

# Jigsaw PSHE (Personal, Social, Health Education) Policy



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Written by ISH with reference to Jigsaw PSHE LTD

## **Aim of Jigsaw / PSHE Curriculum**

To provide children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within their local and global communities.

Children 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 in an international world.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

### **Objectives/Pupil learning intentions:**

Jigsaw PSHE supports 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 and global community
- Become healthy and fulfilled individuals

## Jigsaw Content and Delivery at ISH

Jigsaw is taught at ISH in all Primary classes, Groups 1-7 inclusive. Jigsaw uses a mindfulness approach so that children learn to be aware of their thoughts and feelings. Children are introduced to the themes during our Monday Assembly as a whole school which is then followed up through lessons in class. The learning and / or positive behaviour promoted in the PSHE lessons is then celebrated through our Achievement Assembly at the end of the week

Units of study are listed below and content is matched to the age related intentions for each class.

Jigsaw covers all areas of PSHE.

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

## Sex and Relationships Education

The last Jigsaw learning unit for each Year group is Changing Me which includes Sex and Relationships Education (SRE). Students at ISH participate in this area of learning each year in the summer term.

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 children and young people to make responsible and informed decisions about their health and well-being.

SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

SRE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

*"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."*

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

### Jigsaw SRE Content

The information below details the learning that will take place in the SRE units of the Jigsaw programme at ISH. These units are taught in the summer term and known to the children as the Relationships and Changing Me pieces of the puzzle. As a school we have looked at the detailed lessons plans and adapted the programme to suit the needs of the children at ISH. Below are the statements from the Summer Term curriculum overviews for each year group.

Outlines from the Summer Term curriculum leaflets

#### Group 4 and 5

##### *Relationships*

Children learn about topics such as families, friendships, pets and animals, and love and loss. A vital part of the learning is about keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They think about being global citizens and how their needs and rights are shared by children around the world. They have the chance to explore roles and responsibilities in families, and look at stereotypes.

##### *Changing Me*

Children learn about changes of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and keeping safe. They learn about the life-cycles of humans and animals, and how their bodies have changed since they were babies. They learn to identify and name parts of the body that make girls and boys different (penis, testicles, vagina) and that some parts of the body are private. They understand that there are different types of touch and can tell you about what they are comfortable or uncomfortable with.

*Additional Group 5- Children are introduced to some of the processes of puberty and recognise/ accept that these are natural growth processes and not part of their control.*

## Group 6

### *Relationships*

Children learn about topics such as families, friendships, pets and animals, and love and loss. Children are encouraged to understand that we can remember people even if we no longer see them. They learn about keeping safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes.

### *Changing Me*

Children learn about changes of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and keeping safe. They learn about the life-cycles of humans and animals, and that the females have the babies and in humans the baby grows in the uterus. They identify how and why boys' and girls' bodies change in puberty. Children identify changes that may be outside their control and learn ways accept these.

## Group 7

### *Relationships*

Children learn about topics such as families, friendships, pets and animals, and love and loss. They learn about keeping safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. They learn about how friendships change and how to stand up for themselves when needed. They learn about attraction and that relationships are personal and how to manage feelings of jealousy.

### *Changing Me*

Children learn about changes of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and keeping safe. They learn that personal characteristics come from their birth parents because they are made from an egg and a sperm. They learn to correctly label the internal and external parts of the bodies that are necessary for making conception. They identify how and why boys' and girls' bodies change in puberty. Children identify what they are looking forward to in their teenage years and understand that that this brings responsibilities.

*\*Some of the elements of the Changing Me unit of work for Groups 6 and 7 are delivered in single sex groups.*

## Withdrawal from SRE lessons

As a school, we do not promote the option to withdraw students from SRE / Changing Me lessons but recognise that this is something parents may choose to speak about. We do respect the differences in our school population. The influence of family, culture and personal circumstance is significant when we talk with children about relationships, puberty and sex. We encourage you to talk to your child's class teacher if you are concerned about the content of the lesson or to the Head of School. We encourage you to remember that our purpose is to present children with scientifically based facts and an opportunity to discuss their thoughts in a structured way. We would prefer them to explore SRE with professionals to guide them, rather than solely through talking in the playground with peers or through the influence of social media and the outside world.

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