Lympne Church of England Primary School

Let Your Light Shine

Friendship, Respect, Courage, Resilience

Tuesday 3rd November 2026

Year 6 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 10-11		
	Puzzle overview: Celebrating Difference	
	In this Puzzle, children explore what "normal" can mean and develop empathy for people who are different. They examine prejudice, discrimination and protected characteristics, reflecting on their own attitudes and the importance of equality and respect. Across the six Pieces, children learn about power imbalances, why bullying might happen, and how to manage feelings and solve problems safely. They explore inspirational individuals, including disabled athletes, and reflect on perseverance and achievement.	
	Knowledge	**Social and emotional skills**
	• I understand there are different perceptions about what normal means • I understand how being different could affect someone's life • I can explain some of the ways in which one person or a group can have power over another • I know some of the reasons why people use bullying behaviours • I can give examples of people with disabilities who lead amazing lives • I can explain ways in which difference can be a source of conflict and a cause for celebration	• I can empathise with people who are different • I am aware of my attitude towards people who are different • I know how it can feel to be excluded or treated badly by being different in some way • I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one • I appreciate people for who they are • I can show empathy with people in either situation
	Vocabulary	
	achievement, accolade, admiration, argument, assumption, banter, belonging, bullying, bullying behaviour, celebration, community, conflict, control, difference, direct, disability, discrimination, empathy, equality, equality act, harassment, imbalance, indirect, misunderstanding, normal, Paralympian, perception, perseverance, power, prejudice, protected characteristics, racism, recipient, respect, rights, sport, stamina, struggle, stereotype	

Guide for families:

Ages 10-11	Talking Together: suggested questions to support 'Celebrating Difference' learning at home		
	Perceptions of 'normal' and difference • What does "normal" mean to you? • Why might people have different ideas about what is normal? • How can being different affect someone's life?	**Equality, prejudice and discrimination** • What do prejudice and discrimination mean? • Why is it important to treat everyone equally and with respect? • How can we challenge unfair attitudes or behaviour?	**Power, bullying and responsibility** • What does it mean for someone to have power over others? • Why might people use bullying behaviours? • What can you do if you see or experience unfair treatment?
	Empathy, inclusion and respect • How can you show empathy towards someone who is different from you? • How might it feel to be excluded or treated unfairly? • What can you do to help others feel included and valued?	**Managing feelings and problem-solving** • How can you manage your feelings in a difficult situation? • What strategies can you use to solve a problem calmly? • How can you support others in resolving conflict?	**Inspiration, perseverance and achievement** • Can you think of someone who has achieved something despite challenges? • What can we learn from people who show perseverance? • How can differences be a strength rather than a weakness?
	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 diversity, equality, perseverance and identity • 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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