



# PSHE Jigsaw Policy

The Parks Academy  
Awaiting ratification

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# DOCUMENT CONTROL

## Who is this policy for?

Staff members at The Parks Academy.

## Author

## Version number

1

## Date approved

Awaiting ratification

## Date of review

## Revision History

REVISION	DATE	DESCRIPTION	AUTHOR
1	21/09/2021	New policy created	Michael McGrath

# 1. INTRODUCTION

At The Parks Academy, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure that our curriculum is sequential and progressive we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme. Jigsaw is written as a universal core curriculum provision for all children with inclusivity as part of its philosophy. We tailor the Jigsaw approach to suit your children's needs by using oracy skills and creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. 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.

# 2. AIMS

The aims are to:

- Deliver a wider range of experiences through the use of external visitors from the community, e.g. school nurses and community police and fire officers.
- Provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Encourage pupils to recognise their own worth, work well with others and become increasingly responsible for their own learning.

- Enable participation in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.
- Help pupils learn 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.
- Foster understanding and respect for our common humanity, diversity and differences so that pupils can go on to form effective, fulfilling relationships that are an essential part of life and learning.

### 3. STATUTORY REQUIREMENTS

Under the Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- 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.

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).

## 4. ROLES AND RESPONSIBILITIES

### 4.1. PSHE Leaders

- To ensure that resources used are relevant and appropriate to the ages and needs of the learners;
- To lead the evaluation of the PSHE policy and programme
- To ensure that staff have the necessary skills, confidence, knowledge, support and resources to effectively deliver PSHE sessions;

### 4.2. Staff

- To ensure they deliver PSHE lessons in line with the school's PSHE policy and other relevant school policies;
- To contribute to the evaluation of the PSHE programme;
- To assess learner progress against the agreed learning outcomes;
- To communicate with parents/carers when appropriate/necessary
- To respond to the needs of individual pupils

### 4.3. Pupils

Pupils are expected to engage fully in PSHE and treat others with respect and sensitivity.

## 5. DELIVERY OF PSHE THROUGH JIGSAW

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At The Parks Academy, we allocate 1 session (approximately 45 minutes to 1 hour) to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers as well as cover supervisors deliver the weekly lessons.

## 6. PARENTS' RIGHT TO WITHDRAW

Relationships Education will be taught in PSHE sessions.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

1. Parents will not be able to withdraw their child from relationships education in primary school.
2. Primary schools that choose to teach aspects of sex education which go beyond the national curriculum for science must allow parents a right to withdraw their child/ children.

## **7. MONITORING ARRANGEMENTS**

The delivery of PSHE/ RSE is monitored by Alice Donsworth (PSHE Lead) and Fran Gibson (Curriculum Lead) through work scrutinies and learning walks in line with the The Parks Academy monitoring cycle.

The PHSE/ RSE team monitor the delivery of the RSE programme and ensure that all aspects of RSE are covered as defined in government guidance. The programme is reviewed on an annual basis.

Pupils' development in PSHE/ RSE is monitored by class teachers as part of our internal assessment systems.

## **8. SAFEGUARDING**

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen.

## **9. RELATED DOCUMENTS**

- Delta Relationship and Sex Education Policy 2019