

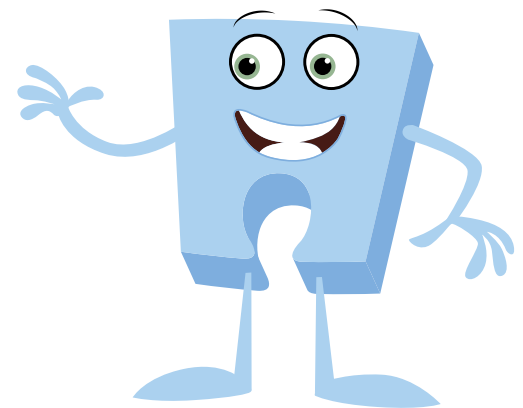


# Jigsaw PSHE 3-11/12 and Preventing Racism

Jigsaw, the mindful approach to PSHE, for ages 3-16, is a comprehensive PSHE Programme for Personal, Social, Health Education. Central to the ethos of Jigsaw PSHE is the belief that we are all unique and that should be celebrated and enjoyed. World events often highlight issues where this belief in equality may either not be shared or perhaps not passed on to our young people explicitly enough. These can provide an opportunity to signpost and consider the inherent response to racism already contained within Jigsaw. This will help teachers and children realise that they have a role to play in forming a better society for now and in the future. It can also support parents when the learning is discussed at home.

In a lesson a week for every year group, learning themes are returned to and developed each year through 6 half termly units called Puzzles. These are:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me



The Jigsaw Programme has children's and young people's wellbeing at its heart.

Believing that emotional and mental health are fundamental to learning, relationships and life; and a sense of identity, the feeling of belonging, coupled with inner strength, calm and resilience are essential for success, Jigsaw is underpinned by mindfulness philosophy. Mindfulness practice in every lesson empowers young people to be aware of their thoughts and feelings as they arise, consciously making decisions about the ensuing actions and responses, thus enabling them to grow in self-regulation.

Developing self-respect and an understanding of themselves is at the core of building respect for others. Jigsaw is inclusive, valuing all children and young people and expecting them to respect others.

The UN Convention on the Rights of the Child, British Values like the Rule of Law, social issues and injustice are all learnt about in Jigsaw.

This article demonstrates where Jigsaw PSHE 3-11 explicitly develops children as compassionate, moral human beings who value each other, diversity and equality. The Celebrating Difference Puzzle specifically looks at difference in a positive way whilst also studying how difference can be a source of prejudice and discrimination, and how individuals and society can bring about a fair and respectful world. The Jigsaw assembly for Celebrating Difference for all Primary ages specifically discusses differences and the words of the accompanying song, "There's a Place", refer to race specifically. There are also many lessons within the other Puzzles which look at relationships and how we should treat each other, what signs of influence and control children should look out for, and how to manage these. Although the lessons listed may not specifically relate to racial differences, it would be simple to include this aspect if the teacher wished to do so, in order to respond to any current or historic local, national and international events.



You may also find the related document, '[Protected Characteristics, Jigsaw and Ofsted](#)' helpful in setting this approach in a wider context.

The references in the right-hand column relate to the statutory relationships, sex and health education guidance for England and are listed to show where topics could be linked to racial awareness. These are abbreviations for ease of use in this document. For a full explanation of each of these and where they are covered in Jigsaw PSHE 3-11, please see our larger comprehensive mapping grid on the website:

PSHE Primary > Documents > Mapping Documents and select '[RSHE \(England\)](#)' from the left hand menu.

| Year/Age                 | Puzzle                 | Piece | Content included   | Statutory RSHE outcome |
|--------------------------|------------------------|-------|--|------------------------|
| Ages 3-4<br>Foundation 1 | Being Me in My World   | 1     | Understanding that we are similar but different.   | R12                    |
|                          | Celebrating Difference | 1     | Discussing what makes us special and unique.   | R12                    |
|                          | Celebrating Difference | 3     | Different families (photos show racial differences).   | R1, R3, R4             |
| Ages 4-5<br>Foundation 2 | Being Me in My World   | 1     | How it feels to belong and that we are similar and different.  | R9, R12, H3            |
|                          | Celebrating Difference | 2     | Understanding that being different makes us all special.   | R12                    |
|                          | Celebrating Difference | 3     | Different families (photos show racial differences).   | R1, R3, R4             |
| Ages 5-6                 | Celebrating Difference | 2     | Identifying differences between people in my class.  | R12                    |
|                          | Celebrating Difference | 6     | Understanding these differences make us all special and unique.  | R12                    |
| Ages 6-7                 | Celebrating Difference | 6     | (Although the content for year two is towards gender stereotypes, this final lesson draws on all differences). Understanding that differences make us all special and unique.                | R12, R16, R17, R18     |
| Ages 7-8                 | Celebrating Difference | 5     | Recognising that some words are used in hurtful ways, try hard not to use hurtful words (e.g. gay, fat). (The example given is 'gay' but the teacher could adapt to include racist remarks). | R9, R13, R17, H3, H8   |
| Ages 8-9                 | Celebrating Difference | 1     | Understanding that, sometimes, we make assumptions based on what people look like.   | R18                    |

|            |                        |     |   |                                |
|------------|------------------------|-----|---|--------------------------------|
| Ages 9-10  | Being Me in My World   | 2/3 | Empathise with people in this country whose lives are different to my own. (Lesson is based on refugees but discusses the stereotyping and prejudice that can go along with their situation which is equally applicable to racism). | R9, R12, R13, R18, H3          |
|            | Celebrating Difference | 2   | Prejudice and perceptions   | R9, R12, R12, R17, R18, H4, H8 |
| Ages 10-11 | Celebrating Difference | 1   | Scenario about bullying which includes a girl getting bullied because she has a dark tone to her skin.  | R9, R12, R13, R17, R18, H4, H8 |
|            | Celebrating Difference | 4   | Understanding that being different makes us all special.  | R9, R13, R17, R18, H8          |
|            | Celebrating Difference | 6   | Race considered as a cause for difference but also a cause for celebrating that difference.   | R12, R16, R18                  |
| Ages 11-12 | Celebrating Difference | 1   | Looking at prejudice and discrimination.  |                                |
|            | Celebrating Difference | 2   | Considering what influences our own and other people's views about others.  |                                |
|            | Celebrating Difference | 3   | Challenging Stereotypes.  |                                |
|            | Celebrating Difference | 4   | Challenging prejudice and discrimination.   |                                |
|            | Celebrating Difference | 5   | Exclusion, including historical examples by race.   |                                |

