

Hindley J & I School



PSHE&C and SRE Policy

Written: September 2019

Review : September 2020

_____ Signed by the Governors Date: _____

Miss Jill Lucas Signed by the School Date: 23.09.19

Document Purpose

This policy reflects the values and philosophy of Hindley J & I in relation to the teaching and learning of PSHE&C and SRE. (Sex & Relationship Education) It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning and assessment.

Audience

This policy document has been presented to and agreed upon by the whole staff and Governing body. Copies of this policy are available from the Head teacher's office.

Aim of the Jigsaw PSHE programme

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

Definition of SRE:

‘SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’ (Sex Education Forum, 1999).

Effective SRE 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 pupils and young people to make responsible and informed decisions about their health and wellbeing.

It is important to note that the SRE at Hindley J & I sits within the school’s values framework and that we consider it vital to do this work in partnership with parents and carers.

Jigsaw Content

The grid below shows specific learning intentions for each year group in the ‘Changing Me’ Puzzle. These specific lessons sit within the whole Puzzle (6 lessons) which looks at change and

coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with.

| 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, and 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. |
| | 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 pupils 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 |

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| | | 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. |

Withdrawal from SRE lessons

Parents/carers have the right to withdraw their pupils 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 PSHE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child.

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 Hindley J & I 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 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? | Know about some common drugs e.g. tobacco and explore how they feel about some 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 |

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|---|--------------------|---|
| | | 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 antisocial 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 | Know about different types of drugs and their uses and their effects on the body particularly the liver and heart. Be motivated to find ways to be happy and cope with life's situations without using drugs. |
| | Piece 3 Alcohol | Evaluate when alcohol is being used responsibly, anti-socially or being misused. |

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 pupils 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 pupils' needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to pupils 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 pupils' 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 pupils. Inclusivity is part of its philosophy. Teachers tailor each Piece to meet the needs of the pupils in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow pupils to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for pupils in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for pupils working at each of those levels.

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 pupils 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 safeguarding policy is followed.

Assessment

Teachers will be eager to ensure pupils 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 pupils the chance to assess their own learning and have a conversation with the teacher about their two opinions. The task can usually be used as evidence in the Jigsaw Journal.

Each Puzzle has a set of three level descriptors for each year group:

Working towards

Working at

Working beyond

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and pupils 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. 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. Hindley J & I believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Officer if they are concerned.

Hindley J & I 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.

Resources

Resources are stored in each individual classroom. These include teacher books, story books, jigsaw characters, planning files and pupil books. These resources are accessible to all staff. Visits to school by external agencies are also arranged, including the school nurse, road safety, Life Education Caravan and Junior Chef's.

Monitoring and review

The PSHE&C subject leader is responsible for monitoring the standards of pupils' work and the quality of teaching. (Book sampling, learning walks and pupil interviews) The subject leader supports colleagues in the teaching of PSHE&C, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for giving the Governor an annual summary

report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.