



# PSHE Policy

Beam County Primary School

Approved by:

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# 1. Introduction

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 and guidance is informed by existing DfE guidance on [Sex and Relationships Education \(Sex and Relationship Education Guidance, July 2000\)](#), [SRE supplementary guidance \( Sex Education Forum/ Brook/ PSHE Association, March 2014\)](#) 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 \(Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013\)](#), [Keeping Children Safe in Education \(March 2015, updated September 2018\)](#) and [Equality \(Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013\)](#).

## 2. PSHE at Beam County Primary School

PSHE is non-statutory but at Beam Primary School we allocate a notional time of up to 30-35 hours a year. This runs alongside the school's commitment to Votes for Schools which helps to support British Values.

At Beam we have adopted the Jigsaw programme because it will:

- Deliver a wider range of experiences
- Provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Encourage pupils to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- Enable participation in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.

- Help pupils learn 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.
- Foster understanding and respect for our common humanity, diversity and differences so that pupils can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

### **3. 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:

- Parents'/carers' evenings
- Involvement in policy development
- Involvement in curriculum development
- Information leaflets/displays

Materials are available to parents/carers who wish to see what their child will be seeing and using during the SRE lessons will be offered to all parents of children in Year 6 prior to lessons beginning.

### **4. Pupil Consultation**

It is useful for pupils to be consulted on their own personal, social and citizenship development. Pupils will be asked, either in individual classes or through the school council, what sort of person they would like to be by the time they leave this school. What qualities, skills, attitudes, values are important to them as people? This has been developed further by asking pupils how they feel the school could support them with this, and includes the following initiatives to support this: Prefects, School Council and engagement of Votes for Schools which encourages and promotes British Values alongside current topical debates/issues.

### **5. Organisation and Implementation of Jigsaw in School**

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

## **6. How we use Jigsaw PSHE at Beam**

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.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but adapted to address children's needs today); and one is based on emotional literacy and social skills and covers and adds to the Social Emotions Aspects of Learning intentions (SEAL). These enhancements mean that Jigsaw is relevant to children living in today's world. It helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

## **7. Safeguarding and Confidentiality Issues**

### **7.1. 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. These issues include family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable and 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.

### **7.2. Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around Sex and Relationship (SRE) and Drug and Alcohol Education-related issues are varied. While personal views are respected, all SRE 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 SRE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Child Protection Officer if they are concerned.

Our school believes that SRE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces/Channel 4 'Living and Growing' that cover SRE 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. (See Behaviour Policy). The school liaises with parents/carers on this issue to reassure them of the content and context. (See SRE and Drug and Alcohol Education Policy).

### **7.3. Confidentiality and Child Protection Issues**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned however, if this person believes that the child is at risk or in danger, they should inform the named Designated Safeguarding Lead. All staff members are familiar with the policy and know the identity of the member(s) of staff with responsibility for Child Protection issues. Pupils should know that teachers cannot offer unconditional confidentiality; however, children's best interest will be maintained by reassuring them that if confidentiality has to be broken, they will be informed first and be supported.

### **7.4. Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately (See Child Protection Policy). 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 Child Protection procedures should be followed. At Beam we recognise that PSHE has the potential to make a significant contribution to schools' statutory duty to promote well-being of pupils, supporting them in becoming confident individuals and responsible citizens.

### **7.5. Training and support for staff**

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.

### **7.6. External contributors**

External contributors from the community, e.g. health promotion specialists, school nurses, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme.

Teachers must always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

### **7.7. SEND**

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this 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. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

## 7.8. 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 fundraising 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.

## 8. Policy Monitoring, Evaluation and Review Monitoring and evaluation

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

## 9. 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.

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

## **10. Dissemination**

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content.

## **11. Policy Review**

This policy is reviewed annually.

This policy refers to the following Policies:

- Behaviour Policy
- Child Protection Policy
- Drug and Alcohol Policy



# **APPENDIX 1**

## **Updates in Line with the Latest Ofsted Guidance on Safeguarding – Sept 2016**

In Sept 2016, Ofsted published a new briefing regarding safeguarding in schools. Many of the concepts covered in the new briefing are not expected to be taught until secondary school. For reference, and to provide a broader context to the current Jigsaw framework, updated concepts are listed below.

### **Homophobic or Transphobic Abuse**

The concept of 'difference' is covered throughout Jigsaw in all of the Puzzles, consistently encouraging children to examine how they are similar and how they are different from those around them – and how to accept everyone's right to 'difference', regardless of their circumstances or choices. In Celebrating Difference, the second puzzle that is taught from November to December in a school year, differences in families are covered throughout, looking at all types of families including same-sex parents, which will be a reality for some children in all schools, irrespective of whether other parents/carers know about this.

In many teachers' experiences, children will very often have heard of concepts such as homosexuality but they might not be aware of what each of these concepts means. It is the responsibility of the teacher and the school to ensure that these concepts are explained in a way that is appropriate to the age and stage of development of each child. It is important to remember that it is not just within the realms of PSHE Education that this might occur. It is vital that an explanation is approached in a sensitive way to ensure children have sufficient information for their age and stage of development. It does not mean that adults need to share all their knowledge of a subject with a child.

### **Radicalisation and Extremist Behaviour**

Across all year groups, children are taught how to be tolerant – not just what tolerance is. The unit on Celebrating Difference focuses on similarities and differences and teaches about diversity such as disability, racism, power, friendships, culture, and conflict. Children learn to accept everyone's right to 'difference', regardless of their circumstances or choices.

Jigsaw does not cover radicalisation and extremist behaviour explicitly, as the concepts themselves are not necessarily appropriate for primary schools. Whilst we want to prepare children for life, we do not want to alarm them. Jigsaw focuses on learning about difference as something to value and celebrate, as well as what healthy behaviour is and how to be emotionally and socially literate. Each of the six Puzzles covers something of this nature for every year group and these key ideas are present throughout the whole programme. Our aim in Jigsaw is to equip children for life and whatever it may hold for them.

### **Sexting (age appropriate)**

In the Healthy Me Puzzle, Year 4 considers what healthy relationships look like. Rather than introducing specific online relationships, children look at all relationships and what to do if a relationship isn't what you thought it was. This is in preparation for learning about online relationships in Years 5 and 6. Appropriate use of social networking is covered for Years 5 and 6 in the Relationships Puzzle, where healthier relationships online and on mobile phones are explored in detail. There are lessons

for Years 5 and 6 on how anything on the internet or on phones is permanent and how to think carefully before posting anything personal. Child Sexual Exploitation

The concept of child sexual exploitation isn't explored explicitly through the Jigsaw framework. Children are taught in the Relationships and Changing Me Puzzles about what constitutes a healthy relationship, what to do if someone does something that they don't like (taught from FS1 in all Puzzles), who to go to for help, what parts of their bodies are private, and what to do if they feel uncomfortable. If a child asks a question or makes a comment that alerts the teacher to a possible CSE case, they should speak to the school's designated Safeguarding Lead(s) and follow our child Protection procedures (See Child Protection Policy)

### **Domestic Violence, Sexual Exploitation, Forced Marriage & FGM (Female Genital Mutilation)**

Jigsaw does not cover these concepts using these terms, focusing instead on teaching children how to foster healthy and happy relationships, what to do if you're worried about something, your rights as a child, and who can help you if you have a problem. The PSHE Associations new Programme of Study states that domestic abuse should be taught in Key Stage 4. Jigsaw covers these concepts broadly through helping children to understand healthy relationships and how to keep themselves emotionally and physically safe. In Year 2, children are taught about privacy and which parts of their bodies are private, which can help children to express their concerns about other people taking an interest in their bodies.

There are numerous opportunities for children to talk about themselves and anything they are concerned or have questions about safely in the classroom during circle times, or to a trusted adult. Children are reminded of this in all Jigsaw lessons, and this forms part of the Jigsaw Charter. Overview

In essence, teaching children about safety and relationships helps children to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. Effective teaching of PSHE contributes to how schools approach the safeguarding of pupils, which is crucial to fulfilling statutory duties regarding safeguarding pupils, as well as meeting Ofsted expectations.