



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 making 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.



The UN Convention on the Rights of the Child, the Universal Declaration of Human Rights, British Values like the Rule of Law, the Equality Act, social issues and injustice are all learnt about in Jigsaw. Students think through possible responses as to how to tackle these if witnessed first-hand.

Jigsaw's pedagogy is based on sound psychology. Its unique features i.e. the Jigsaw Friends, Jigsaw Jerrie Cats and Chimes, alongside the carefully thought-through lesson structure give children an engaging experience in a safe learning environment, enabling them all to feel valued and included.

'Learning to Love'

In March 2016, Pope Francis issued something of a challenge to Catholic educators in his publication "The Joy of Love" (Amoris Laetitia). He said:

"The Second Vatican Council spoke of the need for 'a positive and prudent sex education' to be imparted to children and adolescents 'as they grow older'... We may well ask ourselves if our educational institutions have taken up this challenge." Amoris Laetitia (AL) 280

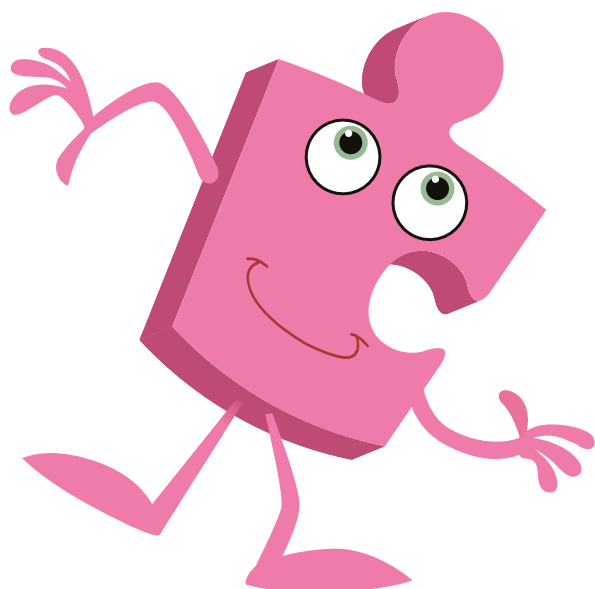
In March 2017, the Catholic Education Office published "Learning to Love" - an introduction to Catholic Relationship and Sex Education (RSE) for Catholic Educators, as a direct response to this challenge, and it states:

"We expect all Catholic schools to ensure that space is made in the curriculum for Relationship and Sex Education (RSE). The content of what is taught must express the teaching of the Church, and should be delivered to suit the age of the children or young people to whom it is addressed."

"We all need to recognise that without providing an education in this area, we leave many young people vulnerable to receiving their education second-hand, and often from sources which damage them and their capacity to love."

The document covers a wide variety of topics such as self-identity and questions young people may be feeling within themselves about issues such as gender identity, internet use and abuse, marriage and other relationships, and the emotions and feelings that starting to feel attraction and love for another can bring to our young people, as well as the specifics of RSHE.

These elements have been taken by Diocese of Liverpool and made into a Curriculum Document entitled "Relationships and Sex Education in Catholic Schools". Whilst other dioceses may have a different document, the content is likely to be the same as it would be following the "Learning to Love" guidance and the "Model Catholic Primary RSE Curriculum" provided by the Catholic Education Service .



The Catholic Education Service has also produced a Quality Standards Document to ensure that schools are fulfilling these requirements.

To support our Catholic schools, this article will map Jigsaw PSHE 3-11 content to the Diocese of Liverpool curriculum documentation as an exemplar curriculum, showing where we provide age-appropriate materials to support its teaching requirements, and also a synopsis of where Jigsaw can further provide evidence for the Quality Standards.

Jigsaw PSHE is a secular programme of study, so it will be the responsibility of the school and teachers to adhere to specific church teachings (e.g. “rooted in the Catholic Church’s teaching about what it is to be truly human in Christ”) as appropriate when delivering the materials, as discussed in “Learning to Love”, but we hope this will provide a starting point for schools wishing to use Jigsaw to follow their diocesan curriculum. It should be noted that some of the elements are the remit of Science rather than PSHE so are annotated as such.

All quotations regarding curriculum in the following section will be from the Liverpool documentation.

Statutory Relationships and Health Education (and Sex Education), England 2020

From September 2020 in England, all schools will be expected to implement the statutory requirements.

As well as aligning to ‘Learning to Love’, the Jigsaw PSHE Programmes meet all these statutory requirements and mapping documents show how each lesson contributes to the specific outcomes.

Foundation Stage:

“In the Foundation Stage, children are growing in their awareness that they exist in relationships with other people beyond themselves and their immediate families. Understanding how they care and value themselves is a crucial part of developing self-esteem and personal confidence in the early years and only through having a sense of self-worth can they begin to appreciate the worth of others.”

“Teaching about developing character at a young age is about recognising that they have a choice about how to behave towards themselves and other people.”

The document states that teaching in this age range should follow the Early Learning Goals for Personal, Social and Emotional Development (PSED). Jigsaw also follows this curriculum and mapping is clearly given throughout the planning to evidence this. The Jigsaw Early Years curriculum is updated whenever the national EYFS Framework is updated, so is always aligned.

Key stages 1 and 2:

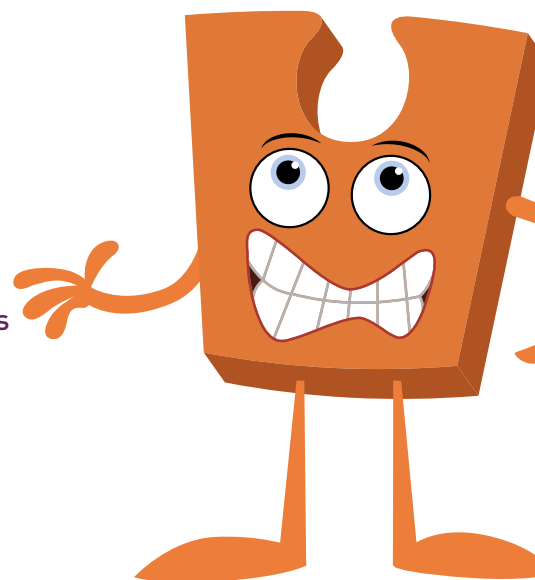
These age groups follow three themes. These will be taken in turn and where Jigsaw can support the statements, they are listed with the appropriate Jigsaw materials referenced below.

1. Created and loved by God

The aim of this theme is to clarify how children take responsibility for their own behaviour and how this can affect the well-being of others. The document goes on to explain how the statements reflect growth rather than attainment. The focus is on living a balanced, joyful life and an increasing understanding of moral behaviour and understanding why this is important for personal happiness.

“Education in virtue is about journeys in relationships with oneself and with others, learning how to live a balanced, joyful life.”

“By the end of year six, they should begin to be able to explain why they have made the choices they have made.”

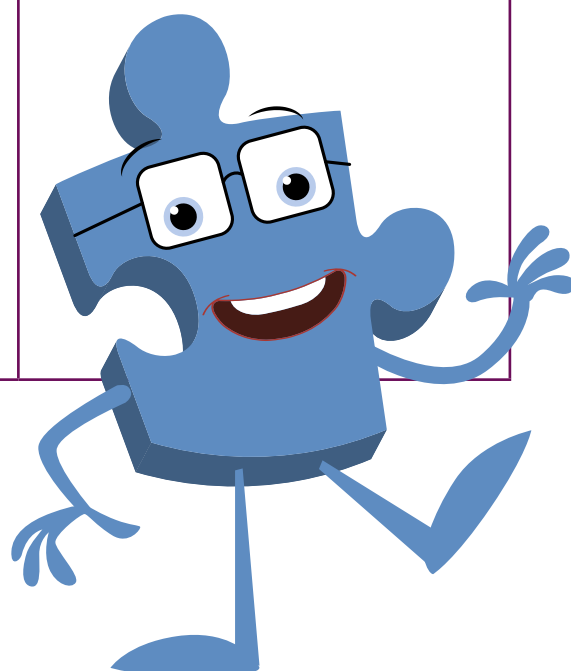


Jigsaw also concentrates on relationship with self as a starting point, and how, using mindfulness and other techniques taught within the programme, children can learn to regulate their behaviour and develop skills and habits which will shape their actions and responses in the future. Children are taught and encouraged to discuss their values and opinions in the ethos of mutual respect and safety enabled by the Jigsaw Charter. Emotional literacy and social skills learning intentions are coupled with knowledge acquisition in every lesson to empower children to understand and express their emotions.

*Where appropriate, the DfE Statutory Outcomes have been referenced in this document. These are listed using our own numbering process (R= Relationships Education, H= Health Education) which is fully explained in <https://www.jigsawpshe.com/wp-content/uploads/2020/05/Jigsaw-3-11-and-Statutory-Relationships-and-Health-Education-Map.pdf>

Key Stage 1: Pupils should have the opportunity to learn:

Curriculum Statement	Jigsaw Year Group, Puzzle and Piece	DfE statutory outcomes*
1. Describe the importance for humans for exercise, eating the right amounts of different types of food, and hygiene	Healthy Me Year 1: 1,2,3 Year 2: 4, 5, 6	H1, H2, H3, H5, H6, H12, H18, H19, H20, H22, H23, H24, H28
2. To recognise what they like and dislike, how to make real informed choices that improve their physical and emotional health to recognise that choices can have good and not so good consequences	Being Me in My World: Year 1: 5 Year 2: 4 Healthy Me: Year 1: All Year 2: 1, 4, 5 Relationships: Year 2: 2 Changing Me: Year 2: 4, 5	H1, H2, H3, H4, H5, H6, H12, H18, H19, H20, H21, H22, H23, H24, H25, H28, H30, H34 R12, R14, R15, R16, R19, R25, R26, R27, R28, R29, R30, R31, R32
3. About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings	Mindfulness in every lesson supports this management of feelings and subsequent self-regulation of behaviour. Being Me in My World: Year 1: 4, 5 Year 2: 1, 2, Dreams and Goals: Year 1: 4, 5, 6 Year 2: 5, 6 Healthy Me: Year 1: 5, 6 Year 2: 2 Relationships: Year 2: 4, 5	H1, H2, H3, H4, H5, H6, H18, H19, H21, H24, H28, H30 R6, R11, R12, R13, R14, R16, R19, R20, R22, R25, R26, R30, R31, R32



4. Rules for and ways of keeping physically and emotionally safe (including safety on-line, responsible use of ICT, safety in the environment)	Being Me in My World: Year 2: 3, 4 Celebrating Difference: Year 1: 3, 4 Healthy Me: Year 1: 4, 5, 6 Year 2: 3 Relationships: Year 1: 3 Year 2: 2, 4	H2, H3, H5, H6, H7, H8, H9, H18, H21, H24, H25, H30 R6, R12, R14, R15, R16, R17, R19, R20, R22, R25, R26, R27, R28, R29, R30, R31, R32
5. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Science but body parts covered in Changing Me: Year 1: 4 Year 2: 4	H34 R19, R25, R26, R27, R29
6. Pupils should have opportunities to learn the names of the main body parts (including head, neck arms, elbows etc.)	Changing Me: Year 1: 4 Year 2: 4	H34 R19, R25, R26, R27, R29
7. Growing into adults can include references to egg, baby, toddler, child, teenager and adult	Changing Me: Year 1: 1, 3 Year 2: 2, 3	H34
8. To say thank you to God	Whilst Jigsaw does not mention God, it does engender respect, appreciation and gratitude.	
9. To know when they are happy or sad	Mindfulness in every lesson allows children the time and opportunity to identify feelings non-judgementally and every lesson contributes to the development of emotional literacy, including emotional vocabulary and managing feelings.	
10. To be happy when they are learning how to behave with kindness	Being Me in My World: Year 1: 4 Year 2: 4, 5 Celebrating Difference: Year 2: 3 Relationships: Year 1: 2, 6	H2, H3, H6, H8, H13, H15 R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R21, R22
11. To identify that they are special people, (made in the image and likeness of God), (family, friends, carers) what makes them special and how special people should care for one another	Celebrating Difference: Year 2: 6 Healthy Me: Year 1: 3 Relationships: Year 1: 5 Year 2: 5	H2, H3, H6, H18, H21, H25, H30 R7, R8, R10, R11, R12, R13, R14, R16, R19, R25, R26, R27, R28, R31
12. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals	Intrinsically throughout Jigsaw. Explicitly in Dreams and Goals: Year 1: All Year 2: All	H1, H2, H3, H4 R12, R13, R14, R15, R16, R19, R30

Key Stage 2: Pupils should have the opportunity to learn:

Curriculum Statement	Jigsaw Year Group, Puzzle and Piece	DfE statutory outcomes*
1. Describe the differences as humans develop to old age	Science Curriculum Changing Me: Year 3: 1	H2, H3
2. Learn about changes experienced in puberty	Science Curriculum Changing Me: Year 3: 3, 4 Year 4: 3 Year 5: 2, 3 Year 6: 2	H2, H3, H9, H34, H35 R26, R27, R30, R32
3. Describe the differences in the life cycles of a mammal, an amphibian, and insect and a bird	Science Curriculum Referenced in Changing Me Puzzle	
4. Describe the life process of reproduction in some plants and animals	Science Curriculum Referenced in Changing Me Puzzle	
5. Draw a time-line to indicate the growth and development of humans	Science Curriculum Growth and development of a baby is examined in Changing Me Year 6: 3	H9, H35 R1, R4, R32
6. Work scientifically by researching the gestation periods of animals and comparing them with humans by finding out and recording the length and mass of a baby as it grows	Science Curriculum	
7. Pupils should build on their learning about the main body parts and internal organs (skeletal, muscular and digestive system)	Science Curriculum (Changing Me works on understanding the changes in puberty)	
8. Pupils should learn how to keep their bodies healthy	Science Curriculum Throughout Healthy Me (including good Mental Health)	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H17, H18, H19, H20, H21, H22, H23, H24, H25, H26, H28, H31 R15, R20, R21, R22, R23, R24, R25, R26, R27, R28, R29, R30, R31, R32
9. Pupils should find out about different types of reproduction and asexual reproduction in plants and sexual reproduction in animals	Science Curriculum Changing Me: Years 5:4 and 6:3 have lessons on human reproduction	H9, H34, H35 R1, R4, R32

10. What is important for personal happiness (and a closer relationship with God)	Children build a picture of their own personal values and feelings on this topic throughout their Jigsaw PSHE lessons. Each lesson includes opportunities for them to reflect and be still in order to consider how the content of the lesson is impacting on them personally and the values they hold which would include what they think would make them happy. The Dreams and Goals Puzzle supports this. An example of explicit teaching on this topic would be Celebrating Difference : Year 4, Piece 5.	H4 R15, R16
11. To recognise dignity in themselves and in others	Use of the Jigsaw Charter enables this in every lesson (piece) and this value threads throughout the whole Jigsaw curriculum. Celebrating Difference : Year 4: 1, 5, 6 Year 5: 6 Year 6: 5	H2, H3 R13, R15, R16
12. Know that they are created for a purpose. Value themselves as a child of God, life is precious and their body as God's gift to them	All of these values are reflected in Jigsaw without attributing their existence to God. Children are valued as individuals and taught to value each other as individuals, and are taught that their bodies are amazing, special and precious.	
13. Recognise that their actions affect themselves and others	Being Me in My World : Year 3: 4 Year 4: 4 Year 5: 4 Year 6: 4 Celebrating Difference : Year 3: 5, 6 Year 5: 2, 3 Year 6: 3, 6	H2, H3, H4 R7, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20, R21, R23, R25, R30, R31, R32

2. Created to love others

“Pupils learn how to live in relationships with others through experience and through following examples of fulfilling, happy relationships. These relationships will be within families, friendships and communities such as the classroom and the parish. They will also learn through growing in their ‘love of neighbour’, about compassion, kindness and being thoughtful. They should also begin to exercise some practical wisdom about behaviour that is good and behaviour that is risky or negative, such as bullying or any form of abuse and recognise that asking for help when a relationship feels wrong is brave and courageous. They will begin to appreciate difference in relationships and the importance of treating everyone equally.”

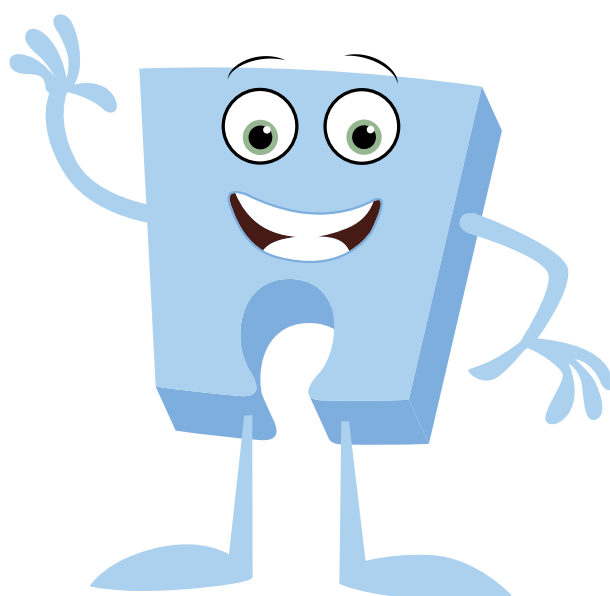
Jigsaw emphasises the positive aspects of healthy relationships. We look at an ever widening network of people that the children will come into contact with, and the relationships that they will have with them. We start with those closest (family/class friends etc) and work outwards to include e.g. for the older children safety in on-line relationships and how they contribute as global citizens. They learn how to be a good friend, to trust and appreciate others and consider how their behaviour can impact on those around them. Through this, they begin to understand when something is not right – when they might be being pressured to do something they feel is wrong or take part in a negative action such as bullying. Anti-bullying work is included in the Celebrating Difference Puzzle in every year group. They learn assertiveness techniques so they can stand up for what they know is right, and how to seek help in situations where it is needed. Equality is studied in detail through the Celebrating Difference Puzzle, and they learn how to appreciate everybody as uniquely gifted in some way through the differences that we have.

Key Stage 1: Pupils should have the opportunity to learn:

Curriculum Statement	Jigsaw Year Group, Puzzle and Piece	DfE statutory outcomes*
1. Communicate feelings to others, to recognise how others show feelings and how to respond	Use of the Jigsaw Charter enables this in every lesson (piece). Celebrating Difference: Year 2: 4 Relationships: Year 1: 2, 3, 6 Year 2: 6	H2, H3, H4, H6,H7, H8, H9 R7, R8, R9, R10, R11, R12, R13, R14, R16, R17, R19, R20, R25, R27, R28, R29, R30, R31, R32
2. To identify and respect the similarities and differences between people	Celebrating Difference: Year 1: 1, 2, 6 Year 2: 3, 5, 6	H2, H3,H7, H8 R5, R7, R8, R9, R10, R12, R13, R14, R16, R17, R19, R25, R21, R22, R25
3. To recognise how their behaviour affects other people	Being Me in My World: Year 1: 3, 5 Year 2: 5 Relationships: Year 2: 3	H2, H3, H4 R7, R9, R10, R12, R13, R14, R16, R31

4. About people who look after them, their family networks, who to go to if they are worried	Being Me in My World: Year 2: 1 Celebrating Difference: Year 1: 4 Year 2: 4 Relationships: Year 1: 1, 4 Year 2: 1, 4 Changing Me: Year 2: 5	H2, H3, H4, H9 R1, R2, R3, R4, R6, R11, R13, R15, R16, R17, R19, R20, R22, R25, R26, R28, R29, R30, R31, R32
5. To recognise that they share a responsibility for keeping themselves and others safe (when to say yes, no, I will ask, and I will tell)	Being Me in My World: Year 1: 3 Year 2: 3 Celebrating Difference (ref Bullying) Year 1: 4 Year 2: 4 Relationships: Year 1: 3, 4 Year 2: 2, 4 Changing Me: Year 2: 5	H2, H3, H4, H9 R11, R12, R13, R14, R15, R16, R17, R19, R20, R25, R26, R27, R28, R29, R30, R31, R32
6. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)	Celebrating Difference: Year 1: 3 Year 2: 3 Healthy Me: Year 1: 3, 4, 5 Year 2: 2, 3 Relationships: Year 1: 3 Year 2: 2, 4 Changing Me: Year 2: 5	H1, H2, H3, H6, H7, H8, H12, H13, H15, H18, H19, H21, H25, H28, H30 R6, R14, R15, R16, R17, R19, R20, R21, R22, R25, R26, R27, R28, R29, R30, R31, R32
7. To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say	Being Me in My World: Year 2: 2 Celebrating Difference Year 1: 3, 4 Year 2: 3, 4, 5 Relationships: Year 1: 4 Year 2: 3	H2, H3, H4, H7, H8, H9, H13, H15 R7, R9, R10, R11, R12, R13, R14, R16, R17, R19, R21, R22, R25, R28, R29, R31, R32
8. That there are different types of teasing and bullying that these are wrong and unacceptable	Celebrating Difference Year 1: 3, 4 Year 2: 3, 4, 5	H4, H8, H9, H13, H15 R11, R13, R16, R17, R20, R21, R22, R29, R30, R31, R32
9. How to resist teasing or bullying if they experience or witness it, who to go to and how to get help	Celebrating Difference Year 1: 3, 4 Year 2: 4	H2, H3, H7, H8, H9 R9, R12, R13, R14, R16, R17, R19, R25, R29, R31, R32
10. Names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls	Changing Me: Year 1: 4 Year 2: 4	H34 R19, R25, R26, R27, R2

11. To develop their relationship with God through prayer and acts of worship	Relationship with God is not specifically mentioned in Jigsaw but spiritual development is woven through Jigsaw with every lesson having time for reflection and mindfulness practice (Calm Me time). It also provides assemblies which have additional resources of Bible references and prayers for Church Schools.	
12. To care about other people <i>(and know how Jesus cared for others)</i>	Caring about themselves and others permeates Jigsaw. The use of the Jigsaw Charter supports this in every lesson (piece), also explicitly taught e.g. Being Me in My World: Year 1: 3 Year 2: 3	R9, R12, R14, R15, R16

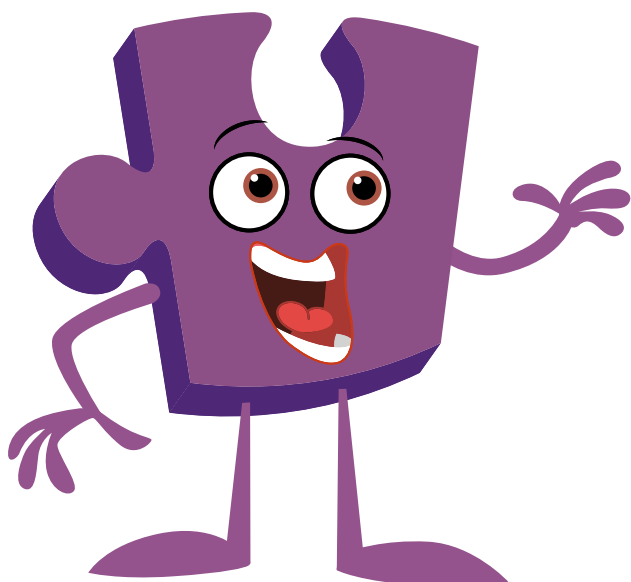


Key Stage 2: Pupils should have the opportunity to learn:

Curriculum Statement	Jigsaw Year Group, Puzzle and Piece	DfE statutory outcomes*
1. To recognise and respond appropriately to a wider range of feelings in others	<p>This is taught throughout Jigsaw as the Charter, alongside the Connect Us and Circle Time activities, allows time for the children to listen to each other respectfully, be heard and respond to what their peers are feeling. Empathy is developed throughout as part of the emotional literacy work.</p> <p>Being Me in My World: Year 3: 2 Year 4: 1</p> <p>Dreams and Goals: Year 4: 3</p> <p>Relationships: Year 6: 1</p>	<p>H1, H2, H3, H4, H5, H6, H7, H9, H10, H17, H18, H21</p> <p>R7, R8, R9, R12, R27, R32</p>
2. That differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See protected characteristics of the Equality Act 2010)	<p>Celebrating Difference Year 3: 1, 2 Year 4: 1, 2 Year 5: 1, 2 Year 6: 1, 2, 5</p>	<p>H4, H7, H9, H10</p> <p>R1, R2, R3, R4, R5, R6, R11, R12, R13, R15, R16, R18, R19, R20, R21, R22, R25, R31</p>
3. To recognise their increasing independence brings increased responsibility to keep themselves and others safe	<p>Being Me in My World: Year 3: 2 Year 5: 3</p> <p>Celebrating Difference Year 3: 3 Year 4: 3</p> <p>Healthy Me: Year 3: 4, 5 Year 5: All</p> <p>Relationships: Year 5: 2, 5, 6 Year 6: 5, 6</p>	<p>H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H21, H24, H25, H28, H32, H33</p> <p>R11, R12, R13, R14, R15, R16, R17, R20, R21, R22, R23, R24, R25, R26, R28, R29, R31, R31, R32</p>
4. What being part of a community means and about the various institutions which support locally and nationally	<p>Being Me in My World: All</p> <p>Relationships: Year 3: 4, 5 Year 5: 3</p>	<p>H2, H3, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17</p> <p>R7, R8, R9, R11, R12, R13, R14, R15, R16, R19, R20, R21, R22, R23, R24, R25, R26, R29</p>
5. There are different kinds of responsibilities rights and duties at home, at school and in the community and towards the environment	<p>Being Me in My World: All</p>	<p>H2, H3, H4, H7</p> <p>R7, R8, R9, R11, R12, R13, R14, R16, R19, R21, R25</p>

6. About people who are responsible for helping them stay healthy and safe and the ways in which they can help these people	Healthy Me: Year 3: 4, 5 Year 5: 3 Relationships: Year 3: 3	H2, H3, H9, H11, H15, H16, H17, H21, H32, H33 R11, R17, R20, R21, R22, R23, R24, R25, R26, R28, R29, R30, R31, R32
7. To be aware of different types of relationships including those between acquaintances, friends, relatives and family	Relationships: All	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17, H18, H21, H28 R1, R2, R3, R4, R6, R7, R8, R9, R10, R11, R12, R13, R14, R16, R17, R18, R19, R20, R21, R22, R23, R24, R25, R26, R27, R28, R29, R30, R31, R32
8. To be aware that marriage is a commitment freely entered into by both people and that no-one should enter into a marriage if they don't absolutely want to do so	Whilst not necessarily specifically about marriage, these lessons discuss relationships and not being pressured into doing anything that you don't want to do, so this topic could be included. Some Jigsaw lessons do include reference to marriage. Healthy Me: Year 6: 3 Relationships: Year 6: 4 Changing Me: Year 6: 4	H8, H9, H10, H17, H21 R4, R7, R8, R9, R10, R11, R13, R17, R19, R25, R26, R28, R30, R31, R32
9. To recognise ways in which relationships can be unhealthy and who to talk to if they need support	Healthy Me: Year 4: 5 Year 6: 3 Relationships: Year 3: 3 Year 5: 2 Year 6: 4	H8, H9, H10, H11, H12, H13, H14, H15, H16, H17, H21 R7, R8, R9, R10, R11, R12, R13, R14, R16, R17, R19, R20, R21, R22, R23, R24, R25, R26, R28, R29, R31, R32
10. To judge what kind of physical contact is acceptable or unacceptable and how to respond	Changing Me: Year 5: 5 Year 6: 4	H4, H9, H34 R4, R7, R8, R9, R13, R19
11. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help	Celebrating Difference: All	H2, H3, H4, H7, H8, H9, H10, H13, H15, H17 R1, R2, R3, R4, R5, R6, R7, R9, R10, R11, R12, R13, R14, R16, R17, R18, R19, R20, R21, R23, R25, R30, R31, R32
12. To recognise and manage dares	Healthy Me: Year 5: 1, 2 Year 6: 2, 3, 4	H2, H3, H8, H9, H10, H17, H21, H24, H25 R7, R11, R25, R31, R32
13. Recognise the importance of forgiveness in relationships (<i>and know something about Jesus' teaching on forgiveness</i>)	Relationships: Year 4: 4	H7 R7, R8, R9, R10, R11, R12, R13, R14, R16, R19, R25, R32

14. Know the rituals celebrated in Church that mark life, particularly birth, marriage and death	This is not specifically taught in Jigsaw but is taught in our RE Programme: Discovery RE www.discoveryschemeofwork.com	
15. That marriage is an example of a stable loving relationship, and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and are of legal age to make that commitment	Whilst not necessarily specifically about marriage, this lesson discusses the age of consent. Changing Me: Year 5: 5 Lessons in Celebrating Difference, Relationships and Dreams and Goals lend themselves to including marriage in the work.	H4, H34
16. How prayer makes space for God in their lives and offers opportunities for reflection and growth	Although Jigsaw is secular, the mindfulness practices of “Calm Me” taught within each lesson, enable the children to recognise the benefits of quiet time for reflection and growth.	
17. Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents.	Changing Me work includes lessons on reproduction in animals and then humans and includes this learning in e.g. Year 4: 1	R1, R2, R3, R4, R27



3. Created to live in our society and the wider world

The basis of this from the Catholic school point of view is rooted in the belief in God as the creator of the children's body, mind and spirit. Naturally, this is not discussed within Jigsaw as a non-religious scheme of work but could easily be added. Another aspect of this theme is

“As they grow, pupils should develop their self-respect and self-confidence through understanding their emotional and physical development. From understanding that they are unique, pupils should appreciate diversity and respect others as equals, as individuals, in groups and in communities. They should have a sense of justice, understanding rights and responsibilities and have a growing sense of purpose about their lives.”

This is fully developed throughout Jigsaw from the use of the United Nations Charter for the Rights of the Child (UNCRC) and the language embedded in the first Puzzle, Being Me in My World, of mutual respect and acknowledging each other's rights; through our work in Celebrating Difference, which looks at diversity, similarities and differences in all age groups, and the Equality Act protected characteristics for Key stage 2. Our relationship with ourselves, and understanding that we are all unique and special, is a golden thread running throughout Jigsaw and especially apparent within the Relationships Puzzle.

Key Stage 1: Pupils should have the opportunity to learn:

Curriculum Statement	Jigsaw Year Group, Puzzle and Piece	DfE statutory outcomes*
1. People and other living things have needs and that they have responsibilities to meet them (including take turns, share and understand the need to return things which have been borrowed)	Use of the Jigsaw Charter enables this in every lesson (piece). Being Me in My World: Year 1: 3, 4, 5, 6 Year 2: 2, 3, 4, 5, 6 Dreams and Goals: Year 1: 3 Year 2: 4, 5	H2, H3, H4, H7, H9 R9, R11, R12, R13, R14, R15, R16, R19, R20, R25, R30, R31, R32
2. That they belong to various groups as communities such as home, school and parish	Being Me in My World: Year 1: 1, 2 Year 2: 3 Relationships: Year 1: 1 Year 2: 1	H7, H8 R1, R2, R3, R4, R5, R6, R12, R14, R15, R16
3. What harms and improves their own environment and community and about some of the ways people look after them and the world in which they live	Relationships: Year 2: 5 Dreams and Goals Puzzle also affords opportunities for children to consider their dreams and goals for their communities and the world (and planet) as well as for themselves and their futures.	H2, H3 R11, R12, R13, R16, R31
4. The difference between secrets and surprises and the importance of not keeping adult secrets only surprises	Relationships: Year 2: 4	H2, H3 R6, R16, R19, R20, R22, R26, R31, R32
5. What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health	Healthy Me: Year 1: All Year 2: All	H1, H2, H3, H5, H6, H12, H18, H19, H20, H21, H22, H23, H24, H25, H28, H30 R15

6. How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands	Healthy Me: Year 1: 3 The Jigsaw Recovery Package, free to ALL schools as Jigsaw's contribution to supporting children returning from the Covid 19 lockdown, works specifically on this https://www.jigsawpshe.com/recovery	H6, H18, H30
7. About people who look after them, their family networks, who to go to if they are worried and how to attract attention, ways that pupils can help these people look after them	Celebrating Difference: Year 1: 4 Year 2: 4 Healthy Me: Year 1: 5 Relationships: Year 1: 1, 4 Year 2: 1, 5	H2, H3, H4, H6, H9, H18, H21 R1, R2, R3, R4, R5, R6, R11, R12, R13, R16, R17, R19, R20, R25, R28, R29, R30, R31, R32
8. To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell'	Being Me in My World: Year 1: 3 Year 2: 3 Celebrating Difference: Year 1: 4 Year 2: 4 Healthy Me: Year 1: 4, 5 Year 2: 3 Relationships: Year 1: 3, 4 Year 2: 2, 4 Changing Me: Year 2: 5	H2, H3, H4, H6, H9, H18, H21, H25 R6, R9, R10, R11, R12, R13, R14, R15, R16, R19, R20, R22, R25, R26, R27, R28, R29, R30, R31, R32
9. That animals including humans have offspring which grow into adults	Science Curriculum and throughout Changing Me in Jigsaw	
10. Pupils should be introduced to the processes of reproduction and growth in animals...they should not be expected to understand how reproduction occurs	Changing Me: Year 1: 1 Year 2: 1, 2, 3	H34 R1, R6
11. To think about their behaviour, including being truthful	Mindfulness and reflection in every lesson allow and encourage this. Being Me in My World: Year 1: 5 Relationships: Year 2: 4	H2, H3, H4 R6, R16, R19, R20, R22, R26, R31, R32
12. To be self-aware	Mindfulness and reflection in every lesson allow and encourage this as do many explicit learning opportunities, allowing children to think about their identity and who they would like to become.	
13. To know when to stop doing things and why this is a good idea	Relationships: Year 2: 4	H2, H3 R6, R16, R19, R20, R22, R26, R31, R32

Key Stage 2: Pupils should have the opportunity to learn:

Curriculum Statement	Jigsaw Year Group, Puzzle and Piece	DfE statutory outcomes*
1. The concept of keeping something confidential or secret when we should not or not agree to this and when it is right to break a confidence or break a secret	Healthy Me: Year 6: 3, 4	H8, H9, H10, H17, H21 R7, R11, R25, R31, R32
2. Taking care of the body, understanding that they have autonomy and the right to protect their body from inappropriate or unwanted contact	Healthy Me: Year 3: All Year 4: 3, 4 Year 5: 1, 2, 4, 5, 6 Year 6: 1, 2, 5, 6 Relationships: Year 4: 5 Changing Me: Year 6: 4	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H17, H18, H19, H20, H21, H22, H23, H24, H25, H26, H28, H31 R4, R7, R8, R9, R12, R13, R15, R16, R18, R19, R20, R21, R22, R23, R24, R25, R26, R27, R28, R29, R30, R31, R32
3. To know that there are some cultural practices which are against British law and universal rights	Additional lessons on Female Genital Mutilation are available on the Community Area of our Website. The Jigsaw PSHE 11-16 Programme has detailed work on such issues as FGM, breast ironing, exploitation, honour killing etc.	
4. Understanding that actions such as female genital mutilation (FGM) constitutes abuse, are a crime and how to get support if they have fears for themselves or their peers	Additional lessons on Female Genitalia Mutilation are available in the Community Area of our Website.	
5. How their body will and emotions may change as they approach and move through puberty	Relationships: Year 4: 5 Changing Me: Year 3: 3, 4 Year 4: 3 Year 5: 2, 3 Year 6: 2	H2, H3, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17 H34, H35 R8, R9, R12, R13, R14, R16, R17, R19, R20, R21, R22, R23, R24, R25, R26, R27, R29, R30, R31, R32
6. That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know and media	Celebrating Difference: Year 4: 2 Healthy Me: Year 5: 4 Relationships: Year 3: 3 Year 4: 4 Year 5: 2, 3 Year 6: 4, 5, 6	H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17, H21 R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20, R21, R22, R23, R24, R25, R26, R27, R28, R29, R30, R31, R32

7. To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong	Healthy Me: Year 3: 4, 5 Year 4: 3, 4, 5, 6 Year 5: 1, 2, 4, 5 Relationships: Year 3: 3 Year 5: 2, 3	H1, H2, H3, H4, H9, H10, H11, H12, H13, H14, H15, H16, H17, H21, H24, H25, H26, R8, R9, R10, R11, R12, R14, R15, R16, R17, R18, R19, R20, R21, R22, R23, R24, R25, R26, R27, R28, R29, R30, R31, R32
8. To differentiate between the terms risk, danger and hazard	Risky behaviour is discussed throughout Healthy Me e.g. Year 5: 1, 2	H21, H24, H25
9. That bacteria and viruses can affect health and that following simple routines can reduce their spread	Not specifically discussed in KS2. Healthy Me in Year 2 discusses hygiene and germs. The Recovery Package deals specifically with the Covid 19 pandemic. https://www.jigsawpshe.com/recovery	
10. What positively and negatively affects their physical, mental and emotional health (including the media)	Celebrating Difference: Year 4: 2 Healthy Me: Year 5: 4 Relationships: Year 3: 3 Year 4: 4 Year 5: 2, 3 Year 6: 4, 5, 6	H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17, H21 R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20, R21, R22, R23, R24, R25, R26, R27, R28, R29, R32,
11. How to make informed choices in relationships (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle	Being Me in My World: Year 3: 4 Year 4: 4 Year 5: 4 Year 6: 4 Relationships: Year 4: 1, 4, 5 Year 5: 2, 3, 5 Year 6: 4, 5	H4, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17, H28 R6, R7, R8, R9, R10, R11, R12, R13, R14, R16, R17, R19, R20, R21, R23, R24, R25, R26, R28, R29, R31, R32
12. To deepen their understanding of good and not so good feelings to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others	This occurs throughout Jigsaw. Vocabulary is provided in every lesson (piece) plan and examples and/or scenarios are often provided to prompt discussion around the feelings that are provoked. These are further enhanced by Calm Me and the pause points which allow the children to stop and be aware of their feelings so that they can deepen their understanding of them.	
13. To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them	Mindfulness and reflection in every lesson allows and encourages this.	

14. About change including transitions (between key stages and schools) loss, separation, divorce and bereavement	Relationships: Year 4: 3 Year 6: 3 Changing Me: Year 3: 6 Year 4: 4, 5, 6 Year 5: 5, 6 Year 6: 6 The Jigsaw REST Programme (Resilience and Engagement Scale and Toolkit) provides a screening tool for cohorts or individual pupils to establish their level of wellbeing and resilience, and offers suggested interventions. This has been very effective in aiding transition.	H1, H2, H3, H4, H7, H9, H10, H17, H34 R26, R32
15. To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience	Dreams and Goals: Year 3: 5 Healthy Me: Year 3: 5 Year 4: 3, 4, 5, 6 Year 5: 1, 2, 6 Year 6: 2, 3, 4, 5, 6 Relationships: Year 5: 6 Year 6: 5	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H21, H24, H25, H26, H28, H31 R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R19, R20, R21, R22, R23, R24, R25, R26, R28, R29, R30, R31, R32
16. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	Celebrating Difference: Year 4: 1, 2 Year 5: 1, 2 Year 6: 1	H4, H7, H10 R11, R12, R13, R15, R16, R18, R20, R21, R22, R25,, R31
17. Why and how rules and laws that protect themselves and others are made and enforced. Why different rules are needed in different situations and how to take part in making and changing those	Being Me in My World: All	H2, H3, H4, H7 R7, R8, R9, R11, R12, R13, R14, R15, R16, R19, R21, R25
18. To develop a deeper understanding of what is moral behaviour	Children build a picture of their own personal values and morals throughout their primary Jigsaw PSHE lessons. Each lesson includes opportunities for them to reflect and be still in order to consider how the content of the lesson is impacting on them personally and their developing morals and values.	

19. Explain why they have made the choices they have made	Many opportunities exist within the lessons for children to consider and explain their choices (if they feel comfortable to do so). These include the use of the Jigsaw Charter which gives them the opportunity to speak, circle times, group and class discussions and the reflection period at the end of every lesson (piece).	
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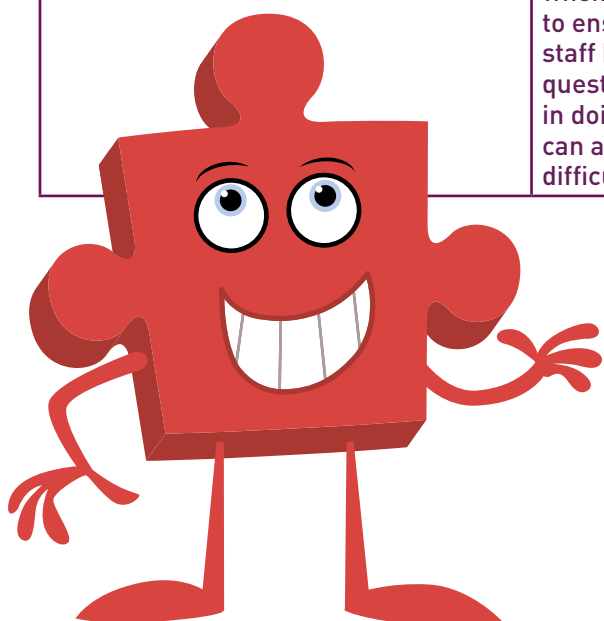
Relationships and Sex Education in Catholic Schools Quality Standard:

This document is divided into 6 sections. The areas in which Jigsaw can provide support or evidence towards the standards are detailed below.

The Jigsaw Programmes are totally compliant with DfE statutory Relationships and Health Education for primary schools (DfE, England 2020), and include non-statutory age-appropriate Sex Education.

Mapping documents show how this is done, with each lesson being referenced to the statutory outcomes it contributes to. Contact office@janlevergroup.com for copies of these mapping documents.

Standard	Jigsaw
1. Policies	Jigsaw PSHE provides sample policies in the Community Area of its website which can be edited and adapted by schools to fit their requirements and ethos. The sample policy for Catholic Schools includes elements of the requirements laid down by the Bishops' Conference Guidance but which can be further enhanced by the school.
2. Leadership and Management	This standard asks that the staff leading and delivering RSE are named and supported through high quality professional development. Jigsaw provides ongoing training for subject leaders, Governors and other staff on all aspects of relationships, health and sex education and can also offer consultants to visit the school to train the whole school staff. Should the subject leader wish to train the school themselves, training materials are provided free of charge.
3. Professional Development	Staff professional development and training is available as detailed above. Another note in this standard states, "Staff should feel 'safe' when dealing with sensitive issues and have the appropriate CPD to ensure this." This is an element within our Jigsaw training and staff have time and opportunity to practice answering "difficult questions" and teaching sensitive issues so that they are confident in doing so before they start the unit. Jigsaw's free mentor service can also advise and support should something arise which staff find difficult to deal with.



<p>4. Developmental Teaching and Learning</p>	<p>This standard requires a “Group Agreement” to protect honest and worthwhile debate and matters of confidentiality. This is provided by the Jigsaw Charter which children co-write with their teacher to ensure that there is an atmosphere of mutual respect and which is usually prominently displayed within the classroom and referred to at the beginning of each Jigsaw lesson.</p> <p>This standard also demands a programme of study which is <i>“progressive and appropriate to the needs of the pupils/students”</i>. Jigsaw teaches all content in an age-appropriate and progressive way and our overviews and lesson plans reflect this.</p> <p>The standard also requires <i>“Up to date and appropriate resources for all classes which include a variety of teaching strategies.”</i> Jigsaw resources are varied and inclusive, catering for different learning styles. Our resource pledge ensures that Jigsaw is always current, and will update the programme to ensure compliance with any statutory changes.</p> <p>Parental involvement is also encouraged through our parent/ carer workshops which can be delivered using our free materials by the subject lead, or can be facilitated by one of our experienced consultants.</p> <p>As specified in this standard, the RSE content is part of the planned PSHE curriculum of Jigsaw.</p> <p>Although Jigsaw cannot be responsible for the actual delivery of the lesson, the individual lesson plans are scripted to ensure as far as is possible that the delivery of the content is inclusive in terms of age, gender, sexual orientation, disability, ethnicity, culture, religion or belief or other life experience, as specified in this standard.</p> <p>The confidence of delivery will depend on staff training and experience, and this can be enhanced by utilising our training materials and consultants as detailed above.</p> <p>The expectation is that all sessions and lessons are delivered to mixed gender groups, as specified in the standard, but that children also have the opportunity for single gender group (See Girl talk/ Boy talk in Changing Me Year 6). Individual follow-up can be face to face if appropriate, but many children choose to use the question box which we recommended placing within the classroom. Children can write any worries or questions and place it in the box and can choose whether to make it anonymous or not, and whether to have it answered in a whole class setting or on an individual basis with their teacher.</p> <p>Schools are free to organise their teaching groups as they see fit.</p>
<p>5. Assessment and Evaluation</p>	<p>There are no nationally agreed attainment descriptors for PSHE, but Jigsaw deems this vital so that teachers and children know the destination for their learning journeys, Jigsaw provides a full assessment process and a complete set of attainment descriptors (working at, towards and beyond descriptors for each Puzzle for the whole school Years 1-6. Early Years assessment is aligned to the Early Learning Goals and Development Matters). These show clear progression in both knowledge and emotional literacy development.</p> <p>Assessment activities, (baseline, summative and ongoing), exemplars and descriptors allowing children to self-assess and for the teachers to assess their progress and attainment, are built into every Puzzle. The criteria are clear through the use of two learning intentions for each lesson, colour-coded purple for the factual PSHE knowledge, and green for the emotional/social domains. This can allow the school to evaluate the impact of its programme and teaching, informs future planning and flags up children who need additional support or challenge.</p>

<p>6. Working with Parents and the Wider School Community</p>	<p>This element is about working with all stakeholders such as parents, the diocesan office and outside agencies such as the school nursing team.</p> <p>Not all of these relationships are the remit of Jigsaw, however we can support with parental consultation both through our workshops and our information leaflets which are free on our website. These cover a general introduction to Jigsaw; How LGBTQ elements are taught within the programme and a third specifically on RSE.</p> <p>The use of the charter and self-assessment ensures that the pupil voice is heard.</p> <p>Governors are welcome to any of our training events so that they can become fully informed of the content and teaching methods of Jigsaw.</p> <p>In its desire to support schools to support parents, Jigsaw also has a programme for parents and children (the Jigsaw Families Programme) enabling one parent to spend special time with one of their children at a time whilst reinforcing the Jigsaw learning and ethos and supporting the development of parenting skills and strategies.</p> <p>www.jigsawpshe.com for more information</p>
<p>7. Partnership Engagement</p>	<p>This standard sets out the agreements regarding and scope of any use of outside agencies such as Theatre in Education or the school nurse. Whilst these might be an additional resource to the PSHE curriculum, Jigsaw provides a complete stand-alone programme including all materials, plans and training to ensure that everything required can be confidently taught by the class teacher without the additional cost of further resources.</p>

