



Jigsaw PSHE (Personal, Social, Health Education) Policy

Name of school: Old Basford Primary School

Date of policy: July 2023

Member of staff responsible: Emily Singh

Governor responsible: Yacine Blair

Review date: July 2024

Introduction

At Old Basford School our aim is to Empower, Educate, Equip and Enrich our pupils. We strive 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.

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.

Through the implementation of the Jigsaw PHSE programme at Old Basford School, our pupils are provided with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within our community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Objectives/Pupil learning intentions:

Jigsaw PSHE supports 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

How is Jigsaw PSHE organised in our 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). 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.

In addition to the Jigsaw PHSE sessions, our pupils also have the opportunity in KS2 to experience the positive work from outside providers including D.A.R.E (Drugs Education) and The GREAT Project (a project to promote healthy relationships and raise awareness of domestic abuse). In Summer 2 this year we have introduced the Lifesavers PSHE financial education scheme, which promotes healthy relationships with money and spending. These topics are especially relevant to our pupils growing up in Nottingham City and contribute strongly to our cultural capital.

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

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)

Jigsaw Content

From September 2022, Jigsaw has moved to an online platform to ensure materials are continually up to date and in line with new legislation and guidance. Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

- 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

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes relationships and sex education in the context of coping positively with change. *Please note, any elements of sex education are not currently taught using Jigsaw PHSE materials. Following consideration and review with our pupils at the centre, Old Basford School chooses to use The Christopher Winter Project materials to teach these lessons across school. Parents are always informed prior to these lessons taking place. More detail can be found in the OBS RSE Policy.

In addition, the Lifesavers scheme currently works with Jigsaw as financial education is not currently covered by Jigsaw curriculum. Through working with the Lifesavers scheme, we are fulling this gap in the curriculum.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

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 our pupils as they grow up. It also enables them 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.

Year Group	Piece Number and Name	Learning Intentions ‘Pupils will be able to...’
2	Piece 3 Medicine Safety	understand how medicines work in my body and how important it is to use them safely
3	Piece 3 What Do I Know About Drugs?	feel positive about caring for my body and keeping it healthy tell you my knowledge and attitude towards drugs identify how I feel towards drugs
4	Piece 3 Smoking	understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke
	Piece 4 Alcohol	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
5	Piece 1 Smoking	can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart
	Piece 2 Alcohol	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
6	Piece 2 Drugs	make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure know about different types of drugs and their uses and their effects on the body particularly the liver and heart
	Piece 3 Alcohol	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

Differentiation/SEN

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Our teachers and support staff know our children best and are able to tailor each lesson to meet the needs of the children in their class. Where children are working outside of their year group level, staff have access to the OBS progression document for PHSE/Jigsaw in order to choose appropriate activities on the theme being delivered. 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.

Teaching Sensitive Issues and Answering Difficult Questions

Sensitive issues are certain to arise in learning from real-life experience. Issues that are addressed within Jigsaw that are likely to be sensitive 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 and Teaching Assistants will take all reasonable, practical steps to ensure that, where sensitive issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. They will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. They 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 Relationships and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all Relationships 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. Any 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. Old Basford School believes that individual staff members must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned. A staff training session was delivered in May 2022 (LGBTQ+) which included a section on answering difficult questions.

Safeguarding

Teachers and support staff are aware that sometimes disclosures may be made during these sessions; in which case, OBS safeguarding procedures must be followed immediately. Further details can be found in the OBS Safeguarding and Child Protection policy.

Monitoring and evaluation

The PSHE Lead will monitor delivery of the programme through observation and discussion with teaching and support 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
- Pupil and Staff voice
- Qualitative data collection
- Termly teacher assessment data
- Link Governor visits

Involving parents and carers

Old Basford 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 given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- * Parent and carer meetings
- * The PHSE page of the school website
- * Information leaflets/displays

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 Policy
- RSE Policy
- Equalities Policy
- Child Protection and Safeguarding Policy

Training and support for staff

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 and Safeguarding training programme, drawing on staff expertise and/or a range of external agencies.

Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review:	July 2023	
Date of next review:	July 2024	