

St. Ann's Heath Junior School

PSHE and RSHE Policy

This school is committed to safeguarding, child protection, and promoting the welfare of children and young people and expects all members of the school and its community to demonstrably share this commitment.

Introduction

At St Ann's Heath Junior school, we have chosen to adopt Jigsaw as our Personal, Social and Health Education (PSHE) scheme of work. As detailed in this policy, it also includes Relationships, Sex and Health Education. We are confident that the Jigsaw Programme covers all aspects of Relationships and Sex Education in an age-appropriate way and are assured that if there are any future updates from the DfE, Jigsaw will provide its schools with materials to ensure all statutory duties are fulfilled.

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.

An amendment to the Children and Social Work Act 2017 made Relationships and Health Education at primary level, a statutory subject. The DfE guidance on Relationships, Health and Sex Education for governing bodies can be seen in this policy. This will become active from September 2020.

This Jigsaw PSHE policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above), preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), 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 2018 and Keeping Children Safe in Education, 2020) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

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 through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health including mindfulness. 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 our school and its community. 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.

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

Objectives/Pupil learning intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Puzzle name	Content
Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Celebrating Difference	Includes anti bullying (cyber and homophobic bullying included) and diversity work
Dreams and Goals	Includes goal setting, aspirations for yourself and the world and working together and resilience building
Healthy Me	Includes drugs and alcohol education, self esteem and confidence as well as healthy lifestyle choices (on and off line)
Relationships	Includes understanding friendships, family and other relationships, conflict resolution and communication skills
Changing Me	Includes Sex and Relationships education in the context of looking at and managing change

Relationships and Sex Education (RSE)

Definition of Relationship and Sex Education

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

Effective Relationships and Sex Education 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. This is why the DfE recommends:

"... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

Compulsory aspects of Relationships, Sex and Health Education (RSHE)

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to schools to determine how this is taught as part of a broad and balanced curriculum. Where a school delivers this as part of a whole programme of PSHE, such as Jigsaw, they are free to continue with this approach.

- The sex education contained in National Curriculum Science (Key Stages 1–4) is compulsory in maintained schools (Education Act 1996, National Curriculum 2014). e.g. the biological aspects of puberty and reproduction:

- '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)

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off-line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

The role of the Co-Head Teachers

The Co-Head Teachers will ensure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
- RSHE is well led, effectively managed and well planned;

- the quality of RSHE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The Co-Head Teachers may liaise with external agencies regarding the school RSHE programme and will ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Co-Head Teachers will monitor this policy on a regular basis and report to governors, when requested, on the effectiveness of the policy. Parents should be consulted on the RSHE policy and have the opportunity to express their views. They also must be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

Monitoring and Review

The Vision and Ethos Committee within the Governing Body monitors the PSHE and RSHE policy on an annual basis, giving serious consideration to any comments from parents about the sex education programme, and making a record of all such comments. Governors require the Co-Head Teachers to keep a written record, giving details of the content and delivery of the RSHE programme that is taught in our school. Governors will scrutinise materials to check they are in accordance with the school's ethos. Parents and carers have the right to see sample materials used within the teaching of RSHE and can do so by prior appointment with a member of staff, or by attending the annual information evening led by PSHE Lead and Co-Head Teachers.

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 RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

The Department for Education has 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."

"Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils." (DfE, 2019)

Jigsaw RSE Content

The grid below shows specific RSE content for each year group:

Age	Content
7-8	Seeing things from others' perspectives; families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); puberty for girls; puberty for boys; confidence in change; accepting change.
9-10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.
10-11	Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Education including substance education, mental health education and safety education

Effective Health 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 own and others' health and well-being.

Girls' understanding of sanitary products and disposal in school

As part of lessons on puberty, girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some girls and so they will have access to appropriate sanitary products during school time.

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from Sex Education provided at school **except** for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education.

Those parents/carers wishing to exercise this right must request so in writing to the Co-Head Teachers. They will then be invited to meet with the Co-Head Teachers or PSHE Lead, 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 specific sex education lessons until the request for withdrawal has been removed. Parents and carers cannot withdraw from any aspect of Relationships Education and also, Health Education lessons covering the changing adolescent body (puberty).

Working with Parents and Carers

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that sex and relationship topics can arise incidentally in other subjects, such as Science, Geography, History, R.E. and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Jigsaw's Health Education Content

The grid below shows specific Health Education content for each year group:

Age	Content
7-8	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty.
8-9	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.

9-10	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.
10-11	Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

How is Jigsaw PSHE organised at St Ann's Heath Junior School?

Jigsaw brings together PSHE, 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 (lesson) 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.

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)

Confidentiality and Safeguarding

Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned.

However, teachers are aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures will be followed immediately.

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 RSHE-related issues are varied. However, while personal views are respected, all RSHE 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 RSHE 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 Designated/Deputy Safeguarding Leads (Mrs King, Mrs O'Connor and Mrs Savill (DDSL)) if they are concerned.

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support.

Assessment

Teachers are eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (unit of work) has a built-in assessment task, usually in lesson

(Piece) 6. This task is an opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with their teacher about their two opinions. In addition, as part of the 'Help me Reflect' section of every Jigsaw lesson, children can complete a self/peer assessment using the My Jigsaw Journey/Learning resource that accompanies each lesson.

All assessed work can be collated as part of the children's Jigsaw Journals.

Monitoring and Evaluation

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs and relevant support is provided. The PSHE leader will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

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

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

The PSHE Lead and Co-Head teachers monitor the PSHE and RSHE within the school.

This policy is reviewed by the Vision and Ethos Committee annually. At every review, the policy will be approved by the Vision and Ethos Committee.