



## LEICESTER GRAMMAR JUNIOR SCHOOL

### **PERSONAL, SOCIAL, HEALTH AND EMOTIONAL (PSHE) POLICY INCLUDING SEX AND RELATIONSHIPS EDUCATION (SRE)**

*This is one of the policies concerned with pastoral care and the curriculum. It should be read with regard to the policies safeguarding, pastoral care, anti-bullying, SMSC, Homework, More Able, SEND and Acceptable Use of IT.*

*It should also be read in line with the Prevent Duty and the DfE guidance on Relationships, Sex and Health Education.*

*This is a whole school policy and as such refers to the EYFS.*

#### **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.

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects. The DfE guidance on Relationships, Health and Sex Education for governing bodies will become active from September 2020.

We are confident that the Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way.

This PSHE policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above), [preventing and tackling bullying](#) (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), [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 Keeping Children Safe in Education, 2020) and

[equality](#) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

This policy is available on the school website. A paper copy can be requested from the school office.

## **AIMS**

The aims are set alongside the school mission statement:

*The school is a co-educational centre of excellence in academic, musical , sporting and other areas of personal development within a Christian ethos.*

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, as the table below shows:

<b>Term</b>	<b>Puzzle name</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations and resilience building
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

## **RELATIONSHIP AND SEX EDUCATION (RELATIONSHIPS, SEX AND HEALTH EDUCATION)**

### **Definition of Relationships, Sex and Health Education (RSHE)**

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). There is a current statutory duty for Independent schools to provide PSHE and meet the Independent School Standards as set out in the Education (Independent School Regulations 2014). LGJS also use the DfE guidance on Relationships Education, Sex Education and Health Education to plan an age-appropriate curriculum.

The Trustees have a responsibility to ensure that the policy is developed and implemented effectively.

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

*“... 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.”* (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

## **Compulsory aspects of Relationships, Sex and Health Education.**

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). At LGJS this is delivered as part of the PSHE curriculum, Jigsaw.

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

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

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

## **THE ROLE OF THE HEADTEACHER AND THE BOARD OF TRUSTEES**

It is the responsibility of the Trustees to ensure that as well as fulfilling their legal obligations, they also ensure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
- RSHE is well led, effectively managed and well planned;
- the quality of RSHE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The Headteacher liaises with external agencies regarding the school RSHE 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 Trustees, when requested, on the effectiveness of the policy. Parents will be kept informed about the RSHE policy and must be informed of the limits of their right to withdraw their child from sex education. They will have the opportunity to withdraw children within these limits.

## **Withdrawal from Sex Education**

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to see the Headteacher or Deputy Head (Pastoral) 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 specific sex education lessons until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. Parents and carers cannot withdraw from any aspect of Relationships Education and also in maintained schools, Health Education lessons covering the changing adolescent body (puberty).

Parents and carers have the right to see sample materials used within the teaching of RHSE and can do so by prior appointment with a member of staff.

## **Partnership with Parents**

In line with the government guidance on Relationships, Sex Education and Health Education (DfE, 2019) LGJS recognises the need to work in partnership with parents and carers. Parents/carers are made 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, Geography, History, RE, and it is not always possible to withdraw pupils from these relatively limited and often unplanned discussions. LGJS parents will be given every opportunity to understand the purpose and content of Relationships Education and RSHE through good communication and opportunities for parents to understand and ask questions regarding the school's approach.

## **HEALTH EDUCATION, INCLUDING SUBSTANCE EDUCATION, MENTAL HEALTH EDUCATION AND SAFETY EDUCATION.**

Effective Health 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 own and others' health and well-being.

## **Moral and Values Framework**

The Health Education programme at LGJS 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

Refer to Appendix 2 for specific health education content

## **EQUALITIES**

The Equality Act 2010 covers the way the curriculum is delivered to ensure that issues are taught in a way that does not subject pupils to discrimination. At LGJS we 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 RSHE 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.”

*“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.”* (DfE, 2019)

Refer to Appendix 1 for specific RSE content within the Jigsaw PSHE scheme

## **CURRICULUM**

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. At LGJS Jigsaw and the teaching of PSHE and SRE and Health Education is a whole school approach, with all year groups working on the same theme (or Puzzle) at the same time. This facilitates introductory assemblies, and generates a whole school focus for both adults and children.

There are six Puzzles in Jigsaw that are designed to progress in sequence during the academic year. Each Puzzle has six Pieces (lessons) which work towards an end product. This might be, for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, 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.

### **Curriculum Coordinators**

LGJS has 2 co-ordinators responsible for overseeing the implementation of the PSHE and RSHE curriculum. They are supported by the Deputy Head (Pastoral) and the Headteacher.

### **Time Allocation**

Jigsaw is timetabled for half an hour each week in EYFS. The session is often delivered by a teacher and nursery nurse team. Personal, Social and Emotional Development is a prime area of learning for EYFS and the Jigsaw curriculum is enhanced further with additional activities on a daily basis. KS1 and KS2 have a timetabled slot of one hour each week and class teachers are responsible for teaching and delivering the curriculum to their class.

## **Differentiation/SEND**

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers are encouraged to tailor each session to meet the needs of the children in their classes. To support differentiation, many sessions suggest creative learning activities allowing individuals to access the learning and to work to their full potential. In planning and delivering the Jigsaw curriculum teachers have regard to the needs of particular pupils who are in the SEND register or on the list of pupils being monitored for wellbeing. The Jigsaw curriculum is taught throughout EYFS, KS1 and KS2 which ensures a consistency of approach. The familiar routines of Jigsaw support transition.

## **Safeguarding**

Sensitive and controversial issues may arise during sessions and teachers are aware that sometimes disclosures may be made during Jigsaw lessons. As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If there is a belief that the child is at risk or in danger then the procedures outlined in the Safeguarding, Policy should be followed as soon as possible following the disclosure. Safeguarding notes should always include the day, date and time of the disclosure and should be signed, alternatively they can be uploaded directly to CPOMS.

Issues addressed through the Jigsaw curriculum which may 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
- bereavement.

Teachers will take all reasonable measures to ensure that, where political or controversial issues are brought to pupils' attention, the presentation of opposing views will be balanced. Teachers will adopt strategies that seek to avoid bias 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**

Both formal and informal RSE and Health Education arising from pupils' questions should be 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. LGJS believes that individual teachers must use their skill and discretion in this area and refer to the PSHE Coordinators, the DSL or the Headteacher if they are concerned.

LGJS believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw lessons covering RSE, the curriculum should be delivered in a manner to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is covered within the curriculum. The school liaises with parents/carers on this issue to reassure them of the content and context.

## **Assessment and Recording**

Teachers will ensure children are making progress in their learning. Each Puzzle (unit of work) has a built-in assessment task, usually in Lesson (Piece) 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 opinions.

There is the option after every lesson for children to complete a self/peer assessment using the My Jigsaw Journey/Learning resource that accompanies each lesson. All assessed work can be collated as part of the children's Jigsaw Journals and this will be recorded in the back of the pupil's RE book. From Year 2 upwards the recording can be more formally recorded. For Year 1 and EYFS the assessment and recording should be very informal and can be recorded on an observation form or on Tapestry.

Each Puzzle (unit of work) has a set of three level descriptors for each year group:

*Working towards*

*Working at*

*Working beyond*

To support teachers in tracking each child's progress throughout the year, there is a Pupil Tracking Grid which includes the level descriptors. This sheet may be used to give a quick visual representation of where the child is in each Puzzle.

The assessment tasks and tracking grid assist the teacher in reporting meaningful learning progress to parents/carers. The descriptors may be considered when writing children's reports.

The Jigsaw philosophy is that children are praised and their achievements celebrated in every lesson. It demands a positive relationship between the teacher and the children which values and celebrates each individual.

## **Monitoring and evaluation**

The PSHE co-ordinators 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

## **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 lesson using The Jigsaw Charter. The charter is displayed in each classroom and includes the following:

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)

## **Involving parents and carers**

LGJS believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme to be delivered effectively. Parents and carers will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through letters which will be sent out to selected year groups when the curriculum is particularly sensitive or potentially controversial.

## **Links to other policies and curriculum areas**

There is a 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**

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.

## APPENDIX 1

### JIGSAW RSE CONTENT

The grid below shows specific RSE content for each year group:

<b>Age</b>	
4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
9-10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming;

SMART internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.

10-  
11

Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

## APPENDIX 2

### JIGSAW HEALTH EDUCATION CONTENT

The grid below shows specific Health Education content for each year group:

#### *Age*

4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
7-8	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty.
8-9	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
9-10	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including

10-11 | vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.

Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.