



# Jigsaw PSHE Policy (Including SRE) 2021

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<b>Name of school</b>	Kettering Park Infant Academy
<b>Date of policy</b>	May 2021
<b>Member of staff responsible</b>	Gemma Burn
<b>Review date</b>	May 2022

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## Curriculum Intent

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up.

## Introduction

At Kettering Park Infant Academy we are concerned about the welfare and safety of all its pupils and seek to create a positive learning environment where pupils feel secure, valued, listened to, and have a sense of belonging. We are committed to the development of children's social and emotional skills, children's self-esteem and their health and well-being. We are committed to developing the children's responsibilities towards themselves, others in school and the local and global community. PSHE (National Curriculum) and PSED (Early Years Foundation Stage Curriculum) are recognised as an important aspect of our school curriculum; where teaching and learning focuses on the development of these skills, responsibilities and develops the knowledge and understanding to make informed choices. This is taught through the Jigsaw programme of work.

## The Jigsaw programme

We are aware that 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 should:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

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

## Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events

<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 in Relationship Education
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of looking at change

Each Jigsaw puzzle piece is introduced with an assembly.

### **Aim of the PSHE policy**

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.

In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

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

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

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

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

PSHE and PSED are linked with a variety of initiatives and policies in place at Kettering Park Infant Academy.

- We remain committed to giving our children the best information we can, regarding healthy lifestyles, so that they are able to make informed choices for themselves.

- We make time to encourage our pupils to develop their thinking skills through questioning and debating issues that might arise in their own lives and those of others. We believe that children, who are given the opportunity to share their ideas and opinions within the safe environment of the classroom, are children who will ultimately grow in confidence, enabling them to make better decisions for themselves both inside and outside of school.
- The school has a School Council with two representative members from each class in EYFS and KS1. The Council meets regularly to discuss the views of pupils and to make decisions which contribute to improvements to our school and the wider local community.
- Each year we support Children's mental health Week and anti - bullying week during which we do activities supporting mental health, healthy eating and the children's wellbeing. We also promote how to be a good friend, the qualities of good friends as well as bullying and how to make up when we fall out with our friends.

We are aware as a school of the impact of school closures on the children and implemented extra PSHE lessons during this time focussing on kindness and how the Coronavirus has had an impact on our lives. This follows the PIXL scheme. We have also put in place extra-curricular opportunities for the children such as choir, gymnastics and a reading club.

## Relationships and Sex Education

As of Summer 2021 Relationships and Health Education at primary has become statutory. The DfE guidance on Relationships, Health and Sex Education for governing bodies can be seen [here](#).

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.

During the Spring term the trust wrote a policy in conjunction with the schools. During this process we consulted with parents – offering a zoom meeting with any parents who had questions or concerns. The RSE trust policy can be found on our school website (see the link below).

<https://ketteringparkinfantacademy.co.uk/northants/primary/park-inf/site/pages/ouracademy/policies>

This is delivered through the 'Relationships' and 'Changing Me' puzzle pieces which are covered in the summer term.

There are four main aims of teaching RSE:

- To enable children to understand and respect their bodies
- To help children develop positive and healthy relationships appropriate to their age and development
- To support children to have positive self-esteem and body image
- To empower them to be safe and safeguarded.

Each year group will be taught appropriate to their age and developmental stage. At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), this information will be shared with you by your child's class teacher. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

Below is a summary of RSE coverage within the Jigsaw scheme for each year group:

- Foundation Stage - Growing up: how we have changed since we were babies
- Year 1 - Boys' and girls' bodies; naming body parts
- Year 2 - Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)

Further information can be found in the **Appendices**.

## **Appendices**

[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)

[Keeping Children Safe in Education, 2018](#)

[Equality](#) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

Further information about how the school approaches the teaching of Relationships and Sex Education through the Jigsaw programme can be found within the documents listed below:

[Relationships & sex education Policy](#)

[Parent/Carer guide to Relationships & Sex Education](#)

[Changing Me unit coverage](#)