

What is the Jigsaw programme?

Jigsaw is the mindful approach to PSHE, meeting all the requirements for Relationship and Health Education for primary school, and all the Relationship, Sex and Health Education requirements for secondary school (England, DfE 2019). Whilst Jigsaw is a highly planned but also experienced professional, the more enjoyable aspects of PSHE are covered in age- and stage-appropriate ways, allowing Jigsaw to be of course, encouraged to make use of the material in a way that suits their own needs and their school ethos.

Jigsaw aims to equip children and young people with knowledge and skills which empower them. We believe that age-appropriate knowledge e.g. about peer or relationship, completed with personal skills of e.g. self-esteem, assertiveness and respect, and the understanding that their bodies belong to them and they have the right of control in all aspects of their lives, support young people to be safe. Ignorance does not protect innocence but can leave children vulnerable. Teachers are also well-equipped with regular refreshing training and know how to recognise the multiple signs of e.g. abuse or neglect.

The Jigsaw Programme builds the foundation of children and young people positive relationship with themselves, self-esteem, self-respect, and assertiveness skills; and it approaches enjoyment in an age- and stage-appropriate way, which is particularly important when it comes to refreshing and teaching about consent.

Jigsaw is designed as a whole-school approach which then embraced fully, enhance ethos and develop positive relationship, children experiencing support and success.



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The beauty of the spiral Jigsaw approach is that it is designed in a way that allows children to learn about keeping themselves safe, which is important, and how they can get help if they need it. The messages are repeated and added to across all year groups, until the national lesson for 16-year-olds. The explicit lessons are a good fit in the safe learning environment created by the teacher, the school ethos and the Jigsaw Charter.

Jigsaw carefully considers what each year has to learn, what is appropriate to each explicit and what messages are given implicitly. The aim is to empower pupils to understand the world more, sometimes prevent harm to their safety and to know how they can protect themselves from the elements and do this in a way that does not cause distress or fear. Jigsaw also builds the understanding of resilience and skills needed to achieve personal goals.

One of the guiding principles of Jigsaw 3-16 is its alignment with the United Nations Convention on the Rights of the Child ([UNCRC](https://www.unicef.org/uncrc)), which is the most complete statement of children's rights ever produced and is the most widely ratified international human rights treaty in history (192 countries in UK) (1989). The UN Convention on the Rights of the Child is a landmark document that sets out the rights of children and young people. It is a legal document that is binding on all countries that have signed it. The UN Convention on the Rights of the Child is a landmark document that sets out the rights of children and young people. It is a legal document that is binding on all countries that have signed it.



One of the most important elements of the Charter is the **principle of non-discrimination**, where children and young

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	<p>Diff n</p>	<p>f t n n f</p>	<p>Children learn how to improve things if they don't like how someone has done it or do it for them.</p>	<p>Children are given the opportunity to practice the phrase. Please don't do it if you don't like it. They are also reminded how if someone has done it for them, they have to stop whatever they are doing to call attention to it.</p>

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	<p>Children discuss how they might need to keep safe from their friends online.</p>	<p>Children rank the top 5 for keeping safe online and discuss their ranking decision, while learning about the importance of their choices.</p>
<p>Children discuss how they might need to keep safe from their friends online.</p>	<p>Reinforcing the message from previous year groups, children learn to focus on more responsible blogging and how to be a better reader and blogger.</p>	<p>For older children, it is important to look at the intricacies of blogging and how some time it can be difficult to post. Teachers are encouraged to know how the school anti-blogging policies are and to ensure that children learn to adhere to the guidance.</p>
<p>Children discuss how they might need to keep safe from their friends online.</p>	<p>This piece looks at how children can learn to recognize when people are putting them under pressure and how to resist when they are.</p>	<p>Through the context of health friendship, children can explore their possible feelings of anxiety and fear and how this might be addressed in their peer pressure; it could also be applied to the pressure they might feel from other people.</p>
<p>Children discuss how they might need to keep safe from their friends online.</p>	<p>Helping children learn how they can have a clear picture of how they believe it is right and wrong, and to know how to be a better person when they need to be.</p>	<p>Children can learn to draw on their own sense of right and wrong to help make a choice.</p>



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	cn in	n in	P bec i recapped in hi le on, i h addj onal informa ion on ome illegal prac ice (e.g. FGM) and here o ge help.	den need o kno here he can acce ppor for he change he are ea perencing in heir li e , and o kno here o nd help if he are concerned abo r heir afe or he afe of omeone he kno .

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