

# Teaching Jigsaw 3-11 to Mixed Age Classes English schools

March 2023

## Introduction

The following guidance and supporting documents have been developed to support schools where there are a range of ages being taught in one or more classes throughout the school.

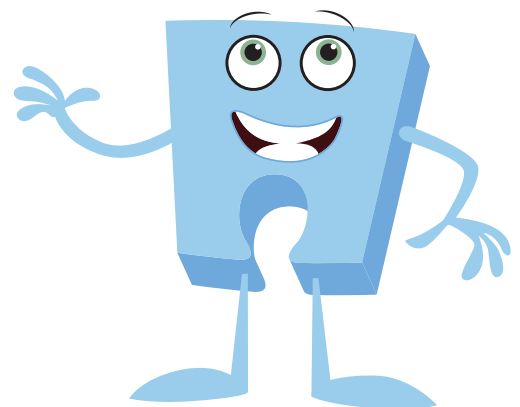
In larger schools with single age classes, Jigsaw 3-11 provides a spiral, progressive approach to a range of key concepts so that all children have repeated opportunities to develop their knowledge and skills in these areas. The spiral nature of Jigsaw means that the key concepts are revisited throughout the programme and this enables differentiation to be applied to the majority of lessons across lower and upper primary phases according to the needs of the pupils in individual classes.

The specific needs of smaller schools, where classes may consist of mixed-age groups, can be complex depending on how the classes are composed. This document aims to provide some suggestions for schools of this type to ensure firstly, that there is progression across all age groups and secondly, to provide a scheme of work that ensures all elements of the statutory Relationships and Health Education (2019) are covered and Sex Education is provided for those schools that are delivering it at age-appropriate points.

The whole school approach that is key to the Jigsaw philosophy, enables the resource to be used successfully with composite classes. The following guidance is designed to support curriculum leads to ensure progress and opportunity for all pupils, and to help teachers to get the most from Jigsaw for their pupils. It also helps to make planning straightforward for staff where they are delivering lessons to a range of age groups.

## Organising the curriculum

The recommended approach for schools with composite classes is to implement a rolling programme that is designed to ensure that children are exposed to the full programme of Jigsaw materials over the course of their primary education. This approach is also recommended for schools to be confident that they will meet the necessary Statutory Relationships and Health Education (2019) requirements and also allow for progression and assessment opportunities in a reliable way.



## Lesson structure

Jigsaw lessons are highly structured to ensure that there is always opportunity to develop children's emotional and social skills. There will therefore be **aspects of the Jigsaw lesson that can be shared with the whole class**. For example:

- **Connect Us and Calm Me time** which start all Jigsaw lessons, can be combined for the whole class before splitting into the subject content using one of the models suggested below.
- **Help Me Reflect** could also be combined at the end of the lesson.

## Model suggestions for splitting Jigsaw for use with mixed-age classes

### 1. By age group.

The simplest model for schools with mixed age/composite classes is to deliver Jigsaw across 2 years (Year A and Year B) based on the **ages** of the children in the class\*.

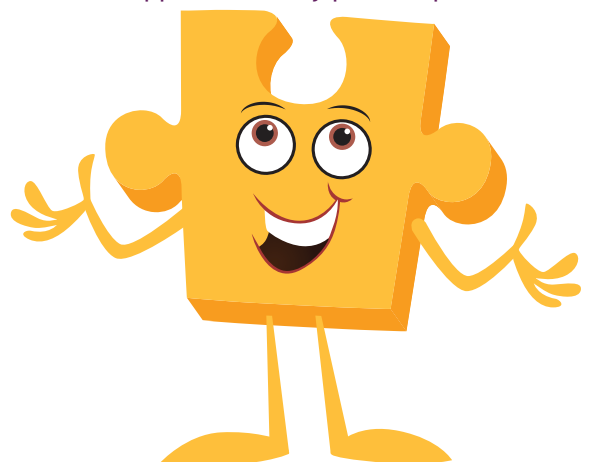
This will involve splitting the class(es) into groups based on ages as follows:

Year groups of children		Jigsaw Scheme taught
Years 1 and 2	Year A	Age 5-6 (Year 1)
	Year B	Age 6-7 (Year 2)
Years 3 and 4	Year A	Age 7-8 (Year 3)
	Year B	Age 8-9 (Year 4)
Years 5 and 6	Year A	Age 9-10 (Year 5)
	Year B	Age 10-11 (Year 6)

\* There may be a small number of lessons (for example sex education/puberty/drugs education) where Jigsaw recommends that teachers check the suitability of lessons for the age groups they are delivering to. Further information on this can be found in the 'age-appropriateness' notes below.

### 2. By theme and content.

A second, alternative model, maintains the 2-year split (Year A and Year B) across the age-groups but structures the lessons by theme and content. This approach may be useful for classes where ability is more mixed. The lesson splits for each puzzle are on the attached appendix. Every puzzle split allows for progression and assessment. All Relationships and Health Education statutory requirements and Sex Education are met across this model and children have the opportunity to revisit statements as they grow and mature, therefore maintaining age-appropriateness of lessons for the vast majority of lessons across the year (see below).





## Age-Appropriateness of Lessons

There are a few lessons where the models described above will need further adaptation as the subject knowledge in the lessons is designed to be appropriate at particular ages or follows on from content in a previous age groups content. On the whole, this refers to some of the Health Education (drugs/ puberty) and Sex Education lessons in KS2.

If a school decides it is appropriate, lessons designed for older children could be delivered just to the age group for which they were intended. Due to the spiral, progressive nature of Jigsaw this is unlikely to be difficult to manage and it may be that older children follow the programme that is appropriate for younger members of the group, as the underpinning concepts are the same, but in addition have a separate session (or piece of group work) that covers the additional subject knowledge. See examples below.

Example 1	Some smaller schools in the South West of England were challenged by the need to deliver high quality Relationships and Sex Education to their composite classes whilst still ensuring that content matter was age appropriate. For the puberty and conception aspects of Changing Me (Puzzle/unit 6), the children were split into their correct age year-group and materials were delivered separately to one group whilst the other group had a different lesson with another adult, in many cases the Head Teacher. For the more generic lessons, the children were left in their composite classes. For the Year 6 Boy and Girl talk, the Head Teacher again chose to 'double-up' with the class teacher to ensure that both genders had ample time to discuss their issues privately.
Example 2	Other composite class schools have worked closely with parents during the RSE parents' information evening, to ensure that they are happy for their children to receive either or both of the year group content depending on the maturity of their child (for example the youngest Year 3 child will be receiving the same content as the oldest Year 4). In the majority of cases the parents were happy for their children to continue with the rolling programme described above, entrusting the teachers to differentiate accordingly. Many parents felt that their children would understand what they were ready to take on board and were secure in the knowledge that it would be delivered sensitively and that anything children were "too young" to understand would be revisited in later years with further explanation, and when their child was more mature and ready to embed the information.

## EYFS

The Jigsaw scheme uses different lesson plans for EYFS classes to take into account the requirements of the EYFS curriculum. The lessons are generally shorter and provide opportunity for child-initiated activity as well as suggesting adult-led resources and activities. EYFS lessons always contain a Calm Me activity, so potentially this could be shared with older children in the classroom.

### Schools with Nursery (3-4yrs) and Reception aged (4-5yrs) children

If the school has both Nursery and Reception aged children, they can follow the same pattern as suggested above and combine the two year groups (3-4 and 4-5 years) into a Year A and Year B model. If the school has Reception aged children only, they can deliver the Age 4-5 lessons annually.

### Mixed classes of Early Years and Ages 5-6yrs

It is harder to merge the 2 approaches from Reception to Year 1 as the materials for the Early Years, as already mentioned, are set out slightly differently to those for KS1 and KS2 with a shorter lesson structure, and a different focus for assessment and group activities. This reflects the different expectations overall for teaching and learning in EYFS and the rest of primary, and how this is managed will need to reflect the approach taken in other curriculum areas. It may be that a school would choose to teach from the Yr1 materials and look at the Reception learning outcomes to see if this can be adapted for the younger children, some of whom may not be ready for the longer lesson structure and expectations - it will depend very much



on the children in the class. However, we would expect that in any mixed Early Years /Primary class there would already be structures in place that allow for times when the children who are not as emotionally able to access the Year 1 materials are working in a different way to those who are.

With a mixed 4-5yrs/5-6yrs class, we would recommend using the formative assessment for the older children in the class for whom they are written as they may be useful for some classes overall.

It is for these groups that the **Knowledge Organisers for Ages 3-5 and Ages 5-6 years** (see below) might be the most useful tool for the class teacher of this specific mixed age group to see whether they want to find a way of adapting the materials by merging them in some way, or to find a 2 year cycle that allows extension of the older children due to go to Yr2 next year where necessary (it could be linked to the summative assessment at this stage).

Each school's approach to the Jigsaw content will of course depend on the classroom setup for the specific class, and we would expect this to reflect the approach taken for other curriculum areas.

### Jigsaw knowledge and skills progression: Being Me In My World Ages 3-11

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Being Me in My World Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 3-5</b>	<ul style="list-style-type: none"> <li>Know special things about themselves</li> <li>Know that some people are different from themselves</li> <li>Know how happiness and sadness can be expressed</li> <li>Know that hands can be used kindly and unkindly</li> <li>Know that being kind is good</li> <li>Know they have a right to learn and play, safely and happily</li> </ul>	<ul style="list-style-type: none"> <li>Identify feelings associated with belonging</li> <li>Identify feelings of happiness and sadness</li> <li>Skills to play cooperatively with others</li> <li>Be able to consider others' feelings</li> <li>Be responsible in the setting</li> </ul>	<ul style="list-style-type: none"> <li>What does it feel like to belong?</li> <li>What's special about you?</li> <li>How do people show they are happy or sad?</li> <li>What sort of things can you do to be kind?</li> <li>How do you play nicely with other children?</li> <li>How are you different from someone else (e.g. Mummy, Daddy, brother, sister, a friend)?</li> <li>What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons?</li> <li>Can you tell me about Calm Me time?</li> </ul>
<p>In this Puzzle (unit), the children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.</p>			
<p><b>Key Vocabulary</b> Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.</p>			

### Jigsaw knowledge and skills progression: Celebrating Difference Ages 3-11

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Being Me in My World Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 5-6</b>	<ul style="list-style-type: none"> <li>Know that people have differences and similarities</li> <li>Know what bullying means</li> <li>Know who to tell if they or someone else is being bullied or is feeling unhappy</li> <li>Know skills to make friendships</li> <li>Know that people are unique and that it is OK to be different</li> </ul>	<ul style="list-style-type: none"> <li>Recognise ways in which they are the same as their friends and ways they are different</li> <li>Identify what is bullying and what isn't</li> <li>Understand how being bullied might feel</li> <li>Know ways to help a person who is being bullied</li> <li>Identify emotions associated with making a new friend</li> <li>Verbalise some of the attributes that make them unique and special</li> </ul>	<ul style="list-style-type: none"> <li>Can you say how you are different from a friend?</li> <li>Can you say how you are the same as a friend?</li> <li>What can you do to make a friend?</li> <li>How can you tell when someone is feeling sad, angry or upset?</li> <li>If someone is making you feel sad or upset what can you do about it?</li> <li>Can you show me how to do Calm Me time?</li> </ul>
<p>In this Puzzle (unit) the class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied.</p>			
<p><b>Key Vocabulary</b> Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.</p>			

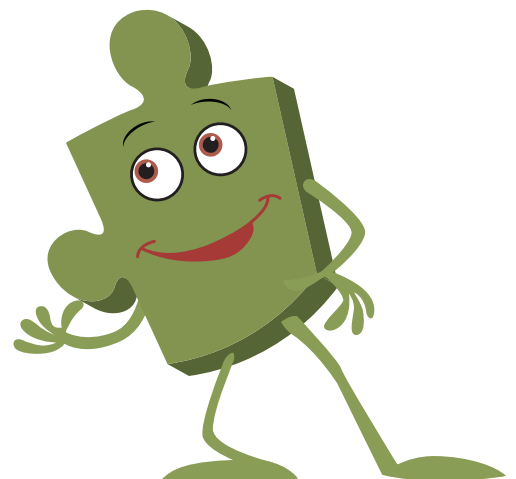
## Using Jigsaw in single class schools

In the rare instances where there is only one class of children in the school, **we recommend that the class is split into 2 or 3 groups by age, then choose to use one of the models as above.** Shared activities with the whole class can still be used - for example, Connect Us and Calm Me time at the start and Help Me Reflect at the end.

**An alternative model** is to select one age group materials (Year 3 /Ages 7-8 in the example below) and **differentiate the lesson across the whole class.** The Portal now includes a handy compass feature which makes it straightforward for class teachers to see levels of expectation between different age group materials and select accordingly.

An example is below:

Jigsaw Lesson: Celebrating Difference - Age 7-8 (Year 3 / Primary 3) Piece (lesson): 3 - Bullying: witness and feelings						
Jigsaw Charter	Connect us	Calm me	Open my mind	Tell me or show me	Let me learn	Help me reflect
<i>The same for all children</i>					<p><b>Group 1</b> (children aged 5-7) Set to do independent work immediately as below.</p> <p><b>With Groups 2/3</b> (children aged 7-11). Teacher shares the bullying story from the lesson plan. Focus on the correct use of the word 'gay' and why it is unkind to use it as an insult.</p> <p><b>Independent work:</b></p> <p><b>Group 1</b> (a) Design a poster to display in the classroom to prevent bullying. (b) Make a hand chain as written in the lesson plan.</p> <p><b>Group 2</b> (children aged 8-9): After the story and discussion. Children create the 'hand chain' as written in the lesson plan. After the story and discussion the teacher focus is on <b>Group 3</b> (Children 9+): Use the 'Power scenario' resource sheet from the equivalent lesson in the Y6/P6 resources and coordinate a discussion about each scenario.</p>	<p>The same for all the children. Use the My Jigsaw Journey sheet from the Y3/P3/age 7-8 lesson/ piece 3 for all children.</p>





## Differentiation of Jigsaw materials within lessons

### What will adapted teaching and learning actually look like in the Jigsaw classroom?

Jigsaw enables schools to meet not only their statutory expectations, but also to provide a broad base for pupils' current and future learning about themselves, their relationships and the world around them. Whilst it is not possible for class teachers to remove or alter the planned online content and slides accessed through the Portal, it is possible for them to adapt the content for their pupils in many different ways.

These may include:

- Identifying where in the lesson(s) to guide discussion in order to address more specific issues based on the class's knowledge, experiences or needs.
- Adapting or changing the direction of the 'Ask Me This' questions.
- Adding or removing scenarios in activities.
- Skipping over slides or having your own prepared slides/content to show. **A blank Jigsaw master powerpoint is available on the Community area of the Portal.**
- Moving to resources from the previous or next age group's planning for the Puzzle, **using the Compass feature at the top of every lesson piece.**
- Using the additional editable slides to add more localised information (e.g. your own school's definition of bullying)
- Using visitors, assemblies, cross curricular opportunities or videos that teachers have found that may enhance the pupils' learning in Jigsaw.

## RSHE Statutory Guidance 2019

The Jigsaw scheme has been fully mapped against the RSHE statutory guidance (2019). It should be noted that if schools adapt lessons (e.g. differentiating one age group's resources across multiple age groups as in the table on page 5) it will be necessary to do some additional planning and cross referencing of the chosen content against these statutory guidelines. Many of the RSHE statements are revisited throughout Jigsaw 3-11, but there are a few topics that are only visited once. If there are gaps in the chosen scheme for that year, then additional lessons would need to be planned for/ inserted to ensure full coverage in subsequent years.

## Tracking, recording and monitoring Jigsaw lessons in composite classes

### Tracking content

The key to effectively implementing Jigsaw in composite classes is having a system in place for the teacher to track and record each child's completion of Jigsaw units (Puzzles) and their progress as they move through the school.

The Puzzle themes are revisited annually, giving pupils opportunities to build on previous learning with the new ideas and experiences that a year will have brought them, ensuring there are opportunities for developing skills, reflecting on their progress and applying their own thoughts and ideas to different subjects/knowledge.

An example of a teacher tracking document available for teachers with composite classes is outlined below. This document is an **Editable teacher knowledge organiser. They are available on the Portal for every age group and puzzle.** The example below shows a knowledge organiser for Celebrating Difference at Ages 7-8 and 8-9.

As editable documents, the teacher can highlight which lessons have been taught that year (if using the model where lessons are delivered by theme) and additional notes added as required.



## Jigsaw knowledge and skills progression: Celebrating Difference Ages 3-11

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CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 7-8</b>	<ul style="list-style-type: none"> <li>Know why families are important</li> <li>Know that everybody's family is different</li> <li>Know that sometimes family members don't get along and some reasons for this</li> <li>Know that conflict is a normal part of relationships</li> <li>Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</li> <li>Know that some words are used in hurtful ways and that this can have consequences</li> </ul>	<ul style="list-style-type: none"> <li>Be able to show appreciation for their families, parents and carers</li> <li>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</li> <li>Empathise with people who are bullied</li> <li>Employ skills to support someone who is bullied</li> <li>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</li> <li>Be able to recognise, accept and give compliments</li> <li>Recognise feelings associated with receiving a compliment</li> </ul>	<ul style="list-style-type: none"> <li>What is the 'Solve it together' technique? How can it help solve a disagreement between two people?</li> <li>What is a bystander in a bullying situation? (A bystander is a witness not directly involved).</li> <li>How could a bystander make a bullying situation worse or better?</li> <li>What types of bullying do you know about?</li> <li>Where can someone get help if they were being bullied or witnessed bullying?</li> <li>How does it feel to give and receive a compliment?</li> <li>Can you explain how Calm Me time makes you feel?</li> </ul>
<p>In this Puzzle (unit) the class learn about families, that they are all different and that sometimes they fall out with each other. The children talk about techniques to calm themselves down and discuss a technique called 'solve it together.' The children revisit the topic of bullying and talk about being a witness (bystander), they took about how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They talk about name-calling and choosing not to use hurtful words. They also talk about giving and receiving compliments and the feelings associated with this.</p>			
<p><b>Key Vocabulary</b>            Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.</p>			

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CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Know that sometimes people make assumptions about a person because of the way they look or act</li> <li>Know there are influences that can affect how we judge a person or situation</li> <li>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</li> <li>Know what to do if they think bullying is, or might be taking place</li> <li>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</li> <li>Know that first impressions can change</li> </ul>	<ul style="list-style-type: none"> <li>Try to accept people for who they are</li> <li>Identify influences that have made them think or feel positively/negatively about a situation</li> <li>Identify feelings that a bystander might feel in a bullying situation</li> <li>Identify reasons why a bystander might join in with bullying</li> <li>Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</li> <li>Identify their own uniqueness</li> <li>Be comfortable with the way they look</li> <li>Identify when a first impression they had was right or wrong</li> <li>Be non-judgemental about others who are different</li> </ul>	<ul style="list-style-type: none"> <li>What is an assumption? Are assumptions always right?</li> <li>What can influence us to make an unfair judgement about someone else?</li> <li>Is social media always helpful?</li> <li>What's good/ bad about social media?</li> <li>What is a stereotype? What stereotypes do you see on social media, in the movies or on TV?</li> <li>Are stereotypes fair?</li> <li>Do you know any rules for staying safe with technology?</li> <li>What could you do if you were worried about something online or in social media e.g. cyber-bullying?</li> <li>Does your Jigsaw friend help you learn?</li> <li>What does Jigsaw Jerrie cat do in your lessons?</li> </ul>
<p>In this Puzzle (unit) the children talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. They talk about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children talk about their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.</p>			
<p><b>Key Vocabulary</b>            Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.</p>			

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## Assessment

Jigsaw provides a number of ways in which the **progress** of a child can be assessed throughout the year. These documents can all be found on the Portal under the ‘Whole school Resources’ Assessment tab.

**Jigsaw summative assessment documents** are available for every puzzle and age group. These are designed to help teachers make judgements of progress on both knowledge-based health and well-being outcomes and skills based social and emotional learning and development. They can also help teachers track what has been taught and when.

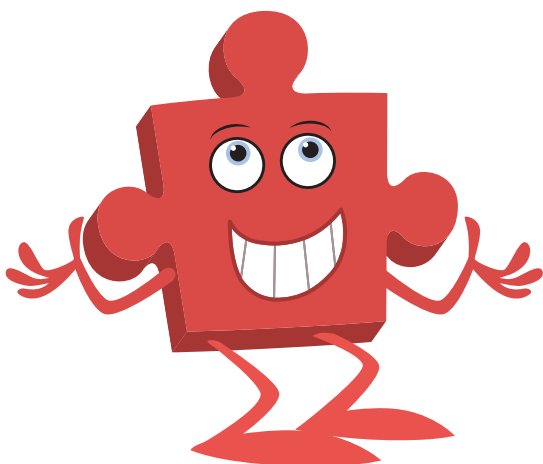
Teachers may feel that it is appropriate to highlight parts of the grid to indicate the progress that has been made in a particular area. The aim is for pupils to have reached the “working at” level by the end of primary school.

Because, within composite classes, children may be learning elements shown on their specific year group tracking sheet, but also elements that may appear on other year group tracking sheets, teachers would therefore be free to highlight any of the year group tracking sheets for a particular child depending upon how the lesson/ puzzle (unit of work) has been differentiated. This would support the tracking of which concepts/ knowledge has been taught so by the end of primary, the full range of Jigsaw materials will have been experienced by each child, and development against key concepts in each puzzle will have been assessed. (See example below for grids for Ages 5-6 and 9-10).

Ages 5-6

### Jigsaw Summative Assessment: Tracking Pupil Progress

Child's name	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
<b>Puzzle 1 Being Me in My World</b>		I can tell you something positive that I like about being in my class.  I can say how I help make my class a happy and safe place.	I can explain why my class is a happy and safe place to learn.  I can give different examples where I or others make my class happy and safe.	I can explain why I have a right to learn in a happy and safe class.  I can explain how everyone in my class has responsibilities to make our class happy and safe.	
<b>Puzzle 2 Celebrating Difference</b>		I can talk about one thing that makes me different from my friends and one thing that we have in common.  I can tell you ways that I could be kind to other people in my class.	I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.  I can explain what bullying is and how being bullied might make somebody feel.	I can explain why being unique and special is important.  I can explain why bullying might happen and I can offer strategies to help the person who is being bullied.	
<b>Puzzle 3 Dreams &amp; Goals</b>		I can tell you about a challenge and what I did well.  I can say why a challenge made me feel good about myself.	I can explain how I feel when I am successful and how this can be celebrated positively.  I can say why my internal treasure chest is an important place to store positive feelings.	I can explain what helped me to succeed in a learning challenge and explain how this made me feel.  I can explain why it is important to store positive feelings in my internal treasure chest and how this can help me in my future learning.	
<b>Puzzle 4 Healthy Me</b>		I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy.  I know that my body is special and I need to take care of it.	I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.  I can give examples where being healthy can help me feel happy.	I can explain many ways that my body is amazing and how the different things I do, keep it safe and healthy.  I can suggest how my body might come to harm if I make unhealthy choices.  I can explain how healthy choices affect the way I feel about myself and help to make me happy.	





Child's name	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
<b>Puzzle 1 Being Me in My World</b>		<p>I can give some examples of people in my country who have different lives to mine.</p> <p>I can tell you why being part of a community is positive and why it is important that the community is a fair one.</p>	<p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>I can evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community.</p> <p>I can explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/or from a community context.</p>	
<b>Puzzle 2 Celebrating Difference</b>		<p>I can give some examples of bullying behaviours including direct and indirect types and explain how this might make people feel.</p> <p>I can tell you why it is important to respect my own and other people's cultures.</p>	<p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>I can consider a range of bullying behaviours and explain the impact these may have on everyone involved. I can also explain the different roles that people have within each scenario and offer solutions to try to resolve the situation.</p> <p>I can recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour. I can suggest why some people are the victims of bullying/discrimination and why respect is an important value.</p>	
<b>Puzzle 3 Dreams &amp; Goals</b>		<p>I can tell you about my dreams and goals and also some that young people from different cultures might have.</p> <p>I can tell you how I feel about my dreams and goals.</p>	<p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>I can explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this.</p> <p>I can evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this.</p>	

### Top tips for delivering Jigsaw to mixed age classes

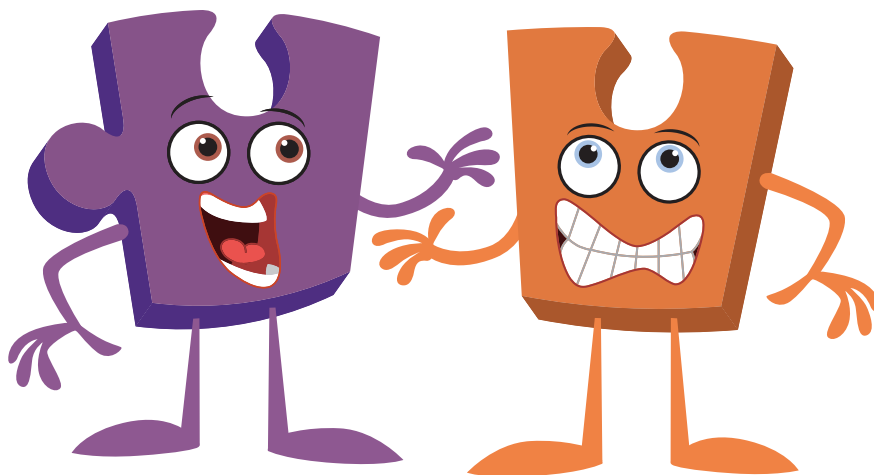
- Consider how other curriculum areas in your school are taught - are there any models that you think will fit in a similar way to PSHE?
- Check how the timetabling of PSHE will affect your ability to plan and teach to different classes. Will you be able to use additional spaces in the school, extra adult support etc?
- You will need to use the Jigsaw Friend that matches the Jigsaw teaching as the lessons and resources will refer to them in pictures and by name. If you are using lessons from different Age Groups' planning with one class, there is no reason why you cannot have 2 Jigsaw Friends together in the classroom.
- When using the end of Puzzle Summative Assessments, you may find that the younger children may be working towards, rather than working at for the statements if the current year's cycle is for the older age group, and then of course working beyond for older children on the years when using the younger age groups statements.
- Some schools are successfully delivering the Connect Us and Calm Me Time together, then splitting into smaller groups for the more focussed content part of the lesson where they feel the content needs to be more tailored to children of different ages, and then coming back together for Let Me Reflect (depending on level of discussion on content).
- The Knowledge Organisers, Summative Assessment sheets and Puzzle Maps are all useful tools for mapping the teaching and learning opportunities of different cohorts. The editable versions mean that schools can personalise them for each child, showing what has been delivered and where they feel more content may be necessary in future classes.



## Acknowledgements

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March 2023





# Example of a small schools' delivery of RSHE lessons Two Year Cycle by Theme

## Being Me In My World

This is a split into a 2 year delivery model - Year A and Year B. There are common themes throughout the puzzle and it is designed to set the classroom environment for the year.

For the youngest children, it is most straightforward not to split the 2 year groups, so Year A will be delivery of the Age 5-6 puzzle and Year B will be delivery of the 6-7 puzzle.

The Key Stage 2 groups have been split between the relevant Year groups so that there is suitable challenge for the learners.

All puzzles have assessment and show how the lessons meet the RSHE guidelines and statements.

### KS1 - Years 1 and 2

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 5 - 6	1	Special and Safe	H7
Ages 5 - 6	2	My Class	R7,14
Ages 5 - 6	3	Rights and Responsibilities	R9,12,14,16
Ages 5 - 6	4	Rewards and feeling proud	H2,3
Ages 5 - 6	5	Consequences	H4
Ages 5 - 6	6	Owning our Learning Charter Assessment	R12,16

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 6 - 7	1	Hopes and Fears for the Year	H2,3
Ages 6 - 7	2	Rights and Responsibilities	R12,14,16,19,25,32
Ages 6 - 7	3	Rewards and Consequences	R12,14,15,16
Ages 6 - 7	4	Rewards and Consequences	R12,14,15,16
Ages 6 - 7	5	Our Learning Charter	R12,13,14
Ages 6 - 7	6	Owning our Learning Charter Assessment	R12,13,14

## Notes

Lesson 1 sets the Jigsaw Charter for the year and also introduces the Jigsaw friend for the year. In Year A this is Jigsaw Jack, in Year B it is Jigsaw Jo. These could be substituted for whichever friends you have if you don't have all of them.

The lessons and aims are very similar for both year groups and so it is probably easiest to run the lessons exactly as planned and rotate each year. There doesn't seem to be any advantage to swap lessons around - particularly as previous lesson material is used throughout the puzzles and referred back to in the assessment lesson (lesson 6).



## Lower KS2 - Years 3 and 4

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 7 - 8	1	Getting to know each other	R7,8,9
Ages 7 - 8	2	Our nightmare school	R12,32 H2,3
Ages 7 - 8	3	Our Dream School	R13,16 H2,3
Ages 8 - 9	4	Rewards and Consequences	R14,19
Ages 8 - 9	5	Our Learning Charter	R13,25
Ages 8 - 9	6	Owning our Learning Charter Assessment	

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 8 - 9	1	Becoming a class team	R7,8,9 H2,3
Ages 8 - 9	2	Being a school citizen	R11,12,14
Ages 8 - 9	3	Rights, Responsibilities and Democracy	R12,16
Ages 7 - 8	4	Rewards and Consequences	R21
Ages 7 - 8	5	Our Learning Charter	R14,19
Ages 7 - 8	6	Owning our Learning Charter Assessment	R14,19,25

### Notes

Lesson 1 starts with setting the charter and introducing Jigsaw friends. In Year A this is Jigsaw Jino, in Year B this is Jigsaw Jaz.

The lessons follow a very similar pattern. The lessons have been split in a straight 3:3 to allow for the age differences in the class. There will be 3 lessons aimed at the younger Year 3 children, and 3 lessons at Year 4.

Both Year A and Year B have an assessment opportunity that allows for progress to be captured.



## Upper KS2 - Years 5 and 6

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 9- 10	1	My Year Ahead	R16 H2,3
Ages 9 - 10	2	Being a Citizen of my Country	R12,14,15
Ages 9 - 10	3	Responsibilities	R12,13,14
Ages 10 - 11	4	The Learning Charter	R12,13,14,25 H4
Ages 10 - 11	5	Our Learning Charter	R7,12,13,16
Ages 10 - 11	6	Owning our Learning Charter Assessment	R12,13,16

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 10 - 11	1	My Year Ahead	
Ages 10 - 11	2	Being a Global Citizen 1	R12 H2,3
Ages 10 - 11	3	Being a Global Citizen 2	R12 H2,3
Ages 9 - 10	4	Rewards and Consequences	R14 H7
Ages 9 - 10	5	Our Learning Charter	R14
Ages 9 - 10	6	Owning our Learning Charter Assessment	R12,13,14

### Notes

As with previous years, the lessons are all similar, so the 3:3 split is in place to take into account the different ages within the class.

Half the lessons are Year 5 lessons, half are Year 6.

Both Year A and Year B have an assessment opportunity that allows for progress to be captured.



## Celebrating Difference

There is a 2 year delivery model - Year A and Year B

Every puzzle still consists of 6 lessons, split between the relevant year groups where possible.

The lesson numbers refer to the lessons on the portal/in the scheme of work for the relevant year groups.

All years have an assessment which is fit for purpose and will demonstrate progress.

The relevant RSHE references are included in the final column.

### KS1 - Year 1 and 2

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 5 - 6	1	The same as...	R5, R12, R16
Ages 5 - 6	2	Different from...	R12, R16, H7, H8
Ages 5 - 6	3	What is bullying?	R17, R29, H7, H8
Ages 5 - 6	4	What do I do about bullying?	R17, R29, R31, R32, H9
Ages 5 - 6	5	Making new friends	R2, R8, R9, R10, R11, R13, R19, R25
Ages 5 - 6	6	Celebrating difference; Celebrating Me Assessment	R12, H2, H3

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 6 - 7	1	Boys and girls	R18, H2, H3
Ages 6 - 7	2	Boys and girls	R18, H17
Ages 6 - 7	3	Why does bullying happen?	R17, R21, R22, H8, H13, H15
Ages 6 - 7	4	Standing up for myself and others	R11, R13, R16, R20, R30, R31, R32, H4, H9
Ages 6 - 7	5	Gender Diversity	R9, R12, R13, R14, R16, R19, R25, H2, H3, H7
Ages 6 - 7	6	Celebrating difference and still being friends Assessment	R7, R8, R10, R12, R14, R16, R19, R25, H2, H3

### Notes

The Year 1 (ages 5- 6) scheme for this puzzle asks the children to colour in a different piece of clothing for a gingerbread man template each lesson. The figure is completed in lesson 6. It is therefore very difficult to split the lessons between Year A and Year B so better to deliver each year group in full and alternate each year.

Age 6 - 7 lesson 5 introduces the concept of gender diversity and asks the children to understand that it is okay to be different; to consider stereotyping of genders and learn how to be a good friend. There is no mention of the term trans. The lesson would therefore be suitable for the younger children in a mixed age class when taught in Year B.



## Lower KS2 - Years 3 and 4

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 7 - 8	3	Witness and feelings	R11, R17, R31, H8, H9
Ages 7 - 8	4	Witness and solutions	R11, R17, R31, R32, H8, H9
Ages 8 - 9	3	Understanding Bullying	R11, R16, R22, R31, R32, H7, H8, H9, H13
Ages 8 - 9	4	Problem Solving	R30
Ages 7 - 8	5	Words that harm	R9, R10, R12, R13, R14, R16, R17, R18, R20, R21, R23, R25, R30, H7, H8, H13, H15
Ages 7 - 8	6	Celebrating Difference Compliments Assessment	R7, R12, R15, R16, H2, H3

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 7 - 8	1	Boys and girls	R1, R2, R3, R4
Ages 7 - 8	2	Boys and girls	R5, R6, H4, H9
Ages 8 - 9	1	Why does bullying happen?	R13
Ages 8 - 9	2	Standing up for myself and others	R11, R12, R13, R20, R21, R22, R25, H7
Ages 8 - 9	5	Gender Diversity	R15, R16, H4
Ages 8 - 9	6	Celebrating difference and still being friends Assessment	R15, R16, H2, H3

## Notes

In order to deliver lessons that combine ages, the 2 years have been split by topic instead. Year A focuses on bullying including the role of witnesses. Year B focuses on different types of families; assumptions we make based on appearances and the importance of trying not to stereotype.



## Upper KS2 - Years 5 and 6

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 9 - 10	1	Different Cultures	R12, R16, R18
Ages 9 - 10	2	Racism	R12, R31, H4
Ages 9 - 10	3	Rumours and name-calling	R6, R9, R10, R29, R30, R32, H2, H3, H7, H9
Ages 9 - 10	4	Types of bullying	R9, R10, R17, R32, H7, H8, H9
Ages 9 - 10	5	Does money matter?	H9
Ages 9 - 10	6	Celebrating difference across the world Assessment	R13, R15

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 10 - 11	1	Am I normal?	R15, H4, H7, H10
Ages 10 - 11	2	Understanding Difference/ Gender Identity	R3, R12, R18, R19, H7, H10
Ages 10 - 11	3	Power struggles	R11, R21, R25, R31, R32, H7, H13, H17
Ages 10 - 11	4	Why bully?	R11, R17, R30, R31, H8, H13, H17
Ages 10 - 11	5	Admiration Accolades	R12, R13
Ages 10 - 11	6	Celebrating difference Assessment	R13, R16, H2, H3

### Notes

For these age groups the themes are very similar. Both focus on difference, diversity and bullying.

Ages 9 - 10 explores racism and different cultures across the world. Lessons 3 and 4 are linked - lesson 4 uses a resource created in lesson 3.

Ages 10 - 11 explores what 'being normal' means; understanding disability and gender identity

There is no advantage to split these lessons between the year groups. It would be best to deliver this puzzle as the complete 9 - 10 puzzle in Year A and the 10 - 11 puzzle in Year B.





## Dreams & Goals

There is a 2 year delivery model - Year A and Year B

Every puzzle still consists of 6 lessons, split between the relevant year groups where possible.

The lesson numbers refer to the lessons on the portal/in the scheme of work for the relevant year groups.

All years have an assessment which is fit for purpose and will demonstrate progress.

The relevant RSHE references are included in the final column.

### KS1 - Year 1 and 2

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 5 - 6	1	My treasure chest of success	H1
Ages 6 - 7	2	My learning strengths	R15, R30
Ages 6 - 7	3	Learning with others	R12, R13, R14, R16
Ages 5 - 6	3	Achieving together: Dream Wellies	R12, R16
Ages 5 - 6	4	Stretchy Learning: Stretchy flowers	
Ages 5 - 6	6	Celebrating my success Assessment	H3

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 6 - 7	1	Goals to success	H2, H3
Ages 5 - 6	2	Steps to goals	
Ages 5 - 6	5	Overcoming obstacles	R30 H4
Ages 6 - 7	4	Group challenge: Dream birds	R13, R14, R16, R19
Ages 6 - 7	5	Continuing group challenge	R14, R16, R19, H2, H3
Ages 6 - 7	6	Celebrating our achievement Assessment	R19, H4

### Notes

This arrangement offers a 4:2 split between the age groups but allows for continuity and assessments that cover the content taught through the 6 lessons.

It also allows for contributions to the Garden of Dreams and Goals end of puzzle outcome if required.



## Lower KS2 - Years 3 and 4

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 8 - 9	2	Broken dreams	
Ages 8 - 9	3	Overcoming disappointment	R12
Ages 7 - 8	3	A new challenge: Garden design	
Ages 7 - 8	4	Our new challenge: Garden design	
Ages 7 - 8	5	Our new challenge: overcoming obstacles	R14, R15, H2, H3
Ages 7 - 8	6	Celebrating my learning Assessment	R13, H2, H3

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 7 - 8	1	Dreams and Goals	H2, H3
Ages 7 - 8	2	My dreams and ambitions	
Ages 8 - 9	1	Hopes and Dreams	R30 H4
Ages 8 - 9	4	Creating new dreams	R13, R14, R16, R19
Ages 8 - 9	5	Achieving goals: potato people	R14, R16, R19, H2, H3
Ages 8 - 9	6	We did it! Assessment	R19, H4

### Notes

Some of the lessons in each year group are linked together, so this 2:4 split allows for that and also mixes the age group lessons to allow for the differences within the group.

The focus is on resilience and teamwork across the 2 years.



## Upper KS2 - Years 5 and 6

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 9 - 10	1	When I grow up (my dream lifestyle)	H2, H3
Ages 9 - 10	2	Investigate jobs and careers	
Ages 9 - 10	3	My dream job - why I want it and the steps to get there	R15
Ages 10 - 11	4	Helping to make a difference	R12, R13, H7
Ages 10 - 11	5	Helping to make a difference	R16, H4
Ages 10 - 11	6	Recognising our achievements Assessment	R16

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 10 - 11	1	Personal learning goals	R15
Ages 10 - 11	2	Steps to success	
Ages 10 - 11	3	My dream for the world	H2, H3
Ages 9 - 10	4	Dreams and goals of young people in other cultures	R16
Ages 9 - 10	5	How can we support each other?	R12
Ages 9 - 10	6	Rallying support Assessment	R12

### Notes

This is a straightforward 3:3 split between the two year groups so should be simple to implement within the two year model. The final 3 lessons in both year A and year B ask the children to devise a fundraising activity/charity event.



## Healthy Me

There is a 2 year delivery programme for each group - Year A and Year B

Groups are split into KS1 (Years 1 and 2)

Lower KS2 (Years 3 and 4)

Upper KS2 (years 5 and 6)

All puzzles still consist of 6 lessons

All puzzles have an assessment in lesson 6.

### KS1 - Year 1 and 2

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 5 - 6	1	Being Healthy	H1,2,5,6,18,19,28
Ages 5 - 6	2	Healthy choices	H1,3,5,6,18,19,22,23,28
Ages 5 - 6	3	Clean and healthy	H6,18,30
Ages 6 - 7	4	Healthy Eating	H5,6,22,23,24
Ages 6 - 7	5	Healthy Eating	H5,6,18,22,23,24
Ages 6 - 7	6	Happy Healthy Me! Assessment (Food theme)	H5,6,18,20

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 6 - 7	1	Being healthy	H5,6,18,19,20
Ages 6 - 7	2	Being relaxed	H1,2,3,6,12,18,19,28
Ages 5 - 6	3	Medicine safety	H6, H18
Ages 6 - 7	4	Medicine safety	H6,18,21,25
Ages 5 - 6	5	Road safety	H6,18,21
Ages 5 - 6	6	Happy, Healthy Me! Assessment (Ways of keeping healthy)	R15 H5,6,18,24,30

### Notes

Year A has a focus on hygiene and healthy eating. The assessment activity leads on from the lessons on healthy eating.

Year B has a focus on medicines and road safety. There are 2 medicines lessons in Year B - one is from the age 5-6 puzzle and the second from the age 6 - 7 puzzle. The assessment looks at a number of ways of keeping healthy linked to the lessons delivered.



## Lower KS2 - Years 3 and 4

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 7 - 8	1	Being fit and healthy	H5,6,18,19,20,22,23,24
Ages 7 - 8	2	Being fit and healthy	H5,6,18,19,20,22,23,24,28
Ages 7 - 8	3	What do I know about drugs?	H17,21,25
Ages 8 - 9	3	Smoking	R30,31, H21,25,26
Ages 8 - 9	4	Alcohol	R30,31,32, H21,24,25,26
Ages 7 - 8	6	Happy Healthy Me! Assessment (Food theme)	R15 H1,6,18,19,21

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 8 - 9	1	My friends and Me	R7,8,11,13 H2,3
Ages 8 - 9	2	Group dynamics	R8,10,11,13,19,20,21, 22,25
Ages 7 - 8	4	Being safe	R22,23,24,25,26,28,29, 30,31,32 H2,3,9,11,17,21
Ages 7 - 8	5	Safe or unsafe	R20,21,22,23,24,25,26,28, 29,30,31,32 H9,11,21
Ages 8 - 9	5	Healthy friendships	R8,9,10,11,12,13,16,20, 25,29,32 H1,4
Ages 8 - 9	6	Celebrating my inner strength and assertiveness Assessment	R11,12,14,15,16,19,22,25

### Notes

The lessons are split to include both age groups. Year A has a drug education theme. The assessment lesson 6 in Year A leads on from the age 7 - 8 being fit and healthy lessons.

Year B assessment is based on the relationships and friendships lessons in the age 8 - 9 lessons.



## Upper KS2 - Years 5 and 6

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 9 - 10	1	Smoking	H21,24,25
Ages 9 - 10	2	Alcohol	H21,24,25
Ages 9 - 10	3	Emergency aid	R31,32 H9,21,32,33
Ages 9 - 10	4	Body image	R12,15,16,18,25,27 H10,21
Ages 9 - 10	5	My relationship with food	R15 H4,10,21
Ages 9 - 10	6	Healthy Me (debate) Assessment	H1,2,3,4,5,6,10,18, 19,21,21

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 10 - 11	1	Taking responsibility for my health and wellbeing	R15,27,31,32 H1,5,6,7,9,10,17,18, 19,21,24,31
Ages 10 - 11	2	Drugs	R31,32 H2,3,8,9,10,17,21,24,25
Ages 10 - 11	3	Exploitation	R7,11,25,31,32 H8,9,10,17,21
Ages 10 - 11	4	Gangs	R7,11,25,31,32 H8,9,10,17,21
Ages 10 - 11	5	Emotional and mental health	H1,4,5,6,7,9,10,12,17,18,1 9,21,28
Ages 10 - 11	6	Managing stress and pressure Assessment	R15,19,27,30,31,32 H1,4,5,6,7,9,10,12,17,18, 19,20,21,28

### Notes

Because the lessons in these 2 year groups are so varied, it makes sense to leave them as they are and alternate teaching ages 9 - 10 in Year A and ages 10 - 11 in Year B



## Relationships

There is a 2 year delivery model - Year A and Year B

Every puzzle still consists of 6 lessons, split between the relevant year groups.

The lesson numbers refer to the lessons on the portal/in the scheme of work for the relevant year groups.

All years have an assessment which is fit for purpose and demonstrate progress.

### KS1 - Years 1 and 2

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 5 - 6	1	Families	R1,2,3,4
Ages 5 - 6	2	Making friends	R7,8,9,10,11,12
Ages 5 - 6	3	Greetings	R14,19,25,26,27,28
Ages 6 - 7	4	Secrets	R6,16,19,20,22,26,31,32 H2,3
Ages 6 - 7	5	Trust and appreciation	R11,12,13,16,31 H2,3
Ages 6 - 7	6	Celebrating my special relationships Assessment	R8 H2,3

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 6 - 7	1	Families	R1,2,3,4,5,6
Ages 6 - 7	2	Keeping safe - exploring physical contact	R16,19,25,27,28,29,30,32
Ages 6 - 7	3	Friends and conflict	R7,9,10,12,16 H15
Ages 5 - 6	4	People who help us	R11,16,19,25,28,32 H4
Ages 5 - 6	5	Being my own best friend	R9,10,11,15,31 H3,6
Ages 5 - 6	6	Celebrating my special relationships Assessment	R12,13,16 H2,6

### Notes

The focus in Year A is on different types of families and early, age appropriate, lessons on consent and learning who to trust.

In Year B there are lessons on different types of families and what makes a family, appropriate touch and friendships.

The 3:3 split allows for the age differences within the group.



## Lower KS2 - Years 3 and 4

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 7 - 8	1	Family roles and responsibilities	R1,2,3,4
Ages 7 - 8	2	Friendship	R7,8,9,10,12,19 H2,3
Ages 7 - 8	3	Keeping myself safe online	R11,17,20,21,22,23,24,25, 36,32, H9,11,12,13,14,15,16,17
Ages 8 - 9	4	Getting on and falling out	R7,8,9,10,11,12,13,14,16,1 9,25,32 H7
Ages 8 - 9	5	Girlfriends and boyfriends	R8,9,12,13,14,16
Ages 8 - 9	6	Celebrating my relationships with people and animals Assessment	R2,4,9,12,16,19,25

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 8 - 9	1	Jealousy	R6
Ages 8 - 9	2	Love and loss	R6 H2,3,7,9
Ages 8 - 9	3	Memories	H4,10
Ages 7 - 8	4	Being a global citizen 1	
Ages 7 - 8	5	Being a global citizen 2	
Ages 7 - 8	6	Celebrating my web of relationships Assessment	R13,16

### Notes

A straightforward 3:3 split of lessons across the 2 years takes into account the spread of ages.

Year A focuses on friendships, getting on and falling out, the start of romantic relationships and keeping safe online.

Year B looks at wider issues around relationships such as loss, bereavement, separation, jealousy and being a global citizen.



## Upper KS2 - Years 5 and 6

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 9 - 10	1	Recognising Me	R13,15 H2,3,4,7
Ages 9 - 10	2	Safety with online communities	R11,12,13,14,16,17,20, 21,22,23,24,25,26,29, 31,32 H8,9,10,11,12,13,14,15, 16,17
Ages 9 - 10	3	Being in an online community	R12,13,14,16,19,20,21, 22,23,24,26,29 H8,9,10,11,12,13,14,15, 16,17
Ages 10 -11	4	Power and control	R8,9,10,13,17,19,25,26,28, 30,31,32 H8,9,17
Ages 10 -11	5	Being online - real or fake? Safe or unsafe?	R11,13,20,21,22,23,24,25, 26,28,29,32 H11,12,13,14,15,16,17
Ages 10 -11	6	Using technology responsibly Assessment	R13,21,22,23,24,25,26, 28,32 H11,12,13,14,15,16,17

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 10 - 11	1	What is Mental Health?	R27,32 H1,4,5,6,7,9,10,17,18,21
Ages 10 - 11	2	My Mental Health	R15,27,32 H1,4,5,6,7,9,10,17,18,21
Ages 10 - 11	3	Love and loss	R32 H2,3,4,7,9,10,17
Ages 9 - 10	4	Online gaming	R12,13,14,19,20,21,22, 23,24, H11,12,13,14,15,16,17
Ages 9 - 10	5	My relationship with technology: screen time	R12,13,14,20,21,22,23,24 H5,11,12,13,14,15,16,17
Ages 9 - 10	6	Relationships and Technology Assessment	R11,12,13,14,20,21,22, 23,24 H1,11,12,13,14,15,16,17

### Notes

Another straightforward 3:3 split of lessons.

Year A considers online relationships and safety throughout and teaches children how to be aware of their own use of technology.

Year B also considers some elements of online safety and relationships but also covers how to support mental health.



## Changing Me

This is a straightforward split into a 2 year delivery model - Year A and Year B. There is only a small change in Years 5 and 6 to ensure that conception is taught before pregnancy and birth. As conception sits in a Year 5 lesson when the scheme is used in bigger schools, there should not be an issue.

There are a couple of alternative lessons in this puzzle - 'Having a Baby' lesson in Year 4 and 'Boyfriends and Girlfriends' in Year 6. This could allow for flexibility depending on the age split/maturity of classes or school policy.

The 3 Sex Education lessons are highlighted as parents could request their children are withdrawn. There is no right to withdraw children from Statutory Puberty lessons as they are part of the Health Education Statutory Curriculum as of September 2021.

Every puzzle still consists of 6 lessons, split between the relevant year groups and an assessment opportunity to measure progress.

Jigsaw recommend that in the first year of delivery for a small school, they start with the Sex Education lessons so they are delivered prior to starting Secondary School. These lessons are therefore found in Year A.

### KS1 - Year 1 and 2

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 5 - 6	1	Life Cycles	R1,6
Ages 5 - 6	2	Changing Me	H4
Ages 5 - 6	3	My changing Body	
Ages 6 - 7	4	Boys' and Girls' bodies	R26,27,29 H34
Ages 6 - 7	5	Assertiveness	R15,19,25,26,29, 30, 31, 32
Ages 6 - 7	6	Looking ahead Assessment	H2,3

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 6 - 7	1	Life Cycles in Nature	
Ages 6 - 7	2	Growing from young to old	
Ages 6- 7	3	The Changing Me	H34
Ages 5 - 6	4	Boys' and Girls' bodies	R19,25,26,27,29 H34
Ages 5 - 6	5	Learning and Growing Puzzle outcome: Flowers	R15
Ages 5 - 6	6	Coping with changes Assessment	R32 H2,

## Notes

Boys' and Girls' bodies lessons (lesson 4 for years A and B) both ask children to learn the names of 'private' parts - penis, testicles, vulva, vagina and anus alongside other body parts, and use the same images in both year groups, so can be interchangeable.

Year B lesson 6 uses Jigsaw Jack (the Year 1 friend) as the example in the story.



## Lower KS2 - Years 3 and 4

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 7 - 8	1	How Babies Grow	H2,3
Ages 7 - 8	2	Babies	H2,3
Ages 7 - 8	3	Outside body changes	H2,3,34
Ages 8 - 9	4	Circles of change Puzzle outcome	H4
Ages 8 - 9	5	Accepting Change	H2,3
Ages 8 - 9	6	Looking ahead Assessment	

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 8 - 9	1	Unique Me	R1,2,3,4,27
Ages 8 - 9	2	Having a Baby*	R1,2,3,4,26 H34
Ages 7- 8	3	Inside Body changes	R27, H2,3,34
Ages 8 - 9	4	Girls and Puberty	R26 H34,35
Ages 7- 8	5	Family Stereotypes	R1,2,3,4,18, H2,3
Ages 7- 8	6	Looking Ahead Assessment and Puzzle Outcome - ribbons	H2,3

## Notes

\*Lesson 2 in Year B (Having a baby). There are 2 versions of this lesson on the Portal. **Lesson 2 refers to sexual intercourse and is therefore a Sex Education lesson.** Parents need to know this as they could request their child is withdrawn from this lesson. Lesson 2a describes the responsibilities of parenthood and decisions that should be made before having a baby. You can choose which lesson to use depending on your school policy, class and the mix of ages they are. Lesson 2a does not describe sexual intercourse so is not a sex education lesson.

## Upper KS2 - Years 5 and 6

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 10 - 11	1	My Self Image	R15,27, H1,4,6,7,9,10
Ages 10 - 11	2	Puberty**	R30,32 H9,34,35
Ages 9 - 10	4	Conception***	H34
Ages 10 - 11	3	Babies: conception to birth**** Assessment	R1,4,32 H9,35
Ages 10 - 11	5	Real self and Ideal self	R13,15,16,19,27 H1,4,6,9,10
Ages 10 - 11	6	The Year Ahead	H2,3,4,6,9,10

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 9 - 10	1	Self and body Image	R15,25,26,27, H5,6,10,18
Ages 9 - 10	2	Puberty for Girls	H34
Ages 9 - 10	3	Puberty for Boys	H2,3,34
Ages 10 - 11	4	Boyfriends and Girlfriends*	
Ages 9 - 10	5	Looking Ahead 1 And Puzzle outcome	H4,34
Ages 9 - 10	6	Looking Ahead 2 Assessment	H1,4

### Notes

In order to allow for an assessment in both years, and to ensure that the Conception lesson comes before the Pregnancy and birth lesson, just one lesson has been swapped between the Years A and B.

\*Lesson 4 in Year B has an alternative available. Lesson 4 deals with sexting. Lesson 4a is about adolescent relationships and assertiveness when starting at Secondary school and could be more suitable depending on the composition of the class.

\*\*Lesson 2 in Year A is designed to last longer than the normal one hour and includes common worries linked to puberty and Q and A.

\*\*\*Conception lesson is a Sex Education lesson

\*\*\*\*Babies - Conception to Birth is a Sex Education lesson

