



The mindful approach to PSHE

Jigsaw PSHE 3-11/12 and teaching about domestic violence, sexual exploitation, forced marriage, FGM, and breast ironing

Jigsaw has made a conscious decision to not cover these concepts discretely, in the universal teaching programme for primary schools, particularly using these terms. That's not to say that children won't be experiencing them, and of course we want to protect children and inform them to prevent these things happening to them.

However, we are also aware that raising these issues could cause fear in children whose lives are not touched by such horrors.

So, at primary, we focus, in the universal Jigsaw Programme, on healthy relationships, what to do if you're worried about something, your rights as a child, personal space, body privacy and who can help us, and so on. Through this we are building their ability and confidence to speak out when they feel hurt or unsafe. The DfE guidance (2019) for Relationships, Health and Sex Education states that these topics should be taught explicitly in secondary school, and the Jigsaw 11-16 Programmes does this. The DfE Guidance (2019) states that in Primary School;

62. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies.

It goes on to specifically add under 'Families and People who Care for Me', that pupils should be taught:

- *how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.*
- *and under 'Being Safe';*
- *that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.*
- *how to recognise and report feelings of being unsafe or feeling bad about any adult.*
- *how to ask for advice or help for themselves or others, and to keep trying until they are heard.*
- *how to report concerns or abuse, and the vocabulary and confidence needed to do so.*
- *where to get advice e.g. family, school and/or other sources.*

Children are taught about privacy in Jigsaw lessons from ages 6-7 upwards, and which parts of their bodies are private, which can help children to express more easily if someone else is taking an interest in their bodies that makes them feel uncomfortable. There are also numerous opportunities for children to talk about themselves safely in the classroom - during circle times - or to a trusted adult, about anything they might be worried about or have questions about. Children are reminded about this in all Jigsaw lessons as this can form part of the Jigsaw Charter.

In essence, teaching about safety and relationships as part of PSHE (and particularly RSHE) contributes to how schools approach the safeguarding of pupils. It helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. This is crucial to fulfilling statutory duties in relation to safeguarding pupils as well as to meeting Ofsted expectations, and is reflected through all the Puzzles (units) in Jigsaw, but especially in Healthy Me, Relationships and Changing Me.

Changing Me lessons

In this Puzzle, children are given the correct vocabulary to describe their external body parts from age 5-6 upwards, and through this we model ways in which we can talk about parts of our bodies in an open and factual way. By creating a safe, open environment throughout PSHE lessons we can support children in a range of ways both in and out of the classroom. We are able to reiterate to children through the school that we all have the right to have a natural and healthy body that no-one else has the right to hurt or change, and the right to get help to heal us it when it is causing us pain. Lessons in Changing Me can be used to support specific work on FGM if schools wish to deliver targeted work in this area, especially in KS2 where in some the lessons explain the function of each part of the female reproductive organs and other parts of the body.

The table below shows a range of different lessons within Jigsaw that cover safeguarding from a child's perspective - teaching about keeping themselves (and others) safe while still enjoying the world and all it has to offer. These lessons can be used to explore FGM-related discussions in particular, depending on the age and stage of development of the children. You will find more information and teaching ideas more specifically about FGM etc in the Community Area of the Jigsaw website, www.jigsawpshe.com even though discrete lessons on these issues are not included in ages 3-11 lessons in the universal Jigsaw Programme.

Age Group	Puzzle (unit)	Piece (lesson)	Content	Link to safeguarding
3-4 and 4-5	Celebrating Difference	6 - Standing up for yourself	Children learn how to improve things if they don't like what someone says or does to them.	Children are given the opportunity to practise the phrase, 'Please don't do that, I don't like it'; they are also reminded that if someone says that to them, they have to stop whatever they are doing to cause another children to say the phrase.
3-4 and 4-5	Changing Me	2 - Respecting my body	Reinforcing the concept that out bodies are precious and need looking after.	This lesson helps to reinforce how children can take responsibility for their bodies (to a point) and how to look after themselves.
5-6	Relationships	4 - People who help us	Using the scenario cards (or make up your own), children act out scenarios showing when they can ask for help and from whom they can receive help.	If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say.

5-6	Changing Me	4 - Boys' and Girls' Bodies	Children identify the parts of the body that make boys different to girls and can use the correct, scientific names for them	By using correct terminology for parts of the body, children can learn to respect their own and others' bodies and understand which parts are private (meaning 'special and important', not 'guilty' or 'not very nice').
6-7	Relationship	2 - Keeping safe - exploring physical contact	The lesson focuses on how there are many different forms of physical contact within a family - and some of this is acceptable and some is not.	Children can think about which types of physical contact they like, which they don't like, and they can talk about this in a safe way. Some of the lesson is taught through stories. Teachers are encouraged to be vigilant throughout this lesson.
6-7	Relationships	5 - Trust and Appreciation	Children consider ways in which we build trust and how we identify people around us who we trust.	Children are able to consider how to decide who to trust, and the importance of what we say and do in building and breaking trust. They consider who they are able to trust and why.
6-7	Changing Me	4 - Boys' and Girls' Bodies	This lesson helps children to recognise the differences between girls and boys bodies and teaches them the correct scientific terms, building on previous learning.	Children are encouraged to use correct terms to describe their bodies and are able to use these in discussions with their peers and trusted adults in the classroom.
6-7	Changing Me	4 - Assertiveness	Children consider different types of touch and say which types they do and do not like and explore ways in which they can say no to these	Children are being encouraged to consider their own feelings and reactions and develop confidence in saying no if they do not like something
6-7	Relationship	4 - Secrets	Children learn that sometimes secrets are good and sometimes they are not good - and how they feel if they are asked to keep a secret they don't want to keep, and who to talk to about it.	Through understanding about good secrets and 'worry' secrets, children can practise giving advice to Jigsaw Jo to help with any 'worry' secrets. Teachers can emphasise that 'worry' secrets need to be told to an adult and not kept inside.
7-8	Celebrating Difference	2 - Family conflict	This lesson explores how sometimes conflict occurs in families and how children can calm themselves down and use solution techniques to help themselves.	Children think about a possible source of family conflict and think of ways to help solve it. Teachers need to be aware of all children's domestic situations (particularly any that may be violent) before teaching this lesson; notes in the lesson plan are provided to help.
7-8	Healthy Me	4 - Being safe	Children identify things, people and places that they need to keep safe from, and can share some strategies for keeping themselves safe, including who to go to for help.	Children offer ideas for how Jigsaw Jino can keep safe in different places and situations as well as what strategies could be used depending on the hazard.
7-8	Healthy Me	5 - Safe or unsafe	Children examine when something feels safe/ unsafe and how they can take responsibility for themselves and others.	Children talk about scenarios in which they can tell when something goes from being safe to unsafe, and who could help them in different situations.

7-8	Relationships	3 - Keeping myself safe online	Children discuss whether an imaginary app is safe for them to play.	In discussions, teachers can draw out of children that they might need to think about keeping safe, including when they are online.
7-8	Changing Me	3 - Outside Body Changes	In this lesson, children recap on the names of different body parts and are taught about some of the natural changes that puberty brings	During the teaching, children are encouraged to consider how these changes are healthy and natural, and shown that is important to be able to talk to a trusted adult about our bodies, even if we sometimes find it embarrassing.
8-9	Healthy Me	5 - Healthy Friendships	This Piece looks at how children can learn to recognise when people are putting them under pressure and how to resist this when they want.	Through the context of healthy friendships, children can explore their possible feelings of anxiety and fear and how this might be associated with peer pressure; it could also be applied to the pressure they might feel from other people.
8-9	Healthy Me	6 - Celebrating My Inner Strength and Assertiveness	Helping children learn that they can have a clear picture of what they believe is right and wrong, and to know how to be assertive when they need to be.	Children can learn to draw on their own sense of right and wrong to help make decisions that suit them. Using some simple assertiveness techniques can help children feel more empowered in their lives and can help to keep them from harm.
8-9	Changing Me	3 - Girls and Puberty	This lesson teaches children about menstruation and addresses any worries or concerns they may have.	In this lesson and the previous one, children are again using the correct language to safely discuss their bodies and who to talk to if they need help. This helps to build confidence in discussing all parts of their bodies.
9-10	Changing Me	2 -Puberty for Girls	Correct terminology is reinforced, and children are taught about the natural changes that occur, and encouraged to ask questions.	Children are encouraged to consider what they find embarrassing to discuss and why, and how they can get manage this if they need to talk to someone they trust
9-10	Changing Me	3 - Puberty for Boys	This follows on the previous lesson, allowing children to learn more information and vocabulary and continue to discuss our bodies in a factual and open manner	Both girls and boys in these lessons are being shown that their bodies are not taboo topics, and that they consider sources of support to answer questions.
10-11	Celebrating Difference	1 - Am I Normal?	Children consider what we mean by 'normal' and are encouraged to see that points of view of a majority does not mean something is necessarily right	Pupils are encouraged to discuss and trust their own ideas about what is right and wrong, and whether something is right just because they are told it is by those around them. Examples are given of people who have stood up to injustice.
10-11	Relationships	2 -My Mental Health	The class considers the cycle of thoughts, feelings and actions and talk through how we can use this knowledge to help ourselves, and then discuss further scenarios in small groups.	As children grow older, these more complex scenarios help them to see that adults are aware of all kinds of different difficulties and want to be able to help them to find someone they can trust.

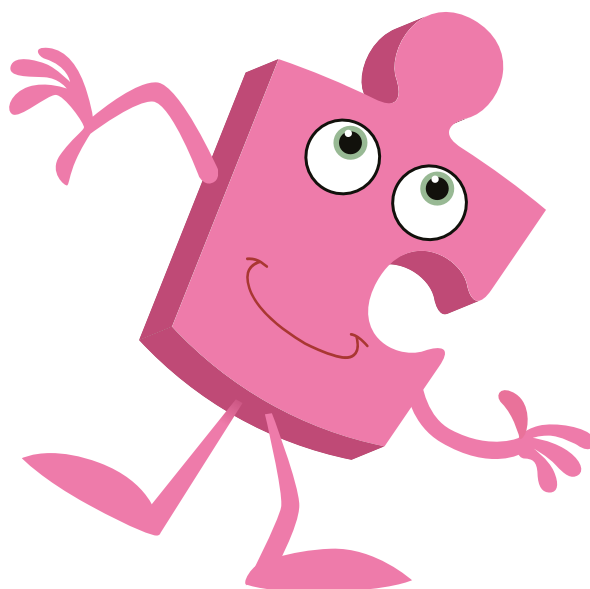
10-11	Relationships	4 - Power and Control	Returning to more assertiveness training, where children learn to recognise when people are trying to gain control or power, and how they can stand up for themselves (and their friends) in situations when others try to gain control or power.	Power and Control headlines and scenario cards are used to facilitate discussion among the children so they can decide on whether someone is being 'controlling' - and then to practise some helpful assertiveness techniques, which demonstrate how to deal with some of these situations.
10-11	Changing Me	2 - Puberty	This extended lesson encourages discussion and questioning about our bodies and puberty, and it is recommended that the school nurse may come in to work alongside the teacher.	Children are discussing how all bodies are different, but discussion also may come up around the clitoris, and male circumcision. Children are able to see the nurse as an alternative adult to trust, and encouraged to ask questions in the question box, demonstrating another initial way of finding support similar to calling a helpline for advice or information.

Additional Lessons on FGM to be used alongside Jigsaw PSHE 3-11/12

For schools in areas where there is a more specific need for introducing lessons on FGM into the Primary classroom, there are 2 optional lessons on the Community Area which provide more opportunity for considering this. The lesson for KS1 allows teachers to further reinforce the importance of telling an adult if your body is hurting, and that no-one has the right to change or hurt you; but does not describe or reference FGM itself. The Key Stage 2 lesson describes in outline what FGM is without using any images or detailed descriptions, and encourages pupils to consider different scenarios and who to go to for help.

This lesson in particular should not be undertaken without the full knowledge of all school staff as children may look for a trusted adult to talk to after this lesson. We would also recommend that it be delivered in conjunction with the support of the local community and specialist FGM community support groups where possible. Teaching in this area needs to promote open discussion and break down taboos in the community and there is a danger of it causing division if the local community does not know about it until after it has been taught.

For this reason, it is important that this work is planned into the school's teaching, and reflected in the PSHE policy as part of the school's statutory RSHE provision wherever possible, enabling parents to see how it fits into the wider programme.



School responsibility

The designated safeguarding lead should be aware of the guidance that is available in respect of female genital mutilation (FGM) and should be vigilant to the risk of it being practised. Inspectors should be also alert to this when considering a school's safeguarding arrangements and, where appropriate, ask questions of designated staff such as:

- how alert are staff to the possible signs that a child has been subject to female genital mutilation or is at risk of being abused through it; what sort of training have they had?
- has the school taken timely and appropriate action in respect of concerns about particular children?

Government-produced guidance for England and Wales can be found here: <https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack> (last updated February 2023). This government guidance provides lots of supporting information, videos and further information. Your school may also decide to sign up the 'Schools Charter on Ending Harmful Practices'. Please ensure that your school is aware of and is following the current guidance. Here is an excerpt from the guidance on FGM and schools.

FGM mandatory reporting duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#) (last updated January 2020)

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

The DfE 2019 Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education referred to in this document is found here https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

This document is written in reference to the Home Office guidance for England and Wales, referring at times explicitly to the DfE guidance for England. Scotland, Wales and Northern Ireland have similar legislation, often threaded through safeguarding/child protection guidance which broadly mirrors the guidance in England as this is also related to UK law. Consequently, we feel the content and mapping of this document will be relevant for all UK schools.