

## Jigsaw 3-11's content in relation to Child-on-Child Abuse and Sexual Harassment guidance

Sexual harassment and child-on-child abuse is being raised in the press and the expectations for schools are confusing in the way that it is being reported.

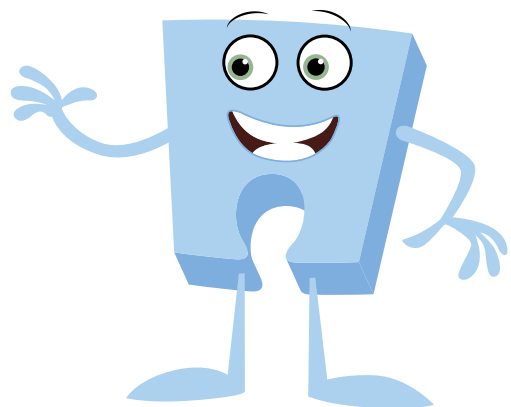
However, **this is something that we have always addressed in an age appropriate way within the teaching materials** in Jigsaw 3-11 and 11-16.

**Schools will need to identify if there are any further specific issues or concerns that they feel may need to be addressed further** in their own classrooms or through other interventions in school. To help you do this we have clearly mapped out what is already in place as part of a broad base for all children in Jigsaw schools.

The Ofsted review published in June 2021 [Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/94422/Review_of_sexual_abuse_in_schools_and_colleges_-_GOV.UK_(www.gov.uk).pdf), says that schools should have:

- *a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'*

The Jigsaw programme meets these criteria **in an age appropriate way for primary schools**, as you can see in the mapping documents on the Jigsaw Community Area (see page 3 below). We expect schools to look at the Jigsaw teaching materials and make adaptations in any areas necessary to reflect the needs of the pupils, but it is important to get the basics on how we treat each other, different forms of relationships, consent, respect for others, privacy, etc into the broad based PSHE curriculum to support later more specific work on this as children get older.





In the later section on RSHE in this updated Ofsted review, much of the content is clearly specific to secondary schools, but some is also relevant to primaries where it says:

*In half of the schools visited, leaders had developed an RSHE curriculum. This commonly involved expertise from a trained RSHE/PSHE lead in planning and organising the curriculum. Inspectors viewed detailed planning in these schools that showed clear examples of a strong curriculum narrative. Emphasis was placed on the importance of respect and prioritised teaching about consent and healthy relationships. Concepts were generally sequenced and interwoven in an 'age and stage' manner, allowing for content to be revisited and built on in further depth at appropriate points in children and young people's learning. Many leaders spoke knowledgeably about the content of their RSHE curriculum.*

*However, inspectors also noted that in many of these schools, despite a well-planned curriculum, there were often constraints in place that impacted on its implementation. Similar to our findings in other subjects, [\[footnote 60\]](#) some of the main weaknesses in the delivery of RSHE were linked to the lack of subject knowledge that teachers had on topics like consent, healthy relationships and sharing of sexual images.*

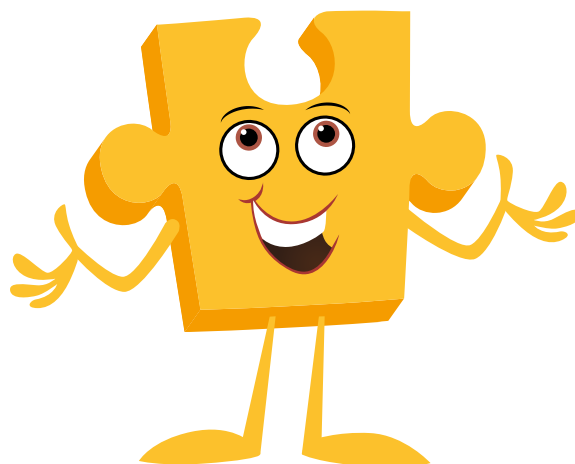
*In a few schools, planning was almost non-existent. Leaders did not value the importance of the subject. In others, leaders were confident in the delivery of some areas of PSHE, such as cyber-bullying and respecting differences, but were less assured when it came to including relationships and sex education. This meant that, in many of these schools, teachers were not teaching about consent, healthy relationships and the use of sexual imagery. These findings reflect the picture from our last PSHE subject survey. [\[footnote 61\]](#) In that report, we found some schools focused on the mechanics of reproduction and not enough on understanding healthy sexual relationships.*

Jigsaw builds in work on relationships through ALL the Puzzles, with specific emphasis on this in the first part of the summer term, and encourages teachers and children to discuss these issues in a safe learning environment. It later says too:

*Year 6 pupils we spoke to had a good understanding of friendships and relationships. However, in one faith school, the Year 6 children said they were taught about being a good friend in an indirect way (through religious teachings) and would value something more direct.*

This is something that the Jigsaw materials approach in a direct way, enabling good understanding of what a good friendship is, healthy relationships, and in upper key stage 2 moving onto what a healthy relationship looks like with a boyfriend or girlfriend (which can include same sex relationships).

The guidance for September here [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) is very much focussed on safeguarding across the school, and does not refer to the RSHE curriculum in the same way that the Ofsted report from June did, so it is not possible to link this specifically to the classroom materials.





## Jigsaw Mapping documents for schools to look at specific content

There are 3 documents on our Community Area that will help you with this:

### 1. Jigsaw Approach to Safeguarding and Consent

This article was written in reference to Keeping Children Safe in Education (September 2020) and Working Together to Safeguard Children (July 2018) and is still relevant in relation to the most recent update to the former in September 2022. It explains the content and approaches used in Jigsaw that are used to support children in these sensitive and important areas of learning which can then be linked to other approaches used in the school.

Jigsaw carefully considers what to teach when, what is appropriate to teach explicitly and what messages are given implicitly. The aim is to empower pupils to understand that the world may sometimes present threats to their safety and to know how they can protect themselves from these, and to do this in a way that does not cause distress or fear. Jigsaw also builds the underlying resilience and skills needed to assertively protect oneself.

### 2. The Jigsaw overview of where Jigsaw meets the statutory guidance for RSHE.

Many of the statutory statements for RSHE in the DfE Guidance from 2019 relate directly or in a contributory way to the topics of **child-on-child** abuse and sexual harassment.

Our RSHE overview document shows you in which specific lessons this statutory content is taught in an age and content appropriate manner.

The teaching in these areas will be revisited throughout Jigsaw 11-16, so that the learning will be age appropriate and relevant as far as is possible for all children, allowing schools to adapt and make changes for individuals or groups of children where they feel there is a more specific need.

### 3. Jigsaw PSHE and teaching about domestic violence, sexual exploitation, forced marriage, FGM, and breast ironing

This document has many aspects identified in the curriculum mapping that you may feel are relevant for pupils in your school to sexual harassment and child-on-child abuse.

