



Benson Community School

There are no limits to what you can achieve



SRE/PHSE Policy

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:

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



Benson Community School

There are no limits to what you can achieve



- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

At Benson, we have recently introduced the Jigsaw PSHE scheme, as endorsed by the PSHE Association and Birmingham Health Education Services

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 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.



Benson Community School

There are no limits to what you can achieve



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 |
| 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

Definition of Sex and Relationships Education

'SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective SRE makes 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.



Benson Community School

There are no limits to what you can achieve



SRE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

Compulsory aspects of SRE

The sex education contained in National Curriculum science (Key Stages 1 and 2) is compulsory.

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

SRE plays a very important part in fulfilling the statutory duties all schools have to meet. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

Differentiation/SEN

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. 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. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

Safeguarding



Benson Community School

There are no limits to what you can achieve



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, Benson's disclosure/confidentiality policy is followed.

Assessment

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 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. The task can usually be used as evidence in the Class Jigsaw Journal.

Each Puzzle has a set of three level descriptors for each year group:

Working towards

Working at

Working beyond

Reporting to Parents/Carers

Each Puzzle's assessment task and attainment descriptors assist the teacher in reporting meaningful learning progress to parents/carers.

Monitoring and evaluation

The PSHE co-ordinator 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
- Pupil Consultations in class or through the School Council



Benson Community School

There are no limits to what you can achieve



Links to other policies and curriculum areas

- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection 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.

This policy is available on our school website. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Policy written by Mrs Mary Tumelty Summer Term 2016



Benson Community School

There are no limits to what you can achieve



Policy Review

Signed Head teacher Signed Chair of Governors

Date of review:

Date of next review:

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 ***Piece Number***
Group ***and Name***

Learning Intentions
'Pupils will be able to...'



Benson Community School

There are no limits to what you can achieve



| | | |
|---|--|---|
| 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 | know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart |



Benson Community School

There are no limits to what you can achieve



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