



Millbrook Primary School

Jigsaw PSHE Policy

**Personal, social, health and economic
education**

Rationale

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. 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 **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, 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 **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/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

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

Aim and Objectives

At Millbrook, Jigsaw PSHE is taught 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 individuals

Equal Opportunities

All children are entitled to access the PSHE curriculum and there are resources throughout the school to support this. The resources reflect a multi-cultural society avoiding any stereotyping and discrimination.

All children are able to participate in the PSHE curriculum regardless of gender, race or ability. Outside speakers are encouraged to contribute to this.

Teaching and learning

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 (see Sex and Education Policy). |

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 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 |
| | 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 |

Organisation 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. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. 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.

At Millbrook we ensure that:

- Each year group has a planned scheme of work covering all areas of PSHE. Through this, we cover the National Curriculum guidance for PSHE. This should be taught for a 45 minute session each week.
- In addition to this, PSHE is also taught within other subject areas and as part of our topic work.
- PSHE will also be addressed on a daily basis as questions and/or incidents arise. Teachers may choose to hold an additional circle-time session in response to a particular event or issue.
- All classes are expected to display the purple promises as well as the Jigsaw Charter (to outline additional behaviour expectations for Jigsaw lessons). The children are reminded of these at the start of each Jigsaw lessons.
- Visiting speakers, such as the police and community nurses, are encouraged to contribute to the curriculum, holding workshops and speaking during assemblies.
- Children are encouraged to use the skills learnt in Jigsaw sessions whenever the opportunity arises e.g. resolving conflicts and working co-operatively as part of a group.
- The school council meets regularly and the classes are kept informed as to the content of each meeting. The children know that they are listened to at Millbrook.
- Children take part, and organise, fund raising activities throughout the year for various cause e.g. Children in Need. Every class runs a stall each Christmas and competes to raise the most money for the school. Children are also given the opportunity to take part in other enterprise projects, healthy living weeks and anti-bullying days.

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 safeguarding and child protection policy is followed.

Role of the Co-ordinator

The PSHE co-ordinator 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

Related Policies

- Safeguarding and child protection policy
- Sex and Relationships Education,
- Behaviour for Learning
- Anti-bullying
- Science Policy
- Teaching and Learning Policy
- E-safety
- Assessment