



# Northern Ireland Curriculum Relationships and Sexuality Education (RSE)



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## NI RSE

Since the revised Northern Ireland Curriculum was introduced, Relationships and Sexuality Education (RSE) has been a statutory component of the following key areas of learning:

- Personal Development and Mutual Understanding in the primary curriculum;
- Personal Development and Home Economics statements of requirement for Key Stage 3; and
- Personal Development strand of Learning for Life and Work at Key Stage 4.

RSE is a lifelong process. It helps children and young people acquire knowledge, understanding and skills, and develop attitudes, beliefs and values about sexual identity, relationships and intimacy. Effective RSE, which is taught in a sensitive and inclusive manner, encourages children and young people to value themselves as individuals and to make responsible and well-informed decisions about their lives.

The areas of focus for post-primary for this mapping document are:

1. Consent
2. Developments in contraception
3. Domestic and Sexual Violence and Abuse
4. Healthy, Positive Sexual Expression and Relationships
5. Internet Safety
6. LGBTQ+ Matters
7. Menstrual Wellbeing
8. Social Media and its Effects on Relationships and Self-Esteem

This document explains what is required in the NI RSE curriculum, how Jigsaw 11-16 can satisfy this requirement and where it is taught within the Jigsaw scheme of work.

## 1. Consent

Learning about consent should start before young people are sexually active. Young people should know that sexual activity is illegal under the age of 16 – the age of consent. They should also know and understand that the person seeking consent is responsible for ensuring that:

- consent is clearly given; and
- the person has the freedom and capacity to give consent.

Teaching about consent involves developing knowledge and skills around making appropriate choices, mitigating risk, verbal and non-verbal communication, managing manipulative situations, negotiation, challenging myths and respecting the rights of others as well as themselves.

Young people should understand that consent is not confined to situations of a sexual nature, but to other decision-making situations within relationships, and may relate to online as well as offline situations.

### **How Jigsaw 11-16 can satisfy this requirement and where it is taught**

The following lessons cover an aspect of consent – sometimes the focus is on the age of consent whereas several focus on what consent is and how to make sure you are able to avoid a situation where an abuse may arise. There are references to excellent online clips as well as bespoke scenarios where students will consider how to avoid risks and recognise the consequences of situations where consent has not been given..

Ages 11-12:

Relationships 1

Ages 13-14:

Being Me in My World 5

Changing Me 4,6

Ages 15-16:

Being Me in My World 2

Healthy Me 3,5

## 2. Developments in contraception

According to the British Pregnancy Advisory Service, the UK has traditionally had the highest rate of teenage pregnancy in Western Europe. However, there has been a particularly rapid decline in teenage pregnancy across the UK over the last two decades, with Northern Ireland experiencing a significant decline.

This highlights the positive impact that effective RSE can have on young people's sexual behaviour. Ideally, young people would feel comfortable discussing sex and contraception with their parents, but they are often too embarrassed to do so.

Comprehensive school-based information can encourage young people to avoid looking for facts about sex from potentially unreliable sources like pornography or their peers. These sources are unlikely to give young people the information they need to prevent unplanned pregnancy or protect themselves against sexually transmitted infections.

Teachers must not give personal medical advice to individual pupils. You should advise pupils to seek advice from parents/carers, the school health team or medical practitioners.

### Key Stage 3

As they progress through Key Stage 3, young people should be taught about:

- using contraception to prevent unplanned pregnancy;
- the current contraception options available; and
- how barrier contraceptives, such as the condom, can offer some protection against the spread of sexually transmitted infections.

### Key Stage 4

Building on the learning from Key Stage 3, young people in Key Stage 4 should be taught about the different contraception options available and how to access them. They should also understand that:

- they should make an informed choice about the contraception method that is most appropriate for them, depending on their health, lifestyle and preferences; and
- different contraception methods can vary in effectiveness and have associated risks.

### How Jigsaw 11-16 can satisfy this requirement and where it is taught

The lessons below cover different aspects of contraceptive choice, advice and use; Some look at the ways in which contraceptives have developed over the years, others focus on the health angle in relation to protection from STIs as well as unplanned pregnancy. Other lessons (some not listed) concentrate on the need to develop intimate relationships and know when you are ready for sex.

Ages 13-14:

Relationships 5

Ages 14-15

Healthy Me 6

Ages 15-16:

Healthy Me 2,3,4

### 3. Domestic and Sexual Violence and Abuse

Domestic violence or abuse covers any violent behaviour within a family or relationship. It can include (but is not limited to) emotional, psychological, physical, sexual and financial abuse. Child abuse falls under this category when a family member harms, neglects or bullies a child or young person. The NSPCC estimates that one in five children are exposed to domestic abuse.

Evidence suggests that educational programmes, such as RSE, can help change children's and young people's attitudes towards domestic abuse. Prevention through education is an important response that contributes to the well-being of children and young people.

The transition from childhood to adulthood is a complex one that impacts on the social, emotional, psychological, physical and biological development of a young person. As a result, young people who experience domestic abuse do so at a particularly vulnerable point in their lives. According to SafeLives, young people experience the highest rates of domestic abuse of any age group.

Young people also now experience abuse through new technologies. Online platforms have been cited as enabling harassment and other forms of abuse.

Abuse in young people's relationships doesn't always mean physical violence. It may be:

- pressuring a partner into having sex;
- continually checking up on a partner, for example by accessing their social media accounts;
- exhibiting controlling behaviour; and
- presenting unnecessary or irrational jealousy or anger.

Young people should have opportunities to explore the characteristics of abusive relationships in a safe and respectful environment, challenging attitudes and gender stereotypes that can lead to abusive behaviours.

They should consider concepts of power within relationships and why abused partners often stay with their abuser for reasons like financial insecurity or threats to them or their family members. They should also discuss the importance of communication and respect within healthy relationships.

Exploring these issues in the classroom may lead to increased numbers of disclosures in schools. Teachers should follow their school's child protection policy at all times.

Schools should be proactive in establishing links with local agencies, such as Women's Aid, that work with schools to provide domestic violence training for teachers and support for children and young people. See [Women's Aid Federation Northern Ireland – Local groups](#) for more information.

### **How Jigsaw 11-16 can satisfy this requirement and where it is taught**

Domestic Abuse and sexual violence are specifically mentioned in

Ages 15-16 Being Me in My World 2&3

There are many other Jigsaw lessons which cover coercive control and the balance of power in relationships for example

Power in relationships

Ages 12-13 Relationships 4

Ages 13-14 Relationships 1

Ages 14-15 Celebrating Difference 4

Ages 15-16 Relationships 4

Coercion and coercive control are specifically taught in the following lessons

Ages 12-13 Relationships 4

Ages 13-14 Being Me in My world 1

Ages 14 -15 Celebrating difference 2 and Relationships 5

Ages 15-16 Being Me in My World 2&3

#### 4. Healthy, Positive Sexual Expression and Relationships

Learning about healthy, positive relationships at Key Stages 3 and 4 should build on the RSE covered at primary school. It should go further in exploring issues around risk-taking, sexuality and intimate relationships, both online and offline. It should teach young people how to recognise healthy and unhealthy relationship behaviour, recognise and manage risk, and respect themselves and others.

They should understand that healthy relationships have a positive effect on their mental health and well-being, and recognise the negative and potentially long-lasting impact of unhealthy relationships. Teachers should deal with issues around healthy relationships in a sensitive way.

Young people should explore the range, qualities and behavioural aspects of different relationships, including families, friends and romantic relationships, and the positive qualities people bring to healthy relationships. They should also be able to:

- identify the features of a positive, healthy relationship (such as good communication and mutual respect) and contrast them with the features of an unhealthy relationship (such as coercion and manipulation);
- start to explore the meaning of romantic relationships and sexual attraction;
- relate the characteristics of healthy and unhealthy relationships, and recognise how power inequality can negatively affect romantic and sexual relationships;
- recognise risk and risk-taking behaviours; and
- develop skills and strategies to mitigate risk for themselves or to help others to manage risk.

Young people should also demonstrate what it means to treat others in a relationship with fairness, dignity and respect. They should be aware of who to go to if they need help and the range of specialised support services available to them in their local communities.

### **How Jigsaw 11-16 can satisfy this requirement and where it is taught**

Materials on developing healthy relationships are embedded regularly in Jigsaw lessons particularly in the relationships puzzle.

To give some examples across the years

Healthy and unhealthy relationships material can be found in

Ages 11-12 Relationships 1,2

Ages 12-13 Changing Me 1,2,3, Relationships 2,4,6

Ages 13-14 Being me in my world 2, Relationships 1

Ages 14-15 Celebrating Difference 4, Relationships 3, 5

Risky behaviour and experimentation

Ages 11-12 Being Me in My World 4

Ages 13-14 Being Me in My World 3&5, Healthy Me 2

Ages 14-15 Being Me in My World 5, Healthy Me 6, Relationships 4

Ages 15-16 Healthy Me 2

Intimate relationships

Ages 12-13 Changing Me 1,3

Ages 14-15 Relationships 1,3

Ages 15-16 Dreams and Goals 4, Healthy Me 5&6, Relationships 1

## 5. Internet Safety

As the internet plays such a key role in young people's lives today, schools should use strategies that help them develop safe online habits, while ensuring that they recognise the positive aspects of using the internet as well as the risks.

To stay safe online, young people should:

- know strategies to protect their online identity and profiles;
- understand the importance of maintaining a positive online reputation;
- be aware of the benefits and potential risks of sharing personal information online;
- understand that how they present themselves online can have positive or negative consequences;
- understand the harmful consequences of cyberbullying and who to talk to if it happens to them or their friends;
- be aware that a person's online identity might not be who they are in real life;
- be aware that their online identity can be copied or modified;
- understand the benefits and drawbacks of manipulating digital images or content;
- understand how media can shape ideas and opinions;
- be able to describe and understand some of the pressures that people can feel when using social media, for example peer pressure and fear of missing out (FOMO);
- be able to challenge inappropriate online messages and behaviour;
- know how to contribute positively to online discussion and debate;
- know the laws governing online behaviour, for example sharing explicit sexual images;
- realise that spending too much time online can have a negative impact on them; and
- know how to report an online issue.

### How Jigsaw 11-16 can satisfy this requirement and where it is taught

The following lessons specifically deal with online safety, the law and potential consequences.

Ages 11-12 Being Me in My World 4,5,6,

Ages 12-13 Celebrating Difference 4, Dreams and Goals 3, Relationships 5

Ages 13-14 Celebrating Difference 4

Ages 14-15 Being Me in My World 3&4

Ages 15-16 Being Me in My World 4

There are many other lessons which cover this through issues like peer pressure, the need to spend less time online and sharing sexual images.

## 6. LGBTQ+ Matters

The Department of Education [Circular 2010/01](#) advises schools to take account of the Equality Commission's 2009 guidance on Eliminating Sexual Orientation Discrimination in Northern Ireland.

Schools should also recognise the diversity of family life in today's society, particularly the fact that some children may have gay, lesbian or bisexual parents or carers, some of whom may be in a civil partnership.

Children and young people should respect differences between people and celebrate their own and other people's diversity and uniqueness. They should respect differences in family, culture, religion, age, gender and sexual orientation. Young people who identify as LGBTQ+ (which stands for lesbian, gay, bisexual, transgender, queer (or questioning) and others) should feel valued and safe within the school community.

Schools must make sure that they:

- increase knowledge and understanding of LGBTQ+ matters in an age-appropriate way that is in keeping with the school's ethos and RSE policy; and
- support pupils who identify as LGBTQ+.

Teachers should be adequately prepared for disclosures, be respectful to the pupil and their family, and know what to do or who to talk to for support.

It's important that both primary and post-primary schools have policies to cover, and strategies to deal with, homophobic bullying. Pupils who are victimised in this way should know who to talk to for help.

The Education Authority (EA) has published guidance for schools and other educational settings on supporting transgender pupils. For more information and to download the guidance, see [Supporting Transgender Young People](#) on the EA website.

This area of the RSE Hub signposts to resources and guidance information for teachers, parents/carers, and children and young people on LGBTQ+ matters. It also signposts to local organisations that can offer confidential advice and support to children and young people, and families.

The Department of Education has published research on the experiences of LGBTQ+ young people (aged 16–21) in post-primary schools in Northern Ireland. 92.1% of the young people indicated that there was not sufficient information available in their school about LGBTQ+ issues. They believed that this:

- impacted on their ability to come to terms with their sexual orientation and gender in safe and supportive environments; and
- contributed to the high levels of homophobic and transphobic language and attitudes.

The research revealed that transgender young people were significantly disadvantaged by schools not understanding them or their needs. In particular, schools should pay attention to names, pronouns, uniform, toilets and changing facilities.

The young people were also concerned about confidentiality, which was a significant barrier to them accessing support. They were concerned about how, without consent, parents and carers could be informed of a child's sexual orientation, and how this could pose a risk for some young people.

Effective RSE can help to promote a positive view of sexual orientation and gender identity, which can then help to raise the self-esteem of young people who may feel different.

Learning about LGBTQ+ matters should cover:

- the importance of valuing diversity and the uniqueness of individuals, including diversity in sexual attraction and gender identity;
- the terms associated with sex, sexuality, gender identity and transgender, and an understanding of what they mean in real life;
- that homophobic, biphobic and transphobic bullying is unacceptable and how to challenge it; and
- how young LGBTQ+ people can access support.

### **How Jigsaw 11-16 can satisfy this requirement and where it is taught**

Jigsaw PSHE has a puzzle called celebrating difference which teaches about the need to respect everyone as an individual person irrespective of any difference, This puzzle studied in all year groups – however specific lessons which include LGBT+ materials are listed below

Ages 12-13 Celebrating Difference 4

Ages 13-14 Celebrating Difference 2

Ages 15-16 Relationships 2,3,5

## 7. Menstrual Wellbeing

RSE gives young people opportunities to acquire comprehensive, accurate and age-appropriate information on sexual and reproductive health issues such as puberty and menstruation.

Approximately half the population experiences periods. Despite this fact, periods are rarely talked about and are often seen as a taboo subject.

For many girls, getting their first period is an indicator of the start of puberty. However, substantial numbers of girls have knowledge gaps or misconceptions about periods. These can cause anxiety and leave them unprepared when they start menstruating.

Plan International UK, in its [Research on Period Poverty and Stigma](#), has reported the following statistics:

- One in seven girls admitted that they did not know what was happening when they started their first period.
- 26% of girls said that they did not know what to do when they started their period.
- 49% of girls have missed an entire day of school because of their period.
- 59% of these girls gave an alternative excuse for missing school.
- Only one in five girls felt comfortable discussing their period with their teacher.

The charity's report [Break the Barriers: Girls' Experiences of Menstruation in the UK](#) also reveals that a culture of stigma and silence have turned periods into a hidden public health issue, which is putting girls' physical, sexual and mental health at risk.

By discussing periods with young people, we can help to reduce negative social and cultural attitudes that can negatively affect girls' lives. If girls feel more comfortable and less embarrassed about their bodies, they might be more likely to seek help when problems arise.

### *Who Should Be Taught about Periods?*

From Key Stage 2 onwards, all pupils (boys and girls) should be learning age-appropriate and accurate scientific facts about periods and be having open conversations about them. This can help to break common taboos about periods, prevent stigma, and reduce negative perceptions and behaviours.

### *Involving Parents and Carers*

Teaching about periods is a matter of health and should be treated as such. Teaching should be built into the curriculum on an ongoing basis, building on knowledge and understanding, rather than being treated as a one-off lesson.

You must follow your school's guidelines and RSE policy and inform parents before you discuss menstruation with pupils.

Schools should also encourage parents to talk to their children openly as an ongoing process, rather than a formal sit-down talk. They could use prompts such as TV ads for period products or a trip to the supermarket to start the conversation about periods. They could also simply ask their children what they already know and go from there.

Menstruation is a natural part of a girl's physical development. It should not be treated with secrecy or stigma, which can contribute to girls' feelings of embarrassment during their period. The menstrual cycle is also accompanied by emotional, social and cognitive changes, as well as practical challenges.

Menstruating in school can be distressing, particularly if it happens unexpectedly. Teachers need to be aware of and sensitive to the physical, emotional and practical needs of girls during menstruation. These may include asking for permission to leave class, feeling uncomfortable during PE lessons, mood swings and lack of concentration.

It's important that girls have access to period products and are aware of the importance of personal hygiene. They should also know which staff members they can go to if they are having their period and need help.

Menstrual wellbeing fits into Learning for Life and Work at Key Stage 3 in the Personal Development strand under the key concept Relationships, which states that:

*Pupils should have opportunities to explore the implications of sexual maturation, for example sexual health, fertility, contraception, conception, teenage pregnancy and childbirth.*

At Key Stage 4, menstrual wellbeing also sits under the Personal Development strand of Learning for Life and Work, which states that:

*Pupils should be enabled to:*

- develop an understanding of how to maximise and sustain their own health and wellbeing; and
- reflect on, and respond to, their developing concept of self, including managing emotions and reactions to ongoing life experiences.

*Teachers should cover:*

- key facts about the menstrual cycle;
- what is and isn't usual;
- communication skills needed to ask for help;
- the range of period products available, how and when they're used, and their advantages and disadvantages;
- menstrual wellness – physical, emotional and psychological wellbeing leading up to and during periods;
- menstrual hygiene – essential facts and how to deal with related situations;
- challenges – pain, anxiety, fear, embarrassment and myths;
- endometriosis and other menstruation-related issues – symptoms, support and treatment; and
- period poverty.

### ***Period Poverty***

Research from Plan International UK reveals that, in the UK, three in 10 girls aged 14–21 have struggled to afford or access period products during lockdown. According to the charity's CEO, 'Lockdown has exacerbated the already prevalent problem of period poverty in the UK' ([3 in 10 Girls Struggle to Afford or Access Sanitary Wear During Lockdown](#)).

In Northern Ireland, some people have to make a difficult choice between food, warmth and period products. Many girls can't afford period products and if their parents are struggling financially, they don't want to ask for help to buy them ([BBC News – Period taboo: Why can't we talk about menstruation?](#)).

A scheme to provide girls with access to period products in Northern Ireland schools has been approved by the Northern Ireland Executive and is expected to be in place from September 2021.

### **How Jigsaw 11-16 can satisfy this requirement and where it is taught**

The menstrual cycle is covered in the puzzle Changing Me – specific lessons are listed below

Ages 11-12 Changing Me 1

Ages 13-14 Changing Me 5

Ages 14-15 Changing Me 5

## 8. Social Media and its Effects on Relationships and Self-Esteem

Social media has become an integral part of everyday life for large numbers of young people.

Ofcom figures show that 25% of 10-year-olds who go online claim to have a social media profile, with this proportion almost doubling to 43% of 11-year-olds. By the age of 13 (the minimum age restriction on some social media platforms) more than half of children have a social media profile, and by the age of 15, almost all have one ([Children and parents: Media use and attitudes report 2019](#)).

Social media offers many benefits for young people and society in general, such as providing:

- a way to connect with friends and family over long distances;
- a route to learning and developing skills;
- an outlet for creativity and activism; and
- opportunities for job searches.

However, it can also have a negative impact on young people's health and well-being, for example by causing increased levels of anxiety and depression. See the House of Commons Science and Technology Committee report on the [impact of social media and screen-use on young people's health](#) for more information.

Most social media sites have a minimum age restriction of 13, but we know that children and young people do not always follow this. In May 2018, WhatsApp increased its minimum age for users in the EU from 13 to 16 years old. Social media sites set these limits as they recognise that some content may not be suitable for younger age groups.

According to Ofcom, most parents of children with a profile are aware that there is a minimum age requirement for social media sites and apps, but most are unsure of what these are. A quarter of parents of 5–15s would allow their child to have a social media profile before they reached the minimum age requirement ([Children and parents: Media use and attitudes report 2019](#)).

When using social media, young people should understand:

- the risks associated with using it;
- the importance of reading the terms of service of the sites they are using;
- how to use appropriate privacy settings;
- the importance of having a strong password;
- the risks of sharing personal information on social media sites;
- how to recognise and resist the pressures placed on them to share inappropriate images of themselves or others;
- the possible consequences, including legal ramifications, of sexting;
- that once they have posted and shared something, they have lost control over where it goes and what happens to it; and
- that it is wrong to cyberbully and post content which can harm other people or lower their self-esteem.

If something does go wrong with social media and young people find themselves as victims of cyberbullying or other forms of online harassment, they should know what to do or who to talk to for help. The [UK Safer Internet Centre's Professionals Online Safety Helpline](#) offers advice on online safety issues like grooming, cyberbullying and online reputation, and can be useful for anyone that works with children and young people.

### **How Jigsaw 11-16 can satisfy this requirement and where it is taught**

Jigsaw has many lessons which cover issues concerning Social Media and its Effects on Relationships and Self-Esteem

Specific ones include

Ages 11-12 Being Me in My World 4,5,6, Changing Me 4

Ages 12-13 Relationships 1,4 Dreams and Goals 3

Ages 13-14 Being Me in My World 3, Celebrating Difference 4, Dreams and Goals 5

Ages 14-15 Being Me in My World 3&4, Dreams and Goals 3 Changing Me 1&5

Ages 15-16 Being Me in My World 4

## KS3 LEARNING FOR LIFE AND WORK: Local and Global Citizenship

The minimum content is set out below.

The statutory requirements are set out in **bold** and additional guidance appears in plain text. All examples are in *italics*.

The sections highlighted in *pale purple* demonstrate how Jigsaw 11-16 can cover these concepts and learning opportunities.

### **Key Concept - Diversity and Inclusion**

Exploring Diversity and Inclusion provides opportunities to consider the range and extent of diversity in societies locally and globally and to identify the challenges and opportunities which diversity and inclusion present in local, national, European and global contexts.

### **Key Concept - Human Rights and Social Responsibility**

Exploring Human Rights and Social Responsibility provides opportunities to understand that a globally accepted values base exists that reflects the rights, as outlined within various international human rights instruments, and responsibilities of individuals and groups in democratic society.

### **Key Concept - Equality and Social Justice**

Exploring Equality and Social Justice provides opportunities to understand that society needs to safeguard individual and collective rights to try and ensure that everyone is treated fairly.

### **Key Concept - Democracy and Active Participation**

Exploring Democracy and Active Participation provides opportunities for young people to understand how to participate in and to influence democratic processes and to be aware of some key democratic institutions and their role in promoting inclusion, justice and democracy.

### **How Jigsaw PSHE covers these key concepts**

**The Jigsaw puzzles are all embedded with an ethos of fairness, co-operation and mutual respect. A charter is agreed and adhered to by each class and revisited at the start of every lesson.**

**Specific Jigsaw pieces like 'Celebrating Difference' focus on Human rights, diversity, inclusion, equality and social justice. All the other Jigsaw pieces have these issues in mind in the way they deliver the content. Students are encouraged to recognise the fundamental human rights of all, the need to co-operate and work together, recognising that we all have differences yet deserve to be treated equally.**

Pupils should have opportunities to:

Investigate factors that influence individual and group identity, for example, *age, gender, youth culture, ethnicity, community background, multiple identity, changing identities etc.*

Investigate ways in which individuals and groups express their identity, for example, *dress code, language, musical and sporting traditions, religious and political opinion, beliefs etc.*

Investigate how and why conflict, including prejudice, stereotyping, sectarianism and racism may arise in the community.

Investigate ways of managing conflict and promoting community relations, reconciliation. Investigate the opportunities arising from diversity and multiculturalism and possible ways of promoting inclusion, for example, *community relations work, shared festivals and sporting events, integrated education*

Pupils should have opportunities to:

Investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individuals and groups of people.

Investigate key human rights principles, for example, *The Universal Declaration of Human Rights (UDHR), The European Convention of Human Rights (ECHR) and The United Nations Conventions of the Rights of Children (UNCRC) as a value base.*

Investigate why different rights must be limited or balanced in our society, for example, *individual rights v group rights, freedom of expression, movement, mode of protest etc.*

Investigate local and global scenarios where human rights have been seriously infringed, for example, *child labour, prisoners of conscience, instances where the actions of the state have been questioned and challenged etc.*

Investigate the principles of social responsibility and the role of individuals, society and government in promoting these, for example, *in relation to addressing the issues raised across the key concepts.*

Pupils should have opportunities to:

Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity, for example, *groups named in Section 75, The Northern Ireland Act 1998.*

Investigate how and why some people may experience inequality/social exclusion on the basis of their material circumstances in local and global contexts, for example, *absolute and relative poverty, homelessness, the experience of refugees and asylum seekers etc.*

Explore the work of inter- governmental, governmental and non-governmental organisations (NGO) which aim to promote equality and social justice, for example, *the work of the United Nation, the Equality Commission for N. Ireland, local and global development agencies etc.*

Pupils should have opportunities to:

Investigate the basic characteristics of democracy, for example, *participation, the rule of law, promotion of equality and human rights etc.*

Investigate various ways to participate in school and society, for example, *school councils, peer mediation, mock elections, volunteering, community action/ involvement, lobbying and campaigning through NGOs, local councillors, MLA or MEP etc.*

Investigate why rules and laws are needed, how they are enforced and how breaches of the law affect the community, for example, *school rules, classroom charter, age related law, the young person in the criminal justice system etc.*

Investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation, for example, *how to improve local youth services; enhance an existing play area; design a community garden, drop-in centre or multi-cultural mural/ event; environmental activities; involvement in campaigns on global issues such as: Education for All, Fair Trade etc.*

**Being Me in My World**

**Ages 12-13: 5**

**Celebrating Difference**

**Ages 11-12: 1,3,4,6**

**Ages 12-13: 1,2,3,5,6**

**Ages 13-14: 1,2,3,5,6**

**Changing Me**

**Ages 11-12: 4**

**Being Me in My World**

**Ages 12-13: 5**

**Celebrating Difference**

**Ages 11-12: 1,2,3,4,5,6**

**Ages 12-13: 1,2,3,4,5,6**

**Ages 13-14: 1,2,3,4,5,6**

**Being Me in My World**

**Ages 12-13: 5**

**Celebrating Difference**

**Ages 11-12: 1,2,3,4,6**

**Ages 12-13: 1,2,3,4,5,6**

**Ages 13-14: 1,2,3,4,5,6**

**Changing Me**

**Ages 11-12: 3**

**Being Me in My World**

**Age 12-13: 5**

**Celebrating Difference**

**Ages 12-13: 4**

**Ages 13-14: 2,**

**Healthy Me**

**Ages 11-12: 3**

**Ages 12-13: 4**

**Ages 13-14: 2**

**Relationships**

**Ages 12-13: 5**

**Ages 13-14: 3, 4,6**

**Changing Me**

**Ages 12-13: 4,5**

### Learning Outcomes

The Learning outcomes require the demonstration of skills and application of knowledge and understanding of Local and Global Citizenship.

Pupils should be able to:

- research and manage information effectively to investigate Citizenship issues, using Mathematics and ICT where appropriate;
- show deeper understanding by thinking critically and flexibly, exploring problems and making informed decisions, using Mathematics and ICT where appropriate;
- demonstrate creativity and initiative when developing ideas and following them through; work effectively with others;
- demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance;
- communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.

- **Critical thinking skills are developed through looking at a variety of issues and considering their individual place in the world and how best to work on transferable skills which will enable them to flourish in life.**
- **Students are encouraged to build their own resilience, consider ideas about their future and the skills they will need to develop through short-, medium- and long-term goal setting. Self-management and planning play a key part in this process.**
- **Communication skills are also honed as part of this progress, students will be able to consider their own views as well as work in small and large groups. The ethos of co-operation and mutual respect enables students to grow in confidence recognising that they have a voice and can make a vital contribution.**

### KS3 LEARNING FOR LIFE AND WORK: Employability

The minimum content is set out below.

The statutory requirements are set out in **bold** and additional guidance appears in plain text. All examples are in *italics*.

The sections highlighted in *pale purple* demonstrate how Jigsaw 11-16 can cover these concepts and learning opportunities.

#### Work in the Local and Global Economy

Exploring work in the Local and Global Economy allows young people opportunities to investigate the impact of the global market on Northern Ireland and to reflect on the implications for their personal career planning.

#### Career Management

Exploring Career Management provides opportunities for young people to investigate the changing concept of career which is moving away from the likelihood of a job for life to the expectation that individuals will experience several career changes and this will involve lifelong learning, updating knowledge and skills, self-marketing and effective personal career planning.

#### Enterprise and Entrepreneurship

Exploring Diversity and Inclusion provides opportunities to consider the range and extent of diversity in societies locally and globally and to identify the challenges and opportunities which diversity and inclusion present in local, national, European and global contexts.

#### Dreams and Goals

**Ages 11-12: 2,3**

**Ages 12-13: 1,3,4**

**Ages 13-14: 2**

**Ages 14-15: 3,**

**Ages 15-16: 2,3,6**

#### Dreams and Goals

**Ages 11-12: 2,3,4**

**Ages 12-13: 1,3,4**

**Ages 13-14: 1,2**

**Ages 14-15: 3, 6**

**Ages 15-16: 2,3,6**

#### Dreams and Goals

**Ages 11-12: 2,3,4**

**Ages 12-13: 1,4**

**Ages 13-14: 1,2**

**Ages 14-15: 3, 6**

**Ages 15-16: 1,2,3,5,6**

Pupils should have opportunities to:

**Describe different types of work and investigate the range of employment in the local area, including any changes in employment trends, taking account of the implications for career planning, for example, *find out about the main occupational sectors in Northern Ireland and how these change over time.***

**Investigate the local impact of the global market, for example, *explore the reasons for and benefits of workers who have come from other European states and beyond.***

**Investigate how technology is affecting life and work, for example, *examine some of the pros and cons of technology in the workplace and how this can affect work/life balance.***

**Investigate how an employer might deal with issues affecting work, for example, *examine why health and safety is so important in work.***

**Investigate how environmental considerations are affecting work and work practices, for example, *examine how organisations need to respond to customers' increased awareness of environmental issues.***

**Investigate how work organisations contribute to the community, for example, *examine the impact that positive contributions have on a community.***

Pupils should have opportunities to:

**Assess personal skills and achievements to date; identify areas of interest and set targets for self-improvement, for example, *consider the impact that subject choices and personal interests have on future career options.***

**Explore the changing concept of career, for example, *find out about the range of jobs some people have had and consider the importance of developing transferable skills for future career opportunities.***

**Engage in the personal career planning process to investigate and reach decisions about post-14 options, recognising that attitudes to work will change over time and are influenced by family and community values, for example, *consider some of the reasons why people work and the importance of fulfilment in work.***

**Practise presentational and self-marketing skills, for example, *find out about the qualities employers look for in potential employees.***

**Investigate a variety of both familiar and unfamiliar jobs, for example, *explore career opportunities within various employment sectors.***

**Make use of appropriate information, advice and guidance to inform career management, for example, *explore different pathways to a range of courses and career options.***

Pupils should have opportunities to:

**Identify and practise the skills and attributes which make one enterprising, for example, *find out how various people are enterprising in their work.***

**Understand the importance of innovation and develop strategies to promote an entrepreneurial spirit, considering possible implications for career planning, for example, *explore familiar people who have had good ideas and develop strategies for generating and building upon ideas.***

**Find out what makes an entrepreneur and develop an awareness of the challenges and benefits of building your own business, for example, *find out about some of the factors which have encouraged entrepreneurs to realise their ideas.***

**Explore the range of small businesses in the life of the community and consider possible implications for career planning, for example, *examine the importance of small businesses in an economy and impact on career choices.***

**Dreams and Goals****Ages 11-12: 2,3****Ages 12-13: 1****Ages 13-14: 2,4****Ages 14-15: 3,6****Ages 15-16: 1,2,3,5,6****Dreams and Goals****Ages 11-12: 1,2,3****Ages 12-13: 1, 4****Ages 13-14: 1,2,****Ages 14-15: 1,3,6****Ages 15-16: 2,3,5,6****Dreams and Goals****Ages 11-12: 2,3****Ages 12-13: 1,4****Ages 13-14: 1,2,****Ages 14-15: 3,6****Ages 15-16: 2,3,6****Learning Outcomes**

The learning outcomes require the demonstration of skills and application of knowledge and understanding of Employability.

**Pupils should be able to:**

- research and manage information effectively to investigate employability issues, using Mathematics and ICT where appropriate;
- show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;
- demonstrate enterprise, creativity and initiative when developing ideas and following them through;
- work effectively with others;
- demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own learning and performance;
- communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.

## KS3 LEARNING FOR LIFE AND WORK: Personal Development

The minimum content is set out below.

The statutory requirements are set out in **bold** and additional guidance appears in plain text. All examples are in *italics*.

The sections highlighted in *pale purple* demonstrate how Jigsaw 11-16 can cover these concepts and learning opportunities.

### Key Concept – Self awareness

Exploring Self-Awareness provides opportunities to consider the importance of self-confidence and self-esteem to physical and emotional/mental health throughout life.

### Key Concept – Personal Health

Exploring Personal Health provides opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/mental health throughout life.

### Key Concept – Relationships

Exploring Relationships provides opportunities to understand the importance of forming and maintaining relationships to physical and emotional/mental health throughout life.

#### **Being Me in My World**

**Ages 11-12: 1,3**

**Ages 12-13: 1,3,4,6**

**Ages 13-14: 2,3,4,5**

#### **Dreams and Goals**

**Ages 11-12: 1,3,**

**Ages 13-14: 1,5**

#### **Healthy Me**

**Ages 11-12: 4**

**Ages 12-13: 1,**

#### **Relationships**

**Ages 11-12: 1,5**

**Ages 12-13: 1,**

**Ages 13-14: 2**

#### **Changing Me**

**Ages 11-12: 4**

**Ages 13-14: 2,4**

#### **Being Me in My World**

**Ages 11-12: 2,3,4,5**

**Ages 12-13: 4,**

**Ages 13-14: 2,3,4,5**

#### **Celebrating Difference**

**Ages 11-12: 5**

**Ages 12-13: 4,5**

**Ages 13-14: 4**

#### **Healthy Me**

**Ages 11-12: 1,2,3,4,5**

**Ages 12-13: 1,2,3,5**

**Ages 13-14: 2,3,4,5**

#### **Relationships**

**Ages 11-12: 1,2**

**Ages 12-13: 4**

**Ages 13-14: 1**

#### **Changing Me**

**Ages 11-12: 1,2,5**

**Ages 12-13: 1**

**Ages 13-14: 1,2,3,4,5**

#### **Being Me in My World**

**Ages 11-12: 1,2,3**

**Ages 12-13: 3**

**Ages 13-14: 1,2,3,4,5**

#### **Celebrating Difference**

**Ages 12-13: 5**

**Ages 13-14: 1,2,3,4,5**

#### **Dreams and Goals**

**Ages 11-12: 3,4**

#### **Relationships**

**Ages 11-12: 1,2,3,4,5**

**Ages 12-13: 1,2,3,4,5**

**Ages 13-14: 1,2,4,5**

#### **Changing Me**

**Ages 12-13: 1,2,3**

**Ages 13-14: 4**

**Pupils should have opportunities to:**

**Explore and express a sense of self**, for example, *temperament, feelings and emotions, personal responsibility, personal needs, aspirations etc.*

**Explore personal morals, values and beliefs**, for example, *the origin of personal values, developing a moral framework, personal integrity, etc.*

**Investigate the influences on a young person**, for example, *peer pressure, media, social and cultural trends, fears, anxieties and motivations, etc.*

**Explore the different ways to develop self-esteem**, for example, *enhanced self-awareness, sense of security and self-worth, setting achievable targets, developing resilience, new interests and skills, learning to recognise achievement, etc.*

**Develop skills and strategies to improve own learning**, for example, *self-management, time management, attitudes and motivation towards learning, organisation and recognition of own learning preferences, developing ambitions for life and work, etc.*

**Pupils should have opportunities to:**

**Explore the concept of Health as the development of a whole person**, for example, *defining what makes up a whole person, the need to develop physical, mental, social, moral, cognitive, etc.*

**Investigate the influences on physical and emotional / mental personal health of**, for example, *immunisation, regular physical activity, personal hygiene, diet, stress, addiction, life/work balance, etc.*

**Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour**, for example, *puberty, body image, mood swings, etc.*

**Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse**, for example, *effects on behaviour, physical and mental health, life and work changes etc.*

**Develop preventative strategies in relation to accidents in the home, school and on the road**, for example, *safe practices in relation to appliances and equipment, chemicals, machinery, vehicles, road safety; knowing what to do in the event of cuts, burns, fire and emergency first aid, etc.*

**Develop strategies to promote personal safety**, for example, *responding appropriately to different forms of bullying, abuse, physical violence; developing safe practice in relation to the internet, getting home; understanding and managing risk, the place of rules and boundaries, etc.*

**Pupils should have opportunities to:**

**Explore the qualities of relationships including friendship**, for example, *conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc.*

**Explore the qualities of a loving, respectful relationship**, for example, *how choices within a relationship affect both physical and emotional development, friendships, etc.*

**Develop coping strategies to deal with challenging relationship scenarios**, for example, *sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness and loss, etc.*

**Develop strategies to avoid and resolve conflict**, for example, *active listening, assertiveness, negotiation, mediation, etc.*

**Explore the implications of sexual maturation**, for example, *sexual health, fertility, contraception, conception, teenage pregnancy, childbirth, etc.*

**Explore the emotional, social and moral implications of early sexual activity**, for example, *personal values, attitudes and perceptions, the Law, STIs, the impact of underage parenting, etc.*

<p><b>Being Me in My World</b>  <b>Ages 11-12: 1,2,3</b>  <b>Ages 12-13: 1,3,4,6</b>  <b>Ages 13-14: 2,3,4,5</b>  <b>Celebrating Difference</b>  <b>Ages 11-12: 1,2</b>  <b>Ages 12-13: 4,5</b>  <b>Ages 13-14: 4</b>  <b>D&amp;G</b>  <b>Ages 11-12: 1,2,3,4</b>  <b>Ages 12-13: 1</b>  <b>Ages 13-14: 2,5</b>  <b>HM</b>  <b>Ages 11-12:1,2,</b>  <b>Ages 13-14: 1</b>  <b>Relationships</b>  <b>Ages 11-12: 1,4,5</b>  <b>Ages 12-13: 4</b>  <b>Ages 13-14: 1</b></p>	<p><b>Healthy Me</b>  <b>Ages 11-12: 2,3,4</b>  <b>Ages 12-13: 3,4,6</b>  <b>Ages 13-14: 1,2,3,4,5,6</b>  <b>Changing Me</b>  <b>Ages 11-12: 1,2,4,5</b>  <b>Ages 12-13: 5</b>  <b>Ages 13-14: 1,2,3,4,5,6</b></p>	<p><b>Being Me in My World</b>  <b>Ages 12-13: 3</b>  <b>Ages 13-14: 1,2,3,4,5</b>  <b>Celebrating Difference</b>  <b>Ages 12-13: 4,5</b>  <b>Ages 13-14: 1,2,3,5</b>  <b>Relationships</b>  <b>Ages 11-12: 1,2,4,5</b>  <b>Ages 12-13: 1,2,3,6</b>  <b>Ages 13-14: 2,4</b>  <b>HM</b>  <b>Ages 12-13: 2,4</b>  <b>Changing Me</b>  <b>Ages 11-12: 1,2,3</b>  <b>Ages 12-13: 1,2,3</b>  <b>Ages 13-14: 5</b></p>
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#### Learning Outcomes

The learning outcomes require the demonstration of skills and application of knowledge and understanding of Personal Development.

Pupils should be able to:

- develop an awareness of emergency first aid procedures;
- research and manage information effectively to investigate PD issues; using Mathematics and ICT where appropriate;
- show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;
- demonstrate creativity and initiative when developing ideas and following them through;
- work effectively with others;
- demonstrate self-management by working systemically, persisting with tasks, evaluating and improving own performance;
- communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose.

**NB.** Teachers may develop activities that combine many of the statutory requirements provided that, across the **Key Stage**, all of the statutory aspects highlighted in **BOLD** (including each of the **Key Concepts**) are met.

## KS3 LEARNING FOR LIFE AND WORK: Home Economics

The minimum content is set out below.

The statutory requirements are set out in **bold** and additional guidance appears in plain text. All examples are in *italics*.

The sections highlighted in **pale purple** demonstrate how Jigsaw 11-16 can cover these concepts and learning opportunities.

### Key Concept – Healthy Eating

Exploring Healthy Eating provides opportunities to develop understanding required in the choice, planning, storage, preparation, cooking and serving of food.

#### Healthy Me

**Ages 11-12: 1,4**

**Ages 15-16: 1**

### Key Concept – Home and Family Life

Exploring Home and Family Life provides opportunities to understand the importance of the family as a caring unit.

#### Being Me in My World

**Ages 12-13: 2,3**

**Healthy Me**

**Ages 15-16: 4**

### Key Concept – Independent Living

Exploring Independent Living provides opportunities to understand the importance of becoming discerning consumers and effective managers of resources.

#### Healthy Me

**Ages 12-13: 4**

**Ages 13-14: 4,5**

**Ages 14-15: 2,3,4**

**Relationships**

**Ages 11-12: 4,6**

Pupils should have opportunities to:

Develop practical skills in the safe, hygienic, healthy and creative use of foods to plan, prepare, cook and serve a range of meals, for example, *creative use of ingredients, cooking for different cultures and occasions etc.*

Develop the practical skills in the safe use of a range of utensils and appliances in the preparation, cooking and serving of a variety of dishes, for example, *selecting the equipment appropriate to the task; making use of labour-saving appliances and new technology in the kitchen etc.*

Investigate the impact of storage, preparation and cooking on food, for example, *nutritional value, prevention of food poisoning and spoilage, etc.*

Explore ways to achieve a healthy diet, for example, *an understanding of the current dietary recommendations and how they can be applied to food choice and preparation and diet related disorders as a consequence of poor food choice.*

Pupils should have opportunities to:

Explore the roles and responsibilities of individuals within a variety of home and family structures, for example, *sharing roles within the family, role reversal etc.*

Develop awareness of parenting skills, for example, *how parents/carers can nurture physical, intellectual, emotional, social and moral development etc.*

Investigate some of the changing needs of family members at different stages of the life cycle, for example, *physical (including nutritional), intellectual, emotional and social needs etc.*

Explore strategies to manage family scenarios, for example, *managing changes in family circumstances such as sibling rivalry, caring for relatives, etc.*

Pupils should have opportunities to:

Develop a range of skills to promote independence through planning, managing and using resources, for example, *task and time management, cooking for and managing self, managing money, etc.*

Investigate a range of factors that influence consumer choices and decisions, for example, *media and advertising, peer pressure, ethical issues, value for money, methods of payment, impulse/planned purchases, etc.*

Investigate consumer rights, responsibilities and support available in a range of scenarios, for example, *making use of relevant legislation and consumer organisations, complaining effectively, etc.*

<p><b>Healthy Me</b>  <b>Ages 11-12: 1,4</b>  <b>Ages 15-16: 1</b></p>	<p><b>Being Me in My World</b>  <b>Ages 12-13: 2,3</b>  <b>Healthy Me</b>  <b>Ages 14-15: 4</b></p>	<p><b>Being Me in My World</b>  <b>Ages 11-12: 3,4</b>  <b>Ages 12-13: 5</b>  <b>Ages 13-14: 1.2.3.4.5</b>  <b>Ages 14-15: 4</b>  <b>Dreams and Goals</b>  <b>Ages 12-13: 2,4,5</b>  <b>Healthy Me</b>  <b>Ages 13-14: 1</b>  <b>Ages 15-16: 4</b></p>
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**Learning Outcomes**

The learning outcomes require the demonstration of skills and application of knowledge and understanding of Home Economics.

**Pupils should be able to:**

- demonstrate skills in the safe, hygienic, healthy and creative use of food;
- research and manage information effectively to investigate Home Economics issues, using Mathematics and ICT where appropriate;
- show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;
- demonstrate creativity and initiative when developing ideas and following them through;
- work effectively with others;
- demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance;
- communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.

*NB. Teachers may develop activities that combine many of the statutory requirements provided that, across the **Key Stage**, all of the statutory aspects highlighted in **BOLD** (including each of the **Key Concepts**) are met.*