‘Goodness and Mercy’ Progression Outcomes Statements (Sex Education) mapped to Jigsaw, the mindful approach to PSHE

GOODNESS & MERCY

This document aims to support Church of England schools using Jigsaw PSHE to see how Jigsaw aligns to and works with ‘Goodness and Mercy’
It takes the Progression Outcomes Statements from the Diocese of Bristol ‘Goodness and Mercy’ programme and gives examples of where this topic is evident within primary and secondary Jigsaw PSHE.
As Jigsaw is a spiral curriculum, where topics are introduced and learning built week on week and year on year, the areas listed in the bullet points are or could be covered progressively throughout the lessons listed. For detail of how Jigsaw, the mindful approach to PSHE, fully meets the DfE Statutory RSHE Guidance in lesson-by-lesson detail, please see our Jigsaw mapping documents.
The areas in orange, which are specifically the remit of Church Schools, are not detailed explicitly in Jigsaw PSHE, but could easily be included at the teacher’s discretion.

Topic	**Key Stage 2 outcomes**	**Where covered in Jigsaw** Piece= Lesson	**Key Stage 3 outcomes**	**Where covered in Jigsaw** Piece= Lesson	**Key Stage 4 outcomes**	**Where covered in Jigsaw** Piece= Lesson
Status:	NON-MANDATORY		MANDATORY		MANDATORY	
	Schools may decide to teach these units in different Key Stages at secondary level, as long as outcomes are met by the end of Key Stage 4. Sex education has frequent overlap with relationships education and they should not be seen as distinct. Sex education also overlaps with health education and science so connections should be made.					
The right to withdraw	At Key Stage 1 there is no sex education. At Key Stage 2 each school will decide for themselves whether they think it is appropriate to teach any elements of sex education in their context. Parents have the right to withdraw their child.		Parents have the right to withdraw their child (*see sample policy*).		Parents have the right to withdraw their child from up-to-and-until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.	
Sexual intercourse	• Pupils can describe, using accurate vocabulary, what happens between a man and woman that	**Year 5,** Changing Me, Piece 4	*Sex education is non-mandatory at primary schools so teaching, re-capping or reinforcing the Key Stage 2*		• Pupils can explain the ways in which sex can cause harm and discuss what boundaries may keep people safe.	**Year 10,** Relationships, Pieces 3,4 and 5

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	has the possibility of resulting in a baby. • Pupils can suggest how close intimate relationships might affect people physically, emotionally and spiritually. • Pupils can discuss how people choose to have babies and can suggest criteria for when it might be a sensible time. • Pupils can explain why some people argue that the best time for such closeness is within a long-term, faithful and committed relationships such as marriage. • Pupils can talk about how some people don't choose this option and prefer to not have sexual intercourse with anyone and that this is another positive choice.	Recapped in **Year 6,** Changing Me, Piece 3 **Year 4,** Relationships, Pieces 1, 4 and 5 **Year 4,** Changing Me, Piece 2	*outcomes is an important starting point.* • Pupils can describe the characteristics of a long-term, positive and healthy intimate relationship; the factors that mean that an intimate relationship is most likely to last over time; why this might be a good context in which to raise children. • Pupils can explain how both negative and positive choices we make around sex can affect our mental physical, emotional, spiritual and financial wellbeing. • Pupils can consider why delaying sexual activity might be a wise choice; why some people believe it is right to wait for marriage (or a long-term committed relationship) to have sex; why some people may make a positive choice to abstain from ever having sex.	**Year 9,** Being Me in My World, Piece 5 **Year 9,** Relationships, Piece 2		
Sex and the Law	• Pupils can show that they know that in the UK it is unlawful to have sex until you are 16. (Law, British Values, Citizenship)	**Year 6,** Changing Me, Piece 2.	n/a		• Pupils can explain the laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, honour-based violence and FGM, and how these can affect	**Year 11,** Healthy Me, Pieces 3 and 5 **Year 11,** Relationships, Piece 5 **Year 11,** Relationships, Pieces 1 and 4

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					current and future relationships. • Pupils can define what constitutes sexual harassment and sexual violence and why these are always unacceptable (give reference to Equalities Act (2010). (Citizenship) • Pupils can explain that some types of behaviour within relationships are criminal. (Citizenship)	
Gestation , pregnancy , birth and parenthood	• Pupils can explain what happens at conception and are able to explain the journey from pregnancy to birth. (Science) • Pupils can talk about why having a baby is wonderful but a huge responsibility.	**Year 5,** Changing Me, Piece 3 Recapped in **Year 6,** Changing Me, Piece 3 **Year 4,** Changing Me, Piece 2	n/a		• Pupils can talk about reproductive health and pregnancy; describe what happens in pregnancy (and the possibility and frequency of miscarriage). • Pupils can describe the choices surrounding pregnancy (keeping the baby, adoption, abortion). • Pupils can explain where someone can go to get help. • Pupils can discuss and evaluate different religious and non-religious beliefs surrounding pregnancy and the options available (particularly with regard to abortion). (RE) *Parenthood as a strand is covered more fully in Key Stage 4 relationships education*	**Year 11,** Healthy Me, Piece 4
The media, self-esteem , advertising, online file	n/a	Media and self-esteem covered in: **Year 5,** Healthy Me, Piece 4	• Pupils can give examples of how the media and advertising can create a	**Year 9,** Dreams and Goals Piece 5	• Pupils can explain what pornography is and the forms it can take.	**Year 10,** Relationships, Piece 4 **Year 11,** Healthy Me,

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and image sharing. and the impact and use of pornography		Changing Me Piece 1 **Year 6,** Changing Me, Piece 5.	context where it is hard to feel attractive and have good self-esteem. • Pupils can describe some strategies, beliefs, campaigns or role models that can be used to counter competitive and unrealistic images. (Media, mental health and wellbeing) • Pupils can explain the potential pitfalls surrounding sharing materials and images online. • Pupils can explain how they can protect themselves from viewing harmful content. (Safeguarding, Media)	**Year 7,** Being Me in My World, Piece 5 **Year 7,** Being Me in My World, Piece 4 **Year 8,** Relationships, Piece 5	• Pupils can describe how it can give a distorted picture of sexual behaviours and appearance. • Pupils can explain why some people enjoy pornography and how it might affect their behaviour towards their sexual partner. • Pupils can evaluate the impact of pornography and make good boundaries for their wellbeing. • Pupils can describe the law about the sharing of indecent images of children and the severe penalties given. • Pupils can describe how data is generated, collected and shared online; how that can affect people and what measures people can take to protect themselves.	Piece 5
Keeping safe from peer-pressure, unplanned conception and sexually transmitted diseases	n/a	Peer Pressure (not related to sexual activity) **Year 6,** Healthy Me, Pieces 3 and 4 Relationships, Piece 4	• Pupils can give examples of how peer-pressure can operate with regard to speaking about sex. • Pupils can explain the motivation of people who might want to pressure their peers and why it can seem tempting to give into peer-pressure. • Pupils can describe strategies for handling peer pressure. • Pupils can explain what contraception is and know the facts concerning the	**Year 9,** Being Me in My World, Piece 2 **Year 8,** Healthy Me, Pieces 2 and 4 **Year 9,** Relationships, Pieces 2, 4 and 5	• Pupils can describe what consent is, how it can be communicated well and how to recognise it; can explain how and when it can be withdrawn in all contexts (including online). • Pupils can list the different sexually transmitted diseases that exist and how they can affect health (including fertility); how people reduce the transmission of these diseases, how people can	**Year 11,** Healthy Me, Pieces 2 and 3

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			full range of contraceptive choices - how they work, what they prevent, whose responsibility it is and how effective they are. (RE) • Pupils can describe how to tell someone else where they can go for support or to report a concern.		practise safe sex and how testing works. • Pupils can explain why the use of alcohol or drugs can lead to risky sexual behaviour. (Health)	

Key theology	• Pupils can explain that most Christians believe that God loves all people with a love that is stronger and purer than the love of a husband, wife or partner; that Christians believe (as do people of other faiths) that love never dies or fails. • Pupils can explain that most Christians believe that humans are beautifully created; can explain that this means in a one-		• Pupils can explain how the Christian belief that humans are created in the image of God may help people hold good self-esteem in the face of social media, advertising and peer pressure. • Pupils can explain how the Christian belief in the Incarnation means that they are worthy of God dwelling in them, why this may mean that Christians have a good argument to withstand coercion and grooming and not allow manipulation or			• Pupils will be able to evaluate the extent to which the Christian belief that all people are sacred and made in the image of God is a good antidote to the pressures of objectification inherent in social media, advertising and pornography • Pupils can offer explanations as to why people might not practise safe sex and evaluate as to whether the mainstream Christian concept of the fall is helpful in this context.

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	to-one relationship a person can practice enjoying the wonderful creation of another human and get to carefully observe and celebrate another person over time. • Pupils can explain that Christians believe that humans are fallen – they can make mistakes and hurt people on purpose or unintentionally. • Pupils can explain how the Christian idea of forgiveness can help to keep intimate relationships going over time. Pupils can explain why the Christian belief in the faithfulness of God is a model for human relationships		diminishment as they are worthy and of huge value. • Pupils can explain how the Christian belief in the Fall can explain why people make mistakes and take risky choices in their intimate relationships; can give other explanations for human failings from other belief systems. • Pupils can discuss and evaluate the possible benefits of holding and practising the Christian beliefs about temptation, repentance, forgiveness, restorative justice and faithfulness in long-term, committed, intimate relationships.			• Pupils can draw on Christian and other worldviews' opinions when offering constructive advice to a person who is tempted to make a risky choice regarding their sexual health or the wellbeing of others. • Pupils can give examples of long-term relationships that are characterised by a contented cherishing of the other person despite life's ups and downs. • They can explain what it is that makes an intimate relationship work over many years and can evaluate whether any of the Christian ideals of honouring the other's uniqueness through faithfulness and forgiveness have been sustaining factors.

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	and why the quality of faithfulness may help keep marriages and other long-term committed relationships going over time.					Pupils can articulate what constitutes good parenting and can make reference to beliefs concerning sacrifice, faithfulness and commitment.

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