



## CAMROSE PRIMARY SCHOOL WITH NURSERY

### PSHE Policy

Status	Statutory
Member of staff responsible	Izabella Jari
Date of policy	January 2025
Review date	January 2026

*“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/schools/guidanceandadvice?f_category=Safeguarding&page=1)

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

### Ambition / Intent

At Camrose Primary School, it is our intent that all pupils will be 'lifelong learners' with the confidence and ability to develop their skills and understanding playing a positive and successful role within our society, both as a child and as an adult within the future. We offer a nurturing and inclusive learning environment in which each child is encouraged to develop their full potential and where their individual achievements and successes are celebrated and rewarded. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. Relationships and sex education is a key part of this, as is learning about physical, mental and emotional health. Children 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.

At Camrose Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

### 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, Sex and Health Education in the context of looking at change.

## **Relationships, Health and Sex Education**

At Camrose, we are committed to ensuring that the education provided to pupils in Relationship Education and RSHE 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:**

‘RSHE 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 RSHE 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 RSHE requirements:**

Maintained primary and secondary schools are legally obliged to have an up-to-date RSHE policy that describes the content and organisation of RSHE taught outside science in the National Curriculum. This includes special schools. In primary schools if the decision is taken not to teach RSHE 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 RSHE. 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 RSHE (see 2.5 in the National Curriculum framework (DfE 2013a) and Statutory Instrument 2012 No. 1124).

### **Compulsory aspects of RSHE:**

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.

#### **RSHE and statutory duties in school:**

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. 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 RSHE Content:**

**Note: the changes to the RSHE (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 RSHE 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.
- RSHE 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 RSHE lessons, where they can express their views and feelings about what they have learnt.

The grid below shows specific **RSHE** 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	<b>Piece 4</b> <b>Boys' and Girls' Bodies</b>	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	<b>Piece 4</b> <b>Boys' and Girls' Bodies</b>	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	<b>Piece 1</b> <b>How Babies Grow</b>	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
	<b>Piece 2</b> <b>Babies</b>	understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow  express how I might feel if I had a new baby in my family
	<b>Piece 3</b> <b>Puberty</b>	understand that boys' and girls' bodies change on the outside during the growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
	<b>Piece 4</b> <b>Body Changes</b>	recognize how I feel about the changes happening to me know how to cope with these feelings
4	<b>Piece 2</b> <b>Having A Baby</b>  *This Piece is taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator.	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  *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.
	<b>Piece 3</b> <b>Girls and Puberty</b>  *This Piece is taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator.	understand what puberty is and that menstruation (having periods) is a natural part of this  have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	<b>Piece 2</b> <b>Puberty for Girls</b>  *This Piece is taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator.	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
	<b>Piece 3</b> <b>Puberty for Boys</b>  *This Piece is taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator.	describe how a boy's body changes during puberty  express how I feel about the changes that will happen to me during puberty

<b>6</b>	<b>Piece 2</b> <b>Puberty</b>  *This Piece is taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator.	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
	<b>Piece 3</b> <b>Boy Talk/Girl Talk</b>  *This Piece is taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator.	ask the questions I need answered about changes during puberty talk  reflect on how I feel about asking the questions and about the answers I receive
	<b>Piece 4</b> <b>Babies - Conception to Birth</b>  *This Piece is taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator.	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
	<b>Piece 5</b> <b>Attraction</b>	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 RSHE 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. Parents are invited to consultations, where they are informed about what is being taught and how is RSHE taught at our school and the rationale behind it. 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 RSHE programme until the request for withdrawal has been removed.

#### **Working with parents and carers:**

The government guidance on RSHE (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 RSHE 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 RSHE 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 RSHE Curriculum Map is available on our school website to keep parents informed and updated on how RSHE 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 of Drugs and Alcohol Education:**

- 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	<b>Piece 3 Medicine Safety</b>	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	<b>Piece 3 Medicine Safety</b>	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	<b>Piece 3 What Do I Know About Drugs?</b>	tell you my knowledge and attitude towards drugs identify how I feel towards drugs
4	<b>Piece 3 Smoking</b>	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
	<b>Piece 4 Alcohol</b>	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	<b>Piece 1 Smoking</b>	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
	<b>Piece 2 Alcohol</b>	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	<b>Piece 2 Drugs</b>	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
	<b>Piece 3 Alcohol</b>	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

#### **Implementation - How is Jigsaw PSHE organised in school?**

We believe **mindfulness** is a vital tool for life, not only does it support the regulation of emotion and build emotional resilience but also enhances focus and concentration; both helping to optimise learning. Mindful children can more readily choose their responses to situations rather than react while caught up in the thought-flows and emotions. How would children benefit if they could be aware of their thoughts and feelings as they happen, in the present moment, on purpose with no judgement?

In Jigsaw PSHE, mindfulness is developed through lessons, breathing techniques, awareness exercises, visualisations, music, etc, all very enjoyable activities for children and teachers alike. Observing your thoughts and feelings, on purpose, in the present moment with no judgement...what a gift! Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

Jigsaw is implemented throughout the whole school during weekly whole class Jigsaw lessons which are adapted throughout for the needs of particular year groups and pupils. The curriculum for PSHE focuses on different areas each term and these are embedded throughout all lessons and the whole school day with everyone supporting and encouraging the pupils they interact with to use the skills they are developing and to make links to other areas of learning.

The aims of PSHE and Jigsaw within school are to provide pupils with:

- accurate and relevant knowledge
- opportunities to create personal understanding and develop themselves as learners
- opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities
- a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.

-to develop their resilience as learners being able to verbalise how they learn best.

Jigsaw deals with the diverse RSHE beliefs, values and attitudes that individuals and societies hold. It helps pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. Pupils also acquire an understanding and experience of British values that are necessary if they are to make sense of their experiences, value themselves, respect others, appreciate differences and feel confident and informed as a British citizen. In addition to our PSHE Jigsaw curriculum, the school offers additional strands to the PSHE curriculum through: E-safety, Healthy Schools, School Council, Squad 19 and Jigsaw Ambassadors.

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 by the class teachers.

- Parents will be invited to a presentation of the teaching materials prior to the RSHE puzzle being delivered and JIGSAW materials will be available to support parents in teaching their own

children about RSHE.

- 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 / RSHE / 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.

### **Impact**

At Camrose, we continuously assess the implementation and impact of our Jigsaw lessons so that we provide the support that is necessary for all pupils to achieve whether that be in class or with additional identified support. Through our PSHE education, we believe we can enhance pupils' education and help them to become caring, respectful, resilient and confident individuals. Teachers will use multiple methods to evaluate the impact of their teaching on pupils learning, to ensure that pupils make progress.

The range of measures used include:

- Continuous assessment from teachers during individual lessons, to adapt and plan for necessary changes within the scheme based on individual needs.
- Pupil voice surveys are used to assess knowledge of themselves as learners and be emotionally confident within the school.
- Circle times, class assemblies and whole school worship allow opportunities to address needs as they arise

- Book looks and learning walks are used to gain a holistic understanding of the whole child's learning including pride in their work, self-confidence, as well as their ability to explain their learning.

### **Monitoring and evaluation**

The PSHE co-ordinator will monitor delivery of the programme through observations, drop-ins and discussions with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil Voice and Teacher evaluation of the content and learning processes
- Staff meetings to review and share experience (class teachers and teaching assistants, 1:1 teaching staff included)

### **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 / Class 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 RSHE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all RSHE 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 RSHE 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 RSHE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSHE 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 or Jigsaw Ambassadors 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, refresher sessions, 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.

**Policy Review:**

This policy is reviewed biannually.

Signed Headteacher,

Signed Chair of Governors,

Date of review: January 2027