

SAFEGUARDING AND CONSENT

Children’s personal development: self-esteem; assertiveness; respect; understanding that their bodies belong to them; and they have the right of consent in all aspects of their lives, supports children to be safe.

Our chosen POS builds the foundations of a positive relationship with themselves and it approaches sensitive subjects in an age and stage-appropriate way, which is particularly important when it comes to safeguarding and teaching about consent.

Distancing techniques/tools (such as placing ‘someone else’ in a scenario or using puppets) can help pupils’ initial learning and subsequently reflect on how something applies to their own lives.

Safety underpins everything they learn, re-enforcing how they are valuable, unique human beings who deserve to be safe.

When applied to the safeguarding context, mindfulness offers children insight into their own thoughts and feelings and increases their resilience and ability to self-regulate and respond rather than react.

Disclosures: Sometimes it may become clear that certain children may need time to talk one-to-one after the lesson. Staff are aware of the importance to allow the time and appropriate staffing and setting for this to take place.

Safeguarding within Jigsaw PSHE Programme

	Jigsaw unit/lessons	Content	Safeguarding links
EYFS	Celebrating Difference <i>Standing up for yourself</i>	Children learn how to improve things if they don’t like what someone says or does to them.	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 child to say the phrase.
	Healthy Me <i>Stranger Danger</i>	Using stories like ‘Never Talk to Strangers’, children discuss with suggestions about what they could do to keep themselves safe.	Children are encouraged to think about what they could do and who to go to if they feel unsafe. The message ‘Say NO and DON’T GO!’ is reinforced throughout the lesson, particularly when discussing grown-ups who approach children inappropriately and ask for their help.
	Relationships <i>Falling out and bullying</i>	Children explore how they feel if someone says something unkind to them.	Encourages children to take responsibility for their words and actions and to help them know who to go to if they need help. Calm Me time is used to help children manage their feelings.
	Changing Me <i>Respecting my body</i>	Reinforcing the concept that our bodies are our own, are precious and need looking after.	Reinforces how children can take responsibility for their bodies (to a point) and how to look after themselves.

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Year 1	Celebrating Difference <i>What is bullying?</i> <i>What do I do about bullying?</i>	How to improve things if they don't like what someone says or does to them.	Whole Puzzle, reinforces the messages about tolerance, difference and similarity, and how to be a better friend, and how to deal with bullying if it arises.
	Relationships <i>People who help us</i>	Acting out scenarios showing when they can ask for help and from whom they can receive help.	Practising who to ask for help and what to say, if children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about.
	Changing Me <i>Boys' and Girls' Bodies</i>	Identifying parts of the body that make boys different to girls and can use the correct, scientific names for them.	Using correct terminology for part of the body, children can learn to respect their own and others' bodies and understand which parts are private (<i>'special and important', not 'guilty' or 'not very nice'</i>).
Year 2	Being Me in My World <i>Rights and Responsibilities</i>	Learn about their rights, how to uphold them for themselves and others, and how rights come with responsibilities.	Helps children understand that all children have the right to be safe, healthy, happy and to learn.
	Celebrating Difference <i>Why does bullying happen?</i> <i>Standing up for myself and others.</i>	Identifying that bullying is sometimes about difference deepens children's understand and to decide not to bully. Children are empowered to know what is right and wrong and to look after themselves.	Whole Puzzle, reinforces the messages about tolerance, difference and similarity, and how to deal with bullying if it arises (where to go for help, what to say and do in a bullying situation).
	Relationships <i>Keeping safe – exploring physical contact</i>	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/don't like. They can talk about this in a safe way and know it is OK to say they don't want to be touched in that way e.g. punched or hugged if that is how they feel. Some of the lesson is taught through stories. <i>Teachers are encouraged to be vigilant throughout this lesson. This lesson, along with others in previous year groups, highlights why teaching about consent is important from such a young age.</i>
	Relationships <i>Secrets</i>	Understanding that sometimes secrets are good/not good – and how it feels if asked to keep a secret they don't want to keep and who to talk To about it.	Understanding about good secrets and 'worry' secrets, children practise giving advice to help with 'worry' secrets and the need for these to be told to an adult.
Year 3	Celebrating Difference <i>Family conflict</i>	Explores how sometimes conflict occurs in families and how children can calm themselves down and use solution-based techniques to help themselves.	Children think about a possible source of family conflict and of ways to help solve it. <i>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.</i>
	Celebrating Difference <i>Witness and Feelings & Witness and Solutions</i>	Children learn that the role of witnesses in bullying situations can hinder rather than help.	Homophobic bullying is covered in these lessons, as well as what children can do if they see bullying taking place. The 'Solve It Together' technique is especially helpful for children to have a strategy to help themselves and others.
	Healthy Me <i>Being Safe. Safe or Unsafe.</i>	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.	Using 'We are keeping safe from...' cards, children can come up with strategies for to keep safe in different situations, including online. Children also learn how to take responsibility for keeping themselves and others safe and why this is important.
	Relationships <i>Keeping myself safe online</i>	Discuss things that they might need to keep safe from when online.	Children rank top tips for keeping safe online and discuss their ranking decisions, while learning about the importance of trust.

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Year 4	Celebrating Difference <i>Understanding bullying</i>	Reinforcing the messages from previous year groups, this lesson focuses on more surreptitious bullying and how to better understand bullying behaviour.	Look at the intricacies of bullying and how sometimes it can be difficult to spot. <i>Teachers are encouraged to know what the school's anti-bullying policy states and to ensure that this lesson adheres to the guidance.</i>
	Healthy Me <i>Healthy Friendships</i>	How children can learn to recognise when people are putting them under pressure and how to resist this when they want.	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 others.
	Healthy Me <i>Celebrating My Inner Strength and Assertiveness</i>	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.	Learn to draw on their own sense of right and wrong to help make decisions that suit them. Using simple assertiveness techniques can help children feel more empowered in their lives and can help to keep them from harm.
Year 5	Celebrating Difference <i>Racism</i>	Learning what racism is and how their own attitudes can affect how they treat others.	Concepts of racism and discrimination are introduced and children are invited to share their thoughts. Particular emphasis is given to words that people use (often without understanding) and how they can be racist.
	Celebrating Difference <i>Rumours, name-calling and types of bullying</i>	How rumours are spread and how name-calling can both be bullying behaviours. Also learn the difference between direct and indirect bullying.	Help children to learn ways that they can be empowered to help themselves and to report anything that feels wrong to them.
	Relationships <i>Online safety</i>	Staying safe when using technology. Recognise and resist pressure to use technology in ways that may be risky or cause harm to others.	Rights and responsibilities being online, staying safe, and relationships with technology all refer implicitly to safeguarding within these lessons.
Year 6	Celebrating Difference <i>Power struggles</i>	Explore power in different contexts – how sometimes it is needed, and how sometimes it is unwarranted and can feel unsafe	This lesson focuses on power scenarios, how to identify them and how to deal with them practically in real life
	Celebrating Difference <i>Why bully?</i>	Some of the reasons why people bully, using various example scenarios	Children are encouraged to practise and use a variety of strategies in managing their feelings in bullying scenarios – and how they can help solve problems if they are part of a bullying situation.
	Relationships <i>Power and control</i>	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.
	Relationships <i>Being online: real or fake? Safe or unsafe?</i>	How to judge whether something online is safe and helpful	Online scenario cards are used to give examples of what might happen if someone tried to use technology to gain power over another.
	Relationships <i>Using technology responsibly</i>	Learning to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own safety and wellbeing.	SMARRT rules and how to stay safe and happy online – and what to do if you don't feel safe.