

Widford Lodge  
PREPARATORY SCHOOL



## **2d - PSHEE and Wellbeing Policy and Scheme of Work**

This policy applies to all pupils in the school including those in the EYFS

**Reviewed and Approved by Proprietor September 2024**

**Next Review September 2025**

## **Purpose**

*The purpose of this policy is to establish and promote the profile of PSHEE and Wellbeing at Widford Lodge. It is also intended to cover the expectations and standards set within the school curriculum for all children, regardless of background, to support their all-round development and understanding.*

## **Aims for the School Curriculum**

- To provide opportunities for all pupils to understand how to become healthy, independent and responsible members of society
- To promote pupils' spiritual, moral, social and cultural development and prepare them for the opportunities, responsibilities and experiences of life at school and in the wider community and British society
- To actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance
- To encourage respect for other people, with particular regard to protected characteristics under the Equality Act 2010, including age, disability, marriage and civil partnership, sex, race, gender reassignment, sexual orientation, religion or belief or lack of, pregnancy and maternity
- To give pupils opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- To give pupils the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives including understanding the importance of focusing on their wellbeing and mental health.
- To equip pupils with the skills, knowledge and confidence to manage their money well, now and in the future.

These aims reinforce each other: the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in these areas is essential to raising standards of all pupils.

## **Rationale**

Personal, Social, Health and Economic Education (PSHEE) and Wellbeing help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Wellbeing sessions incorporated into our PSHEE scheme, support pupils' mental health and encourage appropriate discussion about sensitive topics and strategies. Pupils also find out about the main political, economic and social institutions

that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

### **The Framework for PSHEE and Wellbeing**

We teach PSHEE and wellbeing 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 pupil's learning in this vital curriculum area. The overview of the programme can be seen at the end of this policy in Appendix 1 and in our curriculum booklet.

This also supports the personal development aspects of the inspection framework, as well as significantly contributing to the school's safeguarding and equality duties, the British Values understanding and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our pupils.

Our programme (which is covered through the taught curriculum and our wider provision) includes teaching and learning within the following strands and themes (Puzzles):

Health and Wellbeing, Relationships & Living in the Wider World:

Being Me In My World

Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Changing Me

Jigsaw lessons need to be established as very safe learning environments as some of the lessons deal with sensitive issues. Therefore, we need to establish the 'ground rules', in lessons called 'The Jigsaw Charter'.

This needs to include:

- The right to pass
- Respect for each other
- Confidentiality

### **Whole-school approach**

- The Jigsaw Scheme that we follow covers all areas of PSHEE for the primary phase including statutory Relationships and Health [Education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.](#)

. 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
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	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
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

We allocate an hour to PSHEE each week in order to teach the PSHEE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways, for example; assemblies and collective worship, praise and reward systems, Learning Charter and 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.

It is hoped that children will recognise that many decisions about both health and safer lifestyles are made in a social context or are influenced by the attitudes, values and beliefs of others.

As mental health is an important part of PHSEE we also use the **Zones of Regulation approach** . The Zones of Regulation is a curriculum that is advocated internationally and is full of a range of activities that helps children develop skills in the area of self-regulation.

Self-regulation can go by many names, such as self-control, self-management and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when a child plays in a basketball game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library.

There is progression across the curriculum with children in Early Years learning to identify different emotions to children in Upper Key Stage 2 discussing how their behaviour can impact upon the feelings of those around us.

ESafety forms an important part of the PHSEE curriculum and is taught to every year group through PHSEE & the Computing curriculum.

Economic education was specifically introduced to the PHSEE curriculum in 2015. It is taught in both keystages in our PSHEE programme. We also cover the economic aspects recommended by Pfeg (Personal Finance Education Group) in Mathematics lessons.

We value PSHEE 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.

The scheme of work for PHSEE is attached to this policy – Appendix 1.

### **Relationships and Health Education**

We include the statutory Relationships and Health Education within our whole-school PSHEE Programme. Relationships, Sex and Health education is taught each year in our PSHEE and wellbeing programme and specifically in Year 6. Parents' permission is obtained beforehand for the Year 6 sex education. Pupils of all ages will be given clear guidance on self esteem, responsibilities within relationships, positive values and who to talk to about any concerns.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHEE, as our chosen teaching and learning programme and tailor it to 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. Please see our separate RSHE policy.

### **Equality**

Staff ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to, and make the greatest progress possible, in all areas of the curriculum. Children with special educational needs are taught the full PSHE curriculum which is tailored by their teacher to meet their needs.

At Widford Lodge 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 LGBTQ relationships in the PSHEE (RSHE) Programme please see Appendix 3 - 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

### **Fundamental British Values**

There is increasing recognition of the importance of actively promoting fundamental British Values at all UK schools; it is a statutory requirement to do this. The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

At Widford Lodge we take pride in actively promoting fundamental British Values throughout the school. We strongly believe in individual freedom, tolerance of others, personal and social responsibility and upholding the rule of law. Fostering these values is at the heart of our curriculum and in the wider life of the school.

The following examples show some of the ways Widford Lodge seeks to embed British Values.

#### *PSHEE and Citizenship*

Mutual respect is taught through formal PSHEE lessons. Children are encouraged to know their rights and responsibilities and personal freedoms. They learn how to make safe choices and about the consequences of when the law is broken. Respect is one of the school's values and is embedded throughout the explicit and implicit curriculum.

#### *RE*

Tolerance of different faiths and religions is promoted in RE. Children learn about religious diversity and the practices of the main religions represented in the UK. Children are encouraged to share their faiths and beliefs within the school and celebrate festivals throughout the calendar year.

#### *School Council*

The school promotes a democratic process for the election of school councillors. This cultivates the concept of freedom of speech and group action to address needs and concerns.

#### *Acts of collective worship and assemblies*

Our assemblies uphold values of empathy, respect and tolerance. Local religious leaders are invited to reinforce these values; traditionally seen in our harvest assemblies. Furthermore, our class assemblies cover a wide variety of topics that support British Values.

#### *Theme days and National events*

In recent years, we have celebrated the Queen's Platinum Jubilee, Royal Weddings, The RAF's 100<sup>th</sup> Anniversary fly past with a whole school picnic and our school's anniversary with a visit from the mayor. Each year we participate in national charity fund raising days such as Children in Need, Comic Relief; we also celebrate World Book Day each March. Our Languages Day adds to the diverse celebration of events at Widford Lodge with staff contributing to a range of activities to instil awareness and respect towards other cultures.

Please see the British Values mapping document – Appendix 5

### **Forms of Curriculum Provision**

PSHEE and Wellbeing cannot always be confined to specific timetabled time and are delivered within a whole school approach which includes:

- Discrete curriculum time
- Teaching PSHEE and Wellbeing through and in other subjects/curriculum areas
- Through PSHEE and Wellbeing assemblies, activities and school events
- Through pastoral care and guidance

### **Teaching Methods and Learning Approaches**

Effective teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods.

- Mindfulness
- Self-regulation
- Effective starting and ending strategies
- High order questioning skills
- Climate building and ground rules
- Agenda setting
- Working together
- Values clarification
- Information gathering and sharing
- Consensus building
- Problem solving
- Understanding another point of view
- Working with feelings and imagination
- Reflection, review and evaluation
- Circle Time
- School Council
- Drama and role-play

### **Planning**

Teachers plan using the Jigsaw programme. There are comprehensive frameworks which set out units of work to be covered by each year group annually. Teachers are supported with resources and curriculum materials as well as Teacher Guidance to develop good practice.

### **Assessment, Recording and Reporting**

Assessment in PSHEE and Wellbeing does not imply that children can be considered to be underachieving as people or citizens. It is not a judgement on the worth, personality or

value of an individual child or their family. This is particularly important in working with children from diverse backgrounds or who have emotional and behavioural difficulties.

Opportunities for assessment are built into our framework by:

- Understanding pupils' prior learning
- Providing them with opportunities to reflect on and assess their learning
- Recognise its relevance to their day to day lives and how they are progressing

Learners need to “know about...”, “know how to...” and also “be able to...”

In recording lesson outcomes, it is the intention to promote a variety of methods such as photography, display work and recording the pupils' thoughts in their own personal PSHEE reflections book. This is to allow for the wide ranging and often discussion based nature of the subject. **PSHE is reported to parents in the end of year reports.**

### **Resources and automatic updates**

We primarily use the Jigsaw Scheme and the resources provided/recommended within it when planning and delivering PSHEE.

The scheme is updated regularly to ensure we are always using the most up to date teaching materials and that our teachers are well-supported. Other resources that teachers may need are stored in the PSHEE area at school and teachers are welcome to ask the subject leader for any other resources that they feel are beneficial. We evaluate carefully teacher resources, leaflets and videos, before using them.

When PSHEE and Wellbeing related resources are being used within other subject areas, for example books about the human body in science, the same criteria are applied. This also applies to electronic resources, such as the use of websites and presentations found on the internet.

We use children's books, both fiction and non-fiction, extensively within our PSHEE and Wellbeing programme. The same selection criteria apply, and teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual children in the class when reading texts, in case they need to have a preparatory conversation with a child before the teaching takes place, for instance.

Our PSHEE 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)
- [Children and Social Work Act 2017](#)
- [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.

### **Use of visits and visitors**

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHEE and Wellbeing programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils.

Some visits and visitors are arranged to enhance provision, for example the MP for Chelmsford recently visited the school and met with the School Council, Year 6 visited the Houses of Parliament, the Fire Service visited school to speak to Years 5 and 6 and a new mum brought in her baby during the Reception classes' RSE work .

Our partnership with the local community is a priority, and we recognise and value its contribution to the PSHEE and Wellbeing programme. This reflects our approach to active Citizenship.

We include a range of opportunities for community involvement and activities, such as:

- links with the church (e.g. Harvest Festival, leavers' service)
- charity fundraising (e.g. links with the local food bank, supporting events such as Comic Relief and the Little Edie Foundation)
- school clubs (e.g. choir performances in local venues)
- invitation afternoons (e.g. grandparents' afternoon tea, Meet the Neighbours afternoon where local residents were invited in for coffee and a tour of the school)
- citizenship visits (e.g. visiting the Council offices, visit from the Mayor and our MP)

- links with the local retirement complex (eg our pupils helped in their garden, residents came to our Grandparents' afternoon tea)
- links with local services (e.g. planting in conjunction with Love Your Chelmsford, visits from the fire brigade, visits to the local museum)

### ***Role of PSHEE Leader***

The Leader will:

- Raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities
- Lead policy development
- Agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- Provide appropriate support and training for staff
- Monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement
- Attend relevant courses and training opportunities
- Order and monitor resources.
- Report regularly to the Headteacher discussing progress and development of the subject both in school and nationally.

### ***Staff responsibilities:***

Staff are responsible for:

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

Headteacher:

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

## **Answering Difficult Questions**

We acknowledge that sensitive and potentially difficult issues will arise in PSHEE and Wellbeing, as children will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHEE and Wellbeing. As a first principle, we answer questions relating to the taught, planned curriculum for that age group (or younger) to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from their line managers or PSHEE leader.

Appendix A – PHSEE Scheme/Overview.

Appendix B – Jigsaw mapping to PSHE association Programme of Study 2020.

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

Appendix D – SMSC and emotional literacy mapping document.

Appendix E – British values mapping document.

## Appendix A: PHSEE Scheme/Overview.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Form 4 Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Form 5 Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition
<b>Form 6 Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth (including IVF) Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

## Appendix B Mapping to PSHEE Programme of Study

PSHE Association Core Theme 1 – Health and Wellbeing In Key Stage 1, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>H1.</b> about what keeping healthy means; different ways to keep healthy				X		
<b>H2.</b> about foods that support good health and the risks of eating too much sugar				X		
<b>H3.</b> about how physical activity helps us to stay healthy; and ways to be physically active everyday				X		
<b>H4.</b> about why sleep is important and different ways to rest and relax				X		
<b>H5.</b> simple hygiene routines that can stop germs from spreading				X		
<b>H6.</b> that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy				X		
<b>H7.</b> about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health				X		
<b>H8.</b> how to keep safe in the sun and protect skin from sun damage				X		
<b>H9.</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV				X		
<b>H10.</b> about the people who help us to stay physically healthy				X	X	
<b>H11.</b> about different feelings that humans can experience	X	X	X	X	X	X
<b>H12.</b> how to recognise and name different feelings	X	X	X	X	X	X

## Making Connections

The grid below shows where each of the learning outcomes is covered in the Jigsaw Programme.

PSHE Association Core Theme 1 – Health and Wellbeing In Key Stage 1, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>H13.</b> how feelings can affect people's bodies and how they behave	X	X	X	X	X	X
<b>H14.</b> how to recognise what others might be feeling	X	X	X	X	X	X
<b>H15.</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things	X	X	X	X	X	X
<b>H16.</b> about ways of sharing feelings; a range of words to describe feelings	X	X	X	X	X	X
<b>H17.</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)			X	X	X	
<b>H18.</b> different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good	X	X	X	X	X	X
<b>H19.</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it		X	X		X	X
<b>H20.</b> about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better					X	X
<b>H21.</b> to recognise what makes them special	X	X	X	X	X	X
<b>H22.</b> to recognise the ways in which we are all unique	X	X	X	X	X	X
<b>H23.</b> to identify what they are good at, what they like and dislike	X	X	X	X	X	X
<b>H24.</b> how to manage when finding things difficult	X		X		X	X
<b>H25.</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)						X

## Making Connections

The grid below shows where each of the learning outcomes is covered in the Jigsaw Programme.

PSHE Association Core Theme 1 – Health and Wellbeing In Key Stage 1, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>H26</b> about growing and changing from young to old and how people's needs change						X
<b>H27</b> about preparing to move to a new class/year group						X
<b>H28</b> about the rules and age restrictions that keep us safe	X			X		
<b>H29</b> How to recognise risk in simple everyday situations and how to minimise harm			X	X	X	
<b>H30</b> about how to keep safe at home including around electrical appliances and fire safety including not playing with matches and lighters				X		
<b>H31</b> that household products including medicines can be harmful if not used correctly				X		
<b>H32</b> ways to keep safe in familiar and unfamiliar environments e.g. beach, shopping centre, park, swimming pool, on the street; how to cross the road safely				X		
<b>H33</b> about the people whose job it is to help keep us safe	X	X				
<b>H34</b> basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them		X				
<b>H35</b> about what to do if there is an accident and someone is hurt				X		
<b>H36</b> how to get help in an emergency – how to dial 999 and what to say				X		
<b>H37</b> about things that people can put into their body and on their skin; how these can affect how people feel				X		



## Making Connections

The grid below shows where each of the learning outcomes is covered in the Jigsaw Programme.

PSHE Association Core Theme 1 – Health and Wellbeing In Key Stage 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>H1</b> how to make informed decisions about health				X		
<b>H2</b> about the elements of a balanced healthy lifestyle				X		
<b>H3</b> about choices that support a healthy lifestyle and what recognise what may influence these				X		
<b>H4</b> how to recognise that habits can have both a positive and negative effect on a healthy lifestyle				X		
<b>H5</b> about what good physical health means; how to recognise early signs of physical illness				X		
<b>H6</b> about what constitutes a healthy diet; how to plan healthy meals; benefits to health and well-being of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay				X		
<b>H7</b> how regular (daily/weekly) exercise benefits mental and physical health e.g. walking or cycling to school, daily active mile; recognise opportunities to be physically active and some of the risks associated with a physically inactive lifestyle				X		
<b>H8</b> about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effect of lack of sleep on the body, feelings, behaviour and ability to learn				X		
<b>H9</b> that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infections; the wider importance of personal hygiene and how to maintain it				X		
<b>H10</b> that medicines when used responsibly contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed				X		

## Making Connections

The grid below shows where each of the learning outcomes is covered in the Jigsaw Programme.

PSHE Association Core Theme 1 – Health and Wellbeing In Key Stage 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>H11.</b> how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)				X Lesson in Community Area		
<b>H12.</b> about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer				X		
<b>H13.</b> about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online					X	
<b>H14.</b> how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health				X		
<b>H15.</b> that mental health, just like physical health, is part of daily life; the importance of taking care of mental health				X	X	
<b>H16.</b> about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing				X	X	X
<b>H17.</b> to recognise that feelings can change over time and range in intensity	X	X	X	X	X	X
<b>H18.</b> about everyday things that affect feelings and the importance of expressing feelings	X	X	X	X	X	X
<b>H19.</b> a varied vocabulary to use when talking about feelings; about how to express feelings in different ways	X	X	X	X	X	X
<b>H20.</b> strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	X	X	X	X	X	X

## Making Connections

The grid below shows where each of the learning outcomes is covered in the Jigsaw Programme.

PSHE Association Core Theme 1 – Health and Wellbeing In Key Stage 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>H21.</b> to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others				X	X	
<b>H22.</b> to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult				X	X	
<b>H23.</b> about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement					X	X
<b>H24.</b> problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools			X		X	X
<b>H25.</b> about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	X	X			X	X
<b>H26.</b> that for some people gender identity does not correspond with their biological sex		X			X	
<b>H27.</b> to recognise their individuality and personal qualities	X	X	X	X	X	X
<b>H28.</b> to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	X	X	X	X	X	X
<b>H29.</b> about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking			X			
<b>H30.</b> to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction						X

## Making Connections

The grid below shows where each of the learning outcomes is covered in the Jigsaw Programme.

PSHE Association Core Theme 1 – Health and Wellbeing In Key Stage 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>H31.</b> about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)						X
<b>H32.</b> about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene						X
<b>H33.</b> about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for						X
<b>H34.</b> about where to get more information, help and advice about growing and changing, especially about puberty				X		X
<b>H35.</b> about the new opportunities and responsibilities that increasing independence may bring			X	X	X	X
<b>H36.</b> strategies to manage transitions between classes and key stages			X		X	X
<b>H37.</b> reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming	X		X	X	X	
<b>H38.</b> how to predict, assess and manage risk in different situations		X	X	X		X
<b>H39.</b> about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe				X		
<b>H40.</b> about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)				X		

## Making Connections

The grid below shows where each of the learning outcomes is covered in the Jigsaw Programme.

PSHE Association Core Theme 1 – Health and Wellbeing In Key Stage 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>H41.</b> strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about				X		
<b>H42.</b> about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact				X	X	
<b>H43.</b> about what is meant by first aid; basic techniques for dealing with common injuries				X		
<b>H44.</b> how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say				X		
<b>H45.</b> that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk						
<b>H46.</b> about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break				X		
<b>H47.</b> to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others				X		
<b>H48.</b> about why people choose to use or not use drugs (including nicotine, alcohol and medicines)				X		
<b>H49.</b> about the mixed messages in the media about drugs, including alcohol and smoking/vaping				X		
<b>H50.</b> about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns				X		

## Making Connections

The grid below shows where each of the learning outcomes is covered in the Jigsaw Programme.

PSHE Association Core Theme 2 – Relationships In Key Stage 1, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>R1</b> about the roles different people e.g. acquaintances, friends and relatives play in our lives					X	
<b>R2</b> to identify the people who love and care for them and what they do to help them feel cared for					X	
<b>R3</b> about different types of families including those that may be different to their own		X			X	
<b>R4</b> to identify common features of family life		X			X	
<b>R5</b> that it is important to tell someone such as their teacher if something about their family makes them unhappy or worried		X		X	X	X
<b>R6</b> about how people make friendships and what makes a good friendship		X			X	
<b>R7</b> about how to recognise when they or someone else feels lonely and what to do		X			X	
<b>R8</b> simple strategies to resolve arguments between friends positively		X				
<b>R9</b> how to ask for help if a friendship is making them unhappy		X			X	
<b>R10</b> that bodies and feelings can be hurt by words and actions; that people can say hurtful things		X			X	
<b>R11</b> about how people may feel if they experience hurtful behaviour or bullying		X				
<b>R12</b> that hurtful behaviour, off-line and on-line, including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult		X				
<b>R13</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private		X				X

## Making Connections

The grid below shows where each of the learning outcomes is covered in the Jigsaw Programme.

PSHE Association Core Theme 2 – Relationships In Key Stage 1, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>R14.</b> that sometimes people may behave differently online, including by pretending to be someone they are not					X Lesson in Community Area	
<b>R15.</b> how to respond safely to adults they don't know				X		
<b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe					X	
<b>R17.</b> about knowing there are situations when they should ask for permission and also when their permission should be sought	X				X	
<b>R18.</b> about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)					X	
<b>R19.</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe		X		X	X	
<b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard				X	X	X
<b>R21.</b> about what is kind and unkind behaviour, and how this can affect others	X	X			X	
<b>R22.</b> about how to treat themselves and others with respect; how to be polite and courteous	X	X			X	
<b>R23.</b> to recognise the ways in which they are the same and different to others	X	X	X	X	X	X
<b>R24.</b> how to listen to other people and play and work cooperatively	X	X	X	X	X	X
<b>R25.</b> how to talk about and share their opinions on things that matter to them	X	X	X	X	X	X

PSHE Association Core Theme 2 – Relationships In Key Stage 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>R1.</b> To recognise that there are different types of relationships e.g. friendships, family relationships, romantic relationships, online relationships		X		X	X	
<b>R2</b> that people may be attracted to someone emotionally, romantically and sexually and that people; that people may be attracted to someone of the same sex as them or different sex to them; that gender identity and sexual orientation are different					X	X
<b>R3</b> about marriage and civil partnerships as legal declaration of two adults who love and care for each other, which is intended to be lifelong					X	X
<b>R4</b> that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others					Jigsaw works on choice and consent in relationships. These lessons could have R4 added at teachers' discretion.	
<b>R5</b> that people who love and care for each other can be in a committed relationship e.g. marriage, living together or living apart		X			X	
<b>R6</b> that a feature of positive family life is caring relationships; about the different ways in which people care for one another		X			X	
<b>R7</b> to recognise and respect that there are different types of family structure including same-sex parents, single parents, step-parents, blended families, foster parents; that families of all types can give family members love, security and stability		X				
<b>R8</b> to recognise other shared characteristics of healthy family life including commitment, care, spending time together, being there for each other in difficult times		X			X	X
<b>R9</b> how to recognise if family relationships are making them feel unhappy or unsafe; how to seek help or advice		X				
<b>R10</b> about the importance of friendships; strategies for building positive friendships; how positive friendships support well-being		X		X	X	



PSHE Association Core Theme 2 – Relationships In Key Stage 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>R11.</b> what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships		X		X	X	
<b>R12.</b> to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face					X	
<b>R13.</b> the importance of seeking support if feeling lonely or excluded		X		X	X	
<b>R14.</b> that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them		X		X	X	
<b>R15.</b> strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others	X	X		X	X	
<b>R16.</b> how friendships can change over time, about making new friends and the benefits of having different types of friends		X			X	
<b>R17.</b> that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely		X			X	
<b>R18.</b> to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary		X			X	
<b>R19.</b> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour		X				
<b>R20.</b> strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support		X			X	

PSHE Association Core Theme 2 – Relationships In Key Stage 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>R21.</b> about discrimination: what it means and how to challenge it	X	X		X		
<b>R22.</b> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)		X		X	X	X
<b>R23.</b> about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns					X	
<b>R24.</b> how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know		X			X	X
<b>R25.</b> recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact					X	X
<b>R26.</b> about seeking and giving permission (consent) in different situations					X	
<b>R27.</b> about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret				IN KS1 IN JIGSAW		
<b>R28.</b> how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this				X	X	
<b>R29.</b> where to get advice and report concerns if worried about their own or someone else's personal safety (including online)				X	X	X
<b>R30.</b> that personal behaviour can affect other people; to recognise and model respectful behaviour online	X	X		X	X	

PSHE Association Core Theme 2 – Relationships In Key Stage 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>R31.</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	X	X	X	X	X	X
<b>R32.</b> about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background	X	X	X		X	
<b>R33.</b> to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	X	X	X		X	
<b>R34.</b> how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	X	X			X	X

PSHE Association Core Theme 3 – Living in the Wider World In Key Stage 1, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
L1. about what rules are, why they are needed, and why different rules are needed for different situations	X	X	X	X	X	
L2. how people and other living things have different needs; about the responsibilities of caring for them	X	X		X	X	X
L3. about things they can do to help look after their environment	X			X		
L4. about the different groups they belong to	X	X				
L5. about the different roles and responsibilities people have in their community	X	X				X
L6. to recognise the ways they are the same as, and different to, other people	X	X	X	X	X	X
L7. about how the internet and digital devices can be used safely to find things out and to communicate with others				X		
L8. about the role of the internet in everyday life				X		
L9. that not all information seen online is true				X		
L10. what money is; forms that money comes in; that money comes from different sources			X			
L11. that people make different choices about how to save and spend money			X			
L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want	X	X				
L13. that money needs to be looked after; different ways of doing this			X			
L14. that everyone has different strengths	X	X	X	X	X	X
L15. that jobs help people to earn money to pay for things			X			
L16. different jobs that people they know or people who work in the community do					X	
L17. about some of the strengths and interests someone might need to do different jobs			X			

PSHE Association Core Theme 3 – Living in the Wider World In Key Stage 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	X	X			X	X
L2. to recognise there are human rights, that are there to protect everyone	X	X			X	
L3. about the relationship between rights and responsibilities	X	X				
L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others	X	X			X	X
L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	X				X	
L6. about the different groups that make up their community; what living in a community means	X	X	X		X	
L7. to value the different contributions that people and groups make to the community	X	X	X	X	X	X
L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	X	X	X	X	X	X
L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes		X			X	
L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced		X			X	
L11. recognise ways in which the internet and social media can be used both positively and negatively					X	

PSHE Association Core Theme 3 – Living in the Wider World In Key Stage 3, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>L12</b> How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results					X	
<b>L13</b> about some of the different ways information and data is shared and used online, including for commercial purposes					X	
<b>L14</b> about how information on the internet is ranked, selected and targeted at specific individuals and groups that connected devices can share information					x	
<b>L15</b> recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images					X	
<b>L16</b> about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation					X	
<b>L17</b> about the different ways to pay for things and the choices people have about this			X			
<b>L18</b> to recognise that people have different attitudes towards spending and saving money; what influences people’s decisions; what makes something “good value for money”			X			
<b>L19</b> that people’s spending decisions can affect others and the environment e.g. Fairtrade, buying single use plastics or giving to charity			X			
<b>L20</b> to recognise that people make spending decisions based on priorities, needs and wants			x			
<b>L21</b> different ways to keep track of money			X			
<b>L22</b> about risks associated with money e.g money can be won, lost or stolen and ways to keep money safe			x			

## Appendix C Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?

**Jigsaw, the mindful approach to PSHE, is a curriculum resource for Personal, Social and Health Education (PSHE) written as an easy to use lesson-a-week programme for pupils aged from 3-16. This information leaflet has been written to provide you, as parents and carers, with information about the LGBTQ content of the Jigsaw materials, and how they support your child's school to meet its statutory obligations. If you require further information about Jigsaw, please do approach your school who will be happy to discuss the programme with you.**

**Why include teaching about LGBTQ (Lesbian, Gay, Bisexual, Transgender, Questioning) issues in Jigsaw?**

### 1) Ensuring all children feel included

School (and wider society) is a place where all children should feel safe and respected. There are a variety of family situations in British society; some children will have parents who are separated, some may live with a mum and a dad, some may have step-parents, and some may be fostered or adopted. Some may have other family arrangements; and some will have LGBTQ parents or other LGBTQ family members. Any child who lives in a family that is different from the stereotypical household of mum, dad, and children should not be made to feel less accepted, or that their family is any less loving and caring. Teachers would, of course, not set out to do this. However, if the only model of family life that is included in curriculum resources is that of mum, dad and children, what are the 'hidden messages' for children with families who sit outside of this pattern? Is my family not right or acceptable? Am I not acceptable? Should I not talk about my family? Will people pick on me because my family is 'different'? Children who feel unaccepted or isolated are more vulnerable to the effects of mental and emotional stigma and potentially less able to apply themselves to learning. The Jigsaw philosophy values every child as a unique human being and does not discriminate but supports them all to achieve the best they can be.

Jigsaw's lessons help children explore why a loving and caring family is important. They have been written so that no child is made to feel inadequate or unaccepted, whatever their family background.

### 2) Children may already be aware that some people are LGBTQ, or could be using vocabulary such as 'gay' to insult others.

Children will have heard, or will come to hear, some words such as 'gay' or 'transgender'. They may know some LGBTQ people, or have seen them portrayed in movies, television programmes, TV adverts and on social media. As a result, children may have questions or have misunderstandings about what these terms means. Jigsaw lessons help by giving age-appropriate information, or assisting teachers to clarify children's questions age-appropriately. (See later).

Jigsaw also teaches children that **any word** used as an insult is hurtful and unkind. Within some of these lessons, children may raise homophobic or transphobic words they know or have used themselves. This affords teachers an opportunity to explain that using these words, in this way, is unacceptable. We are teaching children that respect and kindness are important values.

### 3) Teaching children to accept difference and to foster good relationships with others

Jigsaw does not 'promote' LGBTQ lifestyles. However, it does raise children's awareness that some people in society are LGBTQ. This is not done in isolation. When discussing similarity and difference in Jigsaw lessons, children learn about a whole range of differences, such as difference in physical appearance and personality, likes and dislikes, and that people can have differences of opinion. This helps them to understand that we are all

unique human beings. Within the context of these lessons they will also be introduced to different cultures and ethnicities, people with different religions and beliefs, and about people with disability or special needs. They will also be aware that some people are LGBTQ.

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 whether a particular aspect of their lifestyle is different to their own. Children also learn about discrimination and prejudice including racism, sexism, and ageism.

The Jigsaw Puzzle (unit), 'Celebrating Difference' helps children to understand that difference does not need to be feared but can be a source of celebration. This supports schools with their obligation to align with the Equality Act 2010.

#### **4) 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.

#### **5) 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. 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.

#### **6) Schools have a legal obligation to safeguard their pupils**

In England, new legally-binding safeguarding guidance was released to schools in September 2018. This establishes that schools must protect all children from physical and emotional abuse including bullying on and off line 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. Anti-bullying guidance issued to schools in 2016 makes it clear that any bullying work should include teaching children why inappropriate use of these words is wrong and homophobic.



## 7) Statutory Relationships and Health Education in England

Since September 2020 the government guidance stated it is mandatory for primary schools to include Relationships and Health Education in their curriculum.

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. The 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. The Relationships and Health Education guidance does not suggest a specific age when LGBTQ should be brought into the curriculum, but there is an expectation for it to be included in a sensitive and age-appropriate manner. Schools using Jigsaw are compliant with these regulations.

### What exactly does Jigsaw teach about LGBTQ issues and is it age-appropriate?

- **How much LGBTQ teaching is there in Jigsaw?**

It is firstly important to understand that any reference to adult relationships, whether LGBTQ or heterosexual people is NOT describing sexual activity as this would be inappropriate. Relationships lessons focus on respect and regard between people e.g. friendships and families.

In upper Key Stage 2 the Changing Me Unit age-appropriately explains puberty and the biology of human reproduction.

Jigsaw is a complete scheme of work for Personal, Social, Health Education (PSHE) covering the entire PSHE curriculum for primary children aged 4-11. **Only a very small number of these lessons in the entire scheme have any focus upon LGBTQ issues.**

Jigsaw's philosophy is about inclusion and valuing all children.

- **What LGBTQ material is taught in lower primary (infants)?**

LGBTQ is not mentioned specifically in lessons for children aged 4-7. However, in lessons that explore differences in families, pictorial resources such as those below are used as a discussion focus. Questions such as; 'Which photos show a family?' 'What is important about a family?' and 'What does your family mean to you?' help children understand about their own and other's families and how a family is founded in love and respect. Should children raise the question about pictures that show a same-gender couple, Jigsaw's teacher notes suggest this is explained to children in the following way: 'Some children have two mummies or two daddies.' Teachers are not expected to go beyond this response, or give more detail, as that would not be age-appropriate. However, this does acknowledge and include any children who have LGBTQ people as part of their family.

- **What LGBTQ content is discussed for children aged 7-11?**

In materials for 7-11-year olds, some lessons about bullying provide opportunities for teachers to discuss and correct homophobic language the children may be using, such as the inappropriate use of the words 'gay' and 'lesbian', or the use of slang words that are LGBTQ-phobic. In the same lessons they will also be exploring racist and sexist language, or insulting language that is used about a person's physical appearance, their abilities, or whether they have special needs. In these lessons, teachers explain that any insult is unkind and hurtful. Teachers explain that being gay is a type of adult relationship where two men or two women love each other in a romantic way, and if they choose, they can get married. Teachers are

not expected to go beyond this definition and give more detail. It is simply explaining what being gay means and that the word 'gay' (or other LGBTQ -related words) should not be used in an insulting or derogatory way.

In Jigsaw's Relationships and Changing Me lessons for pupils aged 7-11 that cover relationships, puberty, growing-up and how a baby is made, children are given opportunities to ask questions if there is something they don't understand. LGBTQ relationships or being LGBTQ are not explicitly discussed in the lessons, unless questions are raised about it. In which case, Jigsaw's teacher notes give possible age-appropriate ways for teachers to answer these questions. Some examples are below:

**Q) What is being gay?**

A) Being gay is when a man loves/ fancies another man in a romantic way, or a woman loves/fancies a woman. They may go out together as boyfriend and boyfriend, or girlfriend and girlfriend, or in time they may choose to get married.

**Q) How does someone know they are gay?**

A) A person usually knows they are gay or not when they are an adult and have finished going through puberty.

**Q) How do gay people make a baby?**

A) Gay couples can't make a baby themselves because a baby needs both a woman's ovum and a man's sperm to be made. Some gay people choose to adopt children. Some might get help from a doctor/science (e.g. IVF) to make a baby, in the same way that male/female couples do whose bodies can't have children. (If children push for more detail, teachers are advised to say they will learn more about different ways to make a baby in secondary school, and not to expand beyond the example answer).

**Q) How do gay people have sex?**

A) Gay people have sex in lots of different ways which is just the same as for couples who are male and female (straight/heterosexual). Sex is a special and private part of an adult relationship. (If children push for more detail, teachers are advised to say that in primary school lessons will focus on growing up, puberty and how babies are made, and they will learn more about LGBTQ relationships in secondary school and not to expand beyond the example answer).

**Being Transgender**

In one lesson for 10-11-year olds, children are introduced to the word 'transgender' so they understand what it means. This lesson has a focus on prejudice and discrimination where a transgender example is used. The Equality Act is also explained in an age-appropriate way. Being transgender is discussed in the following terms:

Most people are not transgender. A transgender person doesn't feel their body matches with their gender. Let me explain...a person who was born with a male body may feel they are female, and a person born with a female body may feel they are a male. There can be all sorts of reasons why this happens. Some transgender people choose to change their appearance or body so their gender matches with how they feel. This is called transitioning. Not all transgender people choose to do this though. (If children want more detail, teachers are advised to explain they will learn more about transgender people in secondary school and they should return to the focus of the lesson which is about prejudice and discrimination).

Jigsaw’s decision to include this lesson was partly prompted by requests from schools who have pupils of primary age that have been identified as transgender, or are undergoing transition. Primary schools with a transgender pupil needed a lesson to help the rest of the class understand and empathise with their trans classmate. Jigsaw’s decision was to include this lesson as a matter of course within the Year 6 (Age 10 -11) materials so children understand what being transgender means, in line with the Equality Act. But, if a school needed to use the lesson in earlier years (because they have a trans pupil in a specific class), they are free to do so and should adapt the lesson accordingly for the appropriate age group.

This lesson does not promote transgenderism as a preferred lifestyle. It simply explains what being transgender is, and how some people who are trans face unfair prejudice and discrimination, in the same way that other people do e.g. through racism, ageism, sexism and prejudice against people who are disabled.

### **What Jigsaw doesn’t do**

- Jigsaw does not teach or encourage children to be LGBTQ
- Jigsaw does not teach what LGBTQ people do sexually or how their relationships function
- Jigsaw does not promote LGBTQ lifestyles as a preferential way of living
- Jigsaw’s advice about answering children’s questions age-appropriately does not sexualise children, destroy their innocence, or encourage them to experiment. There is more properly researched peer-reviewed evidence that supports this claim, than not.
- Jigsaw materials do not undermine ‘family values’.

### **What Jigsaw does do**

- Jigsaw teaches children to be kind, understanding and respectful of others even if they are perceived as different
- Jigsaw teaches children that people have rights but there are also responsibilities that go with these
- Jigsaw teaches children that there are laws to protect them and others from being hurt or abused and helps protect them from bullying
- Jigsaw helps clarify (age -appropriately) questions that children may have about the world

### **Parental right to withdraw**

This DfE guidance clearly states the statutory requirements, i.e. what children **MUST** be taught by the end of primary school. Health Education includes learning about ‘the changing adolescent body’ to equip children to understand and cope with puberty.

The National Curriculum for Science (also a compulsory subject), includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals. (which could include human beings).

So, Relationships Education, Health Education and Science are compulsory subjects and parents/carers do **NOT have the right to withdraw** their children from these subjects.

It is up to primary schools to determine what is meant by ‘Sex Education’. At primary school age, it is usually agreed to mean ‘human reproduction’, and can be taught within Science.

If, however, it is taught within PSHE/RSHE parents have the right to request their child is withdrawn from these specific lessons. **(This is the case at Widford Lodge in Form 6 and parents are contacted prior to the start of these lessons.)**

Within the new DfE guidance and legislation for Relationships and Health Education, schools are actively encouraged to be open and honest with parents and carers about their intended Relationships and Health Education curriculum, and the resources they will be using. This is the reason why Jigsaw has produced this leaflet (and also one on Relationships and Sex Education) so that schools can share curriculum content with parents and carers.

Please contact your school if you require further information about the Jigsaw resources.

## Appendix D - SMSC and emotional literacy mapping document.

See separate document:

<https://widfordlodge.co.uk/wp-content/uploads/2021/09/2d-Appendix-D-PHSEE.pdf>

## Appendix E - British values mapping document.

### Being Me in My World

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

### Celebrating Difference

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

### Dreams and Goals

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓		✓	✓	✓
Year 1	✓		✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓		✓	✓	✓

## Healthy Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2		✓	✓	✓	✓
Year 1		✓	✓	✓	
Year 2		✓	✓	✓	
Year 3		✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6		✓	✓	✓	✓

## Relationships

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4		✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

## Changing Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2			✓	✓	✓
Year 1		✓	✓	✓	✓
Year 2		✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5			✓	✓	✓
Year 6			✓	✓	✓