



CAMROSE PRIMARY SCHOOL WITH NURSERY

PSHE Policy

Status	Statutory
Member of staff responsible	Izabella Jari
Date of policy	September 2020
Review date	September 2022

“The school makes good provision for the spiritual, moral, social and cultural development of pupils.” - Ofsted

Introduction

At Camrose Primary School we have decided to follow the JIGSAW approach to teaching PSHE, which includes everything needed for us to cover the curriculum in line with the following guidance:

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).

This Jigsaw PSHE policy 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 these documents:

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

<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

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 follows:

Autumn 1: *Being Me in My World* - Includes understanding my place in the class, school and global community as well as devising Learning Charters.

Autumn 2: *Celebrating Difference* - Includes anti-bullying (cyber and homophobic bullying included) and diversity work.

Spring 1: *Dreams and Goals* - Includes goal-setting, aspirations, working together to design and organise fund-raising events.

Spring 2: *Healthy Me* - Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.

Summer 1: *Relationships* - Includes understanding friendship, family and other relationships, conflict resolution and communication skills.

Summer 2: *Changing Me* - Includes Relationships and Sex Education in the context of looking at change.

Relationships and Sex Education

At Camrose, we are committed to ensuring that the education provided to pupils in Relationship Education and RSE is carefully designed to safeguard and support pupils, to help them build knowledge and life skills over time in a way that prepares pupils for the upcoming changes they will soon experience.

Definition of Relationships and Sex Education:

'RSE 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 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.

Current RSE requirements:

Maintained primary and secondary schools are legally obliged to have an up-to-date RSE policy that describes the content and organisation of RSE taught outside science in the National Curriculum. This includes special schools. In primary schools if the decision is taken not to teach RSE beyond the National Curriculum this should also be documented in the policy. The policy should be made available to parents on request. It is the school governors' responsibility to ensure that the policy is developed and implemented.

It is good practice for academies, free schools, colleges and independent schools to have a policy on RSE. All state-funded schools must publish information in relation to each academic year, about the content of the school's curriculum for each subject, and this includes any teaching in personal, social, health and economic (PSHE) education and RSE (see 2.5 in the National Curriculum framework (DfE 2013a) and Statutory Instrument 2012 No. 1124).

Compulsory aspects of RSE:

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. In maintained secondary schools it is also compulsory for pupils to have sex education that includes HIV and AIDS and other sexually transmitted infections. 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)

The Learning and Skills Act (2000) and the model funding agreements for academies and free schools require that state-funded schools ensure that within sex education children 'learn the nature of marriage and its importance for family life and the bringing up of children', and 'are protected from teaching and materials which are inappropriate'. The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It also has advice about addressing specific issues in SRE such as menstruation, contraception, safer sex and abortion.

RSE and statutory duties in school:

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE 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.

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 RSE Content:

Note: the changes to the RSE (Relationship and Sex Education) curriculum not only fit with the new government guidelines and requirements, but also takes parent’s views into consideration.

The changes are as follows:

- Separate classes for male and female pupils, when partaking in the RSE topic taught in Year 4. Lessons will include discussions on changes during Puberty and how children can manage their feelings positively.
- Lessons covering sexual intercourse will be taught in Year 6 only, this is non-negotiable as reproduction is a part of the Science curriculum and will need to be covered.
- RSE lessons in Years 3, 4 and 5 will no longer cover conception and reproduction, but will include discussion-based lessons on Puberty.
Puberty is a part of *Health Education* and therefore is a compulsory topic which is statutory within educational settings. This cannot be changed.
- A planned session for Year 6 pupils, after RSE lessons, where they can express their views and feelings about what they have learnt.

The grid below shows specific RSE learning intentions for each year group in the ‘**Changing Me**’ Puzzle (Summer 2 Term)

Year Group	Piece/lesson 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 I

		<p>understand what a baby needs to live and grow</p> <p>express how I might feel if I had a new baby in my family</p>
	<p>Piece 3 Puberty</p>	<p>understand that boys' and girls' bodies change on the outside during the growing up process</p> <p>recognise how I feel about these changes happening to me and know how to cope with those feelings</p>
	<p>Piece 4 Body Changes</p>	<p>recognize how I feel about the changes happening to me</p> <p>know how to cope with these feelings</p>
4	<p>Piece 2 Having A Baby</p> <p>*This Piece is taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator.</p>	<p>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p> <p>*This lesson does not attempt any explanation of how the sperm and the egg come together. It is likely that the question may come up, though. In that case the CT may choose just to say that that's another special bit of the magic of making a baby, and we're saving up learning about it until you're in Year 6.</p>
	<p>Piece 3 Girls and Puberty</p> <p>*This Piece is taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator.</p>	<p>understand what puberty is and that menstruation (having periods) is a natural part of this</p> <p>have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>
5	<p>Piece 2 Puberty for Girls</p> <p>*This Piece is taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator.</p>	<p>explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</p> <p>understand that puberty is a natural process that happens to everybody and that it will be OK for me</p>
	<p>Piece 3 Puberty for Boys</p> <p>*This Piece is taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator.</p>	<p>describe how a boy's body changes during puberty</p> <p>express how I feel about the changes that will happen to me during puberty</p>
6	<p>Piece 2 Puberty</p> <p>*This Piece is taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator.</p>	<p>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>express how I feel about the changes that will happen to me during puberty</p>
	<p>Piece 3 Boy Talk/Girl Talk</p> <p>*This Piece is taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator.</p>	<p>ask the questions I need answered about changes during puberty talk</p> <p>reflect on how I feel about asking the questions and about the answers I receive</p>
	<p>Piece 4 Babies - Conception to Birth</p> <p>*This Piece is taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator.</p>	<p>describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>recognise how I feel when I reflect on the development and birth of a baby</p>

	Piece 5 Attraction	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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Withdrawal from RSE lessons:

Parents/carers have the right to withdraw their children from a part of the Relationships and Sex Education provided at school except for the Health Education parts included in the statutory National Curriculum. It is always hoped that here at Camrose Primary we can find a way to keep all children involved in these lessons. Should a parent wish to withdraw their child, they must first speak to the subject leader to discuss their concerns. If they still wish to withdraw their child then it should be done in a written form. Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed.

Working with parents and carers:

The government guidance on RSE (DfEE 2000) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents to exercise their right to withdraw their children (until the age of 19) from any school RSE taught outside National Curriculum Science (Education Act 1996). This applies to maintained primary and secondary schools and includes pupils attending a sixth form that is part of a school. It does not apply to sixth form colleges and further education colleges. Parents have a legal right to see the school RSE policy and to be given a copy of it (Education Act 1996). Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Relationships and sex topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Note: a detailed RSE Curriculum Map is available on our school website to keep parents informed and updated on how RSE is delivered.

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; e.g. cannabis, heroine
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled; e.g. petrol, aerosols, glue
- All over-the-counter and prescription medicines; e. g. tranquillisers, amphetamines, anabolic steroids
- Alcohol
- Tobacco
- Other Legal Drugs; e.g. caffeine, asthma sprays

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. Drug use and misuse is part of our ever-changing society and drug related situations and incidents might occur in the lives of the children and others in our school. At Camrose, we believe we have a duty to inform and educate children and young people on drugs and drug related issues.

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

Aims and Objectives:

- Equip children with the knowledge, understanding and skills to enable them to make informed choices for a healthy lifestyle
- Encourage children to become more confident and responsible young people
- Teach children of dangers to health posed by drug taking
- Increase understanding about implications and possible consequences of use and misuse of drugs; also, to have the knowledge and skills to resist
- Seek to minimise the risks that users and potential users face through education

Jigsaw Drug and Alcohol Education Content

Camrose Primary School realises that drugs education requires sensitive teaching within a safe, caring and secure environment. To enable the relevant skills and attributes to develop, a variety of teaching methods will be used in 'Healthy Me' Puzzle; e.g. discussion (whole class, group or paired), debating, brainstorming, role playing, hot seating, draw and write, direct teaching, etc.

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle ([Spring Term 2](#)).

Year Group	Piece/Lesson Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 3 Medicine Safety	understand that medicines can help me if I feel poorly and I know how to use them safely know some ways to help myself when I feel poorly
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

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).

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 but also enhanced). 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.

At Camrose Primary PSHE lessons are delivered weekly.

- Parents will be invited to a presentation of the teaching materials prior to the RSE puzzle being delivered and JIGSAW materials will be available to support parents in teaching their own children about RSE.
- Children with special educational needs will be taught alongside their peers with individual support where necessary.
- Following the JIGSAW programme ensures progressions between Foundation, Early Years and Primary phases. This progression continues to various programmes at Secondary level.
- There will usually be nominated governor(s) with responsibility for PSHE / RSE / Drug and alcohol Education.

Differentiation/SEN/G&T

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.

The needs of children who have been identified as Gifted and Talented in an area of PSHE will also have differentiated teaching and learning activities to provide additional challenge and to enthuse those learners.

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 and/or confidentiality policy is followed.

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

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. (Ideally, teachers and children will devise their own Jigsaw Charter 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 RSE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all RSE 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 RSE 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 Child Protection Coordinator if they are concerned.

Our school believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE 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 Voice:

- 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
- Literacy Policy (Drama, Speaking & Listening)
- 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 child protection co-ordinator 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 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.

Covid changes specifically related to PSHE

- Assemblies related to any of the PSHE topics will only take place within year groups. No singing will occur within these assemblies.
- Children will not sing the Jigsaw songs during lesson times.
- The teacher will ensure that the Jigsaw 'talk-object' and the chime are only shown to the class and no longer handled by the children.
- PSHE related trips have been postponed for the Autumn term; this is to be reviewed in Spring term, depending on government guidelines.
- To replace school trips, zoom meetings may be put in place, giving children the opportunity to ask questions and explore the topic further. PSHE related project work will be gradually introduced.

Policy Review:

This policy is reviewed biannually.

Signed Headteacher,

Signed Chair of Governors,

Date of review: September 2022