
| 3 | Piece 1 How Babies Grow | Understand that in animals and humans lots of changes happen between conception and growing up, 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 and 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 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 Girl Talk/Boy Talk | Ask the questions I need answered about changes during puberty. ...reflect on how I feel about asking the questions and about the answers I receive. |
| | Piece 4 Babies – Conception to Birth | Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. ...recognise how I feel when I reflect on the development and birth of a baby. |
| | Piece 5 Attraction | Understand how being physically attracted to someone changes the nature of the relationship. ...express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this. |

WITHDRAWAL FROM RSE LESSONS

Parents/carers have the right to withdraw their children from all or part of the Relationships & Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head of school and/or PSHE 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 RSE programme until the request for withdrawal has been removed.

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 3 Medicine Safety | Understand how medicines work in my body and how important it is to use them safely. ...feel positive about caring for my body and keeping it healthy |
| 3 | Piece 3 What Do I Know About Drugs? | Tell you my knowledge and attitude towards drugs and identify how I feel towards drugs. ...demonstrate a responsible and safe attitude 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. ...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. ...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. |
| | Piece 3 Alcohol | Evaluate when alcohol is being used responsibly, anti-socially or being misused. ...tell you how I feel about using alcohol when I am older and my reasons for this. |

SAFEGUARDING

Teachers are aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures will 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 confidentiality policy is followed.

CONFIDENTIALITY

As a general rule 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 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 issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the SLT/teacher throughout the process.

EQUALITIES AND INCLUSION

PSHE can make a significant contribution to Inclusion, particularly in its focus on promoting respect for all. All pupils will have the opportunity to access the PSHE curriculum, irrespective of social background, culture, race, religion, sexual orientation, gender, gender identity or ability. Where appropriate, activities will be differentiated to facilitate this.

DIFFERENTIATION/SEND

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

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. It will 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 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 questions arising from pupils' 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 Safeguarding Team 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 and Transphobic 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

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Anti-Bullying Policy
- Behaviour Policy
- Drugs Education Policy
- Equalities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- SEND and Inclusion Policy
- Mental Health Policy
- RE Policy
- Safeguarding and Child Protection Policy
- Teaching and Learning Policy

GUIDANCE

This Jigsaw PSHE policy is informed by DFE guidance on:

- **Sex and Relationships Education** (Sex and Relationship Education Guidance, July 2000)
- **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, head teachers, 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**, 2018)
- **Equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

In our specific situation as a Church of England School in the Diocese of Southwark, their policy document is available at: <http://education.southwark.anglican.org> has been integrated into this policy.

LINKS TO GOVERNMENT DOCUMENTS:

<http://www.education.gov.uk/aboutdfe/statutory/q00214676/sex-and-relationships-education-guidance>

<https://www.gov.uk/government/publications/dfe-and-acpo-drug-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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf