



St. Margaret's Anfield Church of England Primary School

Jesus said, "Love one another as I have loved you" John
13:34.

Therefore, by faith and work, be the change you want to
see.

With God, all things are possible.



Policy for PSHE (Jigsaw)

Mrs E Langton

Version	Date	Action	Review Date
Version 1	Feb 2023	Version 1 Adopted by FGB	Feb 2024
Version 2	March 2024	Version 2 Adopted by FGB	March 2025



Rationale

The teaching of Personal, Social, Health and Economic education is a vital part of the development of the whole child. Through our clear Christian ethos, promotion of our core values, collective worship and school curriculum we will aim to promote pupils' spiritual, moral, social, and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. Our PHSE curriculum aims to create happy, resilient, independent pupils and does not stand in isolation but rather is steeped in our teaching and interactions with children on a daily basis. Our scheme of work has continuity and progression built in ensuring that all aspects of PHSE are covered and pupil's understanding developed as they grow and mature. We aim to provide opportunities for all pupils to live healthy, safe, fulfilled and responsible lives.

Here at SMA, we follow the Jigsaw Scheme for our PSHE curriculum. All classes teach their lessons through the Jigsaw Mindful approach and each class has their own individual Jigsaw character to help them along with their learning. Jigsaw is taught across the whole school on a Friday afternoon.

Aims and objectives

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

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Know and value who they are
- Form relationships

- Make and act on informed decisions
- Communicate effectively
- Be aware of their thoughts and feelings
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

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Organisation and Planning

- 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.
- 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.
- The Jigsaw scheme is regularly monitored, making it 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.

Assessment

What we want to assess in PSHE:

- An increase in competence
- An increase in confidence
- An increase in knowledge
- An increase in understanding (now I can see things differently)
- A richer vocabulary



Through the use of Baseline activities, teachers will assess pupils: confidence, attitude, thoughts, ideas and knowledge at the beginning of a new Jigsaw Puzzle (Unit of work) and reflect upon how/if this has altered once a puzzle is completed.

Throughout each puzzle, there are planned formative assessment opportunities to assess skills, attitudes and values, and specific knowledge. These opportunities allow teachers to assess how confident/competent pupils are in a particular area of PSHE; and allow children opportunity to reflect on their own learning and what it means in their lives.

Lessons are monitored through the use of class scrapbooks, whole school staff meetings, learning walks and staff/pupil feedback and evaluations. These inform future practice and ensure that the PSHE curriculum is fit for purpose.

The school will seek to promote activities for children who have difficulties within certain aspects of PSHE. Key members of staff host specific groups at various times to promote inclusion and develop key skills. These include our Personalised Learning Centre and Learning Mentor and Pupil Support Officer sessions where children are supported to develop key skills necessary to enhance their own social learning.

Broad Guidelines

- The subject leader for PSHE is Mrs E Langton.
- As in all subjects, a variety of teaching platforms will be used to strengthen children's knowledge and understanding. These include, but are not limited to: discussion, project learning, video, circle time, group work, drama and role -play.
- Our PSHE scheme is used as a basis for the curriculum. However, any relevant issue may be planned and taught separately taking into consideration the circumstances, age and needs of the class.
- Relevant teachers and the school pastoral team will be available to discuss any difficulties in delivering sensitive subjects.
- The school Ethos Team encourage pupils to take responsibility for aspects of school life and experience being part of a democracy.
- The policy will be reviewed regularly in consultation with pupils, staff, parents and the governing body.



Safeguarding

Teaching about safety and relationships as part of PSHE education contributes to our statutory duty towards the safeguarding of pupils. It helps pupils to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action.

It is important to be aware that disclosures could be made during Jigsaw PSHE 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 Jigsaw lesson. It is important to allow the time and appropriate staffing for this to happen.

Conclusion

At SMA, pupils' personal, social and emotional development is encouraged by a supportive school ethos, where all are valued and encouraged. Positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning. We believe that by developing the 'whole person' we will enable individuals to lead a satisfying and fulfilling life.



Relationships, Sex and Health Education (RSHE)





Rationale

Relationship, Sex and Health Education (RSHE) is lifelong learning about physical, moral and emotional development with the aim being to educate children and equip them with the ability to enjoy healthy, loving and respectful relationships.

At SMA, puberty is taught as a **statutory requirement** of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit).

A whole school approach ensures that RSHE is not taught in isolation but is covered in a range of learning contexts including: the National Curriculum for Science, PE, RE, assemblies and class worship sessions. These sessions are delivered in a sensitive manner.

Aims and Objectives

The RSHE programme aims to:

- Meet the needs of all our pupils using age appropriate information to which all our children are entitled.
- Provide opportunities for all children to understand themselves within the wider context of physical and emotional changes and to equip them with the skills and understanding to be confident with their own sexuality.
- Teach pupils about: families and people who care for them, caring friendships, respectful relationships, online relationships and being safe.
- Raise pupil's self-esteem and develop children's confidence to value themselves and others.
- Create a platform for children to develop their own knowledge and explore their own ideas.
- Encourage children to respect and care for their bodies and be prepared for puberty and adulthood.
- Meet the needs of all our pupils and respond to the range of cultures and sexual diversity.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)



At SMA, we believe that children should understand the facts about human reproduction before they leave primary school. Following guidance from the DFE, we define Sex Education as learning about 'how a (human) baby is conceived and born'. The children will learn about human sexual reproduction in Year 6 within our Changing Me Unit during the Summer Term.

The content of our Sex Education programme will be gradually developed in an age appropriate way through our PSHE lessons and will complement prior learning of the Year 5 Science programme of study 'Living Things and their Habitat' in which pupils learn to describe the life process of reproduction in some plants and animals.

We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this.

Year 6 Jigsaw Changing Me Puzzle

Week 4, Lesson 4

Human Reproduction (How a baby is made)

- To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.
- To learn about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived through the joining of an ovum and sperm in a process called fertilisation.

Week 4, Lesson 5

How a baby (foetus) develops

- To learn about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born; how babies develop in the womb, and how babies need to be cared for.

The school will inform parents of this right by letter in the Summer Term before the Changing Me Puzzle is taught. However, we encourage all parents who have concerns to discuss these with the Head Teacher, PSHE Lead or the class teacher.



- Our Sex Education programme is tailored to the age and the physical and emotional maturity of our pupils. It will ensure that both boys and girls are prepared for the changes that adolescence brings.
- We as a school will work closely with parents/carers to raise the awareness of the breadth of RSHE; explaining how and when it is taught in school. The policy and programme of work is available to all parents/carers on our school website along with a guidance pamphlet.
- In general, pupils will be taught in their normal; mixed gender classes, although on occasion activities may be organised in single gender groupings to enable the pupils to focus on specific issues.
- We believe that the class teacher is the most appropriate person to deliver the Relationships, Sex and Health programme. Any relevant outside agencies will only be used to complement and strengthen the learning of RSHE.
- Relevant teachers and the school pastoral team will be available to discuss any difficulties in delivering sensitive subjects.
- The policy will be reviewed regularly in consultation with pupils, staff, parents and the governing body.

Safeguarding and sensitive issues

Teaching about safety and relationships as part of PSHE education contributes to our statutory duty towards the safeguarding of pupils. It helps pupils to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action.

It is important to be aware that disclosures could be made during Jigsaw PSHE sessions; in which case safeguarding procedures must be followed immediately.

Staff will treat all shared confidences in a professional and sensitive way - bearing in mind the guidelines in the Child Protection and Safeguarding policy - we cannot offer unconditional confidentiality.

Teachers will develop a supportive climate in their classrooms (using the Jigsaw charter) with clearly defined ways of working and use of the appropriate language. All pupils will be enabled to ask questions, confidently and comfortably. Through the Jigsaw charter, teaching will clearly define ground rules to establish an agreed structure to answering these sensitive or difficult questions. Teachers will answer questions as honestly as possible but may need to provide an alternative provision for dealing with a child's individual needs, including consulting with parents.



Conclusion

The aim of the RSHE programme is to enable all children to learn and explore ideas in a friendly, caring environment which will help them to grow to be responsible, informed adults who respect themselves and others and who know how to keep themselves and others safe.

This policy should be read in conjunction with:

Jigsaw SRE policy (Appendix 1)

The DfE paper, 'Relationships education, relationships and sex education (RSE) and health education' (June 2019),

Safeguarding and Child Protection policies.

Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review:		



Appendix 1

Context

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 Jigsaw Programme offers a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2019 p.4-5



“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here at SMA, we include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

It is also aligned with the Church of England’s “A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)” and draws on the advice given in the Church of England document ‘Valuing All God’s Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying’ (Church of England Education Office, [second edition updated summer 2019](#)).



Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that Relationships and Sex education should: *"Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world."* (Page 34)

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm Me time, social skills are grown every lesson through the Connect Us activity and respect is enhanced through the use of the Jigsaw Charter.

Monitoring and Review

The Governing Body monitors this policy on an annual basis. The school gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. The Senior Leadership team, and where necessary Governors, scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."



At the point at which schools consider it appropriate to teach their pupils about LGBT+ (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT+ content at a timely point as part of this area of the curriculum.

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue. The Church of England document “Valuing all God’s Children”, 2019, states:

“Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic (HBT) behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT (homophobic, biphobic and transphobic) bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously.”

It also asserts:

“Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value” (page 1)

“Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account.” (Page 6)

At St. Margaret’s Anfield we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT+ relationships in the PSHE (RSHE) Programme please see:

‘Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?’