



SAFEGUARDING MAP

Jigsaw PSHE 3-11



Safeguarding education is woven throughout Jigsaw PSHE 3-11, reflecting our understanding that keeping children safe is not a standalone topic but an integral thread running through all aspects of their personal, social and emotional development. This Safeguarding Map demonstrates how Jigsaw's progressive curriculum equips children with age-appropriate knowledge, language and strategies to recognise risks, build healthy relationships, make safer choices and – crucially – know when and how to seek help.

Jigsaw's approach aligns directly with Ofsted's 2025 framework, which evaluates how well schools enable pupils to "thrive – benefit from the right systems, processes and levels of oversight, so that they are kept safe and are able to flourish, whatever their background or individual needs." The framework recognises that effective safeguarding requires a culture where children feel they belong, are valued, and can confidently access support. Jigsaw creates this culture by building strong emotional literacy, healthy self-esteem, trusting relationships with adults, and clear understanding of safe and unsafe situations from the earliest years.

From Foundation Stage onwards, children learn foundational concepts: that their body belongs to them, that they have trusted adults to turn to, and that certain behaviours are never acceptable. As they progress through primary school, this foundation expands through all six Puzzles to encompass increasingly complex safeguarding themes including online safety, understanding appropriate boundaries, recognising exploitation and coercion, building resilience against peer pressure, and developing confidence to speak up for themselves and others.

Jigsaw meets Ofsted's emphasis on "enabling pupils to recognise online and offline risks to their wellbeing" by explicitly addressing risks from criminal and sexual exploitation, domestic abuse, forced marriage, substance misuse, gang activity, radicalisation and extremism – whilst making children "aware of the support that is available." Children develop the emotional awareness to recognise when something doesn't feel right, the language to name their concerns, the assertiveness skills to resist pressure, and the understanding that telling a trusted adult is always the right response.

This comprehensive approach demonstrates compliance with Keeping Children Safe in Education and statutory Relationships and Health Education requirements, whilst ensuring safeguarding education is an empowering programme that validates children's feelings, builds their confidence and resilience, and reinforces that support is always available. Through Jigsaw, safeguarding becomes part of a coherent personal development programme that enables every child to flourish.



<p>Keeping safe</p> <ul style="list-style-type: none"> • Learning about my role in keeping myself safe and understanding safe and unsafe situations (BM, HM) • Knowing who my trusted adults are and when to ask for help (RL) • Learning that my body belongs to me and recognising appropriate and inappropriate touch (CM) • Understanding rules that help keep us safe, including the Jigsaw Charter (BM) 	<p>Health and well-being</p> <ul style="list-style-type: none"> • Understanding what I need to be healthy and fit, including exercise, rest and healthy food choices (HM) • Learning about feelings – naming them, recognising them in myself and others (BM, RL) • Understanding the importance of hygiene, handwashing and looking after my body (HM) • Knowing the difference between healthy and unhealthy choices (HM)
<p>Personal Safety</p> <ul style="list-style-type: none"> • Learning basic road safety rules, including safe places to cross and looking and listening (HM) • Understanding safe and unsafe secrets – knowing when to tell a trusted adult (RL) • Learning about keeping safe around medicines and household items (HM) 	<p>Online Safety</p> <ul style="list-style-type: none"> • Recognising that spending too long on electronic devices can be unhealthy (HM) • Knowing to tell a trusted adult if something online makes me feel uncomfortable, and that it is not their fault (RL)
<p>Relationships</p> <ul style="list-style-type: none"> • Learning about good and not-so-good feelings and developing the vocabulary to describe my feelings (RL) • Knowing about different types of families and that all families are different (RL, CM) • Learning that children never have to keep a secret and recognising when a secret makes them feel unsure or uncomfortable (RL) • Identifying people in my school community who can help me (RL, BM) 	<p>Anti-Bullying</p> <ul style="list-style-type: none"> • Understanding about what makes a good friend ... • Understanding what bullying is and how it is different from unkindness (CD) • Knowing that bullying is deliberately hurtful, repeated behaviour (CD) • Learning strategies to use if someone is being unkind or making me feel unsafe (CD) • Understanding about what makes a good friend and how to be a good friend (RL, CD)
<p>Awareness of Other Cultures and Views</p> <ul style="list-style-type: none"> • How to show respect for others and their differences (CD) • Learning that we are all unique and that this is something to celebrate (CD) • Recognising similarities and differences between ourselves and others (CD) • Understanding that families can be different from our own (RL, CM) 	<p>British Values</p> <ul style="list-style-type: none"> • Weekly assemblies about British and school values (Whole School) • Understanding that we all have rights and responsibilities and that these shared values help to keep everyone safe (BM) • Learning about fairness, taking turns and following rules (BM) • Developing respect for others' views and feelings through circle time (BM, RL)



<p>Keeping safe</p> <ul style="list-style-type: none"> • Learning about my role in keeping myself safe and recognising when I feel worried or unsafe (BM, HM) • Learning and practicing strategies to help make safe decisions (HM) • Understanding boundaries – strategies that help people feel safe and respected (BM, RL) • Knowing who my trusted adults are and how to ask for help (BM, RL) 	<p>Health and well-being</p> <ul style="list-style-type: none"> • Understanding what I need to keep my body healthy and making motivated, healthy choices (HM) • Learning about balanced diet, food groups and healthy eating (HM) • Identifying hopes and fears and learning strategies to manage worried feelings (BM) • Understanding the importance of rest, sleep and being active (HM)
<p>Personal Safety</p> <ul style="list-style-type: none"> • Learning basic road safety rules, including the Green Cross Code, and practising safe crossing (HM) • Learning about safety at home – fire safety (Stop, Drop, Roll), kitchen hazards, boiling water risks (HM) • Learning about safety outside – road, railway, park and water safety strategies to stay safe (HM) • Understanding medicine safety – how medicines help us and why only adults give them to us (HM) 	<p>Online Safety</p> <ul style="list-style-type: none"> • Recognising that unkind messages and repeated online behaviour can be bullying (CD) • Learning about safe and unsafe secrets in an online context introduced (RL) • Knowing to tell a trusted adult if something online makes me feel worried or uncomfortable and that it is not their fault if they see or receives something worrying (RL)
<p>Relationships</p> <ul style="list-style-type: none"> • Learning about good and not-so-good feelings and developing wider vocabulary for my feelings (RL, BM) • Understanding appropriate and inappropriate touch and that my body belongs to me (CM) • Learning about safe and unsafe secrets and knowing when and who to tell (RL) • Understanding assertive behaviour versus controlling behaviour (BM) 	<p>Anti-Bullying</p> <ul style="list-style-type: none"> • Understanding about what makes a good friend and recognising unkind behaviour (RL, CD) • Knowing the difference between bullying, being unkind and having a disagreement (CD) • Learning what to do if I see someone being bullied or treated unkindly (CD) • Recognising that bullying can happen in different ways, including through digital messages (CD)
<p>Awareness of Other Cultures and Views</p> <ul style="list-style-type: none"> • How to show respect for others, including those who are different from us (CD) • Challenging assumptions and learning not to judge by appearances (CD) • Understanding that boys and girls can do the same things – challenging gender stereotypes (CD) • Recognising and respecting different family structures (RL, CM) 	<p>British Values</p> <ul style="list-style-type: none"> • Weekly assemblies about British and school values (Whole School) • Learning about rewards and consequences and why rules matter (BM) • Understanding rights and responsibilities and that these apply to everyone (BM) • Developing courtesy and good manners in all relationships (BM, RL)



<p>Keeping safe</p> <ul style="list-style-type: none"> • Learning about my role in keeping myself safe and recognising risks in different environments (BM, HM) • Exploring different strategies to assess risk and make safer choices (HM) • Identifying different trusted adults in for sharing different types of worries (BM, RL) • Understanding that emergency services can help in dangerous situations – calling 999 (HM) 	<p>Health and well-being</p> <ul style="list-style-type: none"> • Understanding what I need to be healthy and fit. • Understanding how exercise affects my body, setting personal fitness challenges (HM) • Learning about calories, fat and sugar and how they affect my health (HM) • Recognising how my body feels when I am anxious or scared and knowing what to do (HM, BM) • Understanding difference between safe / unsafe substances incl. medicines (HM)
<p>Personal Safety</p> <ul style="list-style-type: none"> • Learning road safety and developing independence near roads (HM) • Introduction to the Water Safety Code and staying safe near water (HM) • Learning about emergency services, 999 calls and strategies to make safer decisions in emergencies (HM) • Understanding fire safety, including fireworks and bonfire safety (HM) 	<p>Online Safety</p> <ul style="list-style-type: none"> • Learning strategies for keeping myself safe online, including SMARRT rules (RL) • Knowing about gaming apps, age restrictions and why they matter (RL) • Understanding why talking to someone I don't know online and being asked for personal information or pictures is unsafe (HM scenarios) • Knowing it is not my fault if I see something upsetting or worrying online, and knowing who I can talk to if I am worried about something online (CD, RL)
<p>Relationships</p> <ul style="list-style-type: none"> • Learning and talking about good and not-so-good feelings and recognising emotions in myself and others (RL, BM) • Understanding what a 'witness' to bullying is and my responsibilities to help (CD) • Learning about family structures and that families provide love, security and stability (RL) • Understanding that loss and change in relationships is natural and feelings about it are normal, and who to talk to (RL, CM) 	<p>Anti-Bullying</p> <ul style="list-style-type: none"> • Understanding about what makes a good friend and recognising when friendships feel unhappy (RL, CD) • Knowing that bullying can be physical, verbal, emotional and online (CD) • Problem-solving bullying situations and knowing who can help (CD) • Learning about discrimination and why treating people unfairly because of differences is wrong (including homophobic language) (CD)
<p>Awareness of Other Cultures and Views</p> <ul style="list-style-type: none"> • How to show respect for others, including learning about different cultures and traditions (CD) • Challenging gender stereotypes in families and careers, and why these are unfair (CD, RL) • Recognising and celebrating family diversity (RL) • Understanding that families around the world may look different from our own (CD, RL) 	<p>British Values</p> <ul style="list-style-type: none"> • Weekly assemblies about British and school values (Whole School) • Understanding fairness, rules and why discrimination is wrong (CD, BM) • Learning about courtesy, self-respect and respecting different viewpoints (BM) • Understanding that everyone has a right to be treated with dignity and respect (CD, BM)



Keeping safe	Health and well-being
<ul style="list-style-type: none"> • Learning about my role in keeping myself safe and understanding peer pressure and influence (HM, BM) • Developing strategies to navigate peer pressure situations and make safer decisions (HM) • Exploring peer influence and possible impact on substance use, railway safety and seeking family support (HM) • Assertiveness and my inner strength to resist negative pressure (HM) 	<ul style="list-style-type: none"> • Understanding what I need to be healthy including the effects of smoking, vaping and alcohol (HM) • Learning about friendships, loneliness and trust – recognising when friendships feel unsafe (HM) • Learning about the effects of smoking, vaping and alcohol on the body (HM) • Knowing how stress and anxiety feel in my body and strategies to manage them (HM, BM)
Personal Safety	Online Safety
<ul style="list-style-type: none"> • Learning about safety rules near roads and revisiting safe road use (HM) • Peer influence/pressure scenarios including vaping, energy drinks, exploring abandoned buildings (HM) • Household safety – cleaning products, matches, unlabelled substances (HM) • Fire risks outdoors – bonfires, dry weather, reducing risk and asking for help (HM) 	<ul style="list-style-type: none"> • Understanding that cyberbullying includes trolling, that it is not their fault if they see or receive upsetting content online and who to talk to (CD, RL, CM) • Learning about the influence of celebrity culture, social media, fake news and altered images on people's views of themselves and others (CD) • Recognising that online messaging can be a form of bullying (CD) • Understanding age-appropriate content and why age restrictions on games and apps exist (RL, HM)
Relationships	Anti-Bullying
<ul style="list-style-type: none"> • Learning about good and not-so-good feelings including jealousy and its impact on relationships (RL) • Understanding appropriate and inappropriate touch and that each person's body belongs to them (CM) • Understanding that boyfriend/girlfriend relationships are for when I am older and that no one should feel pressurised to be in one RL) • Learning about love and loss, and understanding that we can remember people even when we no longer see them (RL) 	<ul style="list-style-type: none"> • Understanding about what makes a good friend and that friendships can have ups and downs (RL, HM) • Learning about different types of bullying relating to protected characteristics – race, age, disability, sex (CD) • Recognising bullying behaviours including online bullying and knowing how to respond (CD) • Learning the term Protected Characteristic, connecting it to anti-bullying (CD)
Awareness of Other Cultures and Views	British Values
<ul style="list-style-type: none"> • How to show respect for others, incl. not judging by appearances (CD) • Introduction to protected characteristics as a concept linked to fairness and acceptance (CD) • Challenging stereotypes influenced by media, celebrity culture and social media (CD) • Beginning to understand prejudice and why it is harmful (CD) 	<ul style="list-style-type: none"> • Weekly assemblies about British and school values (Whole School) • Learning about inclusion, exclusion and school citizenship (BM) • Understanding democracy and the UNCRC – children's rights (BM) • Learning that violence is never acceptable and practising conflict resolution (BM)



Keeping safe	Health and well-being
<ul style="list-style-type: none"> • Learning about my role in keeping myself safe, including recognising and resisting pressure (HM, BM) • Safety strategies for decision-making in complex safety situations (HM) • What to do in emergency – staying calm, recovery position, help (HM) • Understanding that good safety thinking applies to physical, emotional and online situations (HM, RL) 	<ul style="list-style-type: none"> • What I need to be healthy incl. body image, media influence, self-respect (HM) • Smoking, vaping and nicotine pouches – effects, influences and making informed choices (HM) • How media and social media influence individuals’ body image and the potential harm of using altered images (HM) • My relationship with food – external influences, advertising, healthy attitudes (HM)
Personal Safety	Online Safety
<ul style="list-style-type: none"> • Understanding the risks of smoking, vaping and alcohol and how to resist pressure to use them (HM) • Knowing what to do in an emergency – staying calm, recovery position, getting help (HM) • Understanding how external influences including media and peers can pressure us into unhealthy choices (HM) • Understanding that becoming a teenager brings growing responsibilities, including age of consent (CM) 	<ul style="list-style-type: none"> • Rights and responsibilities in online communities and social networks, reporting, location settings, and it is not my fault if I see upsetting content online (RL, CM) • Recognising the risks in online gaming including grooming, trolling, gambling, loot boxes, harassment and addiction (RL) • Learning to protect personal data and privacy (including images of themselves) recognising targeting and using SMARRT rules to stay safe online (RL, DG) • Understanding the impact of screen time on mental and physical health and identifying strategies to reduce it (RL, HM)
Relationships	Anti-Bullying
<ul style="list-style-type: none"> • Learning about good and not-so-good feelings, including managing conflict and being assertive (RL) • Understanding that relationships should be respectful and recognising controlling behaviour and who to talk to (RL) • Learning about online relationships – rights, responsibilities and recognising unhealthy patterns (RL) • Importance of self-esteem, how to protect it online and offline (RL, HM) 	<ul style="list-style-type: none"> • Understanding the difference between direct and indirect bullying and knowing strategies to problem-solve bullying situations (CD) • Learning about different types of bullying linked to protected characteristics – racist, homophobic, sexist, disability (CD) • Understanding what racism is and being aware of my own attitudes towards people from different races and cultures (CD) • Learning about cultural discrimination, refugees and prejudice (CD, BM)
Awareness of Other Cultures and Views	British Values
<ul style="list-style-type: none"> • How to show respect for others, including understanding cultural differences and discrimination (CD) • Racism, refugees, asylum seekers and challenging prejudice (CD, BM) • Protected characteristics, types of bullying linked to race, disability, sexuality, sex (CD) • How cultural differences enrich communities and should be celebrated (CD) 	<ul style="list-style-type: none"> • Weekly assemblies about British and school values (Whole School) • Citizenship – rights, responsibilities and contributing to community (BM) • Learning about the UNCRC and children's rights globally (BM, DG) • Developing skills of cooperation, compromise, respectful disagreement (BM, DG)



Keeping safe	Health and well-being
<ul style="list-style-type: none"> • My role in keeping myself safe, including recognising exploitation and grooming (HM, RL) • Exploitation, including County Lines style behaviours and risks (HM) • Understanding gangs – what they are, why people join, resisting pressure (HM) • Developing strategies to minimise risks and make decisions involving both physical and emotional safety (HM) 	<ul style="list-style-type: none"> • What I need to be healthy – including personal hygiene, immunisation, sun protection, recognising early signs of illness (HM) • Emotional and mental health – reducing stigma, seeking support (HM, RL) • How stress and pressure affect wellbeing, learning positive management strategies (HM) • Recognising early signs that emotional wellbeing is declining and knowing what to do (HM)
Personal Safety	Online Safety
<ul style="list-style-type: none"> • Hazards and how to reduce risk, including around substances and illegal drugs (HM) • Understanding exploitation – recognising vulnerability and how to help someone being exploited (HM) • Understanding consent, that I should never feel pressured into doing something I don't want to, and recognising the risks of sexting (CM) • Age restrictions on games, social media and content and why they exist (RL, HM) 	<ul style="list-style-type: none"> • How to judge whether something online is safe / helpful, resisting pressure to do something that might hurt myself or others (including sexting), or reinforce harmful messages (RL) • How AI-generated content and fake information can deceive, knowing how to question what I see online (RL) • Digital rights, personal data, privacy, consent, how information is selected and targeted online (RL) • Using technology positively and safely to communicate, the responsibilities this brings (RL)
Relationships	Anti-Bullying
<ul style="list-style-type: none"> • Mental health, including isolation, loneliness, early warning signs and how to support myself and others (RL) • Understanding grief and loss, incl. different stages of grief and that there are different types of loss (RL) • Recognising when people are trying to gain power or control, learning assertive strategies to stand up for myself and others (RL) • Understanding that respect is essential in boyfriend/girlfriend relationships, regardless of the sex of the individuals, and that being physically attracted to someone changes the nature of the relationship (CM) 	<ul style="list-style-type: none"> • Understanding what makes a good friend, recognising unhealthy power dynamics (RL, CD) • Learning about protected characteristics, including historical examples (CD) • That bullying can relate to any protected characteristic and knowing how to challenge it (CD) • Learning about GRT communities and other groups who may face discrimination (CD)



Awareness of Other Cultures and Views	British Values
<ul style="list-style-type: none"> • How to show respect for others, including understanding the Equality Act and protected characteristics (CD) • Protected characteristics including race, religion/belief, disability, age, sex and sexual orientation (CD) • Understanding that difference can be both a source of conflict and a cause for celebration (CD) • Identifying global issues that cause suffering and understanding how we can work together to make a difference (DG) 	<ul style="list-style-type: none"> • Weekly assemblies about British and school values, including Democracy Assemblies (Whole School) • Understanding democratic participation and global citizenship (BM, DG) • Learning about wants vs needs, Maslow's hierarchy, fairness in wider society (DG) • Taking responsibility for being a positive citizen in school, community, online (BM, RL)

This document should be read alongside the other Jigsaw safeguarding mapping documents, all of which are available in the [Jigsaw Community Area](#).

- Jigsaw PSHE 3-11/12: teaching and learning about domestic violence, sexual exploitation, forced marriage, FGM, and breast ironing
- Keeping Children Safe: Jigsaw's Approach to Safeguarding Education