

Personal Social Health and Emotional Policy and Procedure including Sex and Relationships Policies and Procedures	 Southwold School

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Approvals

Area/Title	Name	Signature	Date
Chair of Governors	Darren Townsend	_____	___/___/___
Principal	Helen Wollington	_____	___/___/___

Introduction

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

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

Since September 2017, Southwold has taken on board ‘Jigsaw’ PSHE. This is a whole school programme and is taught once a week for a minimum of 30 minutes. EYFS should teach Jigsaw once a week with session no longer than 15 minutes.

This Jigsaw PSHE policy is informed by existing DfE guidance on:

Relationships and Sex Education

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf) (mandatory from September 2020)

Preventing and Tackling Bullying

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

Drug and Alcohol Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf

Safeguarding

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

Equality

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Objectives / pupil learning intentions in Jigsaw PSHE at Southwold

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

All year groups at Southwold will be working on the same theme (Puzzle) at the same time. There are six Puzzles (themes) 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'.

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 (covering the SEAL learning intentions).

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 as shown in the table below;

Term 1	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Term 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Term 3	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Term 4	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices

Term 5	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Term 6	Changing Me	Includes Relationship and Sex Education in the context of looking at change

Teaching and Learning in Jigsaw PSHE at Southwold

Teaching and learning will follow the White Horse Federation policy:

https://www.southwoldschool.org/downloads/southwoldPrimary/TWHF-Teaching-and-Learning-Policy-2019_191227_131334.pdf

Differentiation/SEND

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will, as always, tailor each Piece (lesson) to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces (lessons) 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.

Safeguarding

Teachers are aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures will be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. Teachers are aware and will allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure policy is followed.

Assessment

The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece (lesson). Jigsaw PSHE 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.

Teachers will ensure children are making progress with their learning throughout their Jigsaw PSHE 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. 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

At the beginning of a Puzzle, children will be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve. They stick this into their Jigsaw Journal. After completion of the assessment task, the teacher and the child return to the 'My Jigsaw Learning Record' and the child colours in the attainment descriptor he or she thinks he or she has achieved. The teacher does the same and facilitates a conversation with the child about his or her learning progress for that Puzzle.

Do they agree? They both complete the evaluation boxes on the child's learning record, focussing on how progress could be made in the next Puzzle.

Floor books are used for each class to show the learning and progression through the academic year.

Recording and tracking progress

To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, there is an overview sheet for each child: 'My Learning Progress This Year.' This sheet has the three attainment descriptors for each Puzzle (Puzzles 2-6). After each assessment task, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each Puzzle.

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.

Monitoring and evaluation

The PSHE co-ordinator (Mrs Lynn Wilson) and the Principal/SENCO (Mrs Helen Wollington) 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
- Pupil Voice

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input will be carefully planned and monitored so as to fit into and complement the programme.

Teachers MUST always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

The Learning Environment at Southwold

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital.

To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter.

The Jigsaw Charter:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Southwold parents and carers input

Southwold strongly believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- * Parent Council discussions
- * Parents' consultation evenings with class teachers
- * Inclusion team coffee mornings
- * Information leaflets/displays

Pupil Consultation at Southwold

Pupils will be asked either in individual classes or through the Pupil Leadership Team 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. These will be developed 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.

Relationships and Sex Education

The definition of Sex and Relationships Education

RSE in Schools. *As a parent, you are the first teacher of your child. ... The Relationships and Sexuality Education (RSE) Programme in school aims to provide opportunities for children and young people to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way.*

At Southwold, we strongly believe that effective RSE 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.

Jigsaw RSE 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) Appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl.
	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.
3	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	Describe how a baby develops from

	Babies – Conception to Birth	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.

The government guidance on RSE (DfEE 2019) emphasises the importance of schools working in partnership with parents and carers. Under current legislation Southwold can enable parents to exercise their right to withdraw their children (until the age of 16) from any school RSE taught outside National Curriculum Science (Education Act 1996). Southwold parents have a legal right to see the school SRE policy and to be given a copy of it (Education Act 1996). Southwold 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 and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

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

At Southwold, we strongly believe 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.

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	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 tell you how I feel about using alcohol when I am older and my reasons for this.

Confidentiality and Safeguarding Issues

At Southwold, 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 Designated Safeguarding Lead who takes action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding 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.