

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 from the age of 3, children 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 Character.

Jigsaw carefully considers how to teach when, how in appropriate, each explicit and how messages are given implicitly. The aim is to empower pupils to understand how the world may sometimes present threats 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](#)), 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) in 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>Children discuss how they might need to keep safe from others online.</p>	<p>Children rank the opportunities for keeping safe online and discuss their ranking decision, while learning about the importance of cyber safety.</p>
<p>Children discuss the message from previous year groups highlighting the importance of 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 about the school anti-blogging policies and to ensure they highlight on adherence to the guidance.</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>	



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	tin i	&	The concep of con en i in rod ced here in Piece 1 and follo ed p in Piece 5.	The ea and con en i deo i ed here o a plain abo g i ng and recei ng con en . Addj ionall , a e i ene echniq e are in rod ced o ppo den in a ing e and no hen he choo e o.
	cn in	n in	P bec i recapped in hi le on, j h addj onal informa ion on ome illegal pra i ce (e.g. FGM) and here o ge help.	den need o kno here he can acce ppo for he change he are ea perencing in he ir li e , and o kno here o nd help if he are concerned abo he ir afe or he afe of omeone he kno .

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