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Signed Headteacher *Date of Signature:*

Signed Chair of Governors *Date of Signature*.....

We are walking in the Footsteps of Jesus with Love Trust and Forgiveness

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Our Mission and Aims

At Romsey Abbey Church of England Primary we believe that a world of opportunity lies at our feet. We see our role as a school as instilling in learners the confidence to enable success and relish challenge. We help children, families and staff to learn how to demonstrate love and grow in our ability to forgive each other, to aspire to be the best we can be. We feel it is important to both rejoice in our own success and equally in the success of others.

As a church school, we are shaped around our common values to, “walk in the footsteps of Jesus in love, trust and forgiveness”, and we are committed to shape our whole school life around these values and to make them a reality throughout the life of the school.

Our School Aims are to:

Build a culture and ethos of support and respect, inclusive of language, ethnicity, ability and gender.

Create a healthy, safe environment through relationships, resources and opportunities which are accessible to all.

Provide an outstanding curriculum and learning environment that inspires, achieves the highest standards, creates a spirit of adventure, reflects culture and community and builds confident and independent learners.

Strive to build systems of communication that ensure all members of the school family have opportunities to contribute ideas and knowledge that will be valued.

Purpose of Policy

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).

In order to fulfill this at Romsey Abbey Church of England Primary we have adopted Jigsaw. This Programme is informed by existing DfE guidance on **Sex and Relationships Education** (Sex and Relationship Education Guidance, July 2000), **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, headteachers, 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) and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

Links to government documents:

<http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-education-guidance>

<https://www.gov.uk/government/publications/dfe-and-acpo-drug-advice-for-schools>

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>

http://www.education.gov.uk/schools/guidanceandadvice?f_category=Safeguarding&page=1

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

Aim of the Jigsaw PSHE policy

We have adopted this programme to be taught weekly in each year group 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.

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, 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 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 Sex and Relationship Education in the context of looking at change

Sex and Relationships Education

Romsey Abbey Church of England Primary school's SRE policy is based on the DfE's *Sex and Relationship Education Guidance* (2000). Sex education is part of the personal, social and health education curriculum in our school. Due to our status as a Church of England school, we will teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education and SRE should be taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

Compulsory aspects of SRE

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

As a Church of England school our SRE will be set in a context that is consistent with our Christian ethos and values

- SRE should be based on inclusive Christian principles and values emphasising respect, compassion, loving care and forgiveness.
- SRE should be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- SRE should reflect that sex is a gift from God as part of creation: a human longing for an intimate union.
- SRE should be sensitive to the circumstances of all children and be mindful of the expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage.
- Issues regarding human sexuality should be addressed sensitively
- The exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

SRE and statutory duties in school

SRE plays a very important part in fulfilling the statutory duties all schools have to meet. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2014a) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2014) which includes a section for schools.

The SRE policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

Anti-Bullying Policy
 Behaviour Policy
 Confidentiality Policy
 Drugs Education Policy
 Equal Opportunities Policy
 Health and Safety Policy
 ICT Policy and Safe Internet Use Policy
 Inclusion Policy
 PSHE and Citizenship Policy
 RE Policy
 Safeguarding/Child Protection Policy
 SMSC Policy
 Special Educational Needs Policy

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 SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

Jigsaw SRE Content

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

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 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
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 I feel when I see babies or baby animals
	Piece 2 Babies	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
	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' 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
	Piece 4 Inside Body Changes	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
4	Piece 2 Having A Baby	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
	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 (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
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me 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 myself physically and emotionally express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I 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 I feel when I 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 I feel about the growing independence of becoming a teenager and am confident that I can cope with this
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As a Church of England school we follow their Guidelines that state that SRE should be based on the following principles:

- The sanctity of marriage is an important belief in Christian teaching and practice.
- Children should learn the importance of marriage and families as key building blocks of community and society.
- Sex education includes learning about physical and emotional development.
- Children will be taught the cultural and religious differences about matters of sexuality
- Sex education is part of the wider social, personal, moral and spiritual development.
- Children should be made aware of the way in which advertising and the media influence their views about sexuality.
- Children should be made more aware of the spiritual dimensions and the joys of intimacy
- Children should be taught to have respect for their own and others peoples' bodies
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity.
- Children should learn that some people choose not to engage in sexual activity and that this should be respected and valued as a response to the gift of faith.
- Children should be taught to understand the power of sexual desire.
- Children should be made aware that sex can be used compulsively, competitively and destructively.
- Children need to learn the importance of protecting themselves and of self control.
- Children should be made aware of God's forgiveness and that there is always a way back.
- Children should learn that it is important to build positive relationships that involve trust and respect.
- Children need to learn how to keep themselves safe when using the internet and other forms of technology.
- Children need to be aware of responsible use of all forms of technology in order to respect the well-being and integrity of others.

Withdrawal from SRE lessons

Parents/carers have the right to withdraw their children from all or part of 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 are invited in to see the head teacher and/or SRE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

Parents 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.

The role of the headteacher:

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on

the effectiveness of the policy.

Monitoring and Review:

The Curriculum Committee of the governing body monitors our sex education 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 sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school. Governors should scrutinise materials to check they are in accordance with the school's ethos.

Managing Drug-related Incidences

We make it clear to the community that the possession, use or supply of illegal and other unauthorised drugs within school boundaries is unacceptable. This includes the school premises and perimeters, journeys in school time, residential trips and throughout the school day. The Headteacher oversees drug issues and all concerns or incidents should be referred to him/her. Refer to the 'Managing incidents involving drugs' flow chart for further information.

Screening, Searching and Confiscation

The Headteacher and any staff authorised by him/her, have a statutory power to search pupils or their possessions, without consent, where there are reasonable grounds for suspecting that the pupil may have a prohibited item (level knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article where there is reasonable suspicion that it has been or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of any person.) School staff can search a pupil if the pupil agrees. Under Article 8 of the European Convention on Human Rights, pupils have a right to respect for their private life. Any interference with this right by the school must therefore be justified and proportionate. For detailed advice about conducting a search, please refer to DfE publication 'Screening, searching and confiscation – advice for headteachers, school staff and governing bodies' (July 2013).

It is not usual for drugs screening to be required in a primary school setting and then only in circumstances where there is evidence of the presence of drugs on the school premises. Advice from the police would always be sought should this need arise.

The law permits school staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. This includes other substances which are not believed to be controlled drugs but are believed to be harmful or detrimental to good order and discipline. Staff are advised to:

- ensure that a second witness is present throughout
- seal the sample in a plastic bag and include details of the date and time of seizure/find and witness present
- store it in a secure location – usually by the Headteacher or Headteacher and in a lockable cupboard
- notify the police without delay
- record full details of the incident, including the police reference number
- inform parents, unless this would jeopardise the safety of the pupil
- identify any safeguarding concerns and develop a support and disciplinary response

Drug-related incidents are likely to involve suspicions, observations, disclosures or discoveries of situations involving illegal or other unauthorised drugs fitting into these categories:

- Drugs or associated paraphernalia are found on the school premises
- A pupil demonstrates, perhaps through actions or play, an inappropriate level of knowledge of drugs for their age
- A pupil is found in possession of drugs or associated paraphernalia
- A pupil is found to be supplying drugs on school premises

- A pupil, parent or staff member is thought to be under the influence of drugs
- A staff member has information that the illegitimate sale or supply of drugs is taking place in the local area
- A pupil discloses that they or a family member/friend are misusing drugs

In establishing the nature of the incident, members of staff are advised to ensure that a second adult witness is present and to involve the Headteacher (or Deputy Headteacher) as soon as possible and to cease detailed questioning if the police are to be involved. Full details of the appropriate steps to take in support of a pupil are provided in the Hampshire 'Drugs use and misuse policy'.

Possible responses to a drug-related incident may include: early intervention and targeted prevention; referral to an external agency; counselling; behaviour support plans; inter-agency programmes; fixed-period exclusion; pastoral support programmes; a managed move; permanent exclusion.

Staff should attempt to maintain a calm atmosphere when dealing with a parent under the influence of drugs on the school premises. If a member of staff has concerns about discharging a pupil into the care of the parent then they should discuss with them if alternative arrangements could be made. The child's welfare is paramount. Where a parent's behaviour under the influence of drugs repeatedly places a child at risk or the parent becomes abusive or violent, staff should consider whether a referral to Children's Services is appropriate and/or the involvement of the police.

When reporting an incident to the police, a record should be made and stored securely, according to the requirements of the Data Protection Act 1998. The school aims to work in partnership with the police. The federation will manage all drug-related incidents initially and, where illegal or unauthorised drugs have been brought onto school premises or when decided by the Headteacher (or Deputy Headteacher), then the policy should be informed immediately.

Working with other agencies and further guidance

The school takes advantage of the many partner agencies that support children across Hampshire. These include: Educational Psychology Service, Educational Welfare Service, Health Authorities, School Nursing Team, Hampshire Constabulary, Healthy Schools/ Personal Development Learning, Behaviour Support Team, DAAT (Hampshire Drug & Alcohol Action) Team. Staff should make any referrals through the Headteacher.

Further Information Sources

Further support from charities and national organisations can be found by contacting:

Addaction – specialist drug and alcohol treatment charity

www.addaction.org.uk

ADFAM – information service for families of drug and alcohol users

www.adfam.org.uk

Alcohol Concern – support for persons with alcohol-related problems

www.alcoholconcern.org.uk

ASH – helping to reduce the health problems caused by tobacco

www.ash.org.uk

Children's Legal Centre – information service which covers all aspects of law and policy affecting children.

www.childrenslegalcentre.com

Children's Rights Alliance for England – supporting children through the fullest implementation of the UN Convention on the Rights of the Child.

www.crae.org.uk

Drinkaware – promotion of responsible drinking, helping to reduce alcohol misuse alcohol-related harm.

www.drinkaware.co.uk

Drinkline – helpline for people concerned about their own or another's drinking

0800 917 8282

Drugscope – provides information about drugs.

www.drugscope.org.uk

FRANK – drugs awareness campaign aimed at young people and provides support for parents.

www.talktofrank.com

Mentor UK – helping to protect the health and well-being of children to reduce the damage that drugs can do to their lives

www.mentoruk.org.uk

National Children's Bureau – promotes the interests and well-being of all children.

www.ncb.org.uk

Family Lives – support for anyone parenting a child.

www.familylives.org.uk

Re-Solv – information for teachers, parents and young people.

www.re-solv.org

Smokefree – NHS smoking helpline

0800 169 0 169

Stars National initiative – support for anyone working with children and families affected by parental drug and alcohol misuse.

www.starsnationalinitiative.org.uk

Youth Offending Teams – helping to prevent offending by young people

www.gov.uk/youth-offending-team

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.

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 feel positive about caring for my body and keeping it healthy
3	Piece 3 What Do I Know About Drugs?	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 can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
	Piece 4 Alcohol	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
5	Piece 1 Smoking	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
	Piece 2 Alcohol	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
6	Piece 2 Drugs	<p>know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>be motivated to find ways to be happy and cope with life's situations without using drugs</p>
	Piece 3 Alcohol	<p>evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>tell you how I feel about using alcohol when I am older and my reasons for this</p>

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. The enhancements mean that Jigsaw 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. We use 'Thinking Deeply' questions to provide additional challenge for more able pupils and to give all pupils a chance to demonstrate their personal understanding.

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 policy is followed.

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 a 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 use observations from lessons, discussions in class and work in Topic books to judge whether a child has met the expectations, is working towards the expectations or is working above the expectations. These judgements are then moderated and discussed through work sampling at a half termly staff meeting so that judgements are consistent across the school and evidence informed. At the end of the year the assessment grids are used to make a final judgement on each child's progress across the whole year, again to be assessed as meeting, working towards or working above the expected standard for their age group.

Recording and tracking progress

To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, we have developed a class assessment grid using key assessment from the Jigsaw resources. This grid is updated half termly and makes it clear how children are doing in their PSHE learning journey. It can also be used to monitor the progress of each cohort, enabling the PSHE leader to undertake on going evaluation of progress and identify potential areas of concern that need addressing.

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

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

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
- Evaluation of work in books and assessment grids for each cohort

External contributors

External contributors from the community, e.g. health promotion specialists, social workers, 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. Members of the clergy may also be called upon.

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. This will be agreed by the teacher and children 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 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. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL (Designated Safeguarding Lead) 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

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

Pupil Consultation:

- It is useful for pupils to be consulted on their own personal, social and citizenship development. Ask pupils 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?
- Develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.

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
- Child Protection 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 INSET 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. Training is regularly delivered to staff on the policy content. 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 named DSL who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member(s) 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.

How are the Fundamental British Values taught and developed within the PSHE curriculum?

The British values are included within each year group's Jigsaw provision with much emphasis and direct teaching included on Democracy, Rule of Law, Individual Liberty and Mutual Respect. These values are also further developed outside of Jigsaw lessons as part of the school's wider SMSC provision:

Democracy: "Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England."

Our Provision:

- School council including elections.
- School Council run events and initiatives
- Eco-Warriors – again elected representatives from class votes. This idea was raised by pupils in the school who were keen to do more to protect the world in which we live. There is now a team of 12 pupils working hard to guide the school to being as eco-friendly as possible.

The rule of law and Individual Liberty

"enable students to distinguish right from wrong and to respect the civil and criminal law of England"

"encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can

contribute positively to the lives of those living and working in the locality of the school and to society more widely"

"enable students to acquire a broad general knowledge of and respect for public institutions and services in England"

Our Provision:

- Introduction of 3 school rules: Ready, Respectful, Safe with redesigning of behaviour policy to ensure clear line of consequences under a consistent approach, fuelled by respect, led by every member of staff.
- Junior Road Safety Officers
- Romsey Young Carers – Annual fund raising event
- Charity fundraising and awareness developing

Mutual respect and tolerance of those with different faiths and beliefs and for those without faith

"Enable students to develop their self-knowledge, self-esteem and self-confidence"

"further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures"

"encourage respect for other people"

Our Provision:

- RE work in Judaism, Hinduism, Islam
- Y6 visit to Southampton Mosque
- Celebrating Difference topic across the school in PSHE
- Anti-bullying week activities
- Diversity focus in Collective Worship programme throughout the year
- Habits of Mind and Habits of Mind launch days celebrating diversity
- Text-Drivers in English – see Diversity file
- New school rules: Ready, **Respectful**, Safe

Further Information Sources

Links to other policies/documents

Complete with details

Links to other websites

Complete with details

Role Holders

Names of all Role holders specified in this document can be found on the school website:

<http://www.romseyabbeyschool.co.uk/>