Lympne Church of England Primary School

Let Your Light Shine

Friendship, Respect, Courage, Resilience

Tuesday 3rd November 2026

Year 4 PSHE/RSE Termly letter

Dear Parents and Carers,

As you will be aware from Term 1's letter, we will be continuing to use the Jigsaw scheme for PSHE/RSE education, and it has been updated in light of the new changes. Jigsaw has been designed as a whole-school approach. It provides a detailed and comprehensive scheme of learning for Personal, Social, Health and Emotional including Health and Well-being. It also includes Relationships, Sex and Health Education, fulfilling DfE statutory requirements. Our aim is following this scheme to help prepare our children at Lympne for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.

In Term 2, we will be continuing your child's PSHE journey through our scheme "Jigsaw". Jigsaw is made up of 6 jigsaw puzzle pieces each one taught in a new term and introducing a new theme. The themes are the same year on year however the content increases and develops with age.

Term 2's jigsaw puzzle piece is 'Celebrating Difference'. We want to make you aware of some of the information that we will be learning about and exploring.

As part of the new documentation Jigsaw provides a detail knowledge and progression grid which shows the overview of the topic and vocabulary which will be shared as well as a parent guide should you wish to follow up any of the learning at home.

Ages 8-9

Puzzle overview: Celebrating Difference

In this Puzzle, children explore how first impressions and appearance can influence assumptions, learning to accept others for who they are and question their own judgements. They develop a deeper understanding of bullying, including the roles of bystanders and witnesses, and practice how to seek help and solve problems safely. Protected characteristics are introduced including age, disability, race and sex. Across the six Pieces, children reflect on what makes them special and unique, learn to value physical differences, and practice kindness, respect and empathy. They explore how opinions can change when people get to know one another.

Knowledge	Social and emotional skills
• I understand that, sometimes, we make assumptions based on what people look like • I understand what influences me to make assumptions based on how people look • I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure • I can tell you why witnesses sometimes join in with bullying and sometimes don't tell • I can identify what is special about me and value the ways in which I am unique • I can tell you a time when my first impression of someone changed when I got to know them	• I try to accept people for who they are • I can question why I think what I do about other people • I know how it might feel to be a witness to and a target of bullying • I can problem-solve a bullying situation with others • I like and respect the unique features of my physical appearance • I can explain why it is good to accept people for who they are

Vocabulary

accept, appearance, assumption, bully, bullying, bystander, changed, character, characteristics, courtesy, deliberate, different, empathy, friend, hurtful, impression, influence, judgement, kindness, manners, on purpose, physical features, problem solve, protected characteristics, respect, secret, special, surprised, troll, unique, witness

Guide for families:

Ages 8-9	Talking Together: suggested questions to support 'Celebrating Difference' learning at home		
	First impressions and assumptions • What is a first impression? • Have you ever changed your mind about someone after getting to know them? • Why is it important not to judge people by how they look?	**Identity, uniqueness and self-value** • What makes you unique? • What do you like about yourself? • Why is it important to value differences in ourselves and others?	**Bullying and recognising it** • What does bullying look like? • Why can bullying sometimes be hard to spot? • What do you think you should you do if you think bullying might be happening?
	Bystanders, witness and taking action • What does it mean to be a bystander or witness? • Why might some people join in or stay silent? • How can you help safely if you see bullying?	**Respect, kindness and physical differences** • Why is it important for us to respect people's physical differences? • How can you show kindness to someone who looks or acts differently to you? • How might it feel if someone judged you based on your appearance?	**Opinions and understanding others** • Can someone's opinion about someone change over time? How? • What helps you understand someone better? • Why is it important to get to know people before making decisions about them?
	Resources and additional support for Families • Anti-Bullying Alliance – guidance for families on understanding bullying and how to support children • BookTrust – high-quality book recommendations for children about identity, difference, bullying and belonging • Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Celebrating Difference theme.		

In Term 3, the Jigsaw puzzle piece is 'Dreams and Goals' and you will receive a separate letter explaining what your child will be learning in this topic including key vocabulary nearer to that time.

Yours sincerely



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