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Next Review 2026

Water Orton Primary School – RSE Policy

Intent

At Water Orton Primary School, we encourage children to become confident and competent mathematicians. We aim to equip children with essentials skills for life that they can apply to a wide range of contexts. Teachers aim to deliver maths content with enthusiasm to foster a love of maths in the children who are in our care. Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject (National Curriculum 2014).

At Water Orton we have a positive and reassuring whole school approach to Relationships Education, Relationships and Sex Education (RSE) and Health Education not only in lessons but through the attitude of our staff and students our ethos and our commitment to equality both within and outside of the classroom.

We recognise the importance of taking a consistent whole school approach to the Relationships Education, Relationships and Sex Education (RSE) and Health Education not only in lessons but through the attitude of our staff, pupils, school ethos and our commitment to equality both within and outside of the classroom.

Through our teaching of RSE, we ensure that:

- our school will be delivering PSHE lessons through the Jigsaw Programme that will fully meet the DfE requirements for the statutory Relationships and Health Education 2020.It was also created through consultation with our staff, board of governors, and most importantly with our pupils and parents. We are determined that the subject will be deliverable and give us flexibility to shape our curriculum according to the needs of our pupils and communities.
- Furthermore, the Jigsaw free update policy means that if anything is added to the DfE guidance in the future, which Jigsaw does not currently cover, then they will write new materials to ensure that our school always maintains full coverage.
- It will be reviewed on a regular basis every year to ensure that it reflects the attitudes and belief of the school population and remains up to date with both current guidance from Government and the DfES but also remains relevant to the experiences of our pupils.
- We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education (RSE) and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. 8. As a school we recognise that today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also

challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

- We appreciate as a school that the Dfe guidance has depth and breadth of views that are clear, and there are understandable and legitimate areas of contention. Their guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.
- We are clear that parents and carers are the prime educators for children on many of these matters. As a school we will complement and reinforce this role and build on what pupils learn at home as an important part of delivering a good education. We aim to deliver outstanding provision to support the personal development and pastoral needs of our pupils.
- We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.
- In our school, we want the PSHE topics put in place to be the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.
- As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.
- Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.
- We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice based language.
- Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as; naming their body parts, puberty, menstruation, masturbation, the variety of family structures, gay marriage, gender identity, gender equality, sexuality, contraception, forced- marriage and FGM. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.
- We understand that all of this content should support the wider work of our school in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

What the children will learn in RSE:

- The aims of PSHE and RSE at Water Orton Primary School are to: Promote the spiritual, moral, cultural, mental and physical development of all pupils. Prepare pupils for the opportunities, responsibilities and experiences of later life. Encourage pupils to value themselves and others. Allow pupils to acknowledge and appreciate difference and diversity. Teach pupils how to make informed choices. Prepare pupils to be positive and active members of a democratic society. Teach pupils to understand what constitutes a safe and healthy lifestyle. Provide a framework in which sensitive discussions can take place. Promote safety in forming and maintaining relationships. Provide pupils with a toolkit for understanding and managing their emotions. Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others. Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online. Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene. Help pupils develop feelings of self-respect, confidence and empathy. Create a positive culture around issues of sexuality and relationships. Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory Requirements: Relationship Education:

- At Water Orton Primary School, we teach PSHE and RSE as set out in this policy. The Department for Education is introducing Relationships Education for primary pupils from September 2020. It will also be compulsory for all schools to teach Health Education.
- We at Water Orton Primary School understand that Relationships Education can include LGBT relationships. We will ensure that: The needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We will comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst protected characteristics. We expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum. When the time is considered appropriate to teach our pupils about LGBT then we will ensure that this content is fully integrated into our programmes of study for this area rather than deliver it as a stand-alone lesson.
- Parents do not have the right to withdraw their children from Relationships Education.
- Water Orton Primary School and Jigsaw the mindfulness approach to PSHE has the philosophy that all children should be valued and include. The Jigsaw scheme therefore includes images of many different family compositions in lessons on family relationships.

Health Education:

- The Department for Education defines relationships education as, teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. However, we believe comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity.
- It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

- Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours. 28. It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.
- In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.
- We understand that this consists of x35 outcomes (DfE guidance pages 32-35) that pupils should know 'by the end of primary school'. These will be built into our PSHE age-appropriate scheme of work through the Jigsaw Programme.
- The 'Changing adolescent body' section (page 35) has 2 outcomes relating to understanding puberty. We understand that PUBERTY WORK IS STATUTORY and we will cover this both through the Jigsaw Scheme and as part of our Science Lessons.

Non- statutory: Sex Education:

- At Water Orton we understand that Sex Education is not statutory, however we understand as a school that pupils need a sex education programme that is tailored to the age and the physical and emotional maturity of our pupils (Dfe guidance page 23).
- Jigsaw concludes that Sex Education in primary schools consists of 'human reproduction' as puberty work which is now included in statutory Health Education.
- Jigsaw covers this within their scheme during Years 4, 5 and 6. 35. As a school we are aware that if we teach this within RSHE/PSHE then parents have the right to withdraw their children from these lessons (Dfe guidance page 17 Para.41). We will inform parents of this right, consult with them, as well as explain what we intend to teach. We are also aware that some children therefore may not receive this teaching before they go to secondary school.
- At Water Orton Primary School, we will use the Jigsaw 'Changing Me' lessons which will make it easier for us to identify which lessons the parental 'right to withdraw' applies (see the grids below). We will make this clear to parents through written form and make it available on our website for parents to view and make an informed decision.
- We are also aware that Year 5 National Curriculum Science offers the opportunity to teach reproduction in a mammal. Parents do not have the right to withdraw from National Curriculum Science.
- Through these subjects we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. At Water Orton primary School, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have made regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

Defining Sex Education at Primary School:

- Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, Sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

- As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools already choose to teach some aspects of sex education and will continue to do so.
- We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.
- In our school sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle set out in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls and boys bodies function and change as they grow into adults.
- We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.
- We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

Implementation

- In school we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education (RSE) and Health Education (England) Regulations 2020 for primary schools with a whole school approach. Across all year groups we deliver Jigsaw PSHE as the programme is based on a spiral curriculum beginning in reception, building on key messages through to year 6. We also use Protective Behaviours: Taking Care Programme as recommended by Warwickshire's Safeguarding Children's Board.
- Staff teach RSE beginning in reception, building on key messages through to year 6. Both Jigsaw and Taking Care are delivered by the classroom teacher.
- The website www.jigsawpshe.com offers ongoing support and training to all staff to ensure they are confident and competent to deliver the materials appropriately and safely. This includes training around safeguarding and answering children's questions age appropriately.
- We believe it is important that this material is delivered by the classroom teacher as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum; we believe it is important that all staff are able to deliver this material to their class also. Furthermore, our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their form vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class. We do however supplement our lessons by inviting other professionals to talk with children from time to time; for example, school nurses delivering sessions on puberty.

Protective Behaviours (Also known as 'Taking Care'):

- Protective Behaviours is a practical and down to earth approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children to recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours Process encourages an adventurous approach to life which satisfies the need for fun and excitement without violence and fear.
- Theme 1: We all have the right to feel safe all of the time. Theme 2: We can talk with someone about anything, even if it feels small or awful.
- Protective Behaviours using a Rights and Responsibility approach and encourages children to recognise their Early Warning Signs (EWS) and develop their own support networks of safe adults who they can share their worries with.
- Protective Behaviours is delivered across the entire school from Reception to Year 6. There are four lessons in each year group. These lessons are delivered as part of the PSHE curriculum in the first half of the Autumn term across all year groups in the school.
- **An overview of the Programme Content for EYFS/infants:**

Protective Behaviours - Taking Care Programme Infants: Reception, Year 1 & Year 2				
Reception	**Feelings:** There is no such things as good or bad feelings **Theme 1,**	**Body Awareness:** Naming Private body parts: Penis, Vulva, & anus. mouths are private too	**EWS/Scary body feelings:** identifying children's EWS	**Telling & Secrets: Theme 2,** Children will construct their own support networks hands.
Year 1	**Feelings:** Feelings are feelings, not good or bad, it is how we behave when we have feelings that matters **Theme 1.**	**Unsafe Feelings & Body Awareness:** Our bodies warn us f we feel unsafe - we call these feelings EWS	**Body Privacy & Secrets:** Naming Private body parts: Penis, Vulva, & anus. mouths are private too. Safe & unsafe secrets	**Telling & Networks: Theme 2,** Children will construct their own support networks hands.
Year 2	**Feelings, Rights & Responsibilities:** What are Rights & Responsibilities? **Theme 1.**	**Unsafe Feelings, Problem Solving:** recognising EWS. Is my fun, fun for everyone?	**Body Awareness & Personal Space:** my body belongs to me. No one has the right to touch me in a way i don't like. **Theme 2.**	**Networks & Using Them:** Children will construct their own support networks hands. **Theme 2.**

For more details, please see the school's Protective Behaviour Manuals for each year group. These can be made available on request.

- **An overview of the Programme Content for KS2:**

Protective Behaviours - Taking Care Programme Juniors: Years 3,4,5,& 6				
Year 3	**Feelings, Rights & Responsibilities:** A feeling is a feeling, not good or bad, right or wrong. What are Rights & Responsibilities? **Theme 1.**	**Unsafe Feelings:** identifying children's EWS. Strategies as to what to do when experiencing their EWS.	**Body Awareness & Telling:** my rules for safety & my body. My body belongs to me.	**Networks & Using Them:** Children will construct their own support networks hands. **Theme 2.**
Year 4	**Rights & responsibilities, Feelings:** exploring children's Rights & responsibilities that come with them. **Theme 1.**	**Safe & Unsafe Feelings:** exploring Situations when it feelings fun to feel scared. Recognising EWS.	**Exploring Theme 2, Secrets:** safe & unsafe secrets. **Theme 2**	**Networks & Using Them:** Children will construct their own support networks hands. **Theme 2.**
Year 5	**Rights & responsibilities, Feelings:** exploring the Rights of the child. **Theme 1.**	**Safe feelings, Fun to Feel Scared & EWS:** exploring & creating safe places. Situations when it feelings fun to feel scared. Recognising EWS.	**Theme 2, Secrets & Networks:** safe & unsafe secrets. exploring **Theme 2 and** creating support network hands.	**Using Networks:** Network review, Who makes a good network person. Keep telling.
Year 6	**Rights & responsibilities, Feelings:** exploring the Rights of the child. Emotions **Theme 1.**	**Safe feelings, Fun to Feel Scared & EWS: Theme 1.** is my fun fun for everyone. Recognising EWS.	**Theme 2, Secrets & Networks:** safe & unsafe secrets. exploring **Theme 2 and** creating support network hands.	**Using Networks:** Network review, Who makes a good network person. Keep telling.

Jigsaw teaches Puberty and Reproduction in the 'Changing Me' Puzzle (Unit) and it contains 'explicit' work on these aspects. Jigsaw is a holistic programme that supports children's personal development, sense of identity and self-respect throughout. With the Relationships Puzzle offers more specific aspects of statutory Relationships Education. (See below):

Puberty and Human Reproduction in Jigsaw 3-11		
FS	Growing Up	How we have changed since we were babies
Y1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys' and girls' bodies	Appreciating the parts of the body that make us different and using the correct names for them
Y2	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?
Y3	Outside body changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them
	Inside body changes	How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them (animations used – shorter version Female and Male Reproductive Systems)

Puberty and Human Reproduction in Jigsaw 3-11		
Y4	Having a baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animations used – the Female Reproductive System)
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the Female Reproductive System)
Y5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System)
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System)
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems)
Y6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us (animations used – the Female and Male Reproductive Systems)
	Girl talk / boy talk	A chance to ask questions and reflect (single sex) (animations used – the Female and Male Reproductive Systems)
	Conception to birth	The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems)

At Water Orton Primary School, we believe that knowledge empowers and protects children as long as it is age-appropriate. At secondary school Sex Education is statutory and we believe that we should prepare children with accurate knowledge about puberty and human reproduction before they transfer to secondary school.

- We understand that believe that correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies.
- We introduce Puberty gently in Year 3 because some girls may start their periods this early and it is necessary to prepare them for this, so they aren't scared or worried. We have signed up to the scheme 'Heads Up Warwickshire' to obtain free personal hygiene products which all staff are aware of and where to access them.
- Conception is introduced age-appropriately in Year 4 in the context of understanding why our bodies change during puberty. 14. Understanding of Human Reproduction, conception and puberty is built upon in Year 5 and then puberty, conception and childbirth is age-appropriately covered in Year 6.

Jigsaw's 'Changing Me' unit is taught over a period of 6 weeks, usually in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous years' learning.

- At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's programme, however staff are trained to respond to children's questions delicately so not to deter them from asking questions again.
- The Changing Me Puzzle is all about coping positively with change and includes: Ages 3-5 Growing up: how we have changed since we were babies. Ages 5-6 Boys' and girls' bodies; correct names for body parts. Ages 6-7 Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is). Ages 7-8 How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation. Ages 8-9 Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms. Ages 9-10 Puberty for boys and girls in more detail including the social and emotional aspects of becoming an

adolescent. Conception explained in simple biological terms. Ages 10-11 Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager. All lessons are taught using correct terminology, child-friendly language and diagrams.

Pupils with SEND:

- As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

Other programmes:

As a school we support the Jigsaw a mindful approach to PSHE programme in school by delivering complimentary work across the school during E-Safety Week/Anti-bullying Week, and through assemblies, songs, weekly celebration certificates and themes such as mental health awareness and diversity. We also use the Warwickshire Life Education programme once a year which covers health and drug prevention education. The specially designed mobile classroom provides age appropriate, interactive programmes to help develop the knowledge, skills, attitudes & understanding, that children need to make healthy choices, particularly related to substance misuse.

Impact

The impact of RSE teaching and learning is monitored throughout the academic year in the following ways:

- Marking of books
- Children's verbal responses
- Informal observations/learning walks
- Pupil voice discussions
- Summative and Formative assessment (Children assess their work in lessons/staff upload assessments each half term to the One Drive)
- As part of the Jigsaw programme, all teachers are asked to fill out a Summative Assessment -Tracking Pupil Progress which highlights whether the children are working towards, working at or working beyond at the end of each unit.
- Jigsaw also asks children to assess their own progress at the end of each lesson. For Reception/KS1 the children are able to colour in or circle the Jigsaw character to indicate how they felt they understood the unit based on child friendly questions. For Key Stage 2 there is a child friendly statement for them to read and tick and add any additional comments in the appropriate box.
- If necessary, a representative from Jigsaw can visit school to deliver further training and help ensure consistency and monitor the programme. They also offer ongoing support and training for teachers and governors through their open training programme.
- Furthermore, the children's work is collated into their Jigsaw Journals or displayed in the classroom, and at the end of each week there is a celebration certificate that chooses appropriate children from all classes to reward them for meeting a specific goal e.g. This week we are celebrating those who work well with others. This certificate is read out in assembly and the children have their photograph taken for parents to see and the certificate is displayed on the Jigsaw display board.

Regular, ongoing and accurate class teacher assessment is used to inform next steps in planning and ensure that all children make progress. Verbal feedback is used to give children instant feedback.

Safeguarding Children:

- When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.
- All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.
- It is our practice to review safeguarding procedures each academic year before the programme is delivered. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.
- Our school is able to access specialist support if we have any concerns around delivering the Jigsaw programme to vulnerable children.
- We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.