



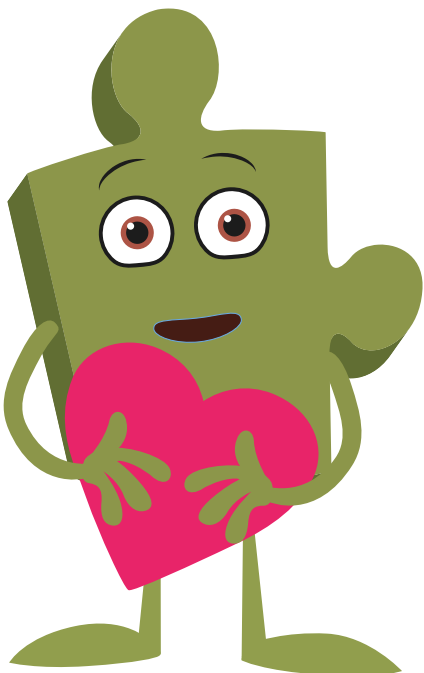
The grid below outlines a selection of lessons from each year group (F1 to Year 11/age 3 to 16) where safeguarding and/or consent are covered – implicitly or explicitly.

Year Group	Puzzle (unit)	Piece (lesson)	Content	Link to safeguarding
F1/2	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 child to say the phrase.
F1/2	Healthy Me	6 – Stranger Danger	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 if they don't feel safe, and who they can 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.
F1/2	Relationships	4 & 5 – Falling out and bullying	Children explore how they feel if someone says something unkind to them.	These lessons encourage 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.
F1/2	Changing Me	2 – Respecting my body	Reinforcing the concept that our bodies are our own, 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.
1	Celebrating Difference	3 – What is bullying?	Children learn how to improve things if they don't like what someone says or does to them.	This lesson, and indeed the 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.
1	Celebrating Difference	4 – What do I do about bullying?		
1	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.
1	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 part 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').
2	Being Me in My World	2 – Rights and Responsibilities	Children learn about their rights, how to uphold them for themselves and others, and how rights come with responsibilities.	This lesson helps children understand that all children have the right to be safe, healthy, happy and to learn.

2	Celebrating Difference	3 – Why does bullying happen?	Identifying that bullying is sometimes about difference allows children to understand more and to decide not to bully.	This lesson, and indeed the 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).
2	Celebrating Difference	4 – Standing up for myself and others	Children are empowered to know what is right and wrong and to look after themselves.	
2	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 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. 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.
2	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.
3	Celebrating Difference	2 – Family conflict	This lesson 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. 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.
3	Celebrating Difference	3 & 4 – Witness and feelings & Witness and solutions	Children learn that the role of witnesses in bullying situations, and that sometimes a witness 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 Jigsaw 'Solve It Together' technique is especially helpful for children to have a strategy to help themselves and others.
3	Healthy Me	4 – Being safe & 5 Safe or unsafe	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 the 'We are keeping safe from...' cards, children can come up with strategies for Jigsaw Jino to keep safe in different situations, including online. Children can also complete the 'Keeping Safe' templates to form their contributing chapter for the school's Healthy, Happy Me Recipe Book (assessment task). They can learn how to take responsibility for keeping themselves and others safe, and why this is important (and that adults do not always have to be present).

3	Relationships	3 – Keeping myself safe online	Children discuss things that they might need to keep safe from when online.	Children rank the top tips for keeping safe online and discuss their ranking decisions, while learning about the importance of trust.
4	Celebrating Difference	3 – Understanding bullying	Reinforcing the messages from previous year groups, this lesson focuses on more surreptitious bullying and how to better understand bullying behaviour.	For older children, it is timely to look at the intricacies of bullying and how sometimes it can be difficult to spot. Teachers are encouraged to know what the school's anti-bullying policy states and to ensure that this lesson adheres to the guidance.
4	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.
4	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.
5	Celebrating Difference	2 – Racism	Children learn about what racism is and how their own attitudes can affect how they treat others.	The concepts of racism and discrimination are introduced to children and they are invited to share their thoughts. Particular emphasis is given to the words that people use, often without understanding them, and how they can be racist.
5	Celebrating Difference	3 & 4 – Rumours and name-calling & Types of bullying	Children learn about how rumours are spread and how name-calling can both be bullying behaviours. They also learn the difference between direct and indirect bullying.	Both lessons help children to learn ways that they can be empowered to help themselves, and to report anything that feels wrong to them.
5	Relationships	2-6 – Online safety lessons x5	Lessons on staying safe when using technology. Children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others.	Rights and responsibilities are being online, staying safe, and relationships with technology all refer implicitly to safeguarding within these lessons.
6	Celebrating Difference	3 – Power struggles	Children 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.

6	Celebrating Difference	4 – Why bully?	Children learn about 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.
6	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.
6	Relationships	5 – Being Online: real or fake? Safe or unsafe?	Linked to previous lessons, children learn 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.
6	Relationships	6 – Using technology responsibly	Children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own safety and well-being.	This lesson focuses on the SMARRT rules and how to stay safe and happy online – and what to do if you don’t feel safe.



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7	Being Me in My World	4-6	These lessons focus on how students present themselves online, what influences their behaviour, and how they can maintain positive relationships online and in real life (offline)	Keeping safe online is increasingly important for students to understand, practise and master. The lines between on- and offline life are blurred for many young people, so the messages in these lessons can be applied to either facet of life.
7	Relationships	1 & 5	The concept of consent is introduced here in Piece 1 and followed up in Piece 5.	The tea and consent video is used here to explain about giving and receiving consent. Additionally, assertiveness techniques are introduced to support students in saying yes and no when they choose to.
7	Changing Me	1 – My changing body	Puberty is recapped in this lesson, with additional information on some illegal practice (e.g. FGM) and where to get help.	Students need to know where they can access support for the changes they are experiencing in their lives, and to know where to find help if they are concerned about their safety or the safety of someone they know.
8	Dreams & Goals	3 – Online safety	Students explore how their online activity can be both positive and negative, and how they can maintain their safety online.	A slightly different angle for this lesson, but still with the focus on safeguarding and why discretion and discernment are so important when it comes to keeping safe, now and in the future.
8	Healthy Me	4 – Substance misuse and exploitation	The topic of county lines emerges in this lesson, where students explore scenarios of people involved in the drug world.	County lines continue to be a focus of concern for many school leaders, police forces and social care departments, so teaching students about it at school can help to raise awareness and signpost young people to the support they might need.
8	Relationships	4 – Managing control and coercion in relationships	The concepts of power, control and coercion in relationships are explored in this lesson, using a variety of scenarios.	Consent is raised implicitly in this lesson, alongside the more positive slant of how to enjoy healthier relationships.
8	Changing Me	4 & 5	Two lessons on important considerations for many students: pornography and alcohol. Both involve risk, exploration and safeguarding.	Students are encouraged to view different perspectives and come to their own, sensible conclusions – with the focus being on keeping themselves safe whatever they choose.
9	Being Me in My World	5 – Consent	Students think about the link between having a positive self-identity and healthy intimate relationships, alongside understanding what consent means to them.	There is also the opportunity in this lesson to learn about how and when to report abusive/coercive behaviour.

9	Relationships	1-6	This entire unit explores equality in relationships.	Each lesson covers a distinct topic where students are encouraged to understand themselves as well as the law, and therefore the consequences of breaking the law. Consequently, safeguarding and consent are peppered throughout.
10	Being Me in My World	5 – Risk	Potential safety threats, mitigation techniques and how to get help are taught in this lesson.	Students have another chance to understand and rehearse strategies for managing their (perhaps difficult) feelings about how things are changing for them, and why their self-esteem and self-worth are so vital.
10	Celebrating Difference	4 – Power in relationships	Coercive control, misuse of power and sources of support are the key features of this lesson, which offers students another opportunity to learn about keeping themselves safe and how to get help.	The concept of safeguarding is returned to again in this lesson, from a slightly different perspective, in order to reinforce the message that has been developed throughout all the year groups so far.
10	Relationships	5 – Better together?	Discernment, particularly about relationships, is a golden thread that weaves throughout Jigsaw 11-16, and this lesson focuses on it in detail, in the context of relationships with others.	Students learn about patterns associated with abuse, exploitation and coercion – to understand and recognise it, and to know where to go to get help. The emphasis on discernment encourages students to take responsibility for their own safety and welfare, whilst understanding they can source help whenever they need it.
11	Being Me in My World	2 – Relationships and the law	Another opportunity for students to learn about coercive control, with the additions of sexual harassment and sexual violence. The law and where to find help are naturally included.	Students learn about the legislation surrounding different types of relationship and how the law is in place to support keeping people safe, regardless of their age, gender or any other characteristic.
11	Relationships	4 & 5	The final opportunity for students to review what they already know about power imbalances in relationships, the law and different cultural perspectives (e.g. FGM, honour-based violence, forced marriage, hate crimes)	The emphasis on this entire unit is on having a good relationship with yourself, while being able to enjoy relationships with others – and not lose your sense of self or your right to safety. The concept of consent runs through these lessons and students are encouraged to become more discerning and specific about to whom they give their consent and from whom they ask consent.