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*Signed Headteacher* ..... *Date of Signature:* .....

*Signed Chair of Governors* ..... *Date of Signature*.....

**We are walking in the Footsteps of Jesus with Love Trust and Forgiveness**

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## Vision Statement

*Walking in the footsteps of Jesus with Love, Trust and Forgiveness*

### **Children Flourish**

Romsey Abbey C of E Primary School will be a distinctive community, rooted in Christian values, whose culture has limitless ambition, professionalism, engagement and caring at its heart. Staff, parents and governors will work together closely to give every child the best possible education and life chances. The school will make a positive contribution to the local community and beyond.

*"Life in all its Fullness" John 10:10*

## Our Mission

At Romsey Abbey CE School we believe that a world of opportunity lies at our feet. We see our role as a school as instilling in learners the confidence to enable success and relish challenge. We help children, families and staff to learn how to demonstrate love and grow in our ability to forgive each other, to aspire to be the best we can be. We feel it is important to both rejoice in our own success and equally in the success of others. As a church school our whole school life is based around our common values of, "walking in the footsteps of Jesus with love, trust and forgiveness."

## Our Aims

Build a culture and ethos of support and respect, inclusive of language, ethnicity, ability and gender.

Create a healthy, safe environment through relationships, resources and opportunities which are accessible to all.

Provide an outstanding curriculum and learning environment that inspires, achieves the highest standards, creates a spirit of adventure, reflects culture and community and builds confident and independent learners.

Strive to build systems of communication that ensure all members of the school family have opportunities to contribute ideas and knowledge that will be valued.

## Purpose of Policy

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.

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects. The DfE guidance on Relationships, Health and Sex Education can be found appended with this policy. **This became active from September 2020, though due to Covid19, implementation of all aspects of this guidance were postponed until the start of the Summer term 2021.**

In order to fulfill this at Romsey Abbey Church of England Primary we have adopted Jigsaw PSHE.

We are confident that the Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, Jigsaw will provide its schools with materials to ensure all statutory duties are fulfilled.

This Jigsaw PSHE policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above), [preventing and tackling bullying](#) (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), [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 [Keeping Children Safe in Education, 2021](#)) and [equality](#) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014). It also 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](#)).

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

## 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.

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

**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 the following table shows:

Term	Puzzle name	Content
<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 and resilience building
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
<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 and managing change

## Relationship and Sex Education (Relationships, Sex and Health Education)

### Definition of Relationships, Sex and Health Education (RSHE)

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the *'changing adolescent body'*, included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

All primary schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSE) that describes the content and organisation of RSE. In primary schools if the decision is taken to teach sex education beyond Relationships and Health Education and National Curriculum Science, this should also be documented in the policy. The policy should be made available to parents/carers on request and also available on the school's website. It is the school governors' responsibility to ensure that the policy is developed and implemented effectively. Effective Relationships and Sex Education 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. This is why the DfE recommend: *"... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."* (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

### Compulsory aspects of Relationships, Sex and Health Education.

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to schools to determine how this is taught as part of a broad and balanced curriculum. Where a school delivers this as part of a whole programme of PSHE, such as Jigsaw, they are free to continue with this approach. Please refer to the following document mapping where the statutory

objectives are covered within the Jigsaw schemes of work: [..\Curriculum\PSHE\RHE\Mapping Jigsaw 3-11 and Statutory Relationships and Health Education Map \(3\) \(1\).pdf](#)

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. The specific statutory requirements within the Science National Curriculum are as follows

KS1: Notice that animals, including humans, have offspring which grow into adults

KS2: Describe the life process of reproduction in some plants and animals.

Describe the changes as humans develop to old age.

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. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- RSHE is an important part of PSHE Education (DfE, 2014).
- When any school provides RSHE they must have regard to the Secretary of States guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Due to our status as a Church of England school, we will teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. Sensitivity and respect should be shown to all children when teaching about personal relationships and RSHE should be taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

As a Church of England school our RSHE will be set in a context that is consistent with our Christian ethos and values

- RSHE should be based on inclusive Christian principles and values emphasising respect, compassion, loving care and forgiveness.
- RSHE should be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- RSHE should reflect that sex is a gift from God as part of creation: a human longing for an intimate union.
- RSHE should be sensitive to the circumstances of all children and be mindful of the expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage.
- Issues regarding human sexuality should be addressed sensitively
- The exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

Updated government safeguarding guidance is now available ([Keeping Children Safe in Education, 2021](#)) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays 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 \(2016\)](#) which includes a section for schools.

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy: 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 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 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."*
- Behaviour Policy
- Confidentiality Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Computing Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy
- Collective Worship Policy

### **The role of the Headteacher and Governing body**

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
- RSHE is well led, effectively managed and well planned;
- the quality of RSHE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The headteacher liaises with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. Parents should be consulted on the RSE policy and have the opportunity to express their views. They also must be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

### **Monitoring and Review**

The Curriculum Committee of the governing body monitors the RSHE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the RSE programme that is taught in your school. Governors should scrutinise materials to check they are in accordance with the school's ethos. Overviews of units of work are shared



with parents ahead of the teaching of those units. Parents and carers have the right to see sample materials used within the teaching of RHSE and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area. As Jigsaw teaching materials are copyrighted the school is not permitted to put teaching materials on the public facing website, or provide electronic copies of materials to parents and carers at home.

## 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 RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

*“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.”* (DfE, 2019)

The Church of England Document “Valuing all God’s Children”, 2019 states:

*“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)

## Jigsaw RSE Content

The grid below shows specific RSE content for each year group:

<b>Age</b>	
4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including

	those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
9-10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.
10-11	Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

### Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and those included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE Lead in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the **specific sex education lessons** until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. **Parents and carers cannot withdraw from any aspect of Relationships Education and also in maintained schools, Health Education lessons covering the changing adolescent body (puberty).**

### Working with parents and carers

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the

importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that RSE 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)

### **Girl's understanding of sanitary products and disposal in school**

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time.

## **Health Education including substance education, mental health education and safety education**

Effective Health 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 own and others' health and well-being.

**The Health 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

### **Jigsaw's Health Education Content**

The grid below shows specific Health Education content for each year group:

#### **Age**

4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic

	goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
7-8	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty.
8-9	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
9-10	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.
10-11	Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

### 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 Autumn to June/July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, 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.

Class teachers are responsible for the delivery of these Jigsaw lessons with support available from the PSHE lead as necessary.

The PSHE lead will monitor and evaluate the teaching of Jigsaw across the school, including leading termly moderation meetings to ensure assessment within the subject is accurate and reliable. The PSHE lead 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

Monitoring and Evaluation will also be undertaken by the Governing Body alongside the PSHE lead.

### Safeguarding

Teachers need to be aware that sometimes disclosures may be made during Jigsaw lessons; 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 lesson 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.

### Assessment

Teachers are eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (unit of work) has a built-in assessment task, usually in Lesson (Piece) 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. In addition, as part of the Help me Reflect section of every Jigsaw lesson, children can complete a self/peer assessment using the Learning resource that accompanies each lesson.

Each Puzzle (unit of work) has a set of three level descriptors for each year group:

*Working towards*                      *Working at*                      *Working beyond*

### Recording and tracking progress

To support the teacher in tracking children's Jigsaw Learning progress throughout the year, there is a Pupil Tracking Grid. This sheet has the three attainment descriptors for each Puzzle. After each Puzzle is completed, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond. Insight Progress Tracking gives a quick visual representation of where each child is in each Puzzle and the attainment of the cohort. Teachers use observations from lessons, discussions in class and work in PSHE books to judge whether a child has met the expectations, is working towards the expectations or is working beyond the expectations. These judgements are then moderated and discussed through work sampling at termly staff meeting so that judgements are consistent

across the school and evidence informed. At the end of the year the assessment grids are used to make a final judgement on each child's progress across the whole year, again to be assessed as meeting, working towards or working beyond the expected standard for their age group.

### **Reporting to Parents/Carers**

Each Puzzle's assessment tasks, attainment and children's topic books assist the teacher in reporting meaningful learning progress to parents/carers. The descriptors can be used as a starting point when communicating progress with parents

### **The Attainment Descriptors**

Please be aware that these attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are **not** nationally-recognised. There are no national level descriptors for PSHE.

The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece (lesson). It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process.

### **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 (lesson) – 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 RSHE-related issues are varied. However, while personal views are respected, all RHE 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 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 Designated

Safeguarding Lead (DSL) if they are concerned.

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces (lessons) that cover RSHE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ 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/Website videos and guidance

### ***Pupil Consultation:***

- We believe pupils should be consulted on their own personal, social and citizenship development. In class and through the school council we ask children what sort of people they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?
- In class and through the school council we also ask 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
- Curriculum, Teaching and Learning Policy
- Behaviour Curriculum Policy
- Equal Opportunities Policy
- Child Protection Policy
- Anti-bullying Policy
- Collective Worship Policy
- Computing 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.

### **Visiting Professionals**

As a school, we seek to provide expert visitors to enrich pupils' learning where appropriate. Visiting professionals supporting any aspect of RSHE will have read and understood this policy prior to visiting the school and the content of what they are sharing will also be discussed with relevant staff prior to the visit.

### **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/Safeguarding 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 DSL 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.

## Drug and Alcohol Education

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

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.

**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

### ***Jigsaw Drug and Alcohol Education Content***

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
2	Piece 3 Medicine Safety	understand how medicines work in my body and how important it is to use them safely  feel positive about caring for my body and keeping it healthy
3	Piece 3 What Do I Know About Drugs?	tell you my knowledge and attitude towards drugs identify how I feel towards drugs
4	Piece 3 Smoking	understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke  can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
	Piece 4 Alcohol	understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol  can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
5	Piece 1 Smoking	know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart



		make an informed decision about whether or not I choose to smoke and know how to resist pressure
	Piece 2 Alcohol	know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart  make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
6	Piece 2 Drugs	know about different types of drugs and their uses and their effects on the body particularly the liver and heart  be motivated to find ways to be happy and cope with life's situations without using drugs
	Piece 3 Alcohol	evaluate when alcohol is being used responsibly, anti-socially or being misused tell you how I feel about using alcohol when I am older and my reasons for this

### Managing Drug-related Incidences

We make it clear to the community that the possession, use or supply of illegal and other unauthorised drugs within school boundaries is unacceptable. This includes the school premises and perimeters, journeys in school time, residential trips and throughout the school day. The Headteacher oversees drug issues and all concerns or incidents should be referred to him/her. Refer to the 'Managing incidents involving drugs' flow chart for further information.

### Screening, Searching and Confiscation

The Headteacher and any staff authorised by him/her, have a statutory power to search pupils or their possessions, without consent, where there are reasonable grounds for suspecting that the pupil may have a prohibited item (level knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article where there is reasonable suspicion that it has been or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of any person.) School staff can search a pupil if the pupil agrees. Under Article 8 of the European Convention on Human Rights, pupils have a right to respect for their private life. Any interference with this right by the school must therefore be justified and proportionate. For detailed advice about conducting a search, please refer to DfE publication 'Screening, searching and confiscation – advice for headteachers, school staff and governing bodies' (July 2013).

It is not usual for drugs screening to be required in a primary school setting and then only in circumstances where there is evidence of the presence of drugs on the school premises. Advice from the police would always be sought should this need arise.

The law permits school staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. This includes other substances which are not believed to be controlled drugs but are believed to be harmful or detrimental to good order and discipline. Staff are advised to:

- ensure that a second witness is present throughout
- seal the sample in a plastic bag and include details of the date and time of seizure/find and witness present
- store it in a secure location – usually by the Headteacher or Headteacher and in a lockable cupboard
- notify the police without delay
- record full details of the incident, including the police reference number
- inform parents, unless this would jeopardise the safety of the pupil
- identify any safeguarding concerns and develop a support and disciplinary response

Drug-related incidents are likely to involve suspicions, observations, disclosures or discoveries of situations involving illegal or other unauthorised drugs fitting into these categories:

- Drugs or associated paraphernalia are found on the school premises
- A pupil demonstrates, perhaps through actions or play, an inappropriate level of knowledge of drugs for their age
- A pupil is found in possession of drugs or associated paraphernalia
- A pupil is found to be supplying drugs on school premises
- A pupil, parent or staff member is thought to be under the influence of drugs
- A staff member has information that the illegitimate sale or supply of drugs is taking place in the local area
- A pupil discloses that they or a family member/friend are misusing drugs

In establishing the nature of the incident, members of staff are advised to ensure that a second adult witness is present and to involve the Headteacher (or Deputy Headteacher) as soon as possible and to cease detailed questioning if the police are to be involved. Full details of the appropriate steps to take in support of a pupil are provided in the Hampshire 'Drugs use and misuse policy'.

Possible responses to a drug-related incident may include: early intervention and targeted prevention; referral to an external agency; counselling; behaviour support plans; inter-agency programmes; fixed-period exclusion; pastoral support programmes; a managed move; permanent exclusion.

Staff should attempt to maintain a calm atmosphere when dealing with a parent under the influence of drugs on the school premises. If a member of staff has concerns about discharging a pupil into the care of the parent then they should discuss with them if alternative arrangements could be made. The child's welfare is paramount. Where a parent's behaviour under the influence of drugs repeatedly places a child at risk or the parent becomes abusive or violent, staff should consider whether a referral to Children's Services is appropriate and/or the involvement of the police.

When reporting an incident to the police, a record should be made and stored securely, according to the requirements of the Data Protection Act 1998. The school aims to work in partnership with the police. The federation will manage all drug-related incidents initially and, where illegal or unauthorised drugs have been brought onto school premises or when decided by the Headteacher (or Deputy Headteacher), then the policy should be informed immediately.

#### **Working with other agencies and further guidance**

The school takes advantage of the many partner agencies that support children across Hampshire. These include: Educational Psychology Service, Educational Welfare Service, Health Authorities, School Nursing Team, Hampshire Constabulary, Healthy Schools/ Personal Development Learning, Behaviour Support Team, DAAT (Hampshire Drug & Alcohol Action) Team. Staff should make any referrals through the Headteacher.

## Further Information Sources

Further support from charities and national organisations can be found by contacting:

Addaction – specialist drug and alcohol treatment charity

[www.addaction.org.uk](http://www.addaction.org.uk)

ADFAM – information service for families of drug and alcohol users

[www.adfam.org.uk](http://www.adfam.org.uk)

Alcohol Concern – support for persons with alcohol-related problems

[www.alcoholconcern.org.uk](http://www.alcoholconcern.org.uk)

ASH – helping to reduce the health problems caused by tobacco

[www.ash.org.uk](http://www.ash.org.uk)

Children's Legal Centre – information service which covers all aspects of law and policy affecting children.

[www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

Children's Rights Alliance for England – supporting children through the fullest implementation of the UN Convention on the Rights of the Child.

[www.crae.org.uk](http://www.crae.org.uk)

Drinkaware – promotion of responsible drinking, helping to reduce alcohol misuse alcohol-related harm.

[www.drinkaware.co.uk](http://www.drinkaware.co.uk)

Drinkline – helpline for people concerned about their own or another's drinking

0800 917 8282

Drugscope – provides information about drugs.

[www.drugscope.org.uk](http://www.drugscope.org.uk)

FRANK – drugs awareness campaign aimed at young people and provides support for parents.

[www.talktofrank.com](http://www.talktofrank.com)

Mentor UK – helping to protect the health and well-being of children to reduce the damage that drugs can do to their lives

[www.mentoruk.org.uk](http://www.mentoruk.org.uk)

National Children's Bureau – promotes the interests and well-being of all children.

[www.ncb.org.uk](http://www.ncb.org.uk)

Family Lives – support for anyone parenting a child.

[www.familylives.org.uk](http://www.familylives.org.uk)

Re-Solv – information for teachers, parents and young people.

[www.re-solv.org](http://www.re-solv.org)

Smokefree – NHS smoking helpline

0800 169 0 169

Stars National initiative – support for anyone working with children and families affected by parental drug and alcohol misuse.

[www.starsnationalinitiative.org.uk](http://www.starsnationalinitiative.org.uk)

Youth Offending Teams – helping to prevent offending by young people

[www.gov.uk/youth-offending-team](http://www.gov.uk/youth-offending-team)

## How are the Fundamental British Values taught and developed within the PSHE curriculum?

The British values are included within each year group's Jigsaw provision with much emphasis and direct teaching included on Democracy, Rule of Law, Individual Liberty and Mutual Respect. These values are also further developed outside of Jigsaw lessons as part of the school's wider SMSC provision:

**Democracy:** "Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England."

**Our Provision:**

- School council including elections.
- School Council run events and initiatives
- Eco-Warriors – again elected representatives from class votes. This idea was raised by pupils in the school who were keen to do more to protect the world in which we live. There is now a team of 12 pupils working hard to guide the school to being as eco-friendly as possible.
- Provision of school and class formal debates around school, local, national and global issues.

### **The rule of law and Individual Liberty**

*"enable students to distinguish right from wrong and to respect the civil and criminal law of England"*

*"encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely"*

*"enable students to acquire a broad general knowledge of and respect for public institutions and services in England"*

**Our Provision:**

- Our 3 school rules: Ready, Respectful, Safe embedded within our behaviour curriculum policy to ensure clear line of consequences under a consistent approach, fuelled by respect, led by every member of staff.
- Junior Road Safety Officers
- Romsey Young Carers – Annual fundraising event
- Charity fundraising and awareness developing

### **Mutual respect and tolerance of those with different faiths and beliefs and for those without faith**

*"Enable students to develop their self-knowledge, self-esteem and self-confidence"*

*"further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures"*

*"encourage respect for other people"*

**Our Provision:**

- RE work in Judaism, Hinduism, Islam
- Y6 visit to Southampton Mosque
- Celebrating Difference topic across the school in PSHE
- Anti-bullying week activities
- Interfaith Week Events
- Diversity focus in Collective Worship programme throughout the year
- Habits of Mind and Habits of Mind launch days celebrating diversity
- Text-Drivers in English – see Diversity file
- School rules: Ready, **Respectful**, Safe and Shared Language of High Expectations; Deep Empathy
- Provision of school and class formal debates around school, local, national and global issues.
- Connecting Classrooms project with Education Uganda and link school in Kasese District Uganda.

## **Further Information Sources**

### **Links to other policies/documents**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

[..\Curriculum\PSHE\RHE\Mapping Jigsaw 3-11 and Statutory Relationships and Health Education Map \(3\) \(1\).pdf](..\Curriculum\PSHE\RHE\Mapping Jigsaw 3-11 and Statutory Relationships and Health Education Map (3) (1).pdf)

### **Links to other websites**

### **Role Holders**

Names of all Role holders specified in this document can be found on the school website:

<http://www.romseyabbeyschool.co.uk/>