



## **PSHE Policy – 2020/21**

### **Introduction**

This is a whole school policy which includes the Early Years Foundation Stage. It outlines the teaching and implementation of PSHE at Altrincham Preparatory School for Boys. The main focus of the teaching and learning is through the Jigsaw, the mindful approach to PSHE, Programme. Alongside the Jigsaw Programme, the APS 7 'Character Strengths' are promoted and celebrated within PSHE and form an important part of the school ethos.

### **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 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.

### **APS Character Strengths**

Throughout the school, the importance of the following qualities are promoted, discussed and valued:

- ❖ Grit
- ❖ Zest
- ❖ Optimism
- ❖ Social Intelligence
- ❖ Self-control
- ❖ Gratitude
- ❖ Curiosity

### **Purpose**

Personal, Social, Health and Economic Education (PSHE) is an important and necessary part of all boys' education. It is a non-statutory subject which incorporates many areas of study.

Our PSHE programme is designed to 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

## **Aims**

- 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 and Economic Education using Jigsaw, the mindful approach to PSHE.
- To establish a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike
- To promote a sense of belonging within the APS community

## **Definition**

“Mindfulness can be defined as the mental state achieved by focusing on the present moment whilst also accepting our feelings, thoughts and bodily sensations. By integrating mindfulness into the school day and taking into account the needs of the whole class we can arm our children with lifelong skills that support their current and future mental health and wellbeing.”Tammie Prince (NLE)

## **Framework**

At APS we deliver the non-statutory framework for PSHE through the Jigsaw scheme of work, the mindful approach to PSHE. Jigsaw covers all aspects of Relationships and Sex Education (RSE) – implemented at a level appropriate for APS boys (see appendix), Drugs and Alcohol Education and incorporates British Values.

The Jigsaw PSHE policy is informed by existing DfE guidance and meets all the outcomes in the PSHE Association Programmes of Study, 2017

**[Sex and Relationships Education](#)** (Sex and Relationship Education Guidance, July 2000),

[Preventing and tackling bullying](#) (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017),

[Drug and Alcohol Education](#) (September 2012),

[Safeguarding](#) (Working Together to Safeguard Children: July 2018 and Keeping Children Safe in Education, September 2018))

[Equality](#) (Equality Act 2010)

## Teaching and Learning

*Jigsaw covers all areas of PSHE for the primary phase, Pre-School to Year 6 as the table below 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, 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
<b>Summer 2:</b>	Changing Me	Includes Relationship and Sex Education in the context of looking at change

## Entitlement

All boys are entitled to access the APS Curriculum at a level that is appropriate to their needs arising from ability, special educational needs and race. At APS we believe that it is the responsibility of the whole community to promote and foster social, emotional and behavioural skills and therefore children's personal development.

PSHE is delivered within a whole school approach that includes:

- timetabled curriculum time
- teaching PSHE through and in other subjects/curriculum areas
- through PSHE activities and school events
- through school assemblies
- through pastoral care and guidance
- targeted weeks throughout the year e.g. Healthy Living Week, Anti-bullying Week

## Resources

Each Year group from Pre-School to Year 6 has:

- Jigsaw ring binder file complete with lesson plans and photocopiable resources for each of the six puzzles
- Soft toy character
- Chime bar
- Individual Jigsaw Journals for each child
- In addition, all teachers have access to the Community area of the Jigsaw website: [www.jigsawpshe.com](http://www.jigsawpshe.com)

## Social, Moral, Spiritual and Cultural Development

### Introduction

At Altrincham Preparatory School we are totally committed to promoting spiritual, moral, social and cultural development across the curriculum based on the important role we play in preparing our pupils as British citizens who are well prepared to take a responsible, confident and positive role in society.

**Spiritual development** is about the development of a sense of identity, self-worth, personal insight, meaning and purpose; it is about values, principles and belief.

**Moral development** is about the building, by pupils, of a framework of moral values which regulates their personal behaviour.

**Social development** is about young people working effectively with each other and participating successfully in the community as a whole.

**Cultural development** is about pupils' understanding of their own culture and beyond; they learn to value and appreciate diversity.

All subjects provide opportunities for pupils' development in these areas. Direct opportunities are provided in RE, PSHE, assemblies, class discussions and whole-school events such as Healthy Living Week and International Week.

In other curriculum areas, SMSC is very much part of each lesson as pupils develop skills in:

- Teamwork
- Group work
- Discussion
- Sharing and taking turns
- Respecting and encouraging others

In specific subjects SMSC issues are explored and valued, for example in:

- Music
- Art
- Drama
- Humanities
- Maths and English
- MFL

SMSC is explored across the curriculum and is an intrinsic part of the whole school ethos.

**Recent and ongoing SMSC activities in which pupils have been involved at Altrincham Preparatory School are listed in the following section underneath relevant subheadings.**

### School bodies/opportunities for positions of responsibility and pupil voice

- School Council (elected by peers)
- Eco Council
- School Captains and House Captains
- Head Boy and Deputy Head Boys
- Guides on school Open Days
- Digital Leaders
- Year 6 roles and responsibilities

### Pupil links with outside bodies

- St Mary's Church visits
- Links with other schools for sporting fixtures, competitions and visits
- Singing at local residential care home
- Links with other schools and educational establishments for quizzes, competitions and curriculum enhancement e.g. LBHS, CHS, King's Macclesfield

### Charitable Links and Events

- Supporting Charities (e.g. CAFT), Children in Need (Pudsey)
- Supporting causes as suggested by children eg. Jeans for Genes,
- School used by local choir

### Educational Visits and Visitors

- Regular theatre trips
- Mock election – link with General Elections
- Mock courtroom trial – Forensics
- EYFS and KS1 – emergency services and people who help us
- Regular class outings to link with curriculum
- Residential trips for Junior Classes
- Y6 Residential to France
- SRE information for parents and Y6 pupils
- E-safety information evening for parents
- Year 6 Bikeability
- Year 4 First Aid
- Attendance at IAPS sporting events

### In School

- Jigsaw Assemblies/ Heads and Deputy Head Awards Assemblies/PSHE lessons
- Celebration of religious and cultural festivals eg. Christmas, Chinese New Year
- Study of other cultures in Humanities eg. Brazil, China, Canada
- Links with MFL – International week, French Week, Visit to France
- Internet safety lessons
- First News subscription
- Class discussions of news and current affairs, global perspective, natural disasters, political events, people/places
- Speech training and Drama productions
- Choral and instrumental performances (group and individual)
- Social history eg. Remembrance Day
- Study of famous people and their contribution to society
- Buddy system for pupils new to the school
- Use of home/school diary, emails and Google Classroom to encourage communication/partnership
- Beginning of year parents' welcome meeting plus 2x per annum parents' evenings
- Liaison with secondary schools to ease transition from Y6 to Y7
- Enterprise Week - Year 6

- Year 2 Transition Evening
  - Health Week
  - Celebration of World Book Day
  - Gifted and Talented workshops
- 

## **Relationships and Sex Education (RSE)**

### **Introduction**

At Altrincham Preparatory School we value the importance of Relationships and Sex Education (RSE) to help and support young people through their physical, moral, spiritual, cultural and emotional development. As with all other learning, it should be gradual and matched to the child's maturity and stage of development.

### **Aims**

- To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint
- To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others encompassing fidelity and loyalty
- To foster the ability to manage relationships in a responsible and healthy manner
- To promote the value of loving relationships and of a stable family life
- To provide knowledge of human reproductive processes
- To inform children on matters of personal hygiene and related health issues
- To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour
- To educate against discrimination and prejudice
- To empower children to make informed choices about their developing sexuality

### **Entitlement**

Class teachers deliver Relationships and Sex Education as part of the PSHE curriculum. Other members of staff (e.g. PE and Games) and outside agencies might be involved in these lessons.

There is a whole-school approach – from Pre-School to Year 6 progression and continuity are built through the teaching of the specific RSE learning intentions for each year group in the Jigsaw 'Changing Me' puzzle taught in the summer term. RSE is taught through the context of looking at change. (Appendix 3)

Parents will be informed of the content of RSE lessons and when specific Sex Education lessons will take place.

*"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."*

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

### **Monitoring and Review of SRE**

#### **Roles and Responsibilities**

##### **The Role of the Board of Governors and Head Master**

- To monitor the sex education policy on an annual basis.

- To report its findings and recommendations to the Board of Governors, as necessary, if the policy needs modification.
- The Board of Governors and Head master gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.
- Governors require the Head Master to keep a written record, giving details of the content and delivery of the RSE programme.
- Governors should scrutinise materials to check they are in accordance with the school's ethos.

## **Equal Opportunities**

All children, regardless of age, ability, gender or race will have the same opportunity to benefit from the sex education resources and teaching.

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 RSE 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.”

## **Withdrawal from RSE lessons**

Parents/carers have the right to withdraw their children from part of the Relationship and Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the Head Master 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 RSE programme until the request for withdrawal has been removed.

# PROMOTING BRITISH VALUES

## Introduction

The DfE have reinforced the need to 'create and reinforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'

At Altrincham Preparatory School these values have long been embedded in our ethos and are reinforced regularly and in the following ways:

- **Democracy**

Democracy is extensive within our school. Pupils have their voices heard through discussion and open forums within their classes and through our School Council system. Councillors are elected by their peers; they play a key part in dictating school policy. General Elections are mirrored in our school Mock Elections. Pupils are consulted on their own personal, social and citizenship development. Pupils, either in individual classes or through the school council, are encouraged to explore what sort of person they would like to be, linking to the APS Character Strengths.

- **The Rule of Law**

The importance of Laws, whether they be those that govern the class, the school or the country, are consistently reinforced through regular PSHE lessons and assemblies, as well as when discussing behaviour. Pupils are taught the value and reasons behind laws; that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the police, fire service and legal profession help to reinforce this message. Class rules and class charters are the product of discussion with the children and linked to PSHE.

- **Individual Liberty**

Within Altrincham Preparatory School, children are encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for young people to help them make these choices and we encourage them to know, understand and exercise their rights and personal freedoms as well as respecting the decisions and choices of others. We advise how to exercise these rights safely e.g. through E-Safety and PSHE lessons.

- **Mutual Respect**

Altrincham Preparatory School aims to provide a caring environment where traditional values of courtesy and respect enable all children to gain self-esteem; this was the vision of our founders in 1936 and continues to be shared today. Good manners and courtesy are encouraged and rewarded with Golden Tickets and House Points, and respect for others is an inherent part of our PSHE, behaviour and anti-bullying programmes. Opportunities are provided for pupils to engage in discussion, argument and debate whilst showing respect for the views of others.

- **Tolerance of those of Different Faiths and Beliefs**

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying are followed and supported by learning in RE and PSHE. Visitors from different faiths and cultures are invited into our school to share their beliefs. Through our RE curriculum, which teaches the main faiths and focuses on religion and learning from religion, we promote tolerance of the beliefs of others.



# DRUGS and ALCOHOL

## Introduction

Altrincham Preparatory School is committed to the Health and Safety of all its members and we believe we have a duty to support and safeguard the well-being of all our pupils and staff. As alcohol, tobacco and misuse of substances are part of young people's lives, we believe it is right and proper to ensure the school curriculum addresses these issues. 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.

## Definition of 'Drugs'

'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

## Aims

- To enable pupils to increase their knowledge and understanding of drugs and their effects.
- to make informed choices about substance misuse,
- to challenge children's attitudes
- To help to develop skills such as self-esteem and assertiveness - thus enabling fulfilled lives without the reliance upon substances.

## OBJECTIVES

In order to achieve these aims, we seek to:

- Provide a safe, healthy environment in which pupils can learn and develop
- Ensure all members of the school community are familiar with the policy
- Give pupils accurate information about drugs and their effects as well as the legal consequences of illicit usage
- Encourage responsible behaviour in relation to drug use and misuse
- Promote positive attitudes towards healthy lifestyles
- Challenge and try to modify attitudes when they may lead to behaviour harmful to health and relationships
- Explore related health and social issues

## Entitlement

At Altrincham Preparatory School, the Personal, Social, Health and Economic (PSHE) Jigsaw Scheme of Work provides the opportunities for Drug and Alcohol Education. Specific learning intentions for each year group are taught in the Jigsaw 'Healthy Me' puzzle. (Appendix 2)

The Drug and Alcohol Education programme at Altrincham Preparatory 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

## **Management of Drug and Alcohol Related incidents**

- The possession use or supply of illegal and other unauthorised drugs within school boundaries and on school business will not be tolerated.
- Altrincham Preparatory School will seek clarification of The Misuse of Drugs Act 1971 if any cases of the use of illegal substances or misuse of substances are suspected.

Whilst it is hoped that no such situation will arise, in the case of any instance of substance misuse by a pupil, the Head Master will inform parents/guardians at the earliest opportunity, in order that school and home can work together to support the pupil involved. The school will consider each substance incident individually and recognises that a variety of responses may be necessary to deal with incidents – seeking to balance the interests of the pupil involved as well as other school members. Appropriate confidentiality will be respected.

- Substance misuse by any member of staff may render the individual liable to Disciplinary Action.
- Any drug paraphernalia found on the school premises should be dealt with by an adult and reported to the Head Master. Police should be informed.
- The Board of Governors will be consulted on any drug-related incidents.

## **Parental Substance Misuse**

Staff need to be aware of the impact that parental substance misuse can have on a pupil and their education. Where problems are observed or suspected, or if a child discloses that there are difficulties at home, the DSL should be informed.

## **Reporting to Parents**

Each boy will record work in their Jigsaw Journals and progress and participation will be fed back to parents during parents evenings and on the end of year summer report.

## **Monitoring and Review**

The Deputy Head & PSHE Lead are responsible for monitoring the PSHE curriculum within their phases. Work scrutinies are carried out each term in order to ensure that the quality of work is maintained and school policy is being adhered to. Lesson observations are routinely carried out to inform on the teaching and learning and to ensure that all teachers are fulfilling the aims of the PSHE curriculum. Outcomes are fed back to each year group and to the SMT so as to ensure continuity and progression across the school.

## **Equal Opportunities**

In line with our Equal Opportunities Policy we are committed to providing a teaching environment conducive to learning. Each boy is valued, respected and challenged regardless of religion, race, background, culture or disability.

## **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 disclosure policy is followed.

## **Visiting Speakers**

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme.

Teachers **MUST** always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme. A visiting Speaker form must be completed and given to Deputy Head prior to arrival of visitor

## **Monitoring and Review**

The overall responsibility for the **PSHE Policy** rests with the **Senior Leadership Team** and the **Head master**. The **Head Master** in **consultation** with colleagues will review the policy on an annual basis.

## **Roles and Responsibilities**

### **Role of the Head Master**

#### **The role of the Head Master**

- To ensure that staff and parents are informed about the RSE policy, and that the policy is implemented effectively.
- To ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- To liaise with external agencies regarding the school RSE 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.
- To monitor this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

#### **The Head Master in consultation with SMT is responsible for:**

- determining the ways in which the curriculum should be taught in school
- deciding the provision and allocation of resources
- deciding ways in which developments can be assessed and records maintained
- ensuring that the curriculum matches and achieves the aims and objectives of the school
- ensuring all curricular policies are fully implemented and reflect practice at Altrincham Preparatory School
- ensures that high standards are maintained
- providing and organising training to keep staff skills and knowledge up to date
- raising standards within each phase

### **Role of the Class Teacher**

- to ensure at the start of each year, parents are fully informed and aware of how PSHE is being managed within the year group and what the procedures and expectations are
- To provide an explanation of topics to parents when necessary and give guidance of how they might assist their child.
- To set tasks that takes equal and racial opportunities into account.

## **Involving parents and carers**

Our PSHE policy incorporating RSE and Drugs will be visible on the school's website; parents will be notified how the scheme will work within Welcome Meetings at the beginning of each academic year. The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme.

## **Related policies**

Anti-Bullying Policy  
Behaviour Policy  
Confidentiality Policy  
Drug and Alcohol Education Policy  
Equal Opportunities Policy  
Health and Safety Policy  
ICT Policy and Safe Internet Use Policy  
Inclusion Policy  
RE Policy  
Safeguarding/Child Protection Policy  
SMSC Policy  
Special Educational Needs Policy

This policy was compiled by **Laura Shufflebottom & Isabel Barnard** (PSHE Coordinators)

Its implementation is the responsibility of all teaching staff.

It will be monitored for its effectiveness by the Head Master on behalf of the Governors.

This policy is scheduled for review annually, or before if deemed necessary.

**Date Written/ Reviewed: September 2020**

**Date to be reviewed: July 2021**

## **Appendix 1**

### **Staff Guidance**

#### **Teaching Sensitive and Controversial Issues**

For example:

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 RSE- and Drug and Alcohol Education are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education 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 RSE and Drug and Alcohol Education 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 DSL if they are concerned.

Altrincham Preparatory School believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

## Appendix 2

### *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.

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions 'Pupils will be able to...'</b>
2	Piece 3 Medicine Safety	understand how medicines work in my body and how important it is to use them safely
3	Piece 3 What Do I Know About Drugs?	feel positive about caring for my body and keeping it healthy 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

## Appendix 3

### Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group (adapted for each year group and the maturity of APS boys) in the 'Changing Me' Puzzle

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions 'Pupils will be able to...'</b>
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
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
2	Piece 4 Boys' and Girls' Bodies	respect my body and understand which parts are private 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
3	Piece 1 How Babies Grow	tell you what I like/don't like about being a boy/girl 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
	Piece 2 Babies	express how I feel when I see babies or baby animals 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
4		
5	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
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made

6

	<p>understand that sometimes people need IVF to help them have a baby</p> <p>appreciate how amazing it is that human bodies can reproduce in these ways</p>
Piece 2 Puberty	<p>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>express how I feel about the changes that will happen to me during puberty</p>
Piece 3 Girl Talk/Boy Talk	<p>ask the questions I need answered about changes during puberty</p> <p>reflect on how I feel about asking the questions and about the answers I receive</p> <p>describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p>
Babies – Piece 2 Having a Baby	<p>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p>
Piece 4 Conception to Birth	<p>understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p> <p>recognise how I feel when I reflect on the development and birth of a baby</p>
Piece 5 Attraction	<p>understand how being physically attracted to someone changes the nature of the relationship</p> <p>express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p>