



# Oswald Road Primary School

## Jigsaw PSHE Policy (Personal, Social, Health Education)

Policy ratified by Governing Body: November 2024

Headteacher: Deborah Howard  
Chair of Governors: Peter Martin

To be reviewed in 1 year: November 2025



## **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.

At Oswald Road Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

## Statutory Relationships and Health Education

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

Here, at Oswald Road Primary School we value PSHE as one way to support children’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.

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

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs. 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.

This programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children 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 children 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))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils’ spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE as well as Manchester Healthy Schools PSHE program.

### **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.

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.

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 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.

<b>Term</b>	<b>Puzzle name</b>	<b>Content</b>
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 diversity work
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

At Oswald Road Primary School, we allocate 1 hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes. Some teachers may choose to deliver all 6 lessons in a unit in one day, dedicated to PSHE teaching.

### **Relationships Education**

*What does the DfE statutory guidance on Relationships Education expect children 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. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

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 children appreciate that there are many types of family composition and that each is important to the children 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 children 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. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

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 children 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).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

## **Sex Education**

**The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools. However, at Oswald Road Primary School we believe children should**

**understand the facts about human reproduction before they leave Primary School.**

**The DFE (September 2021) states '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.'**

**Consent is mapped out across the curriculum for all year groups. This content is planned and taught in an age and developmentally appropriate way.**

### **Jigsaw SRE Content**

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions 'Pupils will be able to...'</b>
<b>FS1/2</b>	Piece 3 Growing Up	-Seek out others to share experiences. Show affection and concern for people who are special to them. -Explain own knowledge and understanding, and ask appropriate questions of others. Show sensitivity to others' needs and feelings.
<b>Y1</b>	Piece 4 Boys and Girls Bodies	-Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. -Respect my body and understand which parts are private.
<b>Y2</b>	Piece 4 Boys and Girls Bodies	-Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. -Tell you what I like/don't like about being a boy/girl.



<b>Y3</b>	<p>Piece 1 How Babies Grow</p> <p>Piece 2 Babies</p> <p>Piece 3 Outside Body Changes</p> <p>Piece 4 Inside Body Changes</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. -Express how I feel when I see babies or baby animals.</p> <p>-Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. -Express how I might feel if I had a new baby in my family.</p> <p>-Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. -Identify how boys' and girls' bodies change on the outside during this growing up process. -Recognise how I feel about these changes happening to me and know how to cope with those feelings.</p> <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. -Recognise how I feel about these changes happening to me and how to cope with these feelings.</p>
<b>Y4</b>	<p>Piece 2 Having A Baby</p> <p>Piece 3 Girls and Puberty</p>	<p>-Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. -Understand that having a baby is a personal choice and express how I feel about having children when I am an adult.</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. -Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p>
<b>Y5</b>	<p>Piece 2 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>Piece 3 Puberty for Boys and Girls</p> <p>Piece 4 Conception</p>	<p>-Understand that puberty is a natural process that happens to everybody and that it will be OK for me.</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>-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>
<b>Y6</b>	<p>Piece 2 Puberty</p> <p>Piece 3 Girl Talk/Boy Talk</p> <p>Piece 4 Babies – Conception to Birth</p> <p>Piece 5 Attraction</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>-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>-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>-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>

### **Withdrawal from SRE lessons**

Parents/carers have the right to withdraw their children from the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this

right must email [optout@oswaldroad.manchester.sch.uk](mailto:optout@oswaldroad.manchester.sch.uk) prior to the sessions beginning. This inbox is monitored by our PSHE Lead, Fiona Walker. This is the only way to inform school of a withdrawal from the lesson. Once a child has been withdrawn they cannot take part in the RSE lesson until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

“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 Oswald Road 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 i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

## Equality

The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils 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...”

We believe the teaching of LGBT is integrated in our programmes of study and is reflected in our work towards achieving the Rainbow Flag Award as a school.

At Oswald Road Primary School we promote respect for all and value every individual child. We also respect the right of our children, 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.

## **Working with parents and carers**

The government guidance on SRE (DfEE 2000) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents/carers to exercise their right to withdraw their children (until

the age of 19) from any school SRE taught outside National Curriculum Science (Education Act 1996). This applies to maintained primary and secondary schools. Parents/carers have a legal right to see this policy and to be given a copy of it (Education Act 1996). Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

### **How have parents been consulted?**

Relevant information related to content taught in PSHE is sent to parents and sign-posting is clear via our website, social media and newsletters. We welcome parental views around our JIGSAW scheme, Rainbow Flag and RSE curriculum. Workshops relating to the teaching of RSE are held annually.

### **How have parent views been listened to and fed into the formulation of the curriculum/policy?**

This is taken into consideration where possible and we have adapted some of the ways we deliver lessons/content. A couple of parents have been contacted directly regarding their concerns and we have explained our stance as a school. However, if the content is statutory, as a school, we legally need to deliver it. Teachers are aware of differing views in school and are sensitive to beliefs and ideas when delivering lessons. We adapt teaching for particular children where needed.

### **How does the school maintain these engagement opportunities with parents to continue working in partnership?**

We regularly consult parents via our website and social media. Children and families are invited to engage with home projects to support their child's learning. Parents are welcomed in for book looks, parent's evening, learning support drop ins, parent forums and can contact via email.

### **Where parents can find further information about the curriculum/who to contact**

Via our website, social media, newsletters, specific letters (eg. RSE opt out, Rainbow day letter). Letters always sign post to PSHE leads.

## **Drug and Alcohol Education**

Definition of 'Drugs':

This policy uses the definition that a drug is:

'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime).

The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

## **Moral and Values Framework**

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

## **Jigsaw Drug and Alcohol Education Content**

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions 'Pupils will be able to...'</b>
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<b>Y2</b>	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.
<b>Y3</b>	Piece 3 What Do I Know About Drugs?	_Tell you my knowledge and attitude towards drugs. -Identify how I feel towards drugs.
<b>Y4</b>	Piece 3 Smoking  Piece 4 Alcohol	_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.  -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.
<b>Y5</b>	Piece 1 Smoking  Piece 2 Alcohol	-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.  -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.
<b>Y6</b>	Piece 2 Drugs  Piece 3 Alcohol	-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 -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.
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### **How is Jigsaw PSHE organised 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.

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

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills 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.

### **Differentiation/SEN**

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.

If any changes are implemented nationally as a result of the Rochford Review Jigsaw will make the necessary amendments and offer this free update to all its schools.

## **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 school's disclosure and/or confidentiality policy is followed.

Please refer to our safeguarding policy for further information.

## **Assessment**

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has an optional built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. Teachers can use this as an assessment or can teacher judge the children in their class. Sometimes children may be assessed in a more practical way such as a quiz, mind map, oral questions or through a picture and keywords task. Children will be assessed as working towards, expected or particular strength.

Lessons will be recorded onto seesaw, which will be used to help teachers make their overall assessment judgements.

## **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/questionnaires to review and share experience

## **External contributors**

External contributors from the community, e.g. CHAMPS specialists, Healthy School specialists, school nurses, social workers, 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.

## **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 in collaboration with our Rights Respecting Work. It could 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)

The Jigsaw charter runs parallel with our Rights and Respecting charter that is displayed in each classroom.

## **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 SRE- and Drug and Alcohol Education-related issues are varied. However, 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. Our school believes that individual teachers must use their skill and discretion in this area and refer to the Family and Children's Support Coordinator (Amanda Clifton) 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 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. The school liaises with parents/carers on this issue to reassure them of the content and context.

### **Involving parents and carers**

Our 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 when we first launch.
- Information leaflets/displays
- Workshops when appropriate

### **Pupil Consultation:**

It is useful for pupils to be consulted on their own personal, social and citizenship development. We hold regular consultations with our Rights and Respecting Ambassadors and our children to discuss 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?

As a result of recent consultations we have developed and implemented a number of suggestions made by the children. This includes a quiet zone in the playground, a buddying system, chill out club at lunchtimes and friendship benches.

### **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 Policy

### **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 CPD programme, drawing on staff expertise and/or a range of external agencies.

### **Dissemination**

This policy is available on our school website where it can be accessed by the community. Copies are available from the school office on request from parents/carers.

### **Confidentiality and Child Protection Issues**

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 Family and Children's Support Coordinator (Amanda Clifton) who takes action as documented in our Safeguarding Policy. All staff members are familiar with

the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Please refer to our Safeguarding Policy for further information.