

## **Jigsaw PSHE (Personal, Social, Health Education) Policy**

### ***Incorporating Relationships and Sex Education***

#### **1. Introduction**

Winnersh Primary School subscribes to Jigsaw. This is a comprehensive whole-school programme for PSHE that provides a fully planned scheme of work, giving children relevant learning experiences to develop positive relationships. It has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. The school has adapted the Jigsaw materials so that they meet the needs of our pupils, including links with other areas of the curriculum.

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum must:

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

Relationships and Health Education is also a statutory requirement for primary school pupils, and this has been incorporated into our PSHE Policy. The Jigsaw Programme covers all aspects of Relationships and Health Education in an age-appropriate way. If there are any gaps, Jigsaw will provide the school with materials to ensure all statutory duties are fulfilled.

This Jigsaw PSHE policy is informed by existing DfE guidance on Sex and Relationship Education, Preventing and Tackling Bullying, Drug and Alcohol Education and Safeguarding.

#### **2. Aims of the Jigsaw PSHE Policy**

The aim of this policy is 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 the school and the community. 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.

#### **3. Objectives and 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

Jigsaw covers all areas of PSHE for the primary phase as set out below:

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 Sex and Relationship Education in the context of looking at change

#### 4. Content and Delivery

Please refer to the curriculum provision set out in Appendix 1.

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.

## 5. Differentiation

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need 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.

## 6. Roles and Responsibilities

- ***The Governing Body***

The governing board has delegated the approval of this policy to the Teaching, Learning and Assessment Committee.

- ***The Headteacher***

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

- ***Staff***

Staff are responsible for:

- Delivering PSHE in a sensitive way.
- Modelling positive attitudes to PSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.

- ***Pupils***

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity. Ground rules are agreed at the beginning of each year as follows:

- We take turns to speak.
- We use kind and positive words.
- We listen to each other.
- We have the right to pass.
- We only use names when giving compliments or when being positive.
- We respect each other's privacy (confidentiality).

- ***Parents and Carers***

The school believes that it is important to have the support of parents and carers for the Jigsaw PSHE programme. Parents and carers are given the opportunity to find out about the Jigsaw PSHE programme in a variety of ways such as information evenings and newsletter articles.

## 7. Assessment

There are no national level descriptors for PSHE.

To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, there is an overview sheet for each child: 'My Learning Progress This Year.' This sheet has the three attainment

descriptors for each Puzzle (Puzzles 2-6). After each assessment task, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. This sheet gives a quick visual representation of where the child is in each Puzzle.

## **8. Teaching Sensitive and Controversial Issues**

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.

## **9. Withdrawal from RSE Lessons**

Parents and carers have the right to withdraw their children from all Sex Education provided at school **but not Relationships or Health Education**, except for those parts included in statutory National Curriculum Science. Those parents and carers wishing to exercise this right are invited in to see the PSHE Coordinator and/or a member of the Senior Leadership Team 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 specific sex education lessons programme until the request for withdrawal has been removed. Materials are available to parents and carers who wish to supplement the school's RSE programme or who wish to deliver RSE to their children at home.

## **10. Working with Parents and Carers**

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents and carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

## **11. Monitoring and Evaluation**

The PSHE Coordinator 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.

This policy will be reviewed annually for the first few years after implementation but will then revert to being reviewed every three years (although the headteacher will always check the content annually).

## **12. Equalities Statement**

We note that we are required to have due regard to the Public Sector Equality Duty under Section 149 (1) Equality Act 2010 when exercising our function. We do not consider any issues which arise from this policy would have any negative impacts on equality and we have considered appropriately the need to advance equality and foster good relations.

Inclusive RSE will foster good relations between pupils, tackle all types of prejudice and promote understanding and respect.

## **Appendix 1: PSHE Content**

### **1. Relationship and Sex Education (RSE)**

#### ***Definition of Relationship and Sex Education***

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019). All primary schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSE) that describes the content and organisation of RSE.

Effective Relationships and Sex Education can make 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 wellbeing.

This is why the DfE recommends:

“... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.” (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

#### ***Compulsory Aspects of RSE***

The sex education contained in National Curriculum Science (Key Stages 1–4) is compulsory in maintained schools.

- ‘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)

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

### **Jigsaw RSE Content**

The grid below shows specific RSE learning intentions for each year group 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	<ul style="list-style-type: none"> <li>• Seek out others to share experiences. Show affection and concern for people who are special to them.</li> <li>• Explain own knowledge and understanding, and ask appropriate questions of others.</li> <li>• Show sensitivity to others’ needs and feelings.</li> </ul>
1	Piece 4 Boys’ and Girls’ Bodies	<ul style="list-style-type: none"> <li>• Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina.</li> <li>• Respect my body and understand which parts are private.</li> </ul>
2	Piece 4 Boys’ and Girls’ Bodies	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Tell you what I like/don’t like about being a boy/girl.</li> </ul>
3	Piece 1 How Babies Grow	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Express how I feel when I see babies or baby animals.</li> </ul>
	Piece 2 Babies	<ul style="list-style-type: none"> <li>• Understand how babies grow and develop in the mother’s uterus and understand what a baby needs to live and grow Vocabulary discussed: uterus, womb.</li> <li>• Express how I might feel if I had a new baby in my family.</li> </ul>
	Piece 3 Outside Body Changes	<ul style="list-style-type: none"> <li>• Understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies.</li> <li>• Identify how boys’ and girls’ bodies change on the outside during this growing up process.</li> <li>• Recognise how I feel about these changes happening to me and know how to cope with those feelings.</li> </ul>

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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 (taught to girls only).
- Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.
- Vocabulary discussed: fallopian tubes, ovaries, cervix, uterus, vagina, periods, menstruation.

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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 (To be taught during the first term of Year 5 – boys and girls separated for this lesson).
- Vocabulary discussed: fallopian tubes, ovaries, cervix, uterus, vagina, periods, menstruation, penis, testicles, breasts, pubic hair.

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.

(Boys and girls are separate for this lesson; they are both taught the same lessons).

- Vocabulary discussed: puberty, sperm, semen, testicles/testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones, fallopian tubes, ovaries, cervix, uterus, vagina, periods, menstruation.

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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 3a  
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.
- 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 I appreciate how amazing it is that human bodies can reproduce in these ways.
- Vocabulary discussed: puberty, sperm, semen, testicles/testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones, fallopian tubes, ovaries, cervix, uterus, vagina, periods, menstruation.

Piece 3b (taken from Year 5 Jigsaw)	<ul style="list-style-type: none"> <li>Vocabulary discussed: relationship, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord. Contraception, fertility treatment (IVF).</li> </ul>
Piece 4 Babies – Conception to Birth	<ul style="list-style-type: none"> <li>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</li> <li>Recognise how I feel when I reflect on the development and birth of a baby.</li> <li>Vocabulary discussed: pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, Midwife.</li> </ul>
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>

The grid below shows specific learning intentions for each year group in the 'Relationships' Puzzle.

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions 'Pupils will be able to...'</b>
<b>FS1/2</b>	Piece 1 My Family and Me!	<ul style="list-style-type: none"> <li>I can tell you about my family.</li> <li>I can identify some of the jobs I do in my family and how I feel like I belong.</li> </ul>
	Piece 2 Make friends, make friends, never ever break friends! – Part 1	<ul style="list-style-type: none"> <li>I understand how to make friends if I feel lonely.</li> <li>I know how to make friends to stop myself from feeling lonely.</li> </ul>
	Piece 3 Make friends, make friends, never ever break friends! – Part 2	<ul style="list-style-type: none"> <li>I can tell you some of the things I like about my friends.</li> <li>I can think of ways to solve problems and stay friends.</li> </ul>
	Piece 4 Falling out and bullying – Part 1	<ul style="list-style-type: none"> <li>I know what to say and do if somebody is mean to me.</li> <li>I am starting to understand the impact of unkind words.</li> </ul>
	Piece 5 Falling out and bullying – Part 2	<ul style="list-style-type: none"> <li>I can use 'Calm Me' time to manage my feelings.</li> </ul>
	Piece 6 Being the best friend we can be	<ul style="list-style-type: none"> <li>I can work together and enjoy being with my friends.</li> <li>I know how to be a good friend.</li> </ul>
<b>1</b>	Piece 1 Families	<ul style="list-style-type: none"> <li>I can identify the members of my family and understand that there are lots of different types of families.</li> <li>I know how it feels to belong to a family and care about the people who are important to me.</li> </ul>

2	Piece 2 Making friends	<ul style="list-style-type: none"> <li>• I can identify what being a good friend means to me.</li> <li>• I know how to make a new friend.</li> </ul>
	Piece 3 Greetings	<ul style="list-style-type: none"> <li>• I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</li> <li>• I can recognise which forms of physical contact are acceptable and unacceptable to me.</li> </ul>
	Piece 6 Celebrating my special relationships	<ul style="list-style-type: none"> <li>• I can tell you why I appreciate someone who is special to me.</li> <li>• I can express how I feel about them.</li> </ul>
	Piece 1 Families	<ul style="list-style-type: none"> <li>• I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</li> <li>• I accept that everyone's family is different and understand that most people value their family.</li> </ul>
	Piece 2 Keeping safe – exploring physical contact	<ul style="list-style-type: none"> <li>• I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</li> <li>• I know which types of physical contact I like and don't like and can talk about this.</li> </ul>
	Piece 3 Friends and conflict	<ul style="list-style-type: none"> <li>• I can identify some of the things that cause conflict with my friends.</li> <li>• I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</li> </ul>
3	Piece 4 Secrets	<ul style="list-style-type: none"> <li>• I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</li> <li>• I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</li> </ul>
	Piece 5 Trust and appreciation	<ul style="list-style-type: none"> <li>• I recognise and appreciate people who can help me in my family, my school and my community.</li> <li>• I understand how it feels to trust someone.</li> </ul>
	Piece 6 Celebrating My Special Relationships	<ul style="list-style-type: none"> <li>• I can express my appreciation for the people in my special relationships.</li> <li>• I am comfortable accepting appreciation from others.</li> </ul>
	Piece 1 Family roles and responsibilities	<ul style="list-style-type: none"> <li>• I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</li> <li>• I can describe how taking some responsibility in my family makes me feel.</li> </ul>
	Piece 2 Friendship	<ul style="list-style-type: none"> <li>• I can identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener.</li> <li>• I know how to negotiate in conflict situations to try to find a win-win solution.</li> </ul>

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Piece 3 Keeping myself safe	<ul style="list-style-type: none"><li>• I know and can use some strategies for keeping myself safe.</li><li>• I know who to ask for help if I am worried or concerned.</li></ul>
Piece 6 Celebrating my web of relationship	<ul style="list-style-type: none"><li>• I know how to express my appreciation to my friends and family.</li><li>• I enjoy being part of a family and friendship groups.</li></ul>
Piece 1 Relationship web	<ul style="list-style-type: none"><li>• I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant.</li><li>• I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them.</li></ul>
Piece 2 Love and loss	<ul style="list-style-type: none"><li>• I can identify someone I love and can express why they are special to me.</li><li>• I know how most people feel when they lose someone or something they love.</li></ul>
Piece 6 Celebrating my relationships with people and animals	<ul style="list-style-type: none"><li>• I know how to show love and appreciation to the people and animals who are special to me.</li><li>• I can love and be loved.</li></ul>
Piece 2 Getting on and falling out	<ul style="list-style-type: none"><li>• I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</li><li>• I know how to stand up for myself and how to negotiate and compromise.</li></ul>
Piece 3 Girlfriends and boyfriends	<ul style="list-style-type: none"><li>• I understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean.</li><li>• I understand that relationships are personal and there is no need to feel pressured into having a boyfriend/ girlfriend.</li></ul>
Piece 4 Girlfriends and boyfriends	<ul style="list-style-type: none"><li>• I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean.</li><li>• I can recognise the feeling of jealousy, where it comes from and how to manage it.</li></ul>
Piece 5 Relationships and technology	<ul style="list-style-type: none"><li>• I understand how to stay safe when using technology to communicate with my friends.</li><li>• I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others.</li></ul>
Piece 6 Relationships and technology	<ul style="list-style-type: none"><li>• I can explain how to stay safe when using technology to communicate with my friends.</li></ul>

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		<ul style="list-style-type: none"><li>• I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.</li></ul>
Piece 1 My relationships web		<ul style="list-style-type: none"><li>• I can identify the most significant people to be in my life so far.</li><li>• I understand how it feels to have people in my life that are special to me.</li></ul>
Piece 4 Power and control		<ul style="list-style-type: none"><li>• I can recognise when people are trying to gain power or control.</li><li>• I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</li></ul>
Piece 5 Being safe with technology 1		<ul style="list-style-type: none"><li>• I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening.</li><li>• I can take responsibility for my own safety and well-being.</li></ul>
Piece 6 Being safe with technology 2		<ul style="list-style-type: none"><li>• I can use technology positively and safely to communicate with my friends and family.</li><li>• I can take responsibility for my own safety and well-being.</li></ul>

## 2. 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

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.

### ***Moral and Values Framework***

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others

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

### ***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><i>Year Group</i></b>	<b><i>Piece Number and Name</i></b>	<b><i>Learning Intentions 'Pupils will be able to...'</i></b>
2	Piece 3 Medicine Safety	<ul style="list-style-type: none"> <li>• Understand how medicines work in my body and how important it is to use them safely.</li> <li>• Feel positive about caring for my body and keeping it healthy.</li> </ul>
3	Piece 3 What Do I Know About Drugs?	<ul style="list-style-type: none"> <li>• Tell you my knowledge and attitude towards drugs.</li> <li>• Identify how I feel towards drugs.</li> </ul>
4	Piece 3 Smoking	<ul style="list-style-type: none"> <li>• Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</li> <li>• Can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others.</li> </ul>
	Piece 4 Alcohol	<ul style="list-style-type: none"> <li>• Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.</li> <li>• Can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others.</li> </ul>
5	Piece 1 Smoking	<ul style="list-style-type: none"> <li>• Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</li> <li>• Make an informed decision about whether or not I choose to smoke and know how to resist pressure.</li> </ul>
	Piece 2 Alcohol	<ul style="list-style-type: none"> <li>• Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</li> <li>• Make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.</li> </ul>
6	Piece 2 Drugs	<ul style="list-style-type: none"> <li>• Know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</li> <li>• Be motivated to find ways to be happy and cope with life's situations without using drugs.</li> </ul>
	Piece 3 Alcohol	<ul style="list-style-type: none"> <li>• Evaluate when alcohol is being used responsibly, anti-socially or being misused.</li> <li>• Tell you how I feel about using alcohol when I am older and my reasons for this.</li> </ul>

Policy Last Reviewed:	July 2021
Approval Minuted:	15 <sup>th</sup> July 2021
Date of Next Review:	July 2022
Reviewing Governor Committee:	Teaching, Learning and Assessment

<b>HISTORY OF AMENDMENTS FROM JULY 2015 – SCHOOL OWNED POLICY</b>
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November 2016 - No changes
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January 2019 – New Policy as the school is now following the JIGSAW Programme
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February 2020 – No change to policy but title changed to Jigsaw PSHE (Personal, Social, Health Education) Policy <i>incorporating Relationship and Sex Education</i>
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February 2021 – No changes
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July 2021 – Policy updated to take account of statutory changes to Relationships and Sex Education, Health Education, and the refreshed Jigsaw Programme materials.
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