



Statutory Policy	
Approved by	HEAD
Website	Y
Staff Email	Y

RSE and PSHE Policy

Date Approved	Spring 2024
Approved by and Position	Lisa Mathie – Head Teacher
Review Date	Autumn 2024



PSHE (Personal, Social, Health Education) Policy (including Relationships and Health Education statutory from September 2020, and our position on Sex Education)

Name of School: Battling Brook Primary School

Date of policy: September 2023

Member of staff responsible: Greta Johnson Katie Leedham Lisa Mathie

Review date: September 2024

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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

PSHE

At Battling Brook Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don’t have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we’re required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Here, at Battling Brook Primary School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

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

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

What do we teach, when and who teaches it?

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community as well as Rights and Responsibilities. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding.
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society. Also covers resilience and perseverance linking to our Battling Brook HERO strategy.

Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change as well as covering the importance of respecting one's body.

At Battling Brook Primary School we allocate 30 - 60 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Parent do not have the right to withdraw their children from relationships education.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty and the menstrual cycle is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education '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'.

At Battling Brook Primary School, we believe children should understand the facts about human reproduction before they leave primary school so we teach elements of this separately to girls and boys in phase 5/6.

We define Sex Education as understanding human reproduction.

We intend to teach this in Science lessons whilst also utilising Jigsaw guidance/resources as part of the Summer 2 unit 'Changing Me'.

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Battling Brook Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), and we conclude from the DfE Guidance that sex education refers to Human Reproduction.

In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum whilst utilising resources within our PSHE curriculum. We believe this is most appropriate delivery for our children. All schools must teach the Science curriculum set out below, therefore parents do not have the right to withdraw their child/children. We are of course happy to discuss the content of the curriculum and invite you to contact Mrs Mathie.

Key Stage 1 (age 5-7years)

- Year 1 pupils should be taught :
Animals including humans
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Year 2 pupils should be taught :
Animals including humans
notice that animals, including humans, have offspring which grow into adults
describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11years)

- Year 4 pupils should be taught :
Animals including humans
describe the simple functions of the basic part of the digestive system in humans.
identify the different types of teeth in humans and their simple functions
construct and interpret a variety of food chains, identifying producers, predators and prey
- Year 3 pupils should be taught :
Animals including humans
identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Year 5 pupils should be taught to:
Animals including humans
describe the changes as humans develop to old age
Living things and their habitats
describe the life process of reproduction in some plants and animals
- Year 6 pupils should be taught to:
Evolution and Inheritance
recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Programmes of study

- Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children.
- It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Monitoring and Review

The trust board has delegated the approval of this policy to the Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE

- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

All staff are responsible for teaching RSE at Battling Brook Primary School. The RSE leads are Katie Leedham, Greta Johnson and Lisa Mathie .

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Battling Brook Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:

'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

SEN

Children and young people with SEND can be at increased risk regarding aspects of their health, wellbeing, safety and relationships, including heightened vulnerability to abuse and exploitation – sexual or otherwise, online or offline. They may also face barriers in maintaining their own personal and sexual relationships, meeting new people and avoiding social isolation. Developing the communication skills, vocabulary, strategies and confidence to help identify and try to manage such challenges is therefore crucial. At Battling Brook we do this through effective PSHE provision - Jigsaw. PSHE Association

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 (lesson) to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces (lessons) 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. If any changes are implemented nationally, as a result of the Rochford Review, Jigsaw will make the necessary amendments and offer this free update to all its schools. 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.

We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and citizenship, teachers take into account the children's needs from their SEN passports.

Teachers are aware of potential barriers, including difficulties with accessing subject specific language e.g. understanding vocabulary such as 'trusted adult' and 'privacy'. As a result, teachers ensure that terms, like the above, are explicitly taught to ensure all children are able to access the learning.

See appendix b and c which are Jigsaw PSHE documents linked to this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?

Appendix A

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. 	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. 	<ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

	<ul style="list-style-type: none"> it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	
Internet safety and harms	<ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. why social media, some computer games and online gaming, for example, are age restricted. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Relationships Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Healthy Me
Healthy eating	<ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Healthy Me

	<ul style="list-style-type: none"> the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Healthy Me
Basic first aid	<ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Changing Me Healthy Me

Appendix B

How does Jigsaw, the mindful approach to PSHE, lay the foundations in EYFS for statutory Relationships and Health Education (DfE, England 2019)?

Although the DfE guidance does not specifically have outcomes for the Early Years Foundation Stage, good practice within this age range lays a solid foundation for the learning which will follow in later years. The National EYFS Framework sets this out in detail.

Relationships Education

Relationships are a “Golden Thread” woven throughout the Jigsaw Programmes as well as the focus of specific learning in the Relationships Puzzle (unit). Jigsaw is eager to start by building a positive relationship with self and looking outwards to building relationships with others. All of the session plans within Jigsaw include activities to enhance social skills. Many have this explicitly within the main session teaching and/or within the activities suggested for group work.

The DfE Guidance for Primary Schools states that children should learn about families and the characteristics of a healthy family life, and how important friendships are in making us feel happy and secure, and how people choose and make friends. This important work begins in EYFS in Jigsaw, for example in the Celebrating Difference Puzzle (unit), Session 3, and throughout the Relationships Puzzle where Learning Intentions include topics such as how it feels to belong to my family, how to make friends and solve problems in friendships, understanding the impact of unkind words, and being a good friend. These pieces (sessions) on unkind words and feelings approach the concept of bullying in an age-appropriate way.

Celebrating Difference also begins the work on understanding that each person is unique and may be quite different, and teaches the children to respect this in others and within themselves, to see difference as a positive.

Stranger Danger is explicitly taught in Healthy Me (piece 6) to sow the seeds for the later learning on recognising who to trust and not to trust and what to do if they feel unsafe.

Health Education

Physical Health and Mental Wellbeing The aspects of physical health cited in the guidance as outcomes for Primary School children and which we include in EYFS Jigsaw, such as healthy eating, sleep/rest, regular physical exercise and personal hygiene are approached throughout the Healthy Me Puzzle. They are revisited again in Relationships when we discuss respecting our bodies.

Mindfulness (the ability to observe your thoughts and feelings in the present moment without judgment) is another “Golden Thread” that begins in Early Years so that Key Stage 1 and 2 teaching can build on a solid foundation. Each session, children are invited to participate in Calm Me time. Using the Jigsaw Chime to centre their attention and help build concentration, the practitioner uses the Calm me script to help children relax their bodies and calm their minds. These scripts use very simple breathing and visualisation techniques. These skills are built throughout the EYFS and some lessons (e.g. Relationships Piece 5) show the children how this new skill can be utilised outside of the specific Calm Me time to help them manage their feelings in other situations. This enables

children to understand that being aware of how they are feeling and having age-appropriate strategies to cope with those feelings can help them in life and begins the understanding that mental well-being is just as important as physical well-being.

The Learning Intentions from each Jigsaw F2 lesson (session) are included below in sequence from the beginning of the Jigsaw Programme to the end, 6 lessons for each half-term.

Those directly related to Relationships and Health Education are highlighted; although it must be remembered that Jigsaw as a whole, is designed to support the EYFS PSE development (Personal, Social, Emotional) outcomes and much of this work underpins Relationships and Health Education.

Being Me in My World

- I understand how it feels to belong and that we are similar and different
- I can start to recognise and manage my feelings
- I enjoy working with others to make school a good place to be
- I understand why it is good to be kind and use gentle hands
- I am starting to understand children's rights and this means we should all be allowed to learn and play
- I am learning what being responsible means

Celebrating Difference

- I can identify something I am good at and understand everyone is good at different things
- I understand that being different makes us all special
- I know we are all different but the same in some ways
- I can tell you why I think my home is special to me
- I can tell you how to be a kind friend
- I know which words to use to stand up for myself when someone says or does something unkind

Dreams and Goals

- I understand that if I persevere I can tackle challenges
- I can tell you about a time I didn't give up until I achieved my goal
- I can set a goal and work towards it
- I can use kind words to encourage people
- I understand the link between what I learn now and the job I might like to do when I'm older
- I can say how I feel when I achieve a goal and know what it means to feel proud

Healthy Me

- I understand that I need to exercise to keep my body healthy
- I understand how moving and resting are good for my body
- I know which foods are healthy and not so healthy and can make healthy eating choices
- I know how to help myself go to sleep and understand why sleep is good for me
- I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet
- I know what a stranger is and how to stay safe if a stranger approaches me

Relationships

- I can identify some of the jobs I do in my family and how I feel like I belong
- I know how to make friends to stop myself from feeling lonely
- I can think of ways to solve problems and stay friends
- I am starting to understand the impact of unkind words
- I can use Calm Me time to manage my feelings
- I know how to be a good friend

Changing Me

- I can name parts of the body
- I can tell you some things I can do and foods I can eat to be healthy
- I understand that we all grow from babies to adults
- I can express how I feel about moving to Year 1
- I can talk about my worries and/or the things I am looking forward to about being in Year 1
- I can share my memories of the best bits of this year in Reception

Being Me In My World Puzzle Map - Ages 5-6

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Special and Safe	H7	I know how to use my Jigsaw Journal	I feel special and safe in my class
2. My Class	R7, R14	I understand the rights and responsibilities as a member of my class	I know that I belong to my class
3. Rights and Responsibilities	R9, R12, R14, R16	I understand the rights and responsibilities for being a member of my class	I know how to make my class a safe place for everybody to learn
4. Rewards and Feeling Proud	H2, H3	I know my views are valued and can contribute to the Learning Charter	I recognise how it feels to be proud of an achievement
5. Consequences	H4	I can recognise the choices I make and understand the consequences	I recognise the range of feelings when I face certain consequences
6. Owning our Learning Charter	R12, R16	I understand my rights and responsibilities within our Learning Charter	I understand my choices in following the Learning Charter

Celebrating Difference Puzzle Map - Ages 5-6

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.The same as...	R5, R12, R16	I can identify similarities between people in my class	class I can tell you some ways in which I am the same as my friends
2. Different from...	R12, R16, H7, H8	I can identify differences between people in my class	I can tell you some ways I am different from my friends
3.What is 'bullying'?	R17, R29, H7, H8	I can tell you what bullying is	I understand how being bullied might feel
4.What do I do about bullying?	R17, R29, R31, R32, H9	I know some people who I could talk to if I was feeling unhappy or being bullied	I can be kind to children who are bullied
5.Making new friends	R2, R8, R9, R10, R11, R13, R19, R25	I know how to make new friends	I know how it feels to make a new friend
6.Celebrating difference; celebrating me	Assessment Opportunity R12, H2, H3	I can tell you some ways I am different from my friends	I understand these differences make us all special and unique

Dreams & Goals Puzzle Map - Ages 5-6

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. My Treasure Chest of Success	H1	I can set simple goals	I can tell you about a thing I do well
2. Steps to Goals		I can set a goal and work out how to achieve it	I can tell you how I learn best
3. Achieving Together Puzzle outcome: Dream wellies	R12, R16	I understand how to work well with a partner	I can celebrate achievement with my partner
4. Stretchy Learning Puzzle outcome: Stretchy flowers		I can tackle a new challenge and understand this might stretch my learning	I can identify how I feel when I am faced with a new challenge
5. Overcoming Obstacles	R30, H4	I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them	I know how I feel when I see obstacles and how I feel when I overcome them
6. Celebrating My Success Assessment Opportunity	H3	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it	I know how to store the feelings of success in my internal treasure chest

Healthy Me Puzzle Map - Ages 5-6

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Being Healthy	H1, H2, H5, H6, H18, H19, H24, H28, H29	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy	I feel good about myself when I make healthy choices
2. Healthy Choices	H1, H3, H5, H6, H18, H19, H22, H23, H24, H28, H29	I know how to make healthy lifestyle choices	I feel good about myself when I make healthy choices
3. Clean and Healthy	H6, H18, H30	I know how to keep myself clean and healthy, and understand how germs cause disease/ illness I know that all household products including medicines can be harmful if not used properly	I am special so I keep myself safe
4. Medicine Safety	H6, H18	I understand that medicines can help me if I feel poorly and I know how to use them safely	I know some ways to help myself when I feel poorly
5. Road Safety	H6, H18, H21	I know how to keep safe when crossing the road, and about people who can help me to stay safe	I can recognise when I feel frightened and know who to ask for help
6. Happy, Healthy Me Assessment Opportunity Puzzle outcome: Keeping clean and healthy	R15, H5, H6, H18, H24, H30	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	I can recognise how being healthy helps me to feel happy

Relationships Puzzle Map - Ages 5-6

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.Families	R1, R2, R3, R4	I can identify the members of my family and understand that there are lots of different types of families	I know how it feels to belong to a family and care about the people who are important to me
2.Making Friends	R7, R8, R9, R10, R11, R12	I can identify what being a good friend means to me	I know how to make a new friend
3.Greetings	R14, R19, R25, R26, R27, R28	I know appropriate ways of physical contact to greet my friends and know which ways I prefer	I can recognise which forms of physical contact are acceptable and unacceptable to me
4.People Who Help Us	R11, R16, R19, R25, R28, R32, H4	I know who can help me in my school community	I know when I need help and know how to ask for it
5.Being My Own Best Friend	R9, R10, R11, R15, R30, H3, H6	I can recognise my qualities as person and a friend	I know ways to praise myself
6.Celebrating My Special Relationships Puzzle Outcome: Balloons Assessment Opportunity	R12, R13, R16, H2, H6	I can tell you why I appreciate someone who is special to me	I can express how I feel about them

Changing Me Puzzle Map - Ages 5-6

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.Life cycles	R1, R6	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK
2. Changing Me	H4	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not
3.My Changing Body		I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates
4. Boys' and Girls' Bodies	R19, R25, R26, R27, R29, H34	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus	I respect my body and understand which parts are private
5.Learning and Growing Puzzle Outcome: Piece 5 Flowers	R15	I understand that every time I learn something new I change a little bit	I enjoy learning new things
6.Coping with Changes Assessment Opportunity	R32, H2, H3	I can tell you about changes that have happened in my life	I know some ways to cope with changes

Being Me In My World Puzzle Map - Ages 6-7

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.Hopes and Fears for the Year	H2, H3	I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal	I recognise when I feel worried and know who to ask for help
2.Rights and Responsibilities	R12, R14, R16, R19, R25, R32	I understand the rights and responsibilities for being a member of my class and school	I recognise when I feel worried and know who to ask for help
3.Rewards and Consequences	R12, R14, R15, R16	I understand the rights and responsibilities for being a member of my class	I can help to make my class a safe and fair place
4.Rewards and Consequences	R12, R14, R15, R16	I can listen to other people and contribute my own ideas about rewards and consequences	I can help make my class a safe and fair place
5.Our Learning Charter	R12, R13, R14	I understand how following the Learning Charter will help me and others learn	I can work cooperatively
6.Owning our Learning Charter	R12, R13, R14	I can recognise the choices I make and understand the consequences	I am choosing to follow the Learning Charter

Celebrating Difference Puzzle Map - Ages 6-7

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.Boys and girls	R18, H2, H3	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	I understand some ways in which boys and girls are similar and feel good about this
2.Boys and girls	R18, H17	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	I understand some ways in which boys and girls are different and accept that this is OK
3.Why does bullying happen?	R17, R21, R22, H8, H13, H15	I understand that bullying is sometimes about difference	I can tell you how someone who is bullied feels I can be kind to children who are bullied
4.Standing up for myself and others	R11, R13, R16, R20, R30, R31, R32, H4, H9	I can recognise what is right and wrong and know how to look after myself	I know when and how to stand up for myself and others I know how to get help if I am being bullied
5.Gender Diversity	R9, R12, R13, R14, R16, R19, R25, H2, H3, H7	I understand that it is OK to be different from other people and to be friends with them	I understand we shouldn't judge people if they are different. I know how it feels to be a friend and have a friend
6.Celebrating difference and still being friends Assessment Opportunity Puzzle Outcome: Trophy of Celebration	R7, R8, R10, R12, R14, R16, R19, R25, H2, H3	I can tell you some ways I am different from my friends	I understand these differences make us all special and unique

Dreams & Goals Puzzle Map - Ages 6-7

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.Goals to Success	H2, H3	I can choose a realistic goal and think about how to achieve it	I can tell you things I have achieved and say how that makes me feel
2.My Learning Strengths	R15, R30	I carry on trying (persevering) even when I find things difficult	I can tell you some of my strengths as a learner
3.Learning with Others	R12, R13, R14, R16	I can recognise who I work well with and who it is more difficult for me to work with	I can tell you how working with other people helps me learn
4.A Group Challenge Puzzle Outcome: Dream Birds	R13, R14, R16, R19	I can work well in a group	I can work with others in a group to solve problems
5.Continuing Our Group Challenge	R14, R16, R19, H2, H3	I can tell you some ways I worked well with my group	I can tell you how I felt about working in my group
6.Celebrating Our Achievement Assessment Opportunity	R19, H4	I know how to share success with other people	I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest

Healthy Me Puzzle Map - Ages 6-7

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Being Healthy	H5, H6, H18, H19, H20, H24, H29	I know what I need to keep my body healthy	I am motivated to make healthy lifestyle choices
2. Being Relaxed	H1, H2, H3, H6, H12, H18, H19, H28	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed	I can tell you when a feeling is weak and when a feeling is strong
3. Medicine Safety	H6, H18, H21, H25	I understand how medicines work in my body and how important it is to use them safely	I feel positive about caring for my body and keeping it healthy
4. Healthy Eating	H5, H6, H22, H23, H24	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy	I have a healthy relationship with food and know which foods I enjoy the most
5. Healthy Eating	H5, H6, H18, H22, H23, H24	I can make some healthy snacks and explain why they are good for my body	I can express how it feels to share healthy food with my friends
6. Happy, Healthy Me! Puzzle outcome: Healthy recipes Assessment Opportunit	H5, H6, H18, H20	I can decide which foods to eat to give my body energy	I have a healthy relationship with food and I know which foods are most nutritious for my body

Relationships Puzzle Map - Ages 6-7

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.Families	R1, R2, R3, R4, R5, R6	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	I accept that everyone's family is different and understand that most people value their family
2.Keeping Safe - exploring physical contact	R16, R19, R25, R27, R28, R29, R30, R32	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	I know which types of physical contact I like and don't like and can talk about this
3.Friends and Conflict	R7, R9, R10, R12, R16, H15	I can identify some of the things that cause conflict with my friends	I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends
4.Secrets	R6, R16, R19, R20, R22, R26, R31, R32, H2, H3	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	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
5.Trust and Appreciation	R11, R12, R13, R16, R31, H2, H3	I recognise and appreciate people who can help me in my family, my school and my community	I understand how it feels to trust someone
6.Celebrating My Special Relationships Puzzle Outcome: Relationship Flag/Bunting Assessment Opportunity	R8, H2, H3	I can express my appreciation for the people in my special relationships	I am comfortable accepting appreciation from others

Changing Me Puzzle Map - Ages 6-7

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.Life Cycles in Nature			I understand there are some changes that are outside my control and can recognise how I feel about this
2. Growing from Young to Old		I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me
3.The Changing Me	H34	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent
4.Boys' and Girls' Bodies	R26, R27, R29, H34	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl
5.Assertiveness	R15, R19, R25, R26, R29, R30, R31, R32	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help
6.Looking Ahead Assessment Opportunity	H2, H3	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this

Being Me In My World Puzzle Map - Ages 7-8

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Getting to Know Each Other	R7, R8, R9	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my Jigsaw Journal	I value myself and know how to make someone else feel welcome and valued
2. Our Nightmare School	R12, R32, H2, H3	I can face new challenges positively, make responsible choices and ask for help when I need it	I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions
3. Our Dream School	R13, R16, H2, H3	I understand why rules are needed and how they relate to rights and responsibilities	I know how to make others feel valued
4. Rewards and Consequences	R21	I understand that my actions affect myself and others and I care about other people's feelings	I understand that my behaviour brings rewards/consequences
5. Our Learning Charter	R14, R19	I can make responsible choices and take action	I can work cooperatively in a group
6. Owing our Learning Charter	R14, R19, R25	I understand my actions affect others and try to see things from their points of view	I am choosing to follow the Learning Charter

Celebrating Difference Puzzle Map - Ages 7-8

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.Families	R1, R2, R3, R4	I understand that everybody's family is different and important to them	I appreciate my family/the people who care for me
2.Family conflict	R5, R6, H4, H9	I understand that differences and conflicts sometimes happen among family members	I know how to calm myself down and can use the 'Solve it together' technique
3.Witness and feelings	R11, R17, R31, H8, H9	I know what it means to be a witness to bullying	I know some ways of helping to make someone who is bullied feel better
4.Witness and solutions	R11, R17, R31, R32, H8, H9	I know that witnesses can make the situation better or worse by what they do	I can problem-solve a bullying situation with others
5.Words that harm	R9, R10, R12, R13, R14, R16, R17, R18, R20, R21, R23, R25, R30, H7, H8, H13, H15	I recognise that some words are used in hurtful ways	I try hard not to use hurtful words (e.g. gay, fat)
6.Celebrating difference: compliments Assessment Opportunity Puzzle Outcome: Kites	R7, R12, R15, R16, H2, H3	I can tell you about a time when my words affected someone's feelings and what the consequences were	I can give and receive compliments and know how this feels

Dreams & Goals Puzzle Map - Ages 7-8

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.Dreams and Goals	R12	I can tell you about a person who has faced difficult challenges and achieved success	I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)
2.My Dreams and Ambitions	H4	I can identify a dream/ambition that is important to me	I can imagine how I will feel when I achieve my dream/ambition
3.A New Challenge Puzzle Outcome: Garden design/ decoration		I enjoy facing new learning challenges and working out the best ways for me to achieve them	I can break down a goal into a number of steps and know how others could help me to achieve it
4.Our New Challenge Puzzle Outcome: Garden design/ decoration		I am motivated and enthusiastic about achieving our new challenge	I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge
5.Our New Challenge - Overcoming Obstacles Puzzle Outcome: Garden design/ decoration	R14, R15, H2, H3	I can recognise obstacles which might hinder my achievement and can take steps to overcome them	I can manage the feelings of frustration that may arise when obstacles occur
6.Celebrating My Learning Assessment Opportunity	R13, H2, H3	I can evaluate my own learning process and identify how it can be better next time	I am confident in sharing my success with others and can store my feelings in my internal treasure chest

Healthy Me Puzzle Map - Ages 7-8

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Being Fit and Healthy	H5, H6, H18, H19, H20, H22, H23, H24	I understand how exercise affects my body and know why my heart and lungs are such important organs	I can set myself a fitness challenge
2. Being Fit and Healthy	H5, H6, H18, H19, H20, H22, H23, H24, H28	I know that the amount of calories, fat and sugar I put into my body will affect my health	I know what it feels like to make a healthy choice
3. What Do I Know About Drugs?	H17, H21, H25	I can tell you my knowledge and attitude towards drugs	I can identify how I feel towards drugs
4. Being Safe Puzzle outcome: Keeping safe	R22, R23, R24, R25, R26, R28, R29, R30, R31, R32, H2, H3, H9, H11, H17, H21	I can identify things, people and places that I need to keep safe from I know some strategies for keeping myself safe, who to go to for help and how to call emergency services	I can express how being anxious or scared feels
5. Safe or Unsafe	R20, R21, R22, R23, R24, R25, R26, R28, R29, R30, R31, R32, H9, H11, H21	I can identify when something feels safe or unsafe	I can take responsibility for keeping myself and others safe
6. My Amazing Body Assessment Opportunity	R15, H1, H6, H18, H19, H21	I understand how complex my body is and how important it is to take care of it	I respect my body and appreciate what it does for me

Relationships Puzzle Map - Ages 7-8

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.Family Roles and Responsibilities	R1, R2, R3, R4, R18	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	I can describe how taking some responsibility in my family makes me feel
2.Friendship	R7, R8, R9, R10, R12, R19, H2, H3	I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener	I know how to negotiate in conflict situations to try to find a win-win solution
3.Keeping Myself Safe Online	R11, R17, R20, R21, R22, R23, R24, R25, R26, R32, H9, H11, H12, H13, H14, H15, H16, H17,	I know and can use some strategies for keeping myself safe online	I know who to ask for help if I am worried or concerned about anything online
4.Being a Global Citizen 1		I can explain how some of the actions and work of people around the world help and influence my life	I can show an awareness of how this could affect my choices
5.Being a Global Citizen 2		I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	I can empathise with children whose lives are different to mine and appreciate what I may learn from them
6.Celebrating My Web of Relationships Puzzle Outcome: Appreciation Streamers	R13, R16	I know how to express my appreciation to my friends and family	I enjoy being part of a family and friendship groups

Changing Me Puzzle Map - Ages 7-8

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.How Babies Grow	H2, H3	I 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	I can express how I feel when I see babies or baby animals
2. Babies	H2, H3	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family
3.Outside Body Changes	H2, H3, H34	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	I recognise how I feel about these changes happening to me and know how to cope with those feelings
4. Inside Body Changes	R27, H2, H3, H34	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I recognise how I feel about these changes happening to me and know how to cope with these feelings
5. Family Stereotypes	R1, R2, R3, R4, R18, H2, H3	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
6.Looking Ahead Assessment Opportunity Puzzle Outcome: Ribbon Mobiles	H2, H3	identify what I am looking forward to when I move to my next class	start to think about changes I will make next year and know how to go about this

Being Me In My World Puzzle Map - Ages 8-9

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Becoming a Class 'Team'	R7, R8, R9, H2, H3	I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal	I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued
2. Being a School Citizen	R11, R12, R14	I understand who is in my school community, the roles they play and how I fit in	I can take on a role in a group and contribute to the overall outcome
3. Rights, Responsibilities and Democracy	R12, R16	I understand how democracy works through the School Council	I can recognise my contribution to making a Learning Charter for the whole school
4. Rewards and Consequences	R14, R19	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	I understand how rewards and consequences motivate people's behaviour
5. Our Learning Charter	R13, R25	I understand how groups come together to make decisions	I can take on a role in a group and contribute to the overall outcome
6. Owning our Learning Charter		I understand my actions affect others and try to see things from their points of view	I am choosing to follow the Learning Charter

Celebrating Difference Puzzle Map - Ages 8-9

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.Judging by Appearances	R13	I understand that, sometimes, we make assumptions based on what people look like	I try to accept people for who they are
2.Understanding influences	R11, R12, R13, R20, R21, R22, R25, H7	I understand what influences me to make assumptions based on how people look	I can question why I think what I do about other people
3.Understanding Bullying	R11, R16, R22, R31, R32, H7, H8, H9, H13	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure	I know how it might feel to be a witness to and a target of bullying
4.Problem-solving	R30	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell	I can problem-solve a bullying situation with others
5.Special Me Puzzle outcome: Frames	R15, R16, H4	I can identify what is special about me and value the ways in which I am unique	I like and respect the unique features of my physical appearance
6.Celebrating Difference: how we look Assessment Opportunity	R15, R16, H2, H3	I can tell you a time when my first impression of someone changed when I got to know them	I can explain why it is good to accept people for who they are

Dreams & Goals Puzzle Map - Ages 8-9

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.Hopes and Dreams			I know how it feels to have hopes and dreams
2.Broken Dreams		I understand that sometimes hopes and dreams do not come true and that this can hurt	I know how disappointment feels and can identify when I have felt that way
3.Overcoming Disappointment	R12	I know that reflecting on positive and happy experiences can help me to counteract disappointment	
4.Creating New Dreams		I know how to make a new plan and set new goals even if I have been disappointed	I know what it means to be resilient and to have a positive attitude
5.Achieving Goals Puzzle Outcome: Potato People	R14	I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group	I can enjoy being part of a group challenge
6.We Did It! Assessment Opportunity	R16, H2, H3	I can identify the contributions made by myself and others to the group's achievement	I know how to share in the success of a group and how to store this success experience in my internal treasure chest

Healthy Me Puzzle Map - Ages 8-9

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.My Friends and Me	R7, R8, R11, R13, H2, H3	I recognise how different friendship groups are formed, how I fit into them and the friends I value the most	I can identify the feelings I have about my friends and my different friendship groups
2.Group Dynamics	R8, R10, R11, R13, R19, R20, R21, R22, R25	I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations	I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with
3.Smoking	R30, R31, R32, H21, H25, H26	I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke	I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others
4.Alcohol	R30, R31, R32, H21, H24, H25, H26	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol	I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others
5.Healthy Friendships Puzzle Outcome: Healthy Friendships	R8, R9, R10, R11, R12, R13, R16, R20, R25, R29, R32, H1, H4	I can recognise when people are putting me under pressure and can explain ways to resist this when I want	I can identify feelings of anxiety and fear associated with peer pressure
6.Celebrating My Inner Strength and Assertiveness Assessment Opportunity	R11, R12, R14, R15, R16, R19, R22, R25	I know myself well enough to have a clear picture of what I believe is right and wrong	I can tap into my inner strength and know how to be assertive

Relationships Puzzle Map - Ages 8-9

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.Jealousy	R6	I can recognise situations which can cause jealousy in relationships	I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens
2.Love and Loss	R6, H2, H3, H7, H9	I can identify someone I love and can express why they are special to me	I know how most people feel when they lose someone or something they love
3.Memories Puzzle outcome: Memory Box	H4, H10	I can tell you about someone I know that I no longer see	I understand that we can remember people even if we no longer see them
4.Getting on and Falling Out	R7, R8, R9, R10, R11, R12, R13, R14, R16, R19, R25, R32, H7	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	I know how to stand up for myself and how to negotiate and compromise
5.Girlfriends and Boyfriends	R8, R9, R12, R13, R14, R16	I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older	I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend
6.Celebrating My Relationships with People and Animals Assessment Opportunity	R2, R4, R9, R12, R16, R19, R25	I know how to show love and appreciation to the people and animals who are special to me	I can love and be loved

Changing Me Puzzle Map - Ages 8-9

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.Unique Me	R1, R2, R3, R4, R27	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	I appreciate that I am a truly unique human being
2. Having a Baby	R1, R2, R3, R4, R26, H34	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
3.Girls and Puberty	R26, H34, H35	I can 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	I have strategies to help me cope with the physical and emotional changes I will experience during puberty
4.Circles of Change Puzzle Outcome: Circles of Change	H4	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me
5.Accepting Change	H2, H3	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
6.Looking Ahead Assessment Opportunity		I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about this

Being Me In My World Puzzle Map - Ages 9-10

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.My Year Ahead	R16, H2, H3	I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal	I know what I value most about my school and can identify my hopes for this school year
2. Being a Citizen of My Country	R12, R14, R15	I understand my rights and responsibilities as a citizen of my country	I can empathise with people in this country whose lives are different to my own
3.Year 5 Responsibilities	R12, R13, R14	I understand my rights and responsibilities as a citizen of my country and as a member of my school	I can empathise with people in this country whose lives are different to my own
4.Rewards and Consequences	R14, H7	I can make choices about my own behaviour because I understand how rewards and consequences feel	I understand that my actions affect me and others
5. Our Learning Charter	R14	I understand how an individual's behaviour can impact on a group	I can contribute to the group and understand how we can function best as a whole
6.Owning our Learning Charter	R12, R13, R14	I understand how democracy and having a voice benefits the school community and know how to participate in this	I understand why our school community benefits from a Learning Charter and can help others to follow it

Celebrating Difference Puzzle Map - Ages 9-10

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.Different cultures	R12, R16, R18	I understand that cultural differences sometimes cause conflict	I am aware of my own culture
2.Racism	R12, R31, H4	I understand what racism is	I am aware of my attitude towards people from different races, cultures and ethnicities
3.Rumours and Name-calling	R6, R9, R10, R29, R30, R32, H2, H3, H7, H9	I understand how rumour-spreading and name-calling can be bullying behaviours	I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one
4.Types of Bullying	R9, R10, R17, R32, H7, H8, H9	I can explain the difference between direct and indirect types of bullying	I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied
5.Does Money Matter? Puzzle outcome: Culture displays	H9	I can compare my life with people in the developing world	I can appreciate the value of happiness regardless of material wealth
6.Celebrating Difference across the world Assessment Opportunity	R13, R15	I can understand a different culture from my own	I respect my own and other people's cultures

Dreams & Goals Puzzle Map - Ages 9-10

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. When I Grow Up (My Dream Lifestyle)	H2, H3	I understand that I will need money to help me achieve some of my dreams	I can identify what I would like my life to be like when I am grown up
2. Investigate Jobs and Careers		I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs	I appreciate the contributions made by people in different jobs
3. My Dream Job. Why I want it and the steps to get there	R15	I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it	I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future
4. Dreams and Goals of Young People in Other Cultures	R16	I can describe the dreams and goals of young people in a culture different to mine	I can reflect on how these relate to my own
5. How Can We Support Each Other? Puzzle Outcome: Charity fundraising	R12	I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other	I appreciate the similarities and differences in aspirations between myself and young people in a different culture
6. Rallying Support Assessment Opportunity	R12	I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship	I understand why I am motivated to make a positive contribution to supporting others

Healthy Me Puzzle Map - Ages 9-10

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.Smoking	H21, H24, H25	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.	I can make an informed decision about whether or not I choose to smoke and know how to resist pressure
2.Alcohol	H21, H24, H25	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart	I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
3.Emergency Aid	R31, R31, R32, H9, H21, H32, H33	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations	I know how to keep myself calm in emergencies
4.Body Image	R12, R15, R16, R18, R25, R27, H10, H21	I understand how the media, social media and celebrity culture promotes certain body types	I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am
5.My Relationship with Food Puzzle Outcome : Healthy Body Image	R15, H4, H10, H21	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures	I respect and value my body
6.Healthy Me Assessment Opportunity	H1, H2, H3, H4, H5, H6, H10, H18, H19, H20, H21	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	I am motivated to keep myself healthy and happy

Relationships Puzzle Map - Ages 9-10

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.Recognising Me	R13, R15, H2, H3, H4, H7	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	I know how to keep building my own self-esteem
2.Safety with Online Communities	R11, R12, R13, R14, R16, R17, R20, R21, R22, R23, R24, R25, R26, R29, R31, R31, R32, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17	I understand that belonging to an online community can have positive and negative consequences	I can recognise when an online community feels unsafe or uncomfortable
3.Being in an Online Community	R12, R13, R14, R16, R19, R20, R21, R22, R23, R24, R25, R26, R29, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17	I understand there are rights and responsibilities in an online community or social network	I can recognise when an online community is helpful or unhelpful to me
4.Online Gaming	R12, R13, R14, R19, R20, R21, R22, R23, R24, H11, H12, H13, H14, H15, H16, H17	I know there are rights and responsibilities when playing a game online	I can recognise when an online game is becoming unhelpful or unsafe
5.My Relationship with Technology: screen time	R12, R13, R14, R20, R21, R22, R23, R24, H5, H11, H12, H13, H14, H15, H16, H17, H28	I can recognise when I am spending too much time using devices (screen time)	I can identify things I can do to reduce screen time, so my health isn't affected
6.Relationships and Technology Assessment Opportunity Puzzle outcome: Internet Safety Poster (staying safe and happy online)	R11, R12, R13, R14, R20, R21, R22, R23, R24, H1, H11, H12, H13, H14, H15, H16, H17	I can explain how to stay safe when using technology to communicate with my friends	I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others

Changing Me Puzzle Map - Ages 9-10

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Self and Body Image	R15, R25, R26, R27, H5, H6, H10, H18	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2. Puberty for Girls	H34	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me
3. Puberty for boys	H2, H3, H34	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty
4. Conception	H34	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also 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
5. Looking Ahead 1 Puzzle Outcome: Change Cards	H4, H34	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring
6. Looking Ahead 2	H1, H4	I can identify what I am looking forward to when I move to my next class.	I can start to think about changes I will make next year and know how to go about this.

Being Me In My World Puzzle Map - Ages 10-11

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. My Year Ahead		I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know how to use my Jigsaw Journal	I feel welcome and valued and know how to make others feel the same
2. Being a Global Citizen 1	R12, H2, H3	I know that there are universal rights for all children but for many children these rights are not met	I understand my own wants and needs and can compare these with children in different communities
3. Being a Global Citizen 2	R12, H2, H3	I understand that my actions affect other people locally and globally	I understand my own wants and needs and can compare these with children in different communities
4. The Learning Charter	R12, R13, R14, R25, H4	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them
5. Our Learning Charter	R7, R12, R13, R16	I understand how an individual's behaviour can impact on a group	I can contribute to the group and understand how we can function best as a whole
6. Owning our Learning Charter	R12, R13, R16	I understand how democracy and having a voice benefits the school community	I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself

Celebrating Difference Puzzle Map - Ages 10-11

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Am I Normal?	R15, H4, H7, H10	I understand there are different perceptions about what normal means	I can empathise with people who are different
2. Understanding Difference	R3, R12, R18, R19, H7, H10	I understand how being different could affect someone's life	I am aware of my attitude towards people who are different
3. Power Struggles	R11, R21, R25, R31, R32, H7, H13, H17	I can explain some of the ways in which one person or a group can have power over another	I know how it can feel to be excluded or treated badly by being different in some way
4. Why Bully?	R11, R17, R30, R31, H8, H13, H17	I know some of the reasons why people use bullying behaviours	I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one
5. Celebrating Difference Puzzle Outcome: Admiration Accolades	R12, R13	I can give examples of people with disabilities who lead amazing lives	I appreciate people for who they are
6. Celebrating Difference Assessment Opportunity	R13, R16, H2, H3	I can explain ways in which difference can be a source of conflict and a cause for celebration	I can show empathy with people in either situation

Dreams & Goals Puzzle Map - Ages 10-11

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Personal Learning Goals	R15	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)	I understand why it is important to stretch the boundaries of my current learning
2. Steps to Success		I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these	I can set success criteria so that I will know whether I have reached my goal
3. My Dream For the World Puzzle outcome: Flags/bunting	H2, H3	I can identify problems in the world that concern me and talk to other people about them	I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations
4. Helping to Make a Difference Puzzle outcome: Fundraising event	R12, R13, H7	I can work with other people to help make the world a better place	I can empathise with people who are suffering or who are living in difficult situations
5. Helping to Make a Difference	R16, H4	I can describe some ways in which I can work with other people to help make the world a better place	I can identify why I am motivated to do this
6. Recognising Our Achievements Assessment Opportunity	R16	I know what some people in my class like or admire about me and can accept their praise	I can give praise and compliments to other people when I recognise their contributions and achievements

Healthy Me Puzzle Map - Ages 10-11

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Taking responsibility for my health and well-being	R15, R27, R31, R32, H1, H5, H6, H7, H9, H10, H17, H18, H19, H21, H24, H29, H31	I can take responsibility for my health and make choices that benefit my health and well-being	I am motivated to care for my physical and emotional health
2. Drugs	R31, R32, H2, H3, H8, H9, H10, H17, H21, H24, H25	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart	I am motivated to find ways to be happy and cope with life's situations without using drugs
3. Exploitation	R7, R11, R25, R31, R32, H8, H9, H10, H17, H21	I understand that some people can be exploited and made to do things that are against the law	I can suggest ways that someone who is being exploited can help themselves
4. Gangs	R7, R11, R25, R31, R32, H8, H9, H10, H17, H21	I know why some people join gangs and the risks this involves	I can suggest strategies someone could use to avoid being pressurised
5. Emotional and Mental Health	R30, R31, R32, H1, H4, H5, H6, H7, H9, H10, H12, H17, H18, H19, H21, H28	I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness	I know how to help myself feel emotionally healthy and can recognise when I need help with this
6. Managing Stress and Pressure Puzzle Outcome: Healthy Body, Healthy Mind Assessment Opportunity	R15, R19, R27, R30, R31, R32, H1, H4, H5, H6, H7, H9, H10, H12, H17, H18, H19, H20, H21, H28	I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.	I can use different strategies to manage stress and pressure

Relationships Puzzle Map - Ages 10-11

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. What is Mental Health?	R27, R32, H1, H4, H5, H6, H7, H9, H10, H17, H18, H21	I know that it is important to take care of my mental health	I understand that people can get problems with their mental health and that it is nothing to be ashamed of
2. My Mental Health	R15, R27, R32, H1, H4, H5, H6, H7, H9, H10, H17, H18, H21	I know how to take care of my mental health	I can help myself and others when worried about a mental health problem
3. Love and Loss	R32, H2, H3, H4, H7, H9, H10, H17	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve	I can recognise when I am feeling those emotions and have strategies to manage them
4. Power and Control	R8, R9, R10, R13, R17, R19, R25, R26, R28, R30, R31, R32, H8, H9, H17	I can recognise when people are trying to gain power or control	I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control
5. Being Online: Real or Fake? Safe or Unsafe?	R11, R13, R20, R21, R22, R23, R24, R25, R26, R28, R29, R32, H11, H12, H13, H14, H15, H16, H17	I can judge whether something online is safe and helpful for me	I can resist pressure to do something online that might hurt myself or others
6. Using Technology Responsibly Puzzle Outcome: Internet Safety Presentation Assessment Opportunity	R13, R21, R22, R23, R24, R25, R26, R28, R32, H11, H12, H13, H14, H15, H16, H17	I can use technology positively and safely to communicate with my friends and family	I can take responsibility for my own safety and well-being

Changing Me Puzzle Map - Ages 10-11

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. My Self Image	R15, R27, H1, H4, H6, H7, H9, H10	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2. Puberty	R30, R32, H9, H34, H35	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
3. Babies: Conception to Birth Assessment Opportunity	R1, R4, R32, H9, H35	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby
4. Boyfriends and Girlfriends	R4, R7, R8, R9, R13, R19, H9	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
5. Real self and ideal self	R13, R15, R16, R19, R27, H1, H4, H6 H9, H10	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'
6. The Year Ahead	H2, H3, H4, H6, H9, H10	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	I know know how to prepare myself emotionally for the changes next year.

Appendix B

Including and valuing ALL children What does Jigsaw teach about LGBT+ relationships?

Jigsaw, the mindful approach to PSHE, is a teaching programme for Personal, Social and Health Education (PSHE) which includes statutory Relationships Education, statutory Health Education and non-statutory Sex Education (DfE England 2019).

It is a comprehensive programme for pupils aged from 3-16, and designed by Jan Lever MBE, a teacher and psychotherapist.

There are six half-term Puzzles (units) sequenced from the beginning to the end of the school year:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Each Puzzle has six lessons. The Jigsaw Friends are used as distancing tools along with the Jigsaw Charter to ensure a safe learning environment. Mindfulness philosophy and practice underpins and permeates the programme.

This information leaflet has been written to provide information about Jigsaw's approach to LGBT+ relationships in the age 3-11 programme.

Terminology:

LGBT+: lesbian, gay, bisexual and transgender. The + acknowledges other sexualities and gender identities.

In the Jigsaw 3-11 teaching materials, we introduce the terms lesbian, gay and heterosexual in a very small number of lesson plans from Ages 7-8 upwards in the context of different types of families, and there are some images that children may recognise as showing same sex in earlier year groups.

We introduce the term transgender in one lesson for Ages 10-11 yrs as part of a lesson that also reflects the wider concept of protected characteristics and valuing different types of people in our communities.

Premise:

Our experience shows us that children are good at accepting and looking past differences to the person. They are happy to be friends with/work with any peer they like and feel comfortable with, regardless of the differences that might be apparent. Of course, difference is sometimes used as a source of bullying and Jigsaw works hard to alleviate this.

So, firstly, it is important to state that Jigsaw nurtures positive and healthy relationships across the school community. It is concerned that all children understand what makes a relationship positive

and healthy and can recognise and get help if they are experiencing something unhealthy etc. The starting point is building a positive, respectful relationship with self, engendering a sense of belonging and inclusion. This work begins in the Being Me in My World Puzzle (unit) in all year groups and is reinforced throughout.

Therefore, there is minimal focus on sexual orientation and gender identity in the age 3 -11 programme; enough to enable children to understand the meaning of the words lesbian, gay, transgender and heterosexual. This is set in the context of who people love, are attracted to and may want to marry or spend their lives with, but not in the context of any kind of sexual activity.

We acknowledge there are many gender identities and sexualities other than the ones we include in Jigsaw lessons but aim to ensure Jigsaw lessons are age and cognitive-load appropriate for primary-age children. We hope parents/carers will enhance this core work as they see fit in their own families.

This work is about alleviating stereotyping, accepting and respecting all people and celebrating differences of all sorts. In this way we aim to value and include all children and all family compositions, not to mention all teachers and members of the school community, thus equipping children for life in the UK today.

What does Jigsaw PSHE teach about LGBT+ relationships and why?

Jigsaw believes all children should feel included

Jigsaw is underpinned by the philosophy to value every child as a unique human being, to enable everyone to feel included and to celebrate difference, thus developing empathy, compassion and respect for self and others. We believe that school is a place where all children should feel safe and respected. Part of this is helping children to understand there are many differences and similarities between people and that this can be positive rather than a source of negativity, bullying or discrimination. Jigsaw talks about children and people as being of equal value, without labels, and considers the qualities most important in human beings. It unpacks stereotypes and influences and helps children become mindful, aware of their thoughts and feelings and the impact these may have.

Families

One of the differences children will be familiar with is family composition.

There are many family situations; some children will have parents who are separated, some may live with a mum and a dad, some may have stepparents, some may live in extended multi-generational families, and some may be fostered or adopted. Some may have other family arrangements; and some of those in parenting roles will be heterosexual and some will be LGBT+. We believe the gender identity and sexual orientation of parents and family members is what it is. This is their business, no-one else's, and in children's eyes is insignificant as these are the people they love and who love and care for them.

Jigsaw therefore makes every effort to reflect a wide range of families in its images so that all children can resonate with their own experience of 'family'. No child should ever be made to feel less accepted, or that their family is any less loving and caring than another. Careful treatment is given to this work in Jigsaw to avoid children being at risk of picking up 'hidden messages' that may suggest to them their family is 'not as good as' or 'not right'.

Children who feel unaccepted or isolated are more vulnerable, possibly feel less secure, and potentially less able to apply themselves to learning. Jigsaw works hard to ensure its materials are accepting of all children and all families, (of course helping children to know how to get help if they are being harmed in any way).

The Jigsaw philosophy values every child as a unique human being and does not discriminate but supports them all to become the best they can be.

Jigsaw's lessons help children explore why a loving and caring family is important and how they contribute to that as members of their own families.

Examples of teaching materials

In Jigsaw we sometimes use images of people and sometimes distance the learning by using e.g. cartoon characters.

Ages 7-8 Celebrating Difference

This lesson offers many images and asks children, 'Which pictures show a family?' thus opening a discussion on what makes a family and concluding that what is important is that we are loved and cared for, whatever our family composition.

Ages 5-6 Relationships

This lesson uses cartoon characters from Planet Zarg to suggest there are many different sorts of families.

Children as individuals

In the same way that Jigsaw approaches all family compositions as of equal value, it also considers every child of equal value.

Some children in primary school may feel they are different in some way. This difference may be about their developing sexuality or gender identity, but equally, it may be about appearance, body-image, achievements, language, accent or any number of perceived differences.

The second Puzzle (unit) in the Jigsaw Programme for all year groups, called Celebrating Difference, is all about similarity and difference; the underpinning aim being to help children love and accept themselves for who they are and build a positive relationship with self and with others.

There is no direct teaching about children themselves being heterosexual or LGBT+, rather each child is treated as a valued individual.

We simply believe it is important that children understand that individuality is positive and not a source of negativity, thereby leading to acceptance and respect for self and others.

As they explore who they are and their sexuality and gender identity become more apparent to them, this will then be received in a positive way, without fear.

Jigsaw's ages 3-11 programme does not explicitly teach about heterosexual or LGBT+ relationships in adulthood either, other than to explain that any two adults can love each other and be attracted to each other.

The ages 3-11 Jigsaw Programme nurtures respect and acceptance for all, focussing on the characteristics of positive, healthy relationships children themselves will be experiencing e.g. family and friends.

2) Jigsaw aims to eliminate bullying and give age-appropriate understanding

Bullying is often focused on some aspect of difference, hence the Celebrating Difference work which includes anti-bullying work.

When discussing any differences between people, Jigsaw helps teach children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy, and responsible people, rather than judging them on appearance or any other aspect of difference or on first impressions or unsubstantiated judgements.

Children will have heard, or will come to hear, words such as 'gay', 'lesbian' or 'transgender'. Sometimes these words can be used as insults or derogatory terms. In this context, Jigsaw explains the meanings of these words age-appropriately and teaches that these are not to be used in derogatory ways as this could cause hurt or harm and are disrespectful. No words are ever to be used to cause hurt or harm.

At no point in Jigsaw is any reference made to sexual activity of any adults regardless of their sexuality. This we strongly believe would be inappropriate and unacceptable. In ages 9-11 when human reproduction is taught (at the school's discretion) this is done from a biological standpoint. IVF and adoption are mentioned to ensure children are aware, but the focus is on teaching the biology of human reproduction.

Jigsaw lessons help by giving age-appropriate information, and by assisting teachers to clarify children's understanding of words and terminology. Explanations as to LGBT+ are always accompanied by explaining heterosexual so that LGBT+ relationships are not singled out as different to the 'norm' but rather seen as part of the whole range of relationships, sexual orientations and gender identities.

However, for ages 3-11 this work is minimal as we are most concerned to nurture accepting attitudes. Further understanding can follow at secondary school.

3) Schools have a duty to uphold the Public Sector Equality Duty (PSED)

The PSED or the Equality Act, as it is more commonly known, requires schools to eliminate discrimination; advance equality of opportunity; and foster good relationships. By doing so, the Equality Act encourages schools to meet the diverse needs of children and to improve outcomes for all pupils regardless of background. Part of the Equality 'duty' is to teach children about rights and responsibilities, acceptance, empathy and understanding of others. Jigsaw aligns to this throughout

4) English schools have a duty to promote the spiritual, moral, social and cultural (SMSC) development of their pupils, including understanding British values.

The requirement to develop children's spiritual, moral, social and cultural understanding is set out in the Education Act (2002).

In 2014, additional guidance was published for schools with regards to teaching British values. Guidance states that schools should promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance, and makes it clear that children should learn about discrimination and how to combat it. At Jigsaw we wholeheartedly support these core values which are reflected in the guidance for Wales, Scotland, Northern Ireland and International Schools. As previously discussed, Jigsaw lessons, particularly in the Celebrating Difference units of work, include teaching children about acceptance, empathy, prejudice and discrimination, and the rights and responsibilities they have as UK and global citizens. A school's SMSC education is an important part of the Ofsted inspection framework.

5) Schools have a legal obligation to safeguard their pupils

Safeguarding guidance establishes that schools must protect all children from physical and emotional abuse including bullying (on and offline) and abuse that could happen from an adult or from other children. Teaching children to accept there are a whole range of differences in people, helps combat stigma, discrimination and bullying. Children also need to be taught how to access help if they are involved in a bullying, or abusive situation. Jigsaw's lessons, particularly in the Celebrating Difference and Relationships units of work, teach children why bullying can happen and why it is unfair, how to recognise a bullying/ abusive situation and how to get help. Within this work children discuss a wide range of reasons why some people are bullied, or become bullies, and this includes some discussion around name-calling which includes the inappropriate use of words such as 'gay' and 'lesbian' as an insult towards another person.

6) Statutory Relationships and Health Education in England, and Relationships and Sexuality Education in Wales and Northern Ireland, and Relationships Education through statutory PSE/HWB in Scotland

Relationships Education is statutory for all primary schools across the UK. There are of course differences in each country's guidance and specific outcomes, but there is a consistent approach throughout all primary schools that is supported by the Jigsaw teaching and learning materials in the classrooms.

Primary children learn that not all families are the same and to respect these differences.

They also learn about bullying and how to treat others with respect, whether this is within their immediate relationships, or in the wider community.

Each country's guidance also states that when learning about different families, care should be taken to avoid stigmatisation of children based on their home circumstances. It also reaffirms the duty for schools to comply with the Equality Act, where sexual orientation and gender-reassignment are two of the nine protected characteristics.

Relationships guidance does not suggest a specific age when LGBT+ relationships should be brought into the curriculum, but there is an expectation for this to be included in a sensitive and age-appropriate manner, and in an inclusive way throughout, not simply as a one-off lesson or topic.

It is left to schools' discretion as to how and when they teach what in this regard, taking account of their children and families, situations, beliefs etc.

Schools using Jigsaw will be compliant with this statutory guidance.