



PSHE Policy

“Everyone who works with children should do what is in the best interests of the child.”
Article 3 United Nations Rights of the Child

Rationale

At Trinity, we aim for PSHE to be at the centre of all we do. Through our teaching of PSHE and our caring school environment, we promote pupils' self-esteem, mindfulness and emotional wellbeing. We help our children form worthwhile and satisfying relationships, based on respect for themselves and others.

As a school, we aim to enrich the lives of our children by providing them with the skills and opportunities to apply to their learning within and beyond the curriculum. We have a strong emphasis on our 3 core values: compassion, respect and friendship. PSHE encompasses all of these, and enables the children to demonstrate these attitudes around school. PSHE at Trinity Primary School is taught through the Jigsaw Scheme and enables children to reflect on their own values, attitudes and feelings, allows children to be more mindful beings, and provides them with rich learning opportunities that help our children grow and develop as caring, respectful and confident individuals.

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 learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- 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 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.

Whole school approach

Trinity has a whole school approach to the teaching of PSHE, there are many aspects of our school life that feed into our children's experience of PSHE. We are a 'bucket-filling' school and regularly discuss aspects of friendship, respect and compassion (our core values). We encourage 'bucket-filling' behaviour towards each other and discourage 'bucket-dipping'. Weekly assemblies focus on the Jigsaw skills through introducing the week's skill and celebrating those who were nominated for showing the skills of the previous week. These skills are adapted to the needs of the school. We also have other e-safety and anti-bullying foci throughout the year. We are also a Rights Respecting School and regularly discuss and reinforce the ideas of children rights and responsibilities. Finally our wellbeing resources are linked closely to providing children with emotional support for a variety of reasons. In addition the Zones of Regulations are taught and referred to throughout the school as a means to help children identify their emotions, regulate their behaviour make choices about how they can calm or motivate as appropriate.

Time allocation and staffing

- All classes are to be taught PSHE through the Jigsaw Scheme.

- In Years 1-6 every class will be taught an hour session every week. We advise staff to teach their own class PSHE as that is who the class feel most comfortable with.
- In the Early Years Jigsaw will be taught discretely for 15-20 minutes every week.

Curriculum

- There are six Puzzles in Jigsaw that are designed to progress in sequence from September to 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 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 (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw 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.

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

- **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;
- **Spring 2: Healthy Me** - Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices;
- **Summer 1: Relationships** - Includes understanding friendship, family and other relationships, conflict resolution and communication skills;
- **Summer 2: Changing Me** - Includes Sex and Relationship Education in the context of looking at change.

Sex and Relationships Education

Trinity's Sex and Relationship Education is covered comprehensively in the summer term through Jigsaw. The grid below shows specific SRE learning intentions for each year group in the 'Changing Me' Puzzle and there is a separate document that goes into more detail of the progression throughout the school. Parents are informed at the start of the term in the curriculum letter and then again at the start of the second half of the summer term with a more detailed outline letter. A parent who wants to withdraw their child from a lesson should do so in writing.

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

Trinity's Drug Education is covered in the 'Spring term during the Healthy Me Jigsaw topic. The grid below shows specific learning intentions for each year group. The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Parents are informed at the start of the term in the curriculum letter and then again prior to the lessons outlined in the grid below.

Planning

Each class has a Jigsaw Scheme folder with each lesson plan. This can also be found on the TSA, and outlined on the LTP for each class. MTP is not required as the scheme clearly shows this. Weekly plans must include the unit name and puzzle piece. Teachers will follow the suggested plans, but can adapt, adjust, alter or compliment as they feel appropriate for their class and situation.

Resources

- Jigsaw folder/lesson plan
- Class Jigsaw piece
- Chime bar
- Jigsaw Friend
- Some books as stated in planning

Differentiation

Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Teachers will need to consider each Piece and tailor it to meet the needs of the children in their classes, when appropriate. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

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. If disclosures occur, the school's child protection policy is followed. Teacher's need to read and acknowledge all work in the Jigsaw Journal in case there is a disclosure.

Jigsaw Journals and Consistencies

- The Jigsaw Charter must be regularly referred to.
- In Year 1-6 - each child has a Jigsaw Journal to record any work and reflections that are made.
- In the Early Years – PSHE observations and references will be posted on the online learning journey.
- Not every Jigsaw lesson needs to be recorded, but it is an expectation that there are at least 3 pieces per Jigsaw piece (3 a half term).
- All Jigsaw journals should be read and marked with an acknowledgement.

- Stickies should be used to show the puzzle piece, date and learning intention. It might also have a space for reflection.
- Presentation in the journeys should be consistent with school expectations.
- A 'do not disturb' sign is to be displayed on classroom doors when lessons are in progress and lessons should not be interrupted.

Assessment

- Appropriate lessons will be assessed by class teachers and the school assessment codes (Emerging, Developing, Secure) will be used to judge the knowledge and understanding for that lesson's learning intentions.
- At the end of a Jigsaw piece, the class teacher will assess whether each child is emerging, developing or secure in the learning intentions for that puzzle. This will be recorded on the assessment sheet. The knowledge progression sheets can be referred to to help make these judgements.
- At the end of the year, all 6 assessments will be taken into consideration to generate a final judgement in PSHE for that year.
- In the Early Years, a judgement is made on the PSHE elements of Development Matters/EEAT.

Calm Me

- Calm Me is a vital part of the Jigsaw lesson and is important to teach and practice a range of calming and relaxation strategies.
- There should be at least 1 'Calm Me' session every week.
- There is a Calm Me list of strategies that class teachers must date when they have tried or practised a strategy. This list should stay with the class and be passed up each year. It could also be annotated for strategies that were popular. This acts as a record of the techniques over the year and ensures a complete range is experienced.

Updated by Chris Godden March 2021

Jigsaw SRE Content		
Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow

		express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Drug Education Content

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