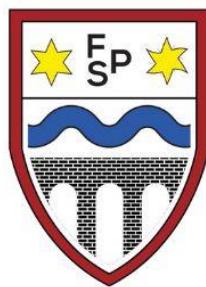




FENISCOWLES PRIMARY SCHOOL
'STRIVING FOR EXCELLENCE'



PSHE & RSE POLICY

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Revisions

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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.

The Learners and Social Work Act 2017 placed a duty on the Secretary of State for Education to make the new subjects of Relationships Education at primary and Relationships and Sex Education (RSE) at secondary compulsory through regulations. The Act also provides a power for the Secretary of State to make Personal, Social, Health and Economic Education (PSHE), or elements of the subject, mandatory in all schools.

The department engaged with a wide range of interested organisations and conducted a call for evidence on the content of the subjects, and the status of PSHE. The findings gathered from the process have informed the drafting of the regulations, statutory guidance and regulatory impact assessment, on which the department is now consulting. This includes the department's decision to make Health Education compulsory, not all of PSHE.

Our PSHE policy is informed by existing DfE guidance:

- **Keeping Learners Safe in Education** (statutory guidance)
- **Respectful School Communities: Self Review and Signposting Tool** (a tool to support a whole school approach that promotes respect and discipline)**Behaviour and Discipline in Schools** (advice for schools, including advice for appropriate behaviour between pupils)
- **Equality Act 2010 and schools**
- **SEND code of practice: 0 to 25 years** (statutory guidance)
- **Alternative Provision** (statutory guidance)
- **Mental Health and Behaviour in Schools** (advice for schools)
- **Preventing and Tackling Bullying** (advice for schools, including advice on cyberbullying)
- **Sexual violence and sexual harassment between learners in schools** (advice for schools)

- **The Equality and Human Rights Commission Advice and Guidance** (provides advice on avoiding discrimination in a variety of educational contexts)
- **Promoting Fundamental British Values as part of SMSC in schools** (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

Statement of Intent

At Feniscowles Primary, we believe character education sits at the heart of developing ' **The Feniscowles Child**' as defined within our overarching school curriculum intent statement. PSHE forms a key component of this education.

At Feniscowles Primary School we value PSHE as one way to support learners's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

Through PSHE we will teach our learners how to recognise their own worth, work well with others and become increasingly responsible for their own learning. Our curriculum will provide opportunities for learners to 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.

Our learners will be helped 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.

Our PSHE curriculum will provide our learners with a strong framework to enable them to '**Live Life in its Fullest**' in a VUCA world (Volatile, Uncertain, Complex, Ambiguous)

Implementation

In order to achieve our intent for PSHE, we have chosen to use the Jigsaw scheme of work .

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year. To deliver this, PHSE is taught weekly in all year groups.

Our whole-school approach 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

Every Piece has two Learning Intentions, one specific to Relationships and Health Education (PSHE) and the other designed to develop emotional literacy and social skills.

Puzzles are launched with a whole-school assembly containing an original song, with each year group studying the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes.

The various teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation and the Early Years (EYFS) planning is aligned to the National Early Years Framework (England).

Each lesson is built upon a Charter which underpins the behaviour and respect that is the basis for each lesson (one is provided within Jigsaw, but learners and their teacher can write their own to ensure mutual respect and ownership).

The lessons then split into 6 parts, all of which should be included in every session to ensure that the learning follows the optimum progression.

Connect us – This is a game or activity designed to be fun and inclusive and to build and maximise social skills. ‘Connect us’ engenders positive relationships and enhances collaborative learning. It sets the atmosphere at the beginning of each Jigsaw Piece and can be used again at the end should the teacher feel the atmosphere needs to be lifted after some deep work during the lesson.

Calm me – This section of the Piece helps learners gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity. This will also engender a peaceful atmosphere within the classroom. It is an invaluable life skill which also enhances reflection and spiritual development. This underpins the mindful approach advocated in Jigsaw

Open my mind – The Reticular Activating System of the brain filters the many stimuli entering the child’s mind at any given time. It is designed only to allow in that which is significant. Therefore, it is important to engage this system with the most important aspects of learning intended for each Piece (lesson). If we do this well, it will enable learners to filter out activity around them not significant to this learning intention, thereby improving concentration and learning.

Tell me or show me – This section of the Piece (lesson) is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.

Let me learn – Following Piaget’s learning model, after receiving new information/concepts, learners need to manipulate, use, and play with that new information in order for it to make sense to them and for them to ‘accommodate’ it into their existing learning.

Help me reflect -Throughout Jigsaw, learners are encouraged to reflect on their learning experiences and their progress. By reflecting, learners can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. They are also asked to stop and become aware of their thoughts and feelings in any given moment in Pause Points (brief pauses within the lesson where the learners can have a couple of moments to just stop and be to consider whether what they are learning may be particularly meaningful to them).

Closure – Each Piece needs safe closure. This will always include the teacher praising the learners for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points for the learners.

In addition to this, teachers have the freedom to plan with detail and attention to their individual learners. Learners can be scaffolded, and any individual needs are supported where necessary. The summative assessment process offers criteria for learners either working at, beyond or towards the age-related expectations. Greater depth learners are challenged to ensure that they are being given the opportunities to enrich their learning further. Additional lessons, covering a range of different themes can be found on the Jigsaw portal to ensure that individual teachers are able to personalise learning depending on the needs of their class.

Statutory Relationships and Health Education through Jigsaw

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Learners 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 learners 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, learners 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 learners 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 learners, 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

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

The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect learners to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps learners appreciate that there are many types of family composition and that each is important to the learners involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect learners to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching learners about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the learners.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education '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'.

At Feniscowles Primary School, we believe learners should understand the facts about human reproduction before they leave primary school so they can lead confident, healthy, independent lives and to become informed, active and responsible citizens

We define Sex Education as ' a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

We intend to teach this both through Science and PSHE. When reproduction is taught In Science (Year 5) it is compulsory for learners in which case parents can't withdraw their child/ren from this area of the curriculum. When Sex Education is taught as part of PSHE, parents have the right to withdraw.

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education"

DfE Guidance p.17

At Feniscowles Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this. The content of which is outlined below:

Year Group	Piece Number and Name	Learning Intentions 'Learners will be able to...'
EYFS	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and

		<p>concern for people who are special to them</p> <p>D6 - Explain own knowledge and understanding, and ask appropriate questions of others</p> <p>ELG - Show sensitivity to others' needs and feelings</p>
Year 1	<p>Piece 4</p> <p>Boys' and Girls' Bodies</p>	<p>Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina</p> <p>respect my body and understand which parts are private</p>
Year 2	<p>Piece 4</p> <p>Boys' and Girls' Bodies</p>	<p>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</p> <p>tell you what I like/don't like about being a boy/girl</p>
Year 3	<p>Piece 1</p> <p>How Babies Grow</p>	<p>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</p> <p>express how I feel when I see babies or baby animals</p>
	<p>Piece 2 Babies</p>	<p>understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</p>

		<p>express how I might feel if I had a new baby in my family</p>
	Piece 3 Outside Body Changes	<p>understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>recognise how I feel about these changes happening to me and know how to cope with those feelings</p>
	Piece 4 Inside Body Changes	<p>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</p> <p>recognise how I feel about these changes happening to me and how to cope with these feelings</p>
Year 4	Piece 2 Having A Baby	<p>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>understand that having a baby is a personal choice and express how I feel about having learners when I am an adult</p>

	<p>Piece 3</p> <p>Girls and Puberty</p>	<p>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</p> <p>know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>
Year 5	<p>Piece 2</p> <p>Puberty for Girls</p>	<p>explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</p> <p>understand that puberty is a natural process that happens to everybody and that it will be OK for me</p>
	<p>Piece 3</p> <p>Puberty for boys and girls</p>	<p>describe how boys' and girls' bodies change during puberty</p> <p>express how I feel about the changes that will happen to me during puberty</p>
	<p>Piece 4</p> <p>Conception</p>	<p>understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>understand that sometimes people need IVF to help them have a baby</p>

		<p>appreciate how amazing it is that human bodies can reproduce in these ways</p>
Year 6	<p>Piece 2 Puberty</p>	<p>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>express how I feel about the changes that will happen to me during puberty</p>
	<p>Piece 3 Girls talk / boy talk</p>	<p>ask the questions I need answered about changes during puberty</p> <p>reflect on how I feel about asking the questions and about the answers I receive</p>
	<p>Piece 4 Babies – Conception to birth</p>	<p>describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>recognise how I feel when I reflect on the development and birth of a baby</p>
	<p>Piece 5 Attraction</p>	<p>understand how being physically attracted to someone changes the nature of the relationship</p> <p>express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p>

The school will inform parents of the right to withdraw by the school website. The teaching of the 'Changing Me' unit we will also be acknowledged on Topic Overviews which are communicated at the beginning of each term.

The 'Changing Me' unit will usually be taught in Term 6.

Should parents wish to withdraw their learners they should arrange a meeting with the headteacher to discuss this.

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other learners and with adults.

The guidance states that, by the end of primary school:

By the end of primary school:

	Learners should know...	How Jigsaw addresses this
Families and people who care for me	<p>that families are important for learners growing up because they can give love, security and stability.</p> <p>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for learners and other family members, the importance of spending time together and sharing each other's lives.</p> <p>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other learners's families are also characterised by love and care.</p> <p>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for learners's security as they grow up.</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships Changing Me Celebrating Difference Being Me in My World</p>

	<p>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</p> <p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	
<p>Online relationships</p>	<p>that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>how to critically consider their online friendships and sources of information</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships</p> <p>Changing Me</p> <p>Celebrating Difference</p>

	<p>including awareness of the risks associated with people they have never met.</p> <p>how information and data is shared and used online.</p>	
Being safe	<p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>about the concept of privacy and the implications of it for both learners and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>where to get advice e.g. family, school and/or other sources.</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships</p> <p>Changing Me</p> <p>Celebrating Difference</p>

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Learners should know	How Jigsaw addresses this
Mental wellbeing	<p>that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</p> <p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>isolation and loneliness can affect learners and that it is very important for learners to discuss their feelings with an adult and seek support.</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Healthy Me</p> <p>Relationships</p> <p>Changing Me</p> <p>Celebrating Difference</p>

	<p>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>	
Internet safety and harms	<p>that for most people the internet is an integral part of life and has many benefits.</p> <p>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>why social media, some computer games and online gaming, for example, are age restricted.</p> <p>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>where and how to report concerns and get support with issues online.</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships</p> <p>Healthy Me</p>
Physical health and fitness	<p>the characteristics and mental and physical benefits of an active lifestyle.</p> <p>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Healthy Me</p>

	<p>daily active mile or other forms of regular, vigorous exercise.</p> <p>the risks associated with an inactive lifestyle (including obesity).</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	
Healthy eating	<p>what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>the principles of planning and preparing a range of healthy meals.</p> <p>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Healthy Me</p>
Drugs, alcohol and tobacco	<p>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>the facts and science relating to immunisation and vaccination</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Healthy Me</p>
Basic first aid	<p>how to make a clear and efficient call to emergency services if necessary.</p> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Healthy Me</p>

Changing adolescent body	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle.	All of these aspects are covered in lessons within the Puzzles Changing Me Healthy Me
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Leadership and Governance of PSHE

It is the responsibility of the head teacher and PSHE lead to ensure that staff and parents are informed about the RSE policy, and that the policy is implemented effectively. It is also their responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

An annual cycle of monitoring and evaluation ensures the implementation of our curriculum is effective, with an action plan created at the start of the academic year to secure developments and improvement.

The SLT liaises with external agencies regarding the school RSE programme and ensures that all adults who work with learners on these issues are aware of the school policy, and that they work within this framework.

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

To support the Curriculum Committee in their work, the subject leader compile an annual report, highlighting the impact on learners and the next steps for the subject.

Differentiation/SEND

Jigsaw is written as a universal core curriculum provision for all learners. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the learners in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow learners to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for learners in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for learners working at each of those levels.

Safeguarding

Throughout the scheme of work, content provides the learners with the awareness and knowledge to keep themselves safe in many aspects of life. It also promotes the values and mind-set that challenges radicalisation, supporting the prevent duty.

Online safety is covered, complimenting the work carried out within the computing curriculum.

Please see additional matching charts on the website to see how Jigsaw supports the safeguarding duty.

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 learners 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.

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 named child protection co-ordinator who takes action as laid down in the Safeguarding and Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for 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 programme.

Assessment, Recording and Tracking Progress

Teachers are eager to ensure learners are making progress with their learning throughout their jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers learners the chance to assess their own learning and have a conversation with the teacher about their two opinions. The task can usually be used as evidence in the learner's PSHE book.

Each Puzzle has a set of three level descriptors for each year group:

Working towards Working at Working beyond

It is envisaged that, at the beginning of a Puzzle, learners will be shown the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve. Knowledge organisers are stuck into books at the beginning of each Puzzle – shared with the children at the beginning of each half term. The teacher and the child return to the 'My Jigsaw Learning Record' and the child colours in the attainment descriptor he/she thinks he/she has achieved. The teacher facilitates a conversation with the child about this learning progress for that Puzzle. Do they agree? They have a conversation about the learning that has taken place during each Puzzle, focussing on how progress could be made in the next Puzzle.

Summative judgements are made at the end of each unit, with an overall assessment made on an annual basis, once the year's puzzles have been completed. This assessment is recorded on our Management Information system to provide continuity

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 learners's reports.

The Attainment Descriptors

Please be aware that these 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. There are no national level descriptors for PSHE.

The Jigsaw philosophy is that learners are praised and their achievements celebrated in every Piece. It demands a positive relationship between the teacher and the learners which, in itself, values and celebrates each individual. Appropriate time is allocated for this process.

Equality

This policy will inform the school's Equalities Plan. The DfE Guidance 2019 (p. 15) states,

"Schools should ensure that the needs of all learners are appropriately met, and that all learners understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all learners to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Feniscowles Primary School we promote respect for all and value every individual child. We also respect the right of our learners, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see: 'Including and valuing all learners. What does Jigsaw teach about LGBTQ relationships?', which is available on our website.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and learners 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 learners 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

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 learners' 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 learners how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all learners 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 learners 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 learners' 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 if they are concerned.

Our school believes that RSE and Drug and Alcohol Education should meet the needs of all learners, 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 awareness session
- Parents'/carers' evenings
- Involvement in policy development
- Involvement in curriculum development
- Information leaflets/displays / website

Links to other Policies and Curriculum Areas

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

- Teaching and Learning Policy
- Equal Opportunities Policy
- Safeguarding and Child Protection Policy

PSHE is within our Character Education faculty. Geography, History and RE contribute to the wider understanding of life and the values that will make us successful. We believe this cross-curricular approach enables us to promote the 'Feniscowles Child' routinely in our teaching.

E.g. Learning from WW2 about resilience and coping with loss.

Promoting the love of reading

Appropriate learners' literature is planned carefully into our English curriculum to support PSHE. This allows us to tackle sensitive issues discreetly and on a regular basis.

E.g.

Immigration and refugees are discussed through the book 'The Arrival'

For a full list of books, please see our English cur

Training, support for staff and connected experts

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 on a yearly basis and relevant support is provided.

In addition to this, 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.

PSHE Association training is sourced as required in response to staff needs analysis.