

PSHE/HWB/RSE related content on your website

What does your school have to share and how can Jigsaw help?

Your school website is a key place to share your ethos, approaches, content and successes in and out of the classrooms. Parents often visit websites to find out news, dates and of course curriculum information. There are statutory expectations for all schools, including some specific to RSHE and this document outlines:

- What all schools have to share
- What we recommend schools share as good practice for PSHE
- What Jigsaw has to offer for schools using the Jigsaw 3-11 and 11-16.

Statutory Content to go on School Websites

England

The DfE has a clear document called "What Maintained Schools Must Publish Online" which has an identical statement to that in Free Schools and Academies. They say:

"You must publish:

- *the content of your school curriculum in each academic year for every subject, including Religious Education even if it is taught as part of another subject or subjects, or is called something else"*

and then:

- *"how parents or other members of the public can find out more about the curriculum your school is following"*

This second part implies that the initial content is not in great detail.

In the Ofsted inspection handbook, it is clear that schools do not have to follow any one format of curriculum planning and will not be asked to share it in any specific format. There is no list of what schools should have on their website. In section 77 of the handbook it reads:

"Ofsted does not specify:

- *how planning (including curriculum and lesson planning) should be set out, the length of time it should take or the amount of detail it should contain"*



However, for RSE, the 2019 RSHE Guidance does make it clear that schools do need to publish an RSE policy on their website. In this updated version from 2021 it says:

“All schools must have an up-to-date policy, which is made available to parents and others. Schools must provide a copy of the policy free of charge to anyone who asks for one and should publish the policy on the school website.”

And then:

“The policy for education should:

- define relationships education*
- set out the subject content, how it is taught and who is responsible for teaching it*
- describe how the subject is monitored and evaluated*
- include information to clarify why parents do not have a right to withdraw their child*
- confirm the date by which the policy will be reviewed*

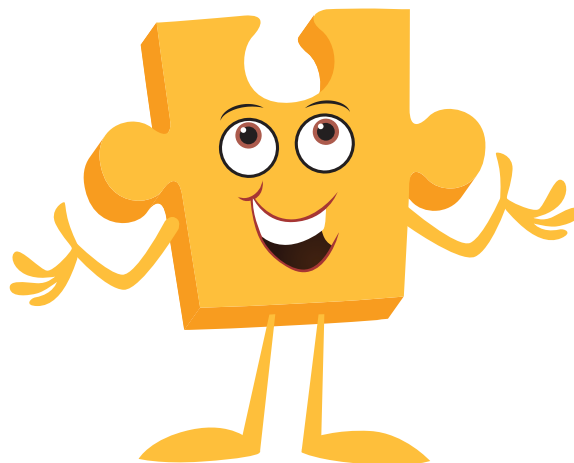
The policy for secondary education should:

- define relationships and sex education*
- set out the subject content, how it is taught and who is responsible for teaching it*
- describe how the subject is monitored and evaluated*
- include information about a parent's right to request that their child be excused from sex education within RSE only*
- confirm the date by which the policy will be reviewed*

Policies for non-mandatory subjects

For primary schools that choose to teach sex education, the policy should:

- define any sex education they choose to teach other than that covered in the science curriculum*
- set out the subject content, how it is taught and who is responsible for teaching it*
- describe how the subject is monitored and evaluated*
- include information about a parent's right to request that their child be excused*
- confirm the date by which the policy will be reviewed”*





Wales

The Regulations about Reporting School and Pupil Information from the Welsh Government state that schools must publish and make available online::

- *“information about the curriculum, organisation of education and teaching methods. This should include details of any special arrangements made for particular groups of pupils including those with special educational needs*
- *a summary of the content and organisation of sex education”*

The Guidance for the Curriculum for Wales, Journey to Curriculum Roll Out of the new HWB AOL (including RSE) in Wales says:

“2.Schools must adopt the curriculum and publish a summary of it. This requires the headteacher and the governing body to adopt the curriculum. Schools should use their time to engage effectively with parents, carers and the wider community in their curriculum development. This summary may, therefore, be broad and high-level – it is not intended to be a detailed map of everything the curriculum offers.”

Scotland

Education Scotland's Document 'Creating a website for your school or early learning and childcare setting' has no reference to the expectation to include data on curriculum content for any subject.

There is no definite expectation of what to share in any curriculum areas in other documents, but the 2019 review of PSE highlights the importance of raising this subject in line with other curriculum areas, so it would be good practice to share information about the PSHE curriculum alongside these.

Northern Ireland

There is no specific expectation for schools in Northern Ireland to share content of their curriculum on their school websites. However, it is clear in much of the guidance that parental involvement in the curriculum, particularly in relation to RSE is recognised as good practice. The RSE Guidance from the CCEA states that

“A recent survey conducted by the Education and Training Inspectorate (ETI) has concluded that schools need to do more to engage parents or carers in this aspect of their child's education. ETI states that ‘there is a need for parents to be involved more in developing the Personal Development curriculum in school and for them to be supported so that they can help keep their children safe outside of school hours’ (ETI, cited in Marshall, R, 2014, page 105). Schools could employ strategies such as:

- *providing up-to-date parent or carer-friendly information leaflets, which would encourage parents or carers to discuss any issues which may arise in the classroom with their children;*
- *holding awareness-raising workshops; and*
- *sharing resources to educate parents or carers on, for example, how to ensure that their children are using social media safely and responsibly.”*

Independent Schools

In the DfE guidance for independent schools, it is stated in Section 7 that information should be made available for parents and inspectors, and that this can be on the website, but the expectation is that it must as a minimum be available for parents and inspectors on request.



What is it good practice to share for PSHE/HWB/RSE?

It is important to be able to openly share the balanced and progressive approach that we take to teaching and learning in PSHE through Jigsaw. At the same time, you can also share any other opportunities you may use to enhance the curriculum further in your school e.g. visitors, local and national campaigns, or content specific to your school community.

Parents can then feel confident in supporting their child's learning at home.

At Jigsaw we recommend that you share:

- **A brief explanation of why you have chosen to use Jigsaw in your school, and any changes you have made to suit the needs of your community**
- **A broad overview of the whole of the programme (such as the Snapshot).**

Even if you are not a school covering the whole of the Phase in the document (e.g. an infant school, or a middle school), it can be helpful for parents to see where children's learning may be developed later, or have come from.

- **Parent Leaflets explaining the Jigsaw approach.**

These set the more knowledge based learning on the Snapshot overviews in the holistic approach, explaining how and why topics and learning are revisited, and also the mindfulness that is key to Jigsaw.

- **Your RSE policy, but as part of a wider PSHE Policy.**

The RSE part is the only statutory part to share on your website, but it makes more sense to parents when set as part of a wider PSHE policy, with links to learning in Health Education about safety, puberty, drug education etc.

- **Within your policy you can have details about who to talk to about PSHE in your school.**





Snapshot 11-16

Snapshot Jigsaw PSHE 11-16
Shows the summary of subject content in each Puzzle (unit)
(updated October 2021)

Year	Being Me in My World	Celebrating Difference	Drama and Role-Play	Healthy Me	Relationships	Changing Me	
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging prejudices, negative behaviour and attitudes, peer on peer abuse, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, immunisation, importance of information on making health choices	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproductive facts, FGM, breast flattening/losing, responsibilities of parenthood, HIV, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting mood, sources of help and support	Impact of physical health in reaching goals, relationships and reaching goals, resilience, work-life balance, connections and impact on mental health, balanced diet, vital organs, blood donation, benefits of helping others, online profiles and impact on future goals and employability
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and prejudice, LGBT+ bullying, peer on peer abuse, hate crime, far & emotions based on a bullying, the golden rule	Long term goals, skills, qualifications, careers, money and happiness, ethics and moral wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Long term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, country lines, medicine, vaccinations, immunisation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, social media, bullying and personal safety, social media issues and the law, consent, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour	Improving health, mental health, sexual health, blood borne infections, self-examination, diet and long term health, misuse of prescription drugs, substances and the body, mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics
Year 9 (13-14)	Marriage, Protected characteristics, Active listening	Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, mental health and health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression	Major concepts about young people's health choices, physical and psychological effects of drugs and alcohol, alcohol and drug poisoning, addictions, smoking, vaping, drug classification, supply and demand legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Healthy relationships, Power and control in intimate relationships, risk in intimate relationships, importance of consent, peer on peer abuse, assertiveness skills, sex and the law, pornography and stereotypes	Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility issues, contraception, consent, peer on peer abuse, pregnancy facts and myths, pregnancy choices including abortion, abortion, bringing up a baby, financial implications, identifying a range of risks including rape and strategies for staying safe	
Year 10 (14-15)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, peer on peer abuse, grooming, radicalisation, country lines, risky decisions, self-harm, peer abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation	Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, mental health and health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression	Major concepts about young people's health choices, physical and psychological effects of drugs and alcohol, alcohol and drug poisoning, addictions, smoking, vaping, drug classification, supply and demand legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Healthy relationships, Power and control in intimate relationships, risk in intimate relationships, importance of consent, peer on peer abuse, assertiveness skills, sex and the law, pornography and stereotypes	Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility issues, contraception, consent, peer on peer abuse, pregnancy facts and myths, pregnancy choices including abortion, abortion, bringing up a baby, financial implications, identifying a range of risks including rape and strategies for staying safe	
Year 11 (15-16)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, peer on peer abuse, grooming, radicalisation, country lines, risky decisions, self-harm, peer abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation	Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, mental health and health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression	Major concepts about young people's health choices, physical and psychological effects of drugs and alcohol, alcohol and drug poisoning, addictions, smoking, vaping, drug classification, supply and demand legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Healthy relationships, Power and control in intimate relationships, risk in intimate relationships, importance of consent, peer on peer abuse, assertiveness skills, sex and the law, pornography and stereotypes	Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility issues, contraception, consent, peer on peer abuse, pregnancy facts and myths, pregnancy choices including abortion, abortion, bringing up a baby, financial implications, identifying a range of risks including rape and strategies for staying safe	

Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, peer on peer abuse, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk, the law and social media	Equality including in the workplace, in society, in relationships Equality Act 2010 Vulnerable groups including disabled and hidden disability Workplace expectations Rights and responsibilities Power and control in relationships, coercive control Benefits of multi-cultural societies Equality, equity and inequality My health	Impact of physical health in reaching goals, relationships and reaching goals, resilience, work-life balance, connections and impact on mental health, balanced diet, vital organs, blood donation, benefits of helping others, online profiles and impact on future goals and employability	Improving health, mental health, sexual health, blood borne infections, self-examination, diet and long term health, misuse of prescription drugs, substances and the body, mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics	Sustaining long-term relationships, intimacy, healthy relationship with self Attraction, love, lust Relationship choices, ending relationships in romantic relationships, safety, consequences of relationships ending a.o. bullying, peer on peer on peer abuse, physical and emotional changes, family change, sources of support	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, peer on peer abuse, physical and emotional changes, family change, sources of support
Year 11 (15-16)	Becoming an adult, Age limits and the law, Relationships and the law, consent, coercive control, peer on peer abuse, domestic violence, honour based, violence, arranged and forced marriages The Equality Act 2010 The law on internet and pornography Social media concerns, sexting Ragging safe, emergency situations, key advice, first aid, scoliosis and consequences	Equality including in the workplace, in society, in relationships Equality Act 2010 Vulnerable groups including disabled and hidden disability Workplace expectations Rights and responsibilities Power and control in relationships, coercive control Benefits of multi-cultural societies Equality, equity and inequality My health	Impact of physical health in reaching goals, relationships and reaching goals, resilience, work-life balance, connections and impact on mental health, balanced diet, vital organs, blood donation, benefits of helping others, online profiles and impact on future goals and employability	Improving health, mental health, sexual health, blood borne infections, self-examination, diet and long term health, misuse of prescription drugs, substances and the body, mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics	Sustaining long-term relationships, intimacy, healthy relationship with self Attraction, love, lust Relationship choices, ending relationships in romantic relationships, safety, consequences of relationships ending a.o. bullying, peer on peer on peer abuse, physical and emotional changes, family change, sources of support	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, peer on peer abuse, physical and emotional changes, family change, sources of support

- Leaflets for Jigsaw 11-16: Jigsaw – including aspects of programme for RSHE and LGBT+

Relationships and Sex Education and Health Education - A brief guide
Ages 11-16

In September 2020, the Department for Education (DfE) made Relationships and Sex Education compulsory in all secondary schools, and Health Education compulsory in all state-funded schools in England. Independent Schools were already mandated to deliver PSHE including Health Education (Independent School Standards, DfE, 2019).

At secondary school, teaching builds on what children learn at primary school and develops their understanding of health, with an increased focus on risk areas like drug use. Many schools teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education, and this is what Jigsaw PSHE provides for schools.

This leaflet sets out what Relationships and Sex Education and Health Education look like for students in KS3 (ages 11-14); why RSE is important what parents and carers can do; and how Jigsaw PSHE ensures students receive the education they deserve.

An introduction to Jigsaw PSHE
Jigsaw, the mental approach to health and well-being, brings together Personal, Social, Health and Economic Education, emotional literacy, social skills, and mental health and resilience development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. The Jigsaw Programme is designed as a whole-school approach, with year groups working on the same theme (Puzzle) at the same time from age 3 through to age 16. Jigsaw 11-16 builds on the Jigsaw 3-11 Programme, offering an holistic PSHE learning journey spanning the student's school career, with a progressive, spiral curriculum that addresses real needs in a rapidly-changing world.

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- Jigsaw SEND Mapping Framework

Jigsaw Education Group

PSHE Education Planning Framework for Pupils with SEND
KEY STAGES 1-4

How Jigsaw 3-11 and 11-16 support the framework

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- Jigsaw and The UNRC Mapping Document (for 3-11 or 11-16)

Jigsaw

Jigsaw PSHE (ages 3-11/Year 7-8) and the United Nations Convention on the Rights of the Child (UNCRC)
The grid below shows where in the Jigsaw PSHE Programme work on the UNCRC articles happens.
We hope this is helpful and supports schools participating in the Rights Respecting Schools Award Programme.

Being Me in My World							
UNCRC articles							
Age (year group)	12	13	14	16	29	31	Additional articles
10-12/Year 7	✓	✓	✓	✓	✓	✓	
12-13/Year 8	✓	✓	✓	✓	✓	✓	

Celebrating Difference							
UNCRC articles							
Age (year group)	12	13	14	16	29	29	Additional articles
10-12/Year 7	✓	✓	✓	✓	✓	✓	30
12-13/Year 8	✓	✓	✓	✓	✓	✓	30

- Jigsaw 11-16 and SMSC

Jigsaw

Mapping SMSC, Emotional Literacy (EOLA) and British Values, by age group and lesson

Being Me in My World - Ages 11-12					
Lesson	Social	Moral	Spiritual	Cultural	
1	✓	✓	✓	✓	
2	✓	✓	✓	✓	
3	✓	✓	✓	✓	
4	✓	✓	✓	✓	
5	✓	✓	✓	✓	
6	✓	✓	✓	✓	

Lesson	Self-Confidence	Self-Esteem	Equality	Resilience	Managing Feelings
1	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

Lesson	Democracy	Rule of Law	Individual Liberty	Material Support	Section of School where you will teach
1		✓	✓	✓	
2		✓	✓	✓	
3		✓	✓	✓	
4		✓	✓	✓	
5		✓	✓	✓	
6		✓	✓	✓	

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**Public sharing related to:
England**

- Jigsaw 3-11 How Does Jigsaw Meet the PSED ELGS?

How does the Jigsaw 3-11 meet the Personal, Social and Emotional Development (PSED) Early Learning Goals?

The Statutory Framework for the Early Years Foundation Stage (EYF5) was revised, with the new document coming into force for September 2021 (and has been supported by a revised version of Development Matters).

In line with this, Jigsaw PSHE has revised all assessment tables for its EYF5 plans to support practitioners in making judgements against the Early Learning Goals. How each session supports children towards the revised Development Matters statements is also reflected in our revised planning. This document specifically looks at the PSED Early Learning Goals and how Jigsaw supports children to fulfil them.

The framework states:

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."

This completely meets with the ethos of Jigsaw as stated on our webpage.

"Jigsaw 3-11 offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others."

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus."

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- Jigsaw 3-11 RSHE Map – includes all statutory expectations and when these are addressed

Jigsaw 3-11 and Statutory Relationships and Health Education

Jigsaw PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance. This document maps the guidance to Jigsaw PSHE 3-11 by Year Group and Puzzle (unit of work) showing the depth and breadth of the curriculum coverage.

The numbers in the boxes refer to the lesson plan in that Puzzle (unit) that contributes most to the specific statutory outcome.

- Jigsaw 11-16 RSHE Map

Jigsaw PSHE 11-16 (second edition, published 2020) is completely compliant with DfE statutory RSHE requirements for England (2019).

The grid below shows which Jigsaw lessons (shown by the numbers) in each Puzzle contribute to each RSHE outcome, demonstrating our spiral curriculum approach.

DfE Statutory RSHE Outcome	Year 7 (11-12)					Year 8 (12-13)						
	Being Me in My World	Understanding My Differences	Protecting Myself and Others	Healthy Me	Relationships	Changing Me	Being Me in My World	Understanding My Differences	Protecting Myself and Others	Healthy Me	Relationships	Changing Me
<p>RELATIONSHIPS (RAN)</p> <p>(RAN1) that show an awareness of different types of relationships</p> <p>(RAN2) that show an awareness of how relationships might contribute to human well-being</p> <p>(RAN3) that show an awareness of how relationships might contribute to human well-being</p>	5				2,3	3					2	1,2
<p>PERSONAL (PAN)</p> <p>(PAN1) that show an awareness of how relationships might contribute to human well-being</p> <p>(PAN2) that show an awareness of how relationships might contribute to human well-being</p> <p>(PAN3) that show an awareness of how relationships might contribute to human well-being</p>						2,3						1,2
<p>CHARACTER (CAN)</p> <p>(CAN1) that show an awareness of how relationships might contribute to human well-being</p> <p>(CAN2) that show an awareness of how relationships might contribute to human well-being</p> <p>(CAN3) that show an awareness of how relationships might contribute to human well-being</p>						2,3	5					

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- Jigsaw 3-11 British Values Mapping Document and 3-11 SMSC Mapping Document

Jigsaw
The mindful approach to PSHE

British Values in Jigsaw by Puzzle and Year Group

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	✓	✓	✓	✓	✓

Jigsaw
The mindful approach to PSHE

SMSC and Emotional Literacy domains in Jigsaw 2nd Edition

Jigsaw is more than a PSHE Scheme of Work. It provides a structured programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice.

Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group.

Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings). At Jigsaw, we believe that these opportunities are vital for children's development, their understanding of themselves and others and in increasing their capacity to learn.

The following grids give a quick visual reference and summary of where these opportunities sit within Jigsaw.

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- 11-16 British Values and SMSC Mapping Document

Jigsaw
The mindful approach to PSHE

Mapping SMSC, Emotional Literacy Domains and British Values, by age group and lesson

Being Me in My World - Ages 11-12

Lesson	Social	Moral	Spiritual	Cultural
1	✓	✓	✓	✓
2	✓	✓	✓	✓
3	✓	✓	✓	✓
4	✓	✓	✓	✓
5	✓	✓	✓	✓
6	✓	✓	✓	✓

Lesson	Self-Awareness	Social Skills	Empathy	Motivation	Managing Feeling
1	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

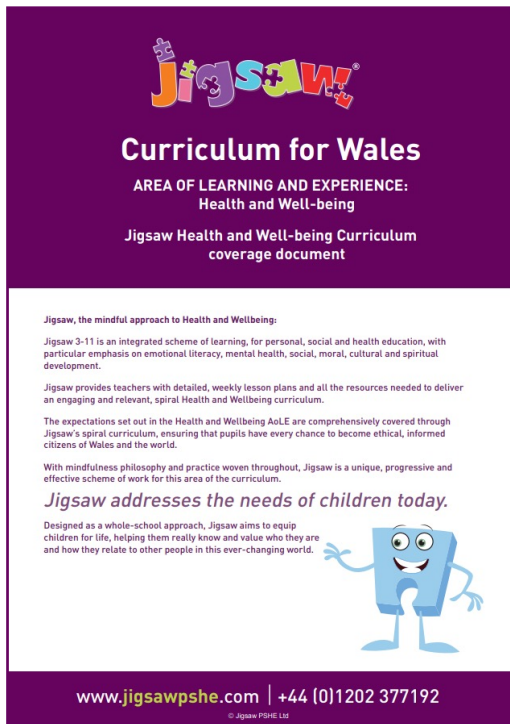
Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

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Wales

- Jigsaw Curriculum Coverage Document for the Health and Wellbeing AoL



Jigsaw

Curriculum for Wales

AREA OF LEARNING AND EXPERIENCE:
Health and Well-being

Jigsaw Health and Well-being Curriculum coverage document

Jigsaw, the mindful approach to Health and Wellbeing:

Jigsaw 3-11 is an integrated scheme of learning, for personal, social and health education, with particular emphasis on emotional literacy, mental health, social, moral, cultural and spiritual development.


Jigsaw provides teachers with detailed, weekly lesson plans and all the resources needed to deliver an engaging and relevant, spiral Health and Wellbeing curriculum.

The expectations set out in the Health and Wellbeing AoLE are comprehensively covered through Jigsaw's spiral curriculum, ensuring that pupils have every chance to become ethical, informed citizens of Wales and the world.

With mindfulness philosophy and practice woven throughout, Jigsaw is a unique, progressive and effective scheme of work for this area of the curriculum.

Jigsaw addresses the needs of children today.

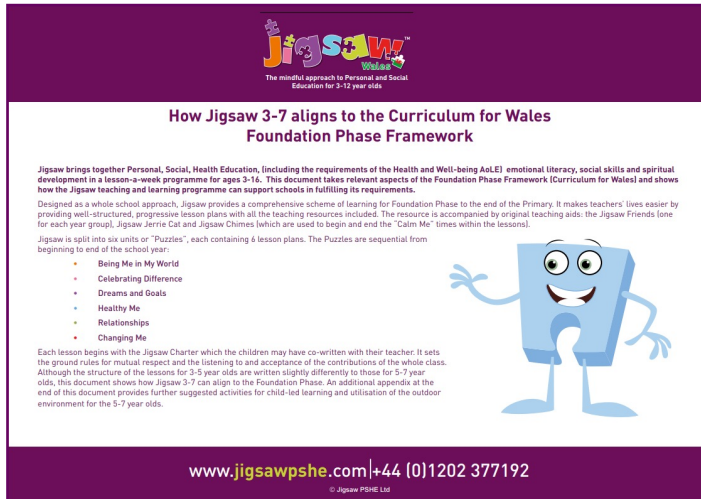
Designed as a whole-school approach, Jigsaw aims to equip children for life, helping them really know and value who they are and how they relate to other people in this ever-changing world.



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- How Jigsaw 3-11 aligns to the Curriculum for Wales Foundation Phase Framework



Jigsaw

The mindful approach to Personal and Social Education for 3-12 year olds

How Jigsaw 3-7 aligns to the Curriculum for Wales Foundation Phase Framework

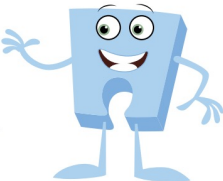
Jigsaw brings together Personal, Social, Health Education, (including the requirements of the Health and Well-being AoLE) emotional literacy, social skills and spiritual development in a lesson-a-week programme for ages 3-16. This document takes relevant aspects of the Foundation Phase Framework (Curriculum for Wales) and shows how the Jigsaw teaching and learning programme can support schools in fulfilling its requirements.

Designed as a whole school approach, Jigsaw provides a comprehensive scheme of learning for Foundation Phase to the end of the Primary. It makes teachers' lives easier by providing well-structured, progressive lesson plans with all the teaching resources included. The resource is accompanied by original teaching aids: the Jigsaw Friends (one for each year group), Jigsaw Jennie Cat and Jigsaw Chimes (which are used to begin and end the "Calm Me" times within the lessons).

Jigsaw is split into six units or "Puzzles", each containing 6 lesson plans. The Puzzles are sequential from beginning to end of the school year:

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

Each lesson begins with the Jigsaw Charter which the children may have co-written with their teacher. It sets the ground rules for mutual respect and the listening to and acceptance of the contributions of the whole class. Although the structure of the lessons for 3-5 year olds are written slightly differently to those for 5-7 year olds, this document shows how Jigsaw 3-7 can align to the Foundation Phase. An additional appendix at the end of this document provides further suggested activities for child-led learning and utilisation of the outdoor environment for the 5-7 year olds.




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- 11-16 Welsh National Healthy Schools Scheme Mapping Document




Welsh Network of Healthy Schools Schemes (WNHSS): Green Book (National Quality Award) and Jigsaw, the mindful approach to PSHE, ages 11-16

How does Jigsaw support the WNHSS indicators?

Category of WNHSS	Criteria	How Jigsaw 11-16 can support the criteria
Food and Fitness	4.1	Jigsaw 11-16 offers an holistic health and well-being learning journey spanning the pupil's school career. It is a programme for 11- to 16-year-olds, which comprises health and well-being education, resilience, mental health, emotional literacy, social and employability skills, British values, and SMSC (spiritual, moral, social, cultural development), as well as an inclusive philosophy including Relationship and Sex Education. The Puzzle 'Healthy Me' is the main vehicle for students to learn about mental and physical health. Students have the opportunity to learn about taking responsibility for their health, with a focus in some year groups on the benefits of regular physical activity and participating in sport, alongside other ways to enhance and promote health and well-being. The whole programme aims to nurture self-esteem so that students feel 'worthy' of taking care of themselves. Jigsaw 11-16 finds itself to cross-curricular opportunities via PE, Science and Food Technology.
	4.2	Schools using Jigsaw can be assured that it has been mapped to the latest guidance and reflects best practice in PSHE. By using Jigsaw, teachers will know that their pupils are being taught everything that they need (according to the DfE PSHE guidance and the PSHE Association programme of study).
	4.4	Jigsaw 11-16 is a progressive, developmental scheme of learning, so from Year 7 onwards, pupils are taught in a consistent way – building on the knowledge and skills from the previous year group. This ensures consistency and rigour in message, and means that students will not get confused or confusing messages relayed to them in Jigsaw lessons. The overriding message in Jigsaw 11-16 is that food is fuel and is needed to keep bodies working effectively, now and for life. This means that students learn that food and drinks are not necessarily rewards, and this builds upon what has been taught in Jigsaw 3-11. Students are encouraged to have a healthy relationship with food – one that is appropriate to their needs now and in the future. Students learn about a balanced diet, and are encouraged to notice what their bodies need, for example, how young person will need different foods to someone who is much older. This also links to the consistent message about physical activity, that is can be fun if you find the right activity to suit you, that it is necessary to keep the body working well, and that we need to be as active as is right for ourselves (there is no one-size-fits-all approach here!).

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- Curriculum for Wales RSE Mapping Docs for 3-16, 3-11, 11-16 (in English or Welsh)




**Cwricwlwm i Gymru
Cod Addysg Cydberthynas
a Rhywioldeb 2022**

Oed 3-16 - Cyfnod 1,2&3

Sut mae Jig-so, y dull ystyriol o addysgu lechyd a Lles, yn cefnogi ysgolion i fodloni gofynion y cod CAPRh?

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**The Curriculum for Wales –
Relationships and Sexuality
Education Code**

**Curriculum for Wales
Relationships and Sexuality
Education Code 2022**

Ages 3-16 - Phases 1,2&3

How does Jigsaw, the mindful approach to Health and Wellbeing, support schools to meet the requirements of the RSE code?

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Northern Ireland

- Jigsaw 11-16 Mapping to the Northern Ireland RSE Curriculum



- Jigsaw 3-11 and the Northern Ireland Curriculum Progression in PD+MU

Jigsaw and the Northern Ireland Curriculum Progression in Personal Development and Mutual Understanding (PD&MU)

"The 'Progression in Personal Development and Mutual Understanding' is intended to provide support and guidance for teachers and curriculum leaders delivering the PD&MU area of learning within the Northern Ireland Curriculum. It contains suggestions for activities in the two strands of the PD&MU framework: 'Personal Understanding and Health' and 'Mutual Understanding in the Local and Wider Community'. PD&MU places the child at the centre of the curriculum and through engagement in a broad range of taught and taught activities seeks to equip and prepare young people for life, work and the challenges of being an adult in an increasingly complex society."

Jigsaw wholeheartedly shares this ethos.

"Jigsaw 3-11 offers a comprehensive Programme, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant lessons within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus."

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Scotland

- Jigsaw 3-11 Curriculum for Excellence and Jigsaw Scotland Documents - available for entire program, or as for individual year groups.

Jigsaw!
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The mindful approach to Health and Well-Being

Curriculum for Excellence and Jigsaw Scotland

Jigsaw's Curriculum Coverage from 3-4yrs to Primary 7

- Health and Wellbeing Experiences and Outcomes
- Cross-curricular links
- Assessment Benchmarks

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Jigsaw!
Scotland
The mindful approach to Health and Well-Being

Curriculum for Excellence and Jigsaw Scotland

Curriculum Map for Primary 1 materials


- Health and Wellbeing Experiences and Outcomes
- Cross-curricular links
- Assessment Benchmarks

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Church Schools

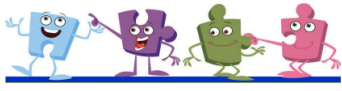
- Jigsaw 3-11 How does Jigsaw PSHE support the Church of England Principles and Charter in relation to RSHE?




How does Jigsaw PSHE support the Church of England Principles and Charter in relation to RSHE?

In November 2019, the Church of England published Principles and a Charter entitled "Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools". The document set out several key principles and then provides a Charter which schools can use. This document sets out how both the ethos and teaching content of Jigsaw PSHE support Church of England schools in delivering RSHE in light of this document.

Church of England Key Principles	Jigsaw PSHE
Church of England schools should ensure that their RSHE curriculum protects, informs and empowers all pupils. It should ensure that children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others (SMASS schedule page 11). It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions.	Jigsaw is a unique, spiral, progressive and effective scheme of work for Personal, Social, Health Education (ages 3-16) aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world. The Jigsaw Charter enables all children to develop the skills to express their own views without fear of judgement by others and supports children in making their own decisions about their choices in life. Explicit lessons on influences and pressures coupled with the underpinning mindfulness philosophy and ever-present valuing of the individual mean Jigsaw promotes this Church of England principle.
The Church of England welcomes, supports and expects the teaching of Relationships and Health Education in all Church of England Primary Schools. Primary Schools can decide whether they wish to choose to teach some aspects of Sex Education. In Church of England Secondary Schools, Relationships, Sex and Health Education will be taught. Where Sex Education is taught parents will have the right to withdraw their children from that part of the curriculum "other than as part of the science curriculum".	Jigsaw PSHE provides bespoke teaching and learning materials for both primary and secondary schools for the teaching of all RSHE. For Primary Schools, support is offered in the form of training and resources to aid open communication with parents so that they can make an informed decision about their right of withdrawal.
We encourage all schools to approach RSHE in a faith-sensitive and inclusive way. Such an approach should seek to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. It should give dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school. It should recognise that there is no hierarchy of protected characteristics in the Equality Act and that sometimes different protected characteristics can be in tension as they cannot necessarily be equally protected at all times.	Jigsaw PSHE encourages schools and teachers to couch their teaching of sensitive issues and their language in a sensitive and age-appropriate manner, whilst still delivering the specified content. For more information on how Jigsaw PSHE complies and supports the Equality Act of 2010, see our article at https://www.jigsawpshe.com/jigsaw-articles-3-11/ (Equality Act 2010. Available at www.legislation.gov.uk/ukpga/2010/15/contents)



- How can Jigsaw, the mindful approach to PSHE (ages 3-11), support Catholic Schools in delivering Relationships, Health and Sex Education with regard to "Learning to Love" and the DfE statutory requirements for Relationships and Health Education in Primary Schools (England 2019) and Sex Education?



The mindful approach to PSHE

How can Jigsaw, the mindful approach to PSHE (ages 3-11), support Catholic Schools in delivering Relationships, Health and Sex Education with regard to "Learning to Love" and the DfE statutory requirements for Relationships and Health Education in Primary Schools (England 2019) and Sex Education?

What is Jigsaw PSHE?

Jigsaw, the mindful approach to PSHE, for ages 3-16, is a comprehensive PSHE Programme for Personal, Social, Health Education. Central to the ethos of Jigsaw PSHE is the belief that supporting our young people today will create compassionate, independent and informed adults of tomorrow. Children learn that we are all unique and that both similarity and difference is worth celebrating.

In a lesson a week for every year group, learning themes are returned to and developed each year through 6 half-termly units called Puzzles starting with being Me in My World at the beginning of the school year and sequentially progressing through to Changing Me in the last half term.

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


The same Puzzle is studied by the whole school at the same time, enabling vertical progression and a whole-school approach. Each individual lesson within the Puzzle is called a Piece.

We put the pieces of learning together to make the whole puzzle, just as we develop the different aspects of children and young people to help them grow into well-rounded whole people.

The Jigsaw Programme has children's and young people's wellbeing at its heart.

Believing that emotional and mental health are fundamental to learning, relationships and life; and a sense of identity, the feeling of belonging, coupled with inner strength, calm and resilience are essential for success, Jigsaw is underpinned by mindfulness philosophy. Mindfulness practice in every lesson empowers young people to be aware of their thoughts and feelings as they arise, helping them to consciously make decisions about the ensuing actions and responses, thus enabling them to grow in self-regulation.

Developing self-respect and an understanding of themselves is at the core of building respect for others. Jigsaw is inclusive, valuing all children and young people and expecting them to respect others.




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International Schools

- All Documents mapping Jigsaw 3-11 to the International Primary Curriculum



The match between Jigsaw PSHE (3-11) for Key Stages 1 and 2 and the International Primary Curriculum




It should be noted that communication, empathy, respect and metacognition, in particular, are embedded within every Jigsaw lesson e.g. the social games (Connect Us) and the multiple opportunities where children consider each other's feelings when they are speaking and listening. Mindfulness philosophy and practice underpin and permeate Jigsaw, with Pause Points and Calm Me in every lesson, significantly developing children's metacognition. Therefore, the pieces (lessons) cited are where explicit learning could be more specifically tailored to the milepost.


Unit coverage for Milepost 1: Key Stage 1, Years 1 (ages 5-6) and 2 (ages 6-7)

IPC Personal Learning Goal	Strand	Milepost 1	Jigsaw Puzzle	Year Group	Piece	
Adaptable	Flexibility	To be adaptable I aim to:				
		1.1 approach tasks with an open mind	Being Me in My World	Year 2 (6-7)	Piece 4	
		1.2 try different ways of doing things	Dreams and Goals	Year 1 (5-6) Year 2 (6-7)	Piece 5 Piece 2	
		1.3 follow strategies to manage my own feelings	Being Me in My World	Year 2 (6-7)	Piece 1	
		1.4 realise that my opinions may change over time	Healthy Me Changing Me	Year 2 (6-7) Year 1 (5-6)	Piece 2 Piece 2	

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The match between Jigsaw PSHE (3-11) for Key Stages 1 and 2 and the International Primary Curriculum




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Unit coverage for Milepost 3: Upper Key Stage 2, Years 5 (ages 9-10) and 6 (ages 10-11)

IPC Personal Learning Goal	Strand	Milepost 3	Jigsaw Puzzle	Year Group	Piece	
Adaptable	Flexibility	To be adaptable I aim to:				
		3.1 approach all tasks across all subjects with an open mind	Being Me in My World	Year 5 (9-10)	Piece 1	
			Dreams and Goals	Year 6	Piece 1	
			Being Me in My World	Year 5 (9-10)	Piece 5	
			Dreams and Goals	Year 6 (10-11)	Piece 5	
			Relationships	Year 5 (9-10)	Pieces 3 and 4	
			Relationships	Year 6 (10-11)	Pieces 1 and 2	
		3.2 select roles, ideas and strategies appropriate to the situation	Relationships	Year 5 (9-10)	Pieces 3, 4 and 5	
			Relationships	Year 6 (10-11)	Pieces 2, 3, 4 and 5	
			Healthy Me	Year 6 (10-11)	Piece 4	
			Healthy Me	Year 6 (10-11)	Pieces 3, 4, 5 and 6	
			Changing Me	Year 6 (10-11)	Pieces 1, 5 and 6	
			Being Me in My World	Year 5 (9-10)	Piece 4	
			Being Me in My World	Year 6 (10-11)	Pieces 1 and 4	
			Healthy Me	Year 5 (9-10)	Pieces 3 and 4	
Relationships	Year 6 (10-11)		Pieces 1, 2, 3 and 6			
3.3 apply strategies to self-regulate my own feelings	Relationships	Year 5 (9-10)	Pieces 4, 5 and 6			
	Relationships	Year 6 (10-11)	Pieces 2, 3 and 4			
	Relationships	Year 6 (10-11)	Pieces 2, 3 and 4			
	Dreams and Goals	Year 6 (10-11)	Piece 3			
	Changing Me	Year 6 (10-11)	Pieces 1, 5 and 6			
	Changing Me	Year 6 (10-11)	Pieces 1, 5 and 6			

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The match between Jigsaw PSHE (3-11) for Key Stages 1 and 2 and the International Primary Curriculum



It should be noted that communication, empathy, respect and metacognition, in particular, are embedded within every Jigsaw lesson e.g. the social games (Connect Us) and the multiple opportunities where children consider each other's feelings when they are speaking and listening. Mindfulness philosophy and practice underpin and permeate Jigsaw, with Pause Points and Calm Me in every lesson, significantly developing children's metacognition. Therefore, the pieces (lessons) cited are where explicit learning could be more specifically tailored to the milepost.

Unit coverage for Milepost 2: Lower Key Stage 2, Years 3 (ages 7-8) and 4 (ages 8-9)


IPC Personal Learning Goal	Strand	Milepost 2	Jigsaw Puzzle	Year Group	Piece	
Adaptable	Flexibility	To be adaptable I aim to:				
		2.1 approach a range of tasks across all subjects with an open mind	Dreams and Goals	Year 3 (7-8)	Pieces 3 and 4	
			Healthy Me	Year 3 (7-8)	Piece 1	
			Healthy Me	Year 3 (7-8)	Piece 2	
			Dreams and Goals	Year 3 (7-8)	Pieces 3, 4, and 5	
			Being Me in My World	Year 4 (8-9)	Pieces 5 and 6	
			Healthy Me	Year 4 (8-9)	Pieces 2 and 4	
		2.2 explore various roles, ideas and strategies	Healthy Me	Year 4 (8-9)	Pieces 3, 4, 5 and 6	
			Changing Me	Year 4 (8-9)	Pieces 3 and 6	
			Healthy Me	Year 3 (7-8)	Pieces 4 and 5	
			Healthy Me	Year 4 (8-9)	Pieces 3, 4, 5 and 6	
			Relationships	Year 3 (7-8)	Piece 2	
			Changing Me	Year 4 (8-9)	Pieces 3 and 4	
		2.3 apply strategies to manage my own feelings and respond appropriately	Changing Me	Year 3 (7-8)	Pieces 3, 4 and 5	
			Dreams and Goals	Year 4 (8-9)	Pieces 3 and 6	
			Dreams and Goals	Year 4 (8-9)	Pieces 2, 3 and 5	
			Dreams and Goals	Year 3 (7-8)	Piece 5	
			Changing Me	Year 4 (8-9)	Pieces 2 and 6	
Changing Me	Year 4 (8-9)		Piece 5			
2.4 reflect on where values and opinions may have come from	Dreams and Goals	Year 4 (8-9)	Piece 3			
	Healthy Me	Year 4 (8-9)	Pieces 1, 2, 3, 4, 5 and 6			
	Relationships	Year 4 (8-9)	Pieces 2 and 4			
	Relationships	Year 4 (8-9)	Pieces 2 and 4			
	Relationships	Year 4 (8-9)	Pieces 2 and 4			
	Relationships	Year 4 (8-9)	Pieces 2 and 4			

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Jigsaw provides some documents for schools to share on their password-protected areas for parents.

Sharing behind a password

- Jigsaw 3-11 Parent Knowledge Organisers
- Jigsaw 3-11 Primary Calm Me Time Audio (in Resources section of Community Area)



The mindful approach to PSHE

Jigsaw knowledge and skills progression: Being Me In My World Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Being Me in My World Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

BIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5	<ul style="list-style-type: none"> Know special things about themselves Know that some people are different from themselves Know how happiness and sadness can be expressed Know that hands can be used kindly and unkindly Know that being kind is good Know they have a right to learn and play, safely and happily 	<ul style="list-style-type: none"> Identify feelings associated with belonging Identify feelings of happiness and sadness Skills to play cooperatively with others Be able to consider others' feelings Be responsible in the setting 	<ul style="list-style-type: none"> What does it feel like to belong? What's special about you? How do people show they are happy or sad? What sort of things can you do to be kind? How do you play nicely with other children? How are you different from someone else (e.g. Mummy, Daddy, brother, sister, a friend)? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? Can you tell me about Calm Me time?
<p>In this Puzzle (unit), the children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.</p> <p>Key Vocabulary Kind, Gentle, Friend, Similarity, Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.</p>			

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- Including and Valuing All Children: What does Jigsaw teach about LGBT Relationships?

Jigsaw
The mindful approach to PSHE

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

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Jigsaw

Jigsaw, the mindful approach to PSHE, ages 3-11
How does Jigsaw approach gender identity?

This document has been written to outline Jigsaw's philosophy to value all children, and how this is reflected in its approach to gender identity, the use of language referring to boys, girls, males, females etc and our aim to provide a balanced and inclusive approach. At Jigsaw we, of course, understand the difference between 'sex' and 'gender' and adopt the World Health Organisation's definition.

The World Health Organisation regional office for Europe describes sex as characteristics that are biologically defined, whereas gender is based on socially constructed elements. They suggest that there are variations in how people experience gender based upon self-perception and expression, and how they behave.

Jigsaw's understanding philosophy is to value every child as the unique human beings they are, and from this premise promote acceptance and respect for self and others.

The relationship children have with themselves is paramount and Jigsaw focuses on developing a strong sense of identity, self-label and self-esteem, which are addressed in our PSHE programme. Jigsaw also includes all the requirements of statutory Relationships and Health Education (SE England 2019).

The first Puzzle Level in Jigsaw is 'Being Me in My World' which is about discovering who I am and how I fit in my family, my school, my friendship groups and in a global context.

The second Puzzle is 'Celebrating Differences' which is about identifying similarities and celebrating differences, respecting the understanding and respect for each person's uniqueness. This Puzzle also considers how sometimes differences can be a source of bullying, racism etc, children always being taught how to speak up and get help if needed.

Jigsaw works hard on ensuring age-appropriateness throughout, and we strongly encourage teachers to plan every lesson and share it if necessary, to ensure it meets the needs of their pupils.

The issue of gender identity is rarely treated as an explicit issue in Jigsaw 3-11 as the programme does its best to create an inclusive ethos as described above. There are opportunities for transgender to be included in classroom discussions at the teacher's discretion, but there is only one lesson for children aged 10-11 years where this may be used explicitly.

At no point does Jigsaw say there are only two genders but equality doesn't suggest there are more, neither is the primary programme aim to refer to gender fluidity.

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There is also a leaflet on how Jigsaw approaches Gender Identity in the Community Area that can be shared with parents who have further questions or concerns in this area. It is not suitable for sharing it on your website as this may make it appear as if this is a topic that is frequently visited in Jigsaw, when it is a very small part of a wide and inclusive approach to PSHE.

