

Curriculum for Wales Relationships and Sexuality Education Code 2022

Ages 3-11 - Phases 1&2

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

www.jigsawpshe.com | +44 (0)3331 882133

Jigsaw, the mindful approach to Health and Wellbeing (Personal and Social Education), is a whole-school teaching and learning programme that includes all of the statutory RSE outcomes.

The Jigsaw Programme is structured into 6 half-term units (Puzzles) delivered sequentially from beginning to end of the academic year. Each Puzzle has 6 lesson plans and all the teaching materials needed to deliver them, and a launch assembly with its original Jigsaw song.

The 6 Puzzles are:

Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me, as shown across the top of the grid.

The year group/age group is shown at the top of each section.

The numbers in the boxes refer to the specific lesson plan/s in each Jigsaw unit (Puzzle) that contribute to the RSE Code outcome in the second left-hand column.

The 3 strands of the RSE Code with all outcomes appear exactly as they are in the Code:

Relationships and Identity (RI)

Sexual Health and Wellbeing (SHWB)

Empowerment, Safety and Respect (ESR)

The code in the far-left hand column is short-hand for e.g.

1R11 refers to Phase 1 (ages 3-7), Relationships and identity, Outcome 1

2SHWB4 refers to Phase 2 (ages 7-11), Sexual Health and Wellbeing, Outcome 4

This mapping document shows Jigsaw's spiral approach to the Health and Wellbeing Curriculum across all 3 Phases and is available in Welsh and English.

For more information on Jigsaw, the mindful approach to Health and Wellbeing and to try our sample teaching materials, please see www.jigsawpshe.com and go to our Wales pages for more supportive documents.

Or contact us office@janlevergroup.com

(Jan Lever MBE is the creator and CEO of the Jigsaw Programmes)

Relationships and Identity

Phase 1 From age 3 the learning supports:		Relationships and Identity Jigsaw Ages 3-4					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1RI 1	Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.	3,4	5	4		2,4,6	
1RI 2	An awareness of how to communicate wants and needs in relationships, and begin to respect those of others.	3,4,5	5,6			2,3,4 6	
1RI 3	Awareness of how needs relate to rights.	5 6				4	
1RI 4	Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important.	1	2,3,5			1,2,3,6	
1RI 5	Developing a sense of themselves, in the context of families, friends and communities.	1,3,4,5	2,3,4 1,4	5 4		1,2,3,6	5,6
1RI 6	Recognising how people value different things and have different families, friends and communities.	1	3,4 1,5			1 2,3	
1RI 7	Experiencing inclusive behaviours, language and role modelling that show respect for others, whatever their gender.	1,3,4,5	2 1,3,5	2,4		6 2,3	
1RI 8	Recognising learners' rights to be treated fairly, kindly and with respect.	3,4,5	5 6	2,4 6		4 2	5,6

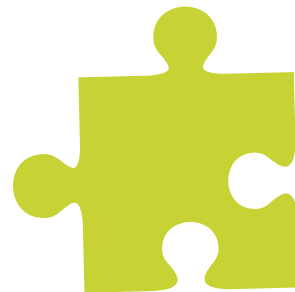
Phase 1 From age 3 the learning supports:		Relationships and Identity Jigsaw Ages 4-5					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1RI 1	Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.	2,3,4	5,6	4		2,3,4,6	
1RI 2	An awareness of how to communicate wants and needs in relationships, and begin to respect those of others.	2,3,4,5	5,6	1		2,3,4,6	
1RI 3	Awareness of how needs relate to rights.	3,5 2,6					
1RI 4	Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important.	5 1,5	2,3,5 1			1,3 2,6	
1RI 5	Developing a sense of themselves, in the context of families, friends and communities.	1,2,3	1,2,3,4,5	1 5		1,3,6	6 4,5
1RI 6	Recognising how people value different things and have different families, friends and communities.	5	2,3,4 1			1 3,6	4,5
1RI 7	Experiencing inclusive behaviours, language and role modelling that show respect for others, whatever their gender.	4,5 1,2,3	2,3 1,5,6			2 1,6	
1RI 8	Recognising learners' rights to be treated fairly, kindly and with respect.	2,3,4,5 6	2,3,6	4		3,4	

Phase 1 From age 3 the learning supports:		Relationships and Identity Jigsaw Ages 5-6					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1RI 1	Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.		3,4,5,6	3		2,5	
1RI 2	An awareness of how to communicate wants and needs in relationships, and begin to respect those of others.		4,5	2,3		2,3,4,5	
1RI 3	Awareness of how needs relate to rights.	2,3 1,5,6					
1RI 4	Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important.		5 1,2			1,2,6	3-6 growing and changing
1RI 5	Developing a sense of themselves, in the context of families, friends and communities.	2,4 3	1,6			1,2,5,6	
1RI 6	Recognising how people value different things and have different families, friends and communities.		1,2,5			1,6	
1RI 7	Experiencing inclusive behaviours, language and role modelling that show respect for others, whatever their gender.	5,6	2,3,4,5,6		1,5		
1RI 8	Recognising learners' rights to be treated fairly, kindly and with respect.	1,2,3,4,5,6	3,5	3		5	

Phase 1 From age 3 the learning supports:		Relationships and Identity Jigsaw Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1RI 1	Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.		3,4,5,6			3,6 1,2,4	
1RI 2	An awareness of how to communicate wants and needs in relationships, and begin to respect those of others.	2	4,6	4,5		2,3 1,4,5	
1RI 3	Awareness of how needs relate to rights.	2,3,4,5,6					
1RI 4	Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important.		1,2,5 3,6			1,3,5,6 2	
1RI 5	Developing a sense of themselves, in the context of families, friends and communities.	1,6 3,4,5	1,2 3,4,5,6	5		1,3,5,6 4	
1RI 6	Recognising how people value different things and have different families, friends and communities.		1 5,6			1,5,6	
1RI 7	Experiencing inclusive behaviours, language and role modelling that show respect for others, whatever their gender.	4 1,5	1,2,3,4,5,6			3 1,5,6	4
1RI 8	Recognising learners' rights to be treated fairly, kindly and with respect.	1,2,3,4,5,6	3,4 2,6	3,4		3	

Phase 2 From age 7 the learning supports:		Relationships and Identity Jigsaw Ages 7-8					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
2RI 1	Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.	1,5	2,3,4,5,6	2,3		2,6	
2RI 2	How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships.	1,3,4,6	2,3,4,5,6	2,3		2	
2RI 3	Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these.	1,3,4	1,4,5,6			1,2,5,6	5
2RI 4	Understanding positive behaviours in relationships and what can happen when relationships breakdown.	4	2,4,5,6			2	
2RI 5	An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time.	4 opportunities for inserting discussion	1 2			1 family roles could be extended 5 (overseas relationships, roles and expectations)	
2RI 6	Recognising how people's relationships with others shape who they are and their happiness.	4	1,4,5,6				
2RI 7	An awareness of how identity can be expressed in different ways.	4 1,5	1,2,3,4,5,6			3 1,5,6	4
2RI 8	Valuing and recognising the contributions of everyone; and the importance of sex and gender equality.	1,2,3	1,2,3,4,5,6	2,3		1	

2RI 9	Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.	5 disability	1,3,4,5			1	5
2RI 10	An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours	5 disability	1,3,4			1	5



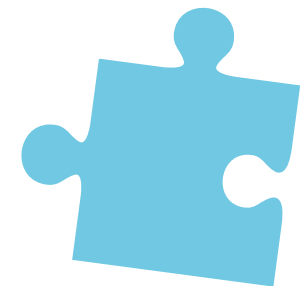
Phase 2 From age 7 the learning supports:		Relationships and Identity Jigsaw Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
2RI 1	Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.	1,4	3,4,6	5,6	1,2,3,5,6	1,2,4	
2RI 2	How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships.	4,5	3,4	5,6	2,3,4,5	1,4	
2RI 3	Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these.	1,2,3,4,5		5,6	1,2,3	1,2,4,5,6	4,6
2RI 4	Understanding positive behaviours in relationships and what can happen when relationships breakdown.	1	3,4		2,3,4,5,6	4,6	6
2RI 5	An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time.		6			5 opportunities for inserting discussion	4 opportunities for inserting discussion
2RI 6	Recognising how people's relationships with others shape who they are and their happiness.	1,4,6	3,6		2,3,5	2,3,4,6	4, 5
2RI 7	An awareness of how identity can be expressed in different ways.		1, 5		2,3	5	
2RI 8	Valuing and recognising the contributions of everyone; and the importance of sex and gender equality.	1,2,3,4,5,6		5,6		5	

2RI 9	Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.	1	1,2,6			5	
2RI 10	An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours		1,2				



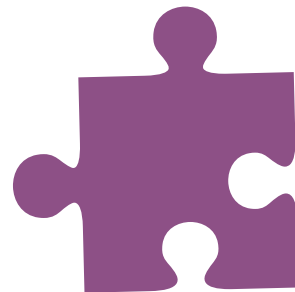
Phase 2 From age 7 the learning supports:		Relationships and Identity Jigsaw Ages 9-10					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships online focus 9-10	Changing Me
2RI 1	Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.	2,3,5,6	1,2,3			3	
2RI 2	How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships.	4,5,6	2		1,2	4,6	
2RI 3	Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these.	4,5	1,3,5,6		1,2	3,6	5
2RI 4	Understanding positive behaviours in relationships and what can happen when relationships breakdown.	5	4		2		
2RI 5	An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time.		1				
2RI 6	Recognising how people's relationships with others shape who they are and their happiness.	6	4				
2RI 7	An awareness of how identity can be expressed in different ways.	3??	1,2,6		4,5	1	1
2RI 8	Valuing and recognising the contributions of everyone; and the importance of sex and gender equality.	2,4,6	1,2,3	2			

2RI 9	Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.	2,3	1,2,3,4,5				
2RI 10	An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours		1,3		4		



Phase 2 From age 7 the learning supports:		Relationships and Identity Jigsaw Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
2RI 1	Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.	3,5	3,6	4,5,6		4,6	4,4a
2RI 2	How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships.	3	3,4	4,5,6	3,4	2,4,5,6	4,4a
2RI 3	Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these.	3,5,6	3,6	6	4	4,6	4,4a
2RI 4	Understanding positive behaviours in relationships and what can happen when relationships breakdown.		3,4	6	4	3,4,5	4
2RI 5	An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time.	2 opportunity to discuss cultural norms for children in other countries	1 opportunity to discuss cultural norms 2				
2RI 6	Recognising how people's relationships with others shape who they are and their happiness.	3	2		3,4	2,3,4,5	4
2RI 7	An awareness of how identity can be expressed in different ways.		2,6		4	2	1,4a,5
2RI 8	Valuing and recognising the contributions of everyone; and the importance of sex and gender equality.	3	1,5,6	4,5,6			

2RI 9	Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.		2,4,6				1
2RI 10	An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours		1,2,6				1,5



Sexual Health and Wellbeing

Phase 1 From age 3 the learning supports:		Sexual Health and Wellbeing Jigsaw Ages 3-4					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1SHWB1	The use of accurate terminology for all body parts.				1		1
1SHWB2	An awareness of the human life cycle and that reproduction is a part of life.						3,4
1SHWB3	Awareness of how human bodies change as they grow.						3,4
1SHWB4	An awareness of the importance of personal self-care and hygiene.				3,4,5 2		2
1SHWB5	A recognition that everyone's body is unique and special to them.		2		3,4		1,2,3,4
1SHWB6	Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own.	3,4,5	2			2	4
1SHWB7	Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.				6		

Phase 1 From age 3 the learning supports:		Sexual Health and Wellbeing Jigsaw Ages 4-5					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1SHWB1	The use of accurate terminology for all body parts.						1
1SHWB2	An awareness of the human life cycle and that reproduction is a part of life.						3
1SHWB3	Awareness of how human bodies change as they grow.						3
1SHWB4	An awareness of the importance of personal self-care and hygiene.				1,2,3,5 4		2
1SHWB5	A recognition that everyone's body is unique and special to them.		2		1,2,3,4		1,2,
1SHWB6	Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own.	2	2				4
1SHWB7	Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.				6		



Phase 1 From age 3 the learning supports:		Sexual Health and Wellbeing Jigsaw Ages 5-6					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1SHWB1	The use of accurate terminology for all body parts.						4
1SHWB2	An awareness of the human life cycle and that reproduction is a part of life.						1,2,3 6
1SHWB3	Awareness of how human bodies change as they grow.						1,2,3
1SHWB4	An awareness of the importance of personal self-care and hygiene.				3,6 1,2,4	3	2
1SHWB5	A recognition that everyone's body is unique and special to them.				3,6 2,4	3	4
1SHWB6	Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own.					3	6
1SHWB7	Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.		4,5		4,5	4	4 modelling ways of discussing personal parts of the body

Phase 1 From age 3 the learning supports:		Sexual Health and Wellbeing Jigsaw Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1SHWB1	The use of accurate terminology for all body parts.						4
1SHWB2	An awareness of the human life cycle and that reproduction is a part of life.						1,2,3
1SHWB3	Awareness of how human bodies change as they grow.						1,2,3
1SHWB4	An awareness of the importance of personal self-care and hygiene.				1-6 all about self care - sleep, food, medicine		
1SHWB5	A recognition that everyone's body is unique and special to them.				3	2	2
1SHWB6	Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own.		5			2 6	5 1
1SHWB7	Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.		4		3	2,4,5,6	5



Phase 2 From age 7 the learning supports:		Sexual Health and Wellbeing Jigsaw Ages 7-8					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
2SHWB1	Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being.						1,2,3,4
2SHWB2	Recognising the process of pregnancy and birth.						1,4
2SHWB3	The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.						2,4
2SHWB4	The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.				1-3 exercise and drugs		
2SHWB5	An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people's bodies.						
2SHWB6	Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses.		3 1 as part of looking at different families				
2SHWB7	Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.		3		4		2

Phase 2 From age 7 the learning supports:		Sexual Health and Wellbeing Jigsaw Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
2SHWB1	Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being.						2,3
2SHWB2	Recognising the process of pregnancy and birth.						2
2SHWB3	The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.					5	3,5
2SHWB4	The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.				3&4 self care with alcohol and tobacco		3
2SHWB5	An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people's bodies.						2,3
2SHWB6	Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses.						4
2SHWB7	Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.						2,3

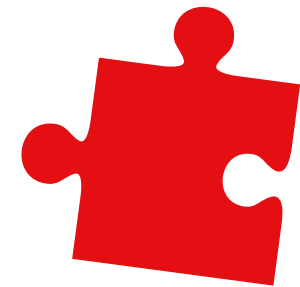
Phase 2 From age 7 the learning supports:		Sexual Health and Wellbeing Jigsaw Ages 9-10					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
2SHWB1	Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being.						2,3,4
2SHWB2	Recognising the process of pregnancy and birth.						2,4
2SHWB3	The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.						2,3,4,5
2SHWB4	The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.				1&2 smoking and alcohol 5&6 food and healthy choices		2,3,4
2SHWB5	An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people's bodies.				5,6		2,3
2SHWB6	Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses.						3,5
2SHWB7	Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.		3		3,4	3	2,3

Phase 2 From age 7 the learning supports:		Sexual Health and Wellbeing Jigsaw Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
2SHWB1	Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being.						2,3
2SHWB2	Recognising the process of pregnancy and birth.						3
2SHWB3	The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.					2	2,4
2SHWB4	The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.				1		2
2SHWB5	An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people's bodies.				1		
2SHWB6	Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses.						2,4
2SHWB7	Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.	5	3,4		1,2,3	1	4

Empowerment, Safety and Respect

Phase 1 From age 3 the learning supports:		Empowerment, Safety and Respect Jigsaw Ages 3-4					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1ESR1	Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination.	4,5,6	6		6	4	
1ESR2	Ability to interact with others in a way that is fair.	3,4,5	6			2,3,4,5	
1ESR3	Recognising the right to be free from harmful, abusive and bullying behaviour.	5	6			2,3,4,5	
1ESR4	An awareness of how to recognise positive and harmful behaviours, including bullying.	3,4,5	6 5		6	4,5, 6 2,3	
1ESR5	Ability to share with a trusted adult when faced with harmful behaviours.				6	4	
1ESR6	<i>(Phases 1 and 2 include pre-requisite knowledge and skills for understanding the learning on consent at phase 3)</i> Beginning to recognise that other people have thoughts, feelings and opinions that are different.	3 Throughout Jigsaw in discussing and sharing ideas, respecting views, modelling respectful listening	1,2				
1ESR7	<i>(Phases 1 and 2 include pre-requisite knowledge and skills for understanding the learning on consent at phase 3)</i> An awareness of the need to seek agreement in order to share, for example toys.	3	5			2,3	

1ESR8	<i>(Phases 1 and 2 include pre-requisite knowledge and skills for understanding the learning on consent at phase 3)</i> An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private.						1
1ESR9	<i>(Phases 1 and 2 include pre-requisite knowledge and skills for understanding the learning on consent at phase 3)</i> Ability to communicate if someone is touching them in a way that makes them feel uncomfortable.	4	6		6	4	1
1ESR10	Awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared.				6		
1ESR11	An awareness that everyone has the right to be safe and no one is allowed to harm anyone else.	4,5	6		6		
1ESR12	Ability to speak up for each other.						



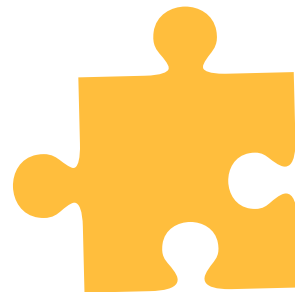
Phase 1 From age 3 the learning supports:		Empowerment, Safety and Respect Jigsaw Ages 4-5					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1ESR1	Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination.	4,5	6		6	4	
1ESR2	Ability to interact with others in a way that is fair.	3,4	5,6			2,3,6	
1ESR3	Recognising the right to be free from harmful, abusive and bullying behaviour.	4,5	6		6	4 3	
1ESR4	An awareness of how to recognise positive and harmful behaviours, including bullying.	4	5,6			2,4 3	
1ESR5	Ability to share with a trusted adult when faced with harmful behaviours.				6	4	
1ESR6	<i>(Phases 1 and 2 include pre-requisite knowledge and skills for understanding the learning on consent at phase 3)</i> Beginning to recognise that other people have thoughts, feelings and opinions that are different.	3 Throughout Jigsaw in discussing and sharing ideas, respecting views, modelling respectful listening	1,2			6	
1ESR7	<i>(Phases 1 and 2 include pre-requisite knowledge and skills for understanding the learning on consent at phase 3)</i> An awareness of the need to seek agreement in order to share, for example toys.	3 5				3	

1ESR8	<i>(Phases 1 and 2 include pre-requisite knowledge and skills for understanding the learning on consent at phase 3)</i> An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private.				6		1
1ESR9	<i>(Phases 1 and 2 include pre-requisite knowledge and skills for understanding the learning on consent at phase 3)</i> Ability to communicate if someone is touching them in a way that makes them feel uncomfortable.		6				1 – discussion of body parts – basic block for later learning
1ESR10	Awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared.						
1ESR11	An awareness that everyone has the right to be safe and no one is allowed to harm anyone else.	4,5	6		6		
1ESR12	Ability to speak up for each other.	3	6				



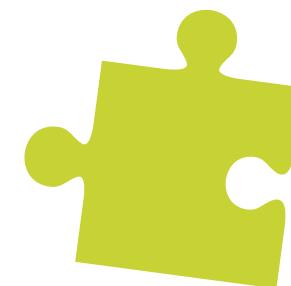
Phase 1 From age 3 the learning supports:		Empowerment, Safety and Respect Jigsaw Ages 5-6					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1ESR1	Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination.	4 3,5,6	3,4 5				
1ESR2	Ability to interact with others in a way that is fair.	3,5,6	3			3	
1ESR3	Recognising the right to be free from harmful, abusive and bullying behaviour.		3,4				
1ESR4	An awareness of how to recognise positive and harmful behaviours, including bullying.		3,4				
1ESR5	Ability to share with a trusted adult when faced with harmful behaviours.		4		4 5	4	
1ESR6	<i>(Phases 1 and 2 include pre-requisite knowledge and skills for understanding the learning on consent at phase 3)</i> Beginning to recognise that other people have thoughts, feelings and opinions that are different.	3 Throughout Jigsaw in discussing and sharing ideas, respecting views, modelling respectful listening	2,6			3	
1ESR7	<i>(Phases 1 and 2 include pre-requisite knowledge and skills for understanding the learning on consent at phase 3)</i> An awareness of the need to seek agreement in order to share, for example toys.					3	4

1ESR8	<i>(Phases 1 and 2 include pre-requisite knowledge and skills for understanding the learning on consent at phase 3)</i> An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private.					3	4
1ESR9	<i>(Phases 1 and 2 include pre-requisite knowledge and skills for understanding the learning on consent at phase 3)</i> Ability to communicate if someone is touching them in a way that makes them feel uncomfortable.		4			3 4	4
1ESR10	Awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared.		4				
1ESR11	An awareness that everyone has the right to be safe and no one is allowed to harm anyone else.	5,6	3,4			3 4	
1ESR12	Ability to speak up for each other.		4				



Phase 1 From age 3 the learning supports:		Empowerment, Safety and Respect Jigsaw Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1ESR1	Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination.	2,3	2,3,4,5,6			2	
1ESR2	Ability to interact with others in a way that is fair.	2,3,4,5,6	3,4	5		3,4	
1ESR3	Recognising the right to be free from harmful, abusive and bullying behaviour.	2	3,4,5,6			2 6	
1ESR4	An awareness of how to recognise positive and harmful behaviours, including bullying.		3,4			2,4 6	
1ESR5	Ability to share with a trusted adult when faced with harmful behaviours.		3,4		3	2,4,5,6	5
1ESR6	<i>(Phases 1 and 2 include pre-requisite knowledge and skills for understanding the learning on consent at phase 3)</i> Beginning to recognise that other people have thoughts, feelings and opinions that are different.		4,5,6			3 4	
1ESR7	<i>(Phases 1 and 2 include pre-requisite knowledge and skills for understanding the learning on consent at phase 3)</i> An awareness of the need to seek agreement in order to share, for example toys.	2				2	

1ESR8	<i>(Phases 1 and 2 include pre-requisite knowledge and skills for understanding the learning on consent at phase 3)</i> An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private.					2,6	5
1ESR9	<i>(Phases 1 and 2 include pre-requisite knowledge and skills for understanding the learning on consent at phase 3)</i> Ability to communicate if someone is touching them in a way that makes them feel uncomfortable.					2,6	5
1ESR10	Awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared.					4,5	
1ESR11	An awareness that everyone has the right to be safe and no one is allowed to harm anyone else.	5	3,4,5			3,6 2,4	5
1ESR12	Ability to speak up for each other.		4			4	



Phase 2 From age 7 the learning supports:		Empowerment, Safety and Respect Jigsaw Ages 7-8					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
2ESR1	Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.	1,2,3	3,5,6	1,3		3,5	
2ESR2	Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.	3,5	3,4,5			1	5
2ESR3	Understanding of the right for everyone to be free from harm or abuse.		3,4,5		4	6	
2ESR4	An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play.		3,4,5				
2ESR5	How to seek support for oneself, and offer support to others.	4,5	3,4,6		3,4,5,6	3	
2ESR6	How to be a good friend and advocate for others.	2,3,5,6	3,4,5,6	2,3,6	5	6	
2ESR7	Understanding of the right to bodily privacy, personal boundaries including online.					3	3,4
2ESR8	Understanding how behaviours may be perceived by others offline and online.	6	3,5			3	

2ESR9	Recognising which steps to take to keep safe from harm both in offline and online friendships.		3,4		3,4,5,6	3	
2ESR10	Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms.		3,5		5,6	1	5
2ESR11	Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online.		3		5,6		
2ESR12	Know how and when digital media can be shared safely, with permission and when it can be a source of harm.	4	4			3	
2ESR13	Awareness of the benefits and dangers of the internet and social media in forming friendships online.		4			3	
2ESR14	Exploring the motives behind fabricated and digitally altered media.					3	
2ESR15	An understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn't have been, or is upsetting or uncomfortable.	4	4			3	
2ESR16	Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.	3	3				

Phase 2 From age 7 the learning supports:		Empowerment, Safety and Respect Jigsaw Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
2ESR1	Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.	1,4	1,2,3,4		2,6		
2ESR2	Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.	3	1,2,6				
2ESR3	Understanding of the right for everyone to be free from harm or abuse.	1,3,6	3,4,6		2,6		
2ESR4	An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play.	1	3,4		2,3,5,6		
2ESR5	How to seek support for oneself, and offer support to others.	1	3,4		3		
2ESR6	How to be a good friend and advocate for others.	1	3,4,5		2,6		
2ESR7	Understanding of the right to bodily privacy, personal boundaries including online.		4			5	
2ESR8	Understanding how behaviours may be perceived by others offline and online.	6	3,4,6				
2ESR9	Recognising which steps to take to keep safe from harm both in offline and online friendships.		3,4		2,3,5,6		

2ESR10	Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms.	2			2,3,5	5	
2ESR11	Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online.	4	4		2,3,5	5	
2ESR12	Know how and when digital media can be shared safely, with permission and when it can be a source of harm.		4		6		
2ESR13	Awareness of the benefits and dangers of the internet and social media in forming friendships online.		3,4		2,6		
2ESR14	Exploring the motives behind fabricated and digitally altered media.		4				
2ESR15	An understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn't have been, or is upsetting or uncomfortable.		3,4		2,6		
2ESR16	Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.	5,6					

Phase 2 From age 9 the learning supports:		Empowerment, Safety and Respect Jigsaw Ages 9-10					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
2ESR1	Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.	2,3,4,6	1,2,3,4			2, 3, 4	4
2ESR2	Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.	2,3,6	1,2,3,4				
2ESR3	Understanding of the right for everyone to be free from harm or abuse.	2,3,6	2, 3, 4			2,3,4	
2ESR4	An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play.		1,2,3,4			2,3,4,6	
2ESR5	How to seek support for oneself, and offer support to others.	6 (offering support across whole Puzzle)	3,4		2,3	2,4,6	
2ESR6	How to be a good friend and advocate for others.	2,3	2,3,4	5,6		6	
2ESR7	Understanding of the right to bodily privacy, personal boundaries including online.					4,6	
2ESR8	Understanding how behaviours may be perceived by others offline and online.					3,4	

2ESR9	Recognising which steps to take to keep safe from harm both in offline and online friendships.					2,3,4,6	
2ESR10	Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms.					2,4	
2ESR11	Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online.					2,3,4,6	
2ESR12	Know how and when digital media can be shared safely, with permission and when it can be a source of harm.					2,4,6	
2ESR13	Awareness of the benefits and dangers of the internet and social media in forming friendships online.		4			2,3,4,5,6	
2ESR14	Exploring the motives behind fabricated and digitally altered media.				4,6	3,4,6	1,5
2ESR15	An understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn't have been, or is upsetting or uncomfortable.		3			2,3,4,6	
2ESR16	Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.	2,3	2		2	2	5

Phase 2 From age 7 the learning supports:		Empowerment, Safety and Respect Jigsaw Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
2ESR1	Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.	1,2,3,5,6	1,2,4,6			5	4a
2ESR2	Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.		1,2,4,5,6				
2ESR3	Understanding of the right for everyone to be free from harm or abuse.	2,5,6	1,2,4,6		3,4		4
2ESR4	An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play.		3,6		2,3,4	4,5	
2ESR5	How to seek support for oneself, and offer support to others.		4		3,4	1,2,5,6	4
2ESR6	How to be a good friend and advocate for others.		2,4,6			2,4,6	
2ESR7	Understanding of the right to bodily privacy, personal boundaries including online.					5,6	4, 4a
2ESR8	Understanding how behaviours may be perceived by others offline and online.	5			4	5,6	4,4a

2ESR9	Recognising which steps to take to keep safe from harm both in offline and online friendships.		4		2,3,4	4,5,6	4,4a
2ESR10	Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms.		3,4		2,3,4	4,5	4,4a
2ESR11	Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online.		3,4		2,4	4,5	4
2ESR12	Know how and when digital media can be shared safely, with permission and when it can be a source of harm.		4			5,6	4
2ESR13	Awareness of the benefits and dangers of the internet and social media in forming friendships online.		4			2,5,6	
2ESR14	Exploring the motives behind fabricated and digitally altered media.		4			2,5	5
2ESR15	An understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn't have been, or is upsetting or uncomfortable.		4			5,6	4,4a
2ESR16	Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.	2,3	1,2,5		2,3		4