

REDHILL PRIMARY SCHOOL

Jigsaw Personal Social Health and Economic Education including Sex and Relationships (SRE)



Date of Policy: March 2015

Review Date: May 2018

Introduction

At Redhill Primary School we are committed to the development of children's social, emotional skills, children's self esteem, their health and well-being. We are committed to developing the children's responsibilities towards themselves, others in school, the local and global community.

The Government's review of Personal, Social, Health and Economic Education concluded in March 2013, stating that the subject would remain non-statutory and that no new programmes of study would be published. Citizenship continues to be a non-statutory requirement in Primary schools. PSHEE (National Curriculum 2014) and PSED (Early Years Foundation Stage Curriculum 2012) are recognised as an important aspect of the whole curriculum, where teaching and learning focuses on the development of these skills and responsibilities and develop the knowledge and understanding to make informed choices. Our policy also gives regard to guidance outlined in Section 403 of the Education Act 1996.

Since January 2015, Redhill has taken on board 'Jigsaw' PSHE. This is a whole school programme and should be taught once a week for minimum of 30 minutes. EYFS should teach Jigsaw once a week with session no longer than 15 minutes.

The aims of the SRE at Redhill are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them understanding of sexual development and the importance of health & hygiene.
- Help pupils develop feelings of self respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

The development process:

This Policy has been drawn up in consultation with:

- E. Banks (Head teacher)
- R. Worth, Frank Allen & Ian Kenney (Governors)
- A. Cocker (Safeguarding and Pastoral Support Officer)
- K Hillman (Class Teacher)
- M Hancox (Teaching Assistant)
- Pupils - what they want from SRE
- 10 parents - invited to attend a meeting about policy
- P. Bailey (external support)

The PSHEE Policy encompasses the following policies:-

- Sex and Relationships Education (SRE) - Section 1
- Drug and Alcohol Education including The Management of Drug Related Incidents

Other relevant school policies are:

- Behaviour and Discipline
- Safeguarding
- Anti-Bullying
- Health and Safety
- Single Equality
- IPC Policy
- School PE Policy
- School RE policy
- School Literacy Policy

SRE - Definition

- SRE is about the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

- SRE involves a combination of sharing information and exploring issues and values.
- SRE is not about the promotion of sexual activity.

Delivery of SRE:

Jigsaw personal, Social, Health and Economic Education (PSHEE) aims to help children and young people deal with the real life issues they face as they grow up. The issues that Jigsaw covers are central to children and young people's well-being: nutrition and physical activity; drugs, alcohol and tobacco; sex and relationships; emotional health and well-being; safety; careers; work-related learning and personal finance.

PSHEE can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.

With Jigsaw PSHE we will support children in their ability to:

- Have a sense of purpose
- Develop self confidence and self responsibility to themselves and others
- Make and act on informed decisions
- Communicate effectively
- Work with others including learn to respect the similarities and differences between people
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Become healthy and fulfilled individuals
- Develop a safe and healthy lifestyle
- Develop the ability to form good relationships
- Have opportunities to consider issues which may affect their own lives and the lives of others
- Provide children with the strategies and tools needed in order to understand and manage the range of their emotions
- To develop financial capability skills for future economic well-being.
- Prepare to play an active role as citizens by contributing to the life of the class, the school, the family and the wider community

These are taught within the context of family life.

Curriculum organisation

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding their place in class, school and global community as well as devising class learning charters
Autumn 2:	Celebrating Difference	Includes anti bully (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal setting, aspirations, working together to design and organise fund raising events

Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendships, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes sex and relationships education in the context of looking at change

Jigsaw is a whole school programme that is progressive across year groups. All year groups will work on the same puzzle at the same time. Each puzzle consists of 6 pieces (lessons) which work towards an end product.

Cross Curricular Links to IPC:

The International primary Curriculum (IPC) is a programme of study that is currently being applied in years 1 - 6. This supports and follows the new national curriculum (2014). It has clear objectives and progression for each statutory subject through creative, comprehensive and themed units. This is in conjunction with the Core themes Relationships and Living in the wider world by learning to 'Be able to respect one another's individuality and independence' (IPC learning target 1.4) and 'Be able to work with each other where appropriate' (IPC learning target 1.5).

PSHEE days/events

Staff should be encouraged to use National and International celebration days (e.g. Internet Safety Day, Red Nose Day) to support PSHEE where they can.

PSHEE co-ordinator will organise events, where it is appropriate, throughout the year with support from the School Learner forum and volunteers across the school. These may include fundraising, volunteering and projects to support the local and wider community (e.g. Litter picking, gathering items for local food bank. Etc...)

PSHEE Co-ordinator will also work with outside agencies to support learning outside of the classroom where it is appropriate and relevant to do so (e.g. Bikeability)

Teaching and Learning

Jigsaw supplies staff with 6 (pieces) lessons to teach from with a set structure for EYFS and a set structure for KS1 and 2. This consists of the following:

Piece sections	What's involved?
Connect us	<ul style="list-style-type: none"> • Improves their social skills to better enable collaborative learning • Supports the Jigsaw charter by building social skills, positive relationships and collaborative learning • These skills will be taught each piece but should be reinforced throughout the whole day

Calm me	<ul style="list-style-type: none"> • Focuses on relaxation and calming emotions to ensure learning can occur • Produces a peaceful atmosphere • A calm me script is used for this and can be found for each piece (lesson) • It uses breathing techniques, listening, concentration Etc • Will require the use of a chime
Open my mind	<ul style="list-style-type: none"> • Allows children to focus on the learning outcome of the lesson
Tell me or show me	<ul style="list-style-type: none"> • This sections teaches the children something new such as new information, skills or concepts The activities and approaches are different dependent upon the piece
Let me learn	<ul style="list-style-type: none"> • This section is the 'use and apply' activity to reinforce what they have learnt • Let me learn is usually where the children record learning. This is done in a variety of way including individually, paired or in a group
Help me reflect	<ul style="list-style-type: none"> • Throughout Jigsaw, children are encouraged to reflect on their own learning and progress • Children record their reflections in the 'Reflection Puzzle Piece' of their Jigsaw Journals • Each piece will have a different 'Help me Reflect' activity • Staff should praise the children's learning, efforts and positive attitudes at the end of every piece

Jigsaw places an emphasis on active learning by including the pupils in circle time, discussions, role play, investigation and problem solving activities.

Pupils should also be given opportunities to learn through practical and relevant activities and events away from Jigsaw, for example fund raising for charities and visitors to the school.

In **Early Years Foundation Stage**, the learning experiences are planned from the Early Years Foundation Stage Curriculum. The curriculum identifies Personal, Social and Emotional Development as a prime area of learning. Each puzzle links to development stages suited for the age expectation of the year group (Foundation 1 - Nursery, Foundation 2 - Reception).

Piece sections	What's involved?
Interest Me	<ul style="list-style-type: none"> • Gets children's attention through physical or musical activities • Often uses the puzzle song as a stimulus

Help me Learn	<ul style="list-style-type: none"> • Uses a variety of different methods children are taught new information such as physical activities, circle time, watching a video etc. • This is often a circle activity where children can talk • Jigsaw Jenie plays a vital role in this section • Questions are provided for teachers to support learning
Let's Think	<ul style="list-style-type: none"> • End of the session where children reflect on what they have learnt • This sometimes is where the teacher sums up the learning • This can also be where the children are given a follow up activity for the day

Within the EYFS Jigsaw supports practitioners by providing suggestions away from the session to continue the children's learning at school and at home. These include

- Child initiated and Adult led activity ideas
- Assessment opportunities and cross curricular links
- Home learning and family links
- Resources
- Display ideas
- Outside learning links

EYFS should apply the 'family link' activities to their weekly homework tasks

PSHEE is a universal entitlement for all children and young people. This means learning is made accessible to children and young people of all abilities and that attendance in PSHEE has an equal priority with other learning.

Resources

Resources for Jigsaw are available in individual year group folders. Each year group teacher is responsible for the keeping, along with the Jigsaw chime and Jigsaw buddy. All the Jigsaw songs/materials are available on the staff server under 'Jigsaw'.

Assessment, Recording and Reporting

Children and young people do not pass or fail within this area of the curriculum but are expected to show progression. They should have opportunities to reflect on their own learning and personal experiences.

It is envisaged that, at the beginning of a Puzzle, children will be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve. They stick this

into their Jigsaw Journal. At the end of each Puzzle each year group is expected to produce an end product. This is usually seen in Piece 5 or 6 of each Puzzle. These products are progressive across year groups but all connect to the same theme. Children should have opportunity to display their learning and assessment pieces at the end of each puzzle.

Children should also have opportunity to evaluate their own learning in the reflective learning sheets where they can check if they are 'working at', 'working towards' or 'working beyond'.

Staff should choose 4 distinct children to monitor and assess learning across the year. These should contain children from the following groups:

- 1 child working beyond
- 1 child working towards
- 1 child working below
- 1 SEN/PP

Staff should gather evidence for these children in a variety of ways. This can include evidence from Child Reflection Sheets, Individual Jigsaw learning records, Planning evaluations, photographs, post-it notes or comments Etc.

Jigsaw lesson evidence should be stored within the IPC assessment folder to ensure evidence can be contained as best as possible. It should be clear which children are being assessed and to which groupings they belong to show development levels.

It is important that this learning is sought across the curriculum and not just Jigsaw lessons. Therefore all staff should be aware of the target children to whom they teach.

Staff should monitor the progress of their own children from puzzle to puzzle to ensure next steps are being recognised and targets are being met.

Monitoring and Evaluation

There will be ongoing evaluation and monitoring of the Jigsaw programme and PSHEE by the PSHEE subject leader.

The PSHEE co-ordinator will monitor implementation of Jigsaw and PSHEE once every term. This will consist of book scrutiny including IPC, Jigsaw and other relevant books, talking to children about their understanding and knowledge of PSHEE.

IPC books of the 4 target children will be monitored to ensure PSHEE is being implemented and is effective. Other relevant books may include reading diaries for child responses and guided reading.

The outcomes of the units within the IPC scheme of work that are relevant to PSHEE will be discussed with the subject leader and the head teacher.

Staff may be observed and will have opportunity to talk about PSHEE within their lessons using a SWOT (strengths, weaknesses, opportunities, threats) method. This will enable the PSHEE co-ordinator to assess any needs or wants within the school as well as any CPD opportunities required. Any staffs that show strength in areas of PSHEE will be encouraged to support others. Staff will be given notice of observation and monitoring.

The PSHEE Coordinator will write a termly whole school action plan and evaluate progress throughout the year.

Sex and Relationship Education (SRE)

Effective sex and relationship education is essential if children and young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the PSHE education across the school.

Jigsaw covers SRE mostly through the 'Changing Me' puzzle which is taught in the summer term across the year groups.

Below is how SRE is covered from Year 1 - 6.

Year group	Piece Number and Name	Learning intentions 'Pupils will be able to...'
1	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
2	Piece 4 Boys' and Girls' bodies	Recognise the physical differences between boys and girls, use the correct names for the parts of the body (penis, vagina, testicles) and appreciate that some parts of the body are private Tell you what they like/don't like about being a boy/girl
3	Piece 1 How babies grow	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 they feel when they see babies or baby animals
	Piece 2 Babies	Understand how babies grow and develop in the mothers uterus and understand what a baby needs to live and grow Express how they might feel if they had a new baby in the family
	Piece 3 Outside body changes	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' change on the outside during this growing up process Recognise how they feel about these changes happening and know how to cope with those feelings
	Pieces 4 Inside body changes	Identify how boys' and girls' 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 they feel about these changes and how tow to cope with those feelings

4	Piece 2 Having a baby	Correctly label the internal and external parts of a male and female body that are necessary for making a baby Understand that having a baby is a personal choice and express how they feel about having children when they are an adult
	Piece 3 Girls and Puberty	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 is a natural part of this Know that they have strategies to help them cope with physical and emotion changes experienced during puberty
5	Piece 2 Puberty for girls	Explain how a girl's body changes during puberty and understand the importance of looking after themselves physically and emotionally Understand that puberty is a natural process that happens to everybody and that it will be OK
	Piece 3 Puberty for boys and girls	Describe how boys' and girls' bodies change during puberty Express how they feel about the changes during puberty
	Piece 4 Conception	Understand that sexual intercourse can lead to conception and that is how babies are usually made Understand that sometimes people need IVF to help them have a baby Appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Express how they feel about the changes during puberty
	Piece 3 Girl Talk/Boy Talk	Ask the questions they need answering about changes during puberty Reflect on how they feel about the questions and about the answer they receive
	Piece 4 Babies - Conception to birth	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born Recognise how they feel when they reflect on the development and birth of a baby
	Piece 5 Attraction	Understand how being physically attracted to someone changes the nature of the relationship Express how they feel about growing independence of being a teenager and are confident that they can cope with this

Everyone is expected to engage fully in SRE and when discussing issues related to SRE, to treat others with respect and sensitivity.

Withdrawal from SRE lessons

Parents/Carers have the right to withdraw their children from SRE lessons within Jigsaw PSHE. Parents do not have to give reason for withdrawing their children, but will be made aware of the

implications of removing children. Once a child has been withdrawn they cannot take part in SRE lessons until the request to withdrawal has been removed.

Alternative will be given to pupils who are withdrawn from SRE.

Parents/Carers must be made aware that aspects of 'sex education' are statutory within National Curriculum Science. The focus in these lessons is on the biological aspects.

Note: SRE guideline and requirements are subject to change. This policy will be update when required to do so.

Training

Staff receive CPD support to deliver SRE. Visitors from outside of the school such as school nurse will also provide support.

Monitoring

The delivery of SRE will be monitored by Mrs. Banks, Mrs. Hillman and Mrs. Hancox. The policy will be reviewed annually.