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| Document Title | Relationships and Sex Education Policy<br>Part 1: Relationships Education<br>Part 2: Sex Education |
| Revision Number: | 3 |
| Approved by: | Trust Board of INMAT |
| Approval Date: | March 2026 |
| Valid from | September 2026 |
| Review Frequency: | Every 2 years |
| Revisions | Additional information added around assessment, resources, the right to withdraw and staff training. |

## Part 1 – Relationships Education

### Rationale

InMAT schools believe that our Relationships Education curriculum ethos will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. We are preparing children for life in modern Britain, developing and deepening their understanding of fundamental British values of democracy, individual liberty, rule of law, and mutual respect and tolerance. We believe all our children can leave our schools confident and assured of their place in this diverse and changing world.

This policy sets out the Trust's approach to delivering compulsory **Relationships Education** and **Health Education**, and discretionary **Sex Education** (SE) at the primary level, collectively referred to as RSHE. This policy is written for primary school provision across the Trust.

The curriculum is designed to give pupils the knowledge, skills, and understanding they need to lead confident, healthy, and independent lives and to become respectful, active, and responsible citizens, preparing them for life in modern Britain.

### Definition

Relationships Education is compulsory for all primary school pupils. It is designed to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts, including online. The curriculum will foster pupil wellbeing, develop resilience and character, and promote the Trust values of Inclusion, Integrity, Initiative, Inspiration, and Involvement.

### Aims

The aims of Relationships Education in our schools is to:

- Develop skills and attitudes in our pupils that will enable them to participate fully and contribute positively whilst thriving in modern Britain.
- "To put in place the building blocks needed for positive and safe relationships of all kinds." (DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education: FAQs)
- Ensure that pupils understand Britain is a country rich in diversity and difference. Individual characteristics make people unique; everyone has differences, and everyone is welcome in our schools.
- Provide clear information to parents and carers about the Relationships Education curriculum and content in an accessible way so that they can support what their child is learning in school with their own teaching at home.
- Enable pupils to reflect on their own experiences, considering how they are developing character, both personally and socially. Teach co-operation skills so that pupils behave with integrity, feeling confident about their emerging selves and how they can contribute to school and to society.
- Enable children to reflect on their own mental health and consider how their actions affect the mental health of others.

- Ensure all students receive the support and respect they need as they move through the school and provide the skills to show empathy and support to peers if and when it is needed. The DfE guidance states, "Teachers should always seek to treat individual students with sympathy and support."
- Develop an understanding of the protected characteristics listed in the Equality Act 2010 and gain a historical perspective of how equality and freedoms have been won over time and should not be taken for granted.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

**All pupils will be taught to:**

- Understand what a healthy, positive, and respectful relationship looks like.
- Be safe, both physically and emotionally, and to know how to seek help.
- Develop self-respect, confidence, and a strong sense of their own identity.
- Understand the diverse society in which they live and respect difference and equality.
- Develop knowledge of the law as it relates to relationships, safety, and wellbeing.

We have reviewed this policy in consultation with parents/carers and have taken into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner.

## Teaching of Relationship Education

Relationship Education is delivered by class teachers through lessons in each year group and through Personal Social Health Economic Education (PSHE) sessions. It is also delivered through assemblies where children discuss images taken from current news stories and relate those stories to their own lives while exploring and considering the lives of others.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

## Statutory Curriculum Content (Primary)

- The INMAT curriculum ensures coverage of the following statutory content areas:

| Area | Statutory Content to be Taught |
|---|---|
| **Families and People Who Care for Me** | Diverse family structures (e.g., single-parent, same-sex parents, blended families). How to form and maintain strong, positive relationships with family and friends. The concept that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other, which is intended to be lifelong. |
| **Respectful, Kind Relationships** | The importance of self-esteem and building a strong sense of one's own identity through developing skills and interests. How to recognise and manage different feelings, resolving conflict, and the differences between online and offline relationships. The importance of respecting others, including those with protected characteristics (e.g., race, disability, sexual orientation). |
| **Online Relationships and Safety** | The benefits and risks of the online world. Teaching that there is a minimum age for joining social media sites (currently 13), and the reasons this protects children. How to critically evaluate their online relationships and sources of information, including awareness of risks like people pretending to be someone else (grooming). The importance of privacy and location settings to protect information online, and the risk that any material provided online might be circulated permanently. |
| **Being Safe** | Age-appropriate, factual teaching on the law as it relates to sexual abuse, harassment, exploitation, and grooming (e.g., county lines). How to recognise and report emotional, physical, and sexual abuse. The concept of privacy and the difference between appropriate and inappropriate contact. How to ask for advice or help for themselves or others, and to keep trying until they are heard. |

At Little Harrowden Primary School, our PHSE curriculum is based on Jigsaw PHSE. For more information about our curriculum, see our curriculum overview in Appendix 3.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQIA+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## Assessment

Pupils' development in Relationships and Sex Education (RSE) will be assessed in a proportionate and age-appropriate way. While formal examinations are not required, it is important that schools monitor and track progress to ensure pupils are developing the intended knowledge, understanding and skills. Assessment may take place through teacher observation, class discussion, reflective activities, pupil voice, and low-stakes quizzes or written responses. These approaches enable staff to identify misconceptions, inform future planning and provide appropriate support where needed. Although the INMAT policy does not currently specify how pupil progress in RSE is monitored, establishing a clear and consistent approach to assessment will ensure that delivery is effective and that pupils are appropriately supported in their personal development.

## Roles and responsibilities

The Board of Trustees will approve the RSE policy, and CEO and School Improvement Leads will hold the headteacher to account for its implementation.

## The right to withdraw

Children may not be withdrawn from Relationship Education lessons. There is no reference to sex or reproduction in Relationship Education lessons. Parents have the opportunity to view any new materials being used to teach Relationships Education as and when they are introduced.

## Resources

Each InMAT school will appoint a PSHE lead to oversee Relationship Education. The PSHE lead will support and provide resources for each school. Teaching resources and materials will be formally reviewed prior to use to ensure they are appropriate for the age and stage of pupils, factually accurate, and free from bias. This process will consider the suitability of language, imagery and context, as well as alignment with statutory guidance and the school's values. Where necessary, materials will be adapted to ensure they present balanced perspectives and promote inclusion, respect and critical thinking.

# PART 2 – Sex Education

## Rationale

At InMAT we place Sex Education firmly within our PSHE curriculum. We believe passionately that our PSHE curriculum will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. Personal development lies at the cornerstone of our InMAT ethos; we are preparing children for life in modern Britain. We believe all our children can leave our schools confident and assured of their place in this diverse and changing world.

## Definition

Sex Education is about physical, moral and emotional development. It is about the understanding of stable and loving relationships, respect, love and care. It involves children acquiring information and being informed about the physical and emotional changes that happen during puberty, forming positive values and attitudes in their family life. Central to this is the growth of self-esteem and taking responsibility for oneself and one's actions.

The word 'sex' is used in its widest form and focuses on differences in gender as well as sexual reproduction. As the children grow older our aim is to help them become aware of, and understand the changes their bodies are starting to make as well as the emotional changes that they may start to feel.

The Trust has determined that, in addition to the compulsory Relationships and Health Education, it is appropriate to provide some Sex Education (SE) to our pupils. This teaching will be factual, sensitive, and integrated into a broader curriculum that promotes safety and healthy development.

## Aims

Our aims in Sex Education are to:

- Teach children the appropriate language to talk about themselves and their bodies and to be able to make informed choices about their bodies when they grow older.
- Inform children about the human reproductive cycle at an age appropriate time.
- Enable pupils to understand and manage their own feelings and emotions as they experience adolescence.
- Promote attitudes of self-respect in our pupils and respect for others.
- Provide channels for our pupils to feel able to communicate their needs and be able to ask for help in an atmosphere where questions relating to sex and relationships can be asked and answered
- Teach pupils about peer pressure and to have the confidence and skills to deal with unwanted pressure; understand that some parts of the body are private and what to do if someone is making you feel uncomfortable.
- Provide children with understanding about personal hygiene and germs, including bacteria, viruses, how they are spread and the importance of keeping our bodies clean.
- Enable children to make sense of the messages that they receive about relationships and growing up from the world around them.
- To enable pupils to differentiate between appropriate / inappropriate behaviour in relationships.
- Provide clear information to parents and carers about the Sex Education and Health Education curriculum and content in an accessible way so that they can support what their child is learning in school with their own teaching at home.
- We will provide opportunities for parents and carers to air their views about our curriculum and we will consider all views given.

## Teaching

Sex Education and Health Education, is part of the PSHE curriculum, and is delivered by class teachers.

Although there are not specific Sex Education and Health lessons in Key Stage 1, where children mention their body parts, staff will use the correct names. The SE curriculum content will be taught at the most age-appropriate time (usually in Year 6) and will cover:

- **Human Reproduction:** Factual information about human reproduction, including conception, gestation, and birth.
- **Puberty:** The physical and emotional changes that occur during puberty, including menstrual health and hygiene.

## Inclusion, Equality, and The Law

At InMAT we consider that all pupils and adults should have equal access to Sex and Health Education, regardless of gender, race, faith, age, disability, sexual orientation, gender identity. The RSHE curriculum actively promotes the Equality Act 2010 protected characteristics (including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).

**LGB and Transgender Content:** This will be taught in an age-appropriate way as part of promoting respect for difference. Teaching practice will ensure resources:

1. Avoid oversimplifying complex concepts.
2. Do not encourage pupils to question their gender identity or suggest social transition is a simple solution to distress.

**Prevention of Harassment:** The curriculum plays a preventative role by ensuring pupils understand that bullying and harassment include the use of derogatory terms related to sex, race, disability, or sexual orientation.

## The right to withdraw

Parents / carers may withdraw their child from Sex Education and Health Lessons. Each school in the Trust will inform parents / carers before the lessons are delivered. Parents will have the opportunity to view the lessons and resources in order to make an informed choice about the content before withdrawing their child. The headteacher must provide their decision on any withdrawal request in writing, clearly outlining the rationale for the outcome. While parents have the right to request withdrawal in line with statutory guidance, there may be exceptional circumstances in which a request is refused. These could include safeguarding considerations, where it is deemed that participation is necessary to protect the child's welfare or ensure they receive essential knowledge to keep themselves safe. In such cases, the written response will explain the reasons for the decision and any next steps.

**Procedure:** Parents must complete a withdrawal form (Appendix 2) and meet with the Head Teacher to discuss their request. The Head Teacher will consider the request and discuss the educational implications, including the content that their child will miss and alternative educational provision during that time.

The Head Teacher will record the agreed actions.

**Note: There is no right to withdraw a child from the compulsory Relationships Education or Health Education components of the curriculum.**

**Resources**

The PSHE lead in each school will provide lesson plans and resources for Sex Education and Health education.

Openness with Parents and Availability of Resources

- The Trust is committed to full transparency with parents/carers regarding the RSHE curriculum.
- **Transparency:** The school will actively engage with parents and be transparent about all materials used to deliver RSHE.
- **Resource Access:** Parents have the right to view all curriculum materials and resources used to teach RSHE/Health Education upon request, including videos, external resources, and lesson plans.
- **External Providers:** If external providers are used, the school will ensure there are no contractual restrictions preventing parents from viewing the content used in lessons.
- **Sensitive Topics:** For highly sensitive or new topics, such as those related to transgender content, the school will consult with parents on the content of external resources in advance, ensuring materials are balanced, age-appropriate, and do not oversimplify complex issues.

**Staff training**

The PSHE lead for the school will lead staff training to ensure all staff are confident in their contribution to the Sex Education and Health policy. All staff delivering RSE and Sex Education must have a clear understanding of the curriculum outcomes for each year group and be confident in the statutory requirements, including which elements of the curriculum parents have the right to withdraw their child from. Staff should receive appropriate training to ensure they understand the boundaries of withdrawal, safeguarding responsibilities and how to respond appropriately to sensitive or unexpected questions during lessons. Training should also support staff in creating a safe, respectful classroom environment where pupils feel able to ask questions while maintaining professional boundaries. Visitors, such as school nurses or other health professionals, may play a valuable role in supporting staff training and enhancing subject knowledge.

**Managing Difficult Questions and Sensitive Disclosures**

Teachers will respond to pupils' questions in a factual, age-appropriate, and non-judgemental manner, respecting the diverse beliefs of our community.

- **Questions within scope:** Questions will be answered honestly, using appropriate terminology, and linked to the curriculum.
- **Questions outside the scope of the policy (e.g., SE topics from which a child has been withdrawn):**
    - The teacher will advise the child to speak with their parent/trusted adult.

- The teacher will reassure the child that they can always seek help from a trusted adult in school.
- If the question raises a safeguarding concern, the matter will immediately be passed to the Designated Safeguarding Lead (DSL) in line with the school's Child Protection Policy.

**Monitoring arrangements**

The delivery of RSE is monitored by the Head Teacher through:

- Individual schools monitoring arrangements.
- Pupils' development in RSE. This is monitored by class teachers as part of our internal assessment systems.
- Local Academy Committee (LAC) members should monitor the delivery and impact of RSE.

**Evaluation:** The effectiveness of the RSHE policy and curriculum will be evaluated by:

- Reviewing pupil voice surveys.
- Assessing pupils' development of skills and understanding through subject monitoring (e.g., lesson observations, work scrutiny).
- Reviewing the implementation of policy procedures (e.g., parental feedback, use of external providers).

This policy will be reviewed by INMAT every 2 years.

At every review, the policy will be approved by the Board of Trustees.

**Links with other policies**

This Sex Education and Health Policy should be read in conjunction with:

This Policy takes its legal framework from the following legislation and statutory guidance:

- Relationships and education relationships and sex education
- Keeping children safe in education
- Behaviour and discipline in schools
- Mental health and behaviour in schools
- The SEN Code of Practice
- The Equality Act 2010

## Appendix 1: By the end of primary school pupils should know:

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| Families and people who care about me | That families are important for children growing up because they can give love, security and stability<br><br>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives<br><br>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care<br><br>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up<br><br>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong<br><br>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |

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| Caring friendships | How important friendships are in making us feel happy and secure, and how people choose and make friends<br><br>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br><br>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br><br>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right<br><br>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |

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| Respectful relationships | The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs<br><br>Practical steps they can take in a range of different contexts to improve or support respectful relationships<br><br>The conventions of courtesy and manners<br><br>The importance of self-respect and how this links to their own happiness<br><br>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority<br><br>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help<br><br>What a stereotype is, and how stereotypes can be unfair, negative or destructive<br><br>The importance of permission-seeking and giving in relationships with friends, peers and adults |
| Online relationships | That people sometimes behave differently online, including by pretending to be someone they are not<br><br>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous<br><br>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br><br>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met<br><br>How information and data is shared and used online |

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| Being safe | What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br><br>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe<br><br>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br><br>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know<br><br>How to recognise and report feelings of being unsafe or feeling bad about any adult<br><br>How to ask for advice or help for themselves or others, and to keep trying until they are heard<br><br>How to report concerns or abuse, and the vocabulary and confidence needed to do so<br>Where to get advice e.g. family, school and/or other sources |

**Appendix 2:** Parent form – withdrawal from sex education within RSE

| To be completed by the parents | | | |
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| Name of Child: | | Class | |
| Name of Parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent Signature | | | |

| To be completed by the school | |
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| Agreed actions from discussion with parents | |

## Appendix 3: Our Curriculum Map for PSHE/SRE

# Being Me in My World Puzzle – Autumn 1

**About this Puzzle**

This Puzzle opens each academic year by establishing the foundations for everything else in Jigsaw PSHE: belonging, emotional safety and shared expectations. Children explore what it means to be part of a class, a school, a wider community and, as they progress, a global community. Through creating the Learning Charter together, they experience democracy, British Values, rights and responsibilities, and how this related to the rule of law. Alongside this, they develop the emotional literacy to recognise and manage feelings, understand how their behaviour affects others, and build the self-respect and empathy that underpin all healthy relationships**.**

**Key evidence sources for this Puzzle (and throughout the year)**

- EEF Improving SEL in Primary Schools (2021) — Universal, explicit teaching of social and emotional learning in planned lesson time has a positive impact on both wellbeing and academic success, across the five CASEL competencies, also reflected in HM Government and CYP Mental Health Coalition's report into the impact of a whole school approach to PSHE
- NCB Belonging Matters (2024) — Schools that actively foster belonging provide the foundation for confident, capable individuals — directly underpinning the Charter and community focus of this Puzzle.
- The Sutton Trusts Life Lessons report 2024 brought together research and recommendations for developing oracy as part of improving communication, resilience, motivation and confidence for children form lower socio-economic backgrounds. Oracy is a building block for academic progression and preparation for citizenship; collaborative dialogue, as modelled through the Jigsaw Charter and class discussions, supports every child's engagement.
- Mental health is a core focus of Jigsaw PSHE, reflecting the growing recognition of its importance in children's overall development and academic success. Jigsaw's approach incorporates mindfulness practices, supported by research from The Mindfulness Initiative

**Wider curriculum and enrichment**

- Strong links to citizenship, British Values (democracy, rule of law, individual liberty, mutual respect) and the UNCRC
- Opportunities for pupil voice through School Council, class discussions and the Learning Charter
- Invite school leaders, local community representatives and local government figures to enrich learning

**Jigsaw+ and further resources**

- Mapping overviews for British Values and UNCRC content
- Articles mapping non-statutory Citizenship Guidance and financial education to Jigsaw PSHE
- Additional teaching materials in the Citizenship area of Jigsaw+, including Democracy assemblies and whole-school focus ideas
- Belonging content and Pupil Voice materials in Jigsaw+
- Additional lesson on Fireworks in Jigsaw+
- Assemblies on Fireworks and Vaccinations coming Summer 2026
- Puzzle-specific weekly assemblies available in Whole School Resources

**Statutory mapping**

The most closely linked statutory expectations are summarised below, but for more thorough mapping and the full wording of every standard, go to the RSHE Mapping Document in the Community Area.

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| Strongest RSHE 2025 Relationships contributions | **CF 2** – Importance of friendships, not excluding others.<br>**CF 3** – Feeling lonely is normal and not shameful.<br>**RKR 1** – Paying attention to other people's feelings and treating them with sensitivity.<br>**RKR 2** – How their behaviour affects other people.<br>**RKR 4** – Difference between assertive and controlling (enhanced 2026). | **RKR 5** – Expecting to be treated with respect by others and treating others with respect.<br>**RKR 6 –** Practical steps to improve or support relationships<br>**RKR 7** – Conventions of courtesy and manners (new explicit teaching 2026).<br>**RKR 8** – Self-respect and its link to happiness.<br>. | **BS 1** – Appropriate boundaries in friendships<br>**BS 4** – How to respond safely to adults.<br>**BS 6** – How to recognise and report unsafe feelings.<br>**BS 7** – Where to get advice. |
| Strongest RSHE 2025 Health contributions | **GW 1** – How to help others in an emergency.<br>**GW 3** – Range and scale of emotions; worrying and feeling down are normal. | **GW 4** – Vocabulary to describe feelings to others and how to judge appropriate/proportionate responses.<br>**GW 5** – Benefits of community participation, volunteering. | **GW 6** – Loneliness can affect children and how to address it (enhanced 2026).<br>**GW 9** – Where and how to seek support, including who in school to speak to.<br>**PS 1** – Identifying hazards and risks (contributing, Ages 10–11). |

| Puzzle | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **overview**<br><br>**Being Me in My World** | In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin by working on recognising and managing and naming their feelings. The children learn about working with others and why it is good to be kind and use gentle | In this Puzzle, children are introduced to their Jigsaw Journals and explore what helps them feel special, safe and calm in their class. They learn what it means to belong and understand their rights and responsibilities as class members.<br><br>Children think about welcoming others, keeping their classroom safe for learning, and how their views are valued when contributing to the whole-school Learning Charter.<br><br>They explore feelings linked | In this Puzzle, children reflect on their hopes and fears for the year and learn how to recognise feelings of worry and seek help. They explore belonging in their class and school community, developing an understanding of rights and responsi | In this Puzzle, children reflect on their worth and achievements, set personal goals, and learn how to make others feel welcome. They explore emotions linked to worries and fears and think about what helps a school feel safe and supportive.<br><br>Children compare nightmare and dream schools, develop an understanding of rights and responsibilities, and consider how behaviour and choices affect others. They work together to create and follow their Learning Charter, focusing on teamwork, fairness and inclusion. | In this Puzzle, children explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others. They learn about roles in school and how to contribute to their community.<br><br>Across the six Pieces, children explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas. They consider how rewards and consequences influence behaviour and practise empathy.<br><br>By the end of the Puzzle, children understand how responsible choices and participation benefit their school community, with the | In this Puzzle, children look ahead to the year, setting personal goals and reflecting on what they value about their school community. They explore leadership, motivation and how to approach challenges positively.<br><br>Across the six Pieces, children learn about rights and responsibilities as citizens and develop empathy for people whose lives are different from their own. They consider fairness, privilege and disadvantage, and how choices affect themselves and others.<br><br>Children examine how rewards and consequences influence behaviour and work together to create and follow | In this Puzzle, children reflect on the year ahead, identifying goals, worries and fears and exploring how to feel welcome and valued.<br><br>Across the six Pieces, children explore what it means to be a global citizen, comparing wants and needs, learning about children's rights, and considering how their choices affect people |

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| | hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible. | to rewards and pride, reflect on their choices, and recognise emotions that can arise from consequences.<br><br>By the end of the Puzzle, children understand their role in creating a positive, respectful and safe school community, with the Learning Charter as the shared | bilities and making positive contributions.<br><br>Across the six Pieces, children discuss rewards and consequences, consider how choices affect themselves and others, and explore what makes a classroom safe and fair. Children | By the end of the Puzzle, children recognise how their actions impact others, consider different viewpoints, and take responsibility for following the whole-school Learning Charter. | Learning Charter as the shared outcome. | their Learning Charter, focusing on cooperation and having a voice.<br><br>By the end of the Puzzle, children understand how democracy and shared expectations support a positive school community, with the whole-school Learning Charter as the shared outcome. | locally and worldwide.<br><br>Children then explore how rights, responsibilities, rewards and consequences connect to the Learning Charter, working collaboratively to agree shared expectations and safe behaviour.<br><br>By the end of the Puzzle, children understand how democracy and modelling positive |

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| | | outcome. | then learn how the Learning Charter supports learning and boundaries.<br><br>By the end of the Puzzle, children understand their role in creating a positive school community, with the whole-school Learning Charter as the shared | | | | choices support a strong school community, with the whole-school Learning Charter as the shared outcome. |

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| | | | outcome<br>. | | | | |

| Taught knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge |
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| | • I belong in my class and am part of a group<br>• I understand that people are similar and different<br>• I am beginning to recognise and talk about different feelings<br>• I understand that my classroom is a | • I know how to use my Jigsaw Journal<br>• I understand the rights and responsibilities as a member of my class<br>• I understand the rights and responsibilities for being a member of my class<br>• I know my views are | • I can identify some of my hopes and fears for this year<br>• I know how to use my Jigsaw Journal<br>• I understand the rights and responsibilities for being a member of my class and the importance of making contributions<br>• I can listen to other people and contribute my own ideas about rewards and consequences<br>• I understand how | • I recognise my worth and can identify positive things about myself and my achievements<br>• I can set personal goals<br>• I know how to use my Jigsaw Journal<br>• I can face new challenges positively, make responsible choices and ask for help when I need it<br>• I understand why rules are needed and how they relate to rights and responsibilities<br>• I understand that my actions affect myself and others and I care about other people's feelings | • I know my attitudes and actions make a difference to the class team<br>• I know how to use my Jigsaw Journal<br>• I understand who is in my school community, the roles they play, how I fit in and how I can contribute<br>• I understand how democracy works through the School Council<br>• I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them<br>• I understand how groups come together to make decisions | • I can face new challenges positively and know how to set personal goals<br>• I know how to use my Jigsaw Journal<br>• I understand my rights and responsibilities as a citizen of my country<br>• I understand my rights and responsibilities as a citizen of my country and as a member of my school<br>• I can make choices about my own behaviour because I understand how rewards and consequences feel<br>• I understand how an individual's behaviour | • I can identify my goals for this year, understand my fears and worries about the future and know how to express them<br>• I know how to use my Jigsaw Journal<br>• I know that there are universal rights for all children but for many children these rights are not met<br>• I understand that my actions affect other people locally and globally<br>• I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to |

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| | place where we learn and play together<br>• I know that working together helps make school a good place to be<br>• I understand why kindness matters and how it affects others<br>• I know what using gentle | valued and can contribute to the Learning Charter<br>• I can recognise the choices I make and understand the consequences<br>• I understand my rights and responsibilities within our Learning Charter | following the Learning Charter will help me and others learn<br>• I can recognise the choices I make and understand the consequences | • I can make responsible choices and take action<br>• I understand my actions affect others and try to see things from their points of view | • I understand how democracy and having a voice benefits the school community | can impact on a group<br>• I understand how democracy and having a voice benefits the school community and know how to participate in this | my rights and responsibilities<br>• I understand how an individual's behaviour can impact on a group<br>• I understand how democracy and having a voice benefits the school community |

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| | hands looks like<br>• I know that everyone has the right to learn and play<br>• I understand what being responsible means<br>• I know how we look after our classroom and resources<br>• I can describe how they | | | | | | |

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| | help everyone feel safe and able to learn | | | | | | |

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| | • I can name my feelings<br>• I know how work and play with others<br>• I know why it is important to be kind and gentle<br>• I understand why it is important to care about others' feelings<br>• I can make | • I feel special and safe in my class<br>• I know that I belong to my class<br>• I know how to make my class a safe place for everybody to learn<br>• I recognise how it feels to be proud of an achievement<br>• I recognise the | • I can recognise when I feel worried and know who to ask for help<br>• I can help myself and others feel like we belong<br>• I can help make my class a safe and fair place<br>• I can listen to others and share my ideas<br>• I can work co-operatively with others<br>• I can follow our Learning Charter<br>• | • I value myself and know how to make someone else feel welcome and valued<br>• I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions<br>• I know how to make others feel valued<br>• I understand that my behaviour brings rewards/consequences<br>• I can work cooperatively in a group<br>• I am choosing to follow the Learning Charter | • I know how good it feels to be included in a group and understand how it feels to be excluded<br>• I try to make people feel welcome and valued<br>• I can take on a role in a group and contribute to the overall outcome<br>• I can recognise my contribution to making a Learning Charter for the whole school<br>• I understand how rewards and consequences motivate people's behaviour<br>• I understand why our school community benefits from a Learning Charter | • I know what I value most about my school and can identify my hopes for this school year<br>• I can empathise with people in this country whose lives are different to my own<br>• I understand that my actions affect me and others<br>• I can contribute to the group and understand how we can function best as a whole<br>• I understand why our school community benefits from a Learning Charter and can help others to follow it | • I feel welcome and valued and know how to make others feel the same<br>• I understand my own wants and needs and can compare these with children in different communities<br>• I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them<br>• I can contribute to the group and understand how we can function best as a whole<br>• I understand why our school community benefits from a Learning Charter and how I can |

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| | good choices<br>• I can follow our class rules<br>• | range of feelings when I face certain consequences<br>• I understand my choices in following the Learning Charter | | | and can help others to follow it | | help others to follow it by modelling it myself |

# Celebrating Difference Puzzle – Autumn 2

**About this Puzzle**

Celebrating Difference helps children understand, respect and value diversity. Running in Autumn 2, it aligns naturally with Anti-Bullying Week and provides a rich context for exploring similarities and differences in families, cultures, abilities, appearance and beliefs. Children learn what bullying is and isn't (including cyberbullying) and develop the language and strategies to challenge it, support those affected, and seek help. As they progress, pupils examine stereotypes, prejudice, discrimination and protected characteristics, building empathy and critical thinking to stand up for fairness and inclusion.

**Key evidence**

- **Anti-Bullying Alliance report related to the Good Childhood Report 2024** — Summary and links to further data, including that a quarter of young people aged 15 yrs experience bullying in the UK according to PISA
- **Young People's RSE Poll (2024)** — 69% of young people agree children should question gender stereotypes; 56% support same-sex relationship examples in teaching.
- The Office for National Statistics (ONS) data shows that 16% of UK families are lone-parent families, equating to 4-5 families in a class of 30. This diversity extends to same-sex parents, foster parents, and various family structures within the wider community. Jigsaw PSHE recognises this diversity, ensuring all family types are equitably represented and valued in its curriculum.
- **UK Safer Internet Centre Research** - has links to further research, stating that 12% of young people in the UK are affected by cyberbullying, underlining the need for cyberbullying education from an early age.

**Wider curriculum and enrichment**

- Strong links to **citizenship**, **protected characteristics** (Equality Act) and **British Values** (mutual respect, tolerance)
- Supports work on **preventing racism**, challenging stereotypes and fostering inclusive school culture
- Invite visitors from the local community to represent diverse cultural groups and support **Anti-Bullying Week** themes

**Jigsaw+ and further resources**

- Articles on the Jigsaw approach to **protected characteristics**, **preventing racism**, **autism awareness** (with additional lessons) and **gender identity**
- Additional content in Jigsaw+ **Belonging** section: Anti-Bullying Week (updated annually), Autism, Success
- **Critical Thinking** lessons from the Open Minds Foundation in the Citizenship area:
- Puzzle-specific weekly assemblies available in Whole School Resources

**Statutory mapping**

| The most closely linked statutory expectations are summarised below, but for more thorough mapping and the full wording of every standard, go to the RSHE Mapping Document in the Community Area. | | | |
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| Strongest RSHE 2025 Relationships contributions | **FPCM 2** – Characteristics of healthy family life, including that families may look different.<br>**FPCM 3** – Others' families, either in school or wider world, sometimes look different and should be respected.<br>**FPCFM 5** – Marriage and civil partnerships represent a formal and legally recognised commitment<br>**CF 2** – Importance of not excluding others, making new friends. | **CF 5** – That healthy friendships are positive and welcoming.<br>**CF 7** – Recognising when a friendship is making them feel unhappy and how to get support<br>**RKR 2** – How their behaviour affects other people<br>**RKR 5** – Expecting to be treated with respect and treating others with respect, including those who are different. | **RKR 9** – Different types of bullying (including cyberbullying), impact of bullying, responsibility of bystanders, and how to get help.<br>**RKR 10** – Understanding and challenging stereotypes.<br>**RKR 11** – How to seek help when concerned about violence or harm.<br>**OSA 1** – Same principles apply online as face-to-face, including respect and avoiding pressure. |
| Strongest RSHE 2025 Health contributions | **GW 3** – Range and scale of emotions.<br>**GW 4** – Vocabulary to describe feelings. | **GW 7** – Bullying has a negative and often lasting impact on mental wellbeing.<br>**GW 9** – Where and how to seek support. | **WO 1 –** Strategies for managing screen time and recognising signs of too much.<br>**WO2 –** What age restrictions/ratings mean; minimum age for social media.<br>**WO 8 -** Impact of spending too much time online on mental health and wellbeing. |

| Puzzle overview Celebrating Differen | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | In this Puzzle (unit), children are encouraged to think about things that they are good at whilst | In this Puzzle, children explore how people can be similar and different, reflecting on their own similarities and | In this Puzzle, children explore similarities and differences, learning how assumptions and | In this Puzzle, children explore different types of families and why they are | In this Puzzle, children explore how first impressions and appearance can influence | In this Puzzle, children explore cultural similarities and | In this Puzzle, children explore what "normal" can mean and develop empathy for people who are different. They examine prejudice, |

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| **ce** | understanding that everyone is good at different things.<br><br>They discuss being different and how that makes everyone special but also recognise that we are the same in many ways. The children share their experiences of their homes and are asked to explain why it is special to them.<br><br>They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them. | differences while learning to include others, use kind words and recognise what makes them special.<br><br>They develop an understanding of what bullying is, how it can make people feel, and who they can talk to if they need help.<br><br>Across the six Pieces, children practise making new friends, giving and receiving compliments, and showing courage by supporting others. They reflect on how differences should be respected and celebrated.<br><br>By the end of the Puzzle, children will have created gingerbread people to contribute to a shared Hall of Fame display, recognising | stereotypes can form and why it is important to treat others with courtesy and respect. They develop an understanding of why bullying can happen, how it makes people feel, and how to seek help.<br><br>Across the six Pieces, children practise standing up for themselves and others and solving problems kindly. They explore diversity in families, cultures and abilities, and reflect on what it means to belong and be a good friend.<br><br>By the end of the Puzzle, children celebrate what makes everyone | important, learning how to manage disagreements calmly and solve problems together. They develop an understanding of what it means to be a witness to bullying and how their actions and words may help or harm others.<br><br>Across the six Pieces, children practise using kind language, challenging stereotypes, and offering support to those who feel excluded. They learn how to give and receive compliments | assumptions, learning to accept others for who they are and question their own judgements.<br><br>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.<br><br>Across the six Pieces, children reflect on what makes them special and unique, learn to value physical differences, and practice kindness, respect and | differences, reflect on their own identities, and consider how assumptions and stereotypes can lead to conflict. They develop an understandin g of racism, discriminatio n and different forms of bullying, including rumours, name-calling and cyberbullying.<br><br>Across the six Pieces, children practise problem-solving, managing feelings and supporting | discrimination and protected characteristics, reflecting on their own attitudes and the importance of equality and respect.<br><br>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.<br><br>At the end of the Puzzle, children's admiration accolades can contribute to the a shared Hall of Fame display that values diversity, empathy and inclusion. |

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| | | that everyone is unique and valued. | unique by creating a shared Trophy of Celebration display. | and reflect on how the words we choose affect feelings.<br><br>By the end of the Puzzle, children create a shared Hall of Fame display using kite templates, celebrating difference and positive relationships. | empathy. They explore how opinions can change when people get to know one another.<br><br>By the end of the Puzzle, children create a shared Hall of Fame display using photo frames, celebrating individuality and inclusion. | others who experience bullying. They explore how wealth and happiness are not the same and compare lives across the world, developing empathy and respect for different communities.<br><br>By the end of the Puzzle, children will be able to contribute their culture class work to the whole school Hall of Fame display, celebrating diversity and fairness across the world. | |

| Taught knowledge | Knowledge<br>• What being unique means<br>• The names of some emotions<br>• Why having friends is important<br>• Some qualities of a positive friendship<br>• That they don't have to be "the same as" someone to be a friend<br>• What being proud means, and that people can be proud | Knowledge<br>• I can identify similarities between people in my class<br>• I can identify differences between people in my class<br>• I can tell you what bullying is<br>• I know some people who I could talk to if I was feeling unhappy or being bullied<br>• I know how to make new friends<br>• I can tell you some ways I am different | Knowledge<br>• I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)<br>• I understand that bullying is sometimes about difference<br>• I can recognise what is right and wrong and know how to look after myself<br>• I understand that it is OK to be different from other people and to be friends with them<br>• I can tell you some ways I am different | Knowledge<br>• I understand that everybody's family is different and important to them<br>• I understand that differences and conflicts sometimes happen among family members<br>• I know what it means to be a witness to bullying<br>• I know that witnesses can make the | Knowledge<br>• I understand that, sometimes, we make assumptions based on what people look like<br>• I understand what influences me to make assumptions based on how people look<br>• 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<br>• I can tell you why witnesses sometimes join in with bullying and sometimes don't tell | Knowledge<br>• I understand that cultural differences sometimes cause conflict<br>• I understand what racism is<br>• I understand how rumour-spreading and name-calling can be bullying behaviours<br>• I can explain the difference between direct and | Knowledge<br>• I understand there are different perceptions about what normal means<br>• I understand how being different could affect someone's life<br>• I can explain some of the ways in which one person or a group can have power over another<br>• I know some of the reasons why people use bullying behaviours<br>• I can give examples of people with disabilities who lead amazing lives<br>• I can explain ways in which difference can be a source of conflict and a cause for celebration |
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| | of different things<br>• That people can be good at different things<br>• Families can be different<br>• People have different homes and why they are important to them<br>• Ways of making friends | from my friends | from my friends | situation better or worse by what they do<br>• I recognise that some words are used in hurtful ways<br>• I can tell you about a time when my words affected someone's feelings and what the consequences were | • I can identify what is special about me and value the ways in which I am unique<br>• I can tell you a time when my first impression of someone changed when I got to know them | indirect types of bullying<br>• I can compare my life with people in the developing world<br>• I can understand a different culture from my own | |

| Social and Emotional skills | Social and Emotional Skills | Social and Emotional Skills | Social and Emotional Skills | Social and Emotional Skills | Social and Emotional Skills | Social and Emotional Skills | Social and Emotional Skills |
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| | • Recognise emotions when they or someone else is upset, frightened or angry<br>• Identify and use skills to make a friend<br>• Identify some ways they can be different and the same as others<br>• Identify and use skills to stand up for themselves<br>• Identify feelings associated with being proud<br>• Identify things they are good at<br>• Be able to vocalise success for themselves | • I can tell you some ways in which I am the same as my friends<br>• I can tell you some ways I am different from my friends<br>• I understand how being bullied might feel<br>• I can be kind to children who are bullied<br>• I know how it feels to make a new friend<br>• I understand these differences make us all special and unique | • I understand some ways in which boys and girls are similar and feel good about this<br>• I understand some ways in which boys and girls are different and accept that this is OK<br>• I can tell you how someone who is bullied feels<br>• I can be kind to children who are bullied<br>• I know when and how to stand up for myself and others<br>• I know how to get help if I am being bullied | • I appreciate my family/the people who care for me<br>• I know how to calm myself down and can use the 'Solve it together' technique<br>• I know some ways of helping to make someone who is bullied feel better<br>• I can problem-solve a | • I try to accept people for who they are<br>• I can question why I think what I do about other people<br>• I know how it might feel to be a witness to and a target of bullying<br>• I can problem-solve a bullying situation with others<br>• I like and respect the unique features of my physical appearance<br>• I can explain why it is good to accept people for who they are | • I am aware of my own culture<br>• I am aware of my attitude towards people from different races<br>• I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm | • I can empathise with people who are different<br>• I am aware of my attitude towards people who are different<br>• I know how it can feel to be excluded or treated badly by being different in some way<br>• 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<br>• I appreciate people for who they are<br>• I can show empathy with people in either situation |

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| | and about others successes<br>• Recognise similarities and differences between their family and other families | | • I understand we shouldn't judge people if they are different<br>• I know how it feels to be a friend and have a friend<br>• I understand these differences make us all special and unique | bullying situation with others<br>• I try hard not to use hurtful words (e.g., gay, fat)<br>• I can give and receive compliments and know how this feels | | part of one<br>• I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied<br>• I can appreciate the value of happiness regardless of material wealth<br>• I respect my own and other | |

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| | | | | | | people's cultures | |

## Dreams and Goals Puzzle – Spring 1

**Dreams and Goals – Spring 1**

**About this Puzzle**

Dreams and Goals helps pupils to learn how to and practice building their resilience, motivation and ambition. This Puzzle plays an important role in PSHE well beyond RSHE statutory guidance, helping children set goals, develop a growth mindset, and manage the emotions that come with both achievement and disappointment. Pupils consider wants and needs, explore jobs and careers, and learn how teamwork, enterprise and community participation can make a difference. Financial education is woven through, helping children understand how money, spending decisions and career choices shape the lives we build. As they progress, children examine how opportunities and barriers differ across cultures and develop empathy for those whose aspirations look very different from their own.

**Key evidence**

- **UK Strategy for Financial Wellbeing (Money & Pensions Service)** — wide range of research, including the links between physical health and financial wellbeing and reports on the complexities for children about learning about money, and need for financial education especially for those from low income families.
- **World Economic Forum Future of Jobs 2025 Report** — Top future workplace skills include analytical thinking, creative thinking, resilience, flexibility and agility, along with curiosity and lifelong learning - all developed explicitly through this Puzzle.
- Children's Commissioner's Big Ask survey reveals that children prioritise having a good job or career when they grow up.

**Wider curriculum and enrichment**

- Links to **citizenship** through community participation, enterprise, fundraising and understanding different roles in society
- Invite people from different **voluntary and paid roles** in the community to broaden children's understanding of work and service

**Jigsaw+ and further resources**

- Additional **financial education** lessons in the Jigsaw+ Citizenship section:
- Puzzle-specific weekly assemblies available in Whole School Resources

**Statutory mapping**
The most closely linked statutory expectations are summarised below, but for more thorough mapping and the full wording of every standard, go to the RSHE Mapping Document in the Community Area.

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| Strongest RSHE 2025 Relationships contributions | **CF 1** – How important friendships are in making us feel happy and secure; characteristics of friendships.<br>**CF 4** – That healthy friendships make people feel included, valued and respected. | **CF 6** – How to resolve disputes and reconcile differences.<br>**RKR 1** – Paying attention to other people's feelings and treating them with sensitivity. | **RKR 5** – Expecting to be treated with respect; respecting those who are different.<br>**RKR 8** – Self-respect and its link to happiness. |
| Strongest RSHE 2025 Health contributions | **GW 1** – Helping others in need (contributing, via fundraising and enterprise content).<br>**GW 2 -** Helping other people with their mental health. | **GW 3** – Range and scale of emotions including those around success and disappointment.<br>**GW 4** – Vocabulary to describe feelings to others. - | **GW 5** – Benefits of community participation.<br>**WO 10 -** How online content can be targeted at users and designed to attract attention. |

| Puzzle overview Dreams and Goals | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and | In this Puzzle, children explore what success means to | In this Puzzle, children learn how to set realistic goals, recognise their strengths and reflect on achievements. | In this Puzzle, children explore people who have overcome challenges and reflect on their own dreams and ambitions. They consider how goals, motivation and a | In this Puzzle, children explore their hopes and dreams and learn how feelings such as excitement, anxiety and disappointment | In this Puzzle, children explore the lifestyles they hope for as adults and consider how money, careers and personal | In this Puzzle, children set ambitious but realistic personal learning goals and identify steps to success, reflecting on motivation, strengths |

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| | trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this. | them, learn how to set simple goals and recognise their own strengths. They practise breaking goals into steps, trying new challenges and understanding how learning can feel "stretchy", with challenge as a sign our brains are growing.<br><br>Across the six Pieces, children | They explore how healthy choices, motivation and perseverance help them succeed and consider how working with others can support learning.<br><br>Across the six Pieces, children practise teamwork through group challenges, develop problem-solving skills and learn how relaxation and managing feelings can support wellbeing. They reflect on pride, courtesy and sharing success with others. | positive attitude support success, and learn to respect differences and build self-esteem.<br><br>Across the six Pieces, children break goals into steps, work collaboratively on new challenges and make responsible choices that support wellbeing and safety. They practise overcoming obstacles, managing frustration and helping others to succeed.<br><br>By the end of the Puzzle, children will have contributed their garden designs to the shared Garden of Dreams and Goals, celebrating learning, resilience and achievement. | can accompany them. They develop resilience by reflecting on setbacks, coping strategies and how support from others can help them move forward.<br><br>Across the six Pieces, children practise creating new plans, setting achievable goals and working collaboratively on group challenges. They reflect on the importance of perseverance, positive attitudes and self-belief whilst helping themselves and others to succeed.<br><br>By the end of the Puzzle, children celebrate shared achievements by sharing their Potato people to the Garden of | values can shape future choices. They investigate different jobs, think critically about information online and reflect on how goals can change over time.<br><br>Across the six Pieces, children compare aspirations with young people in other cultures, learning about rights, opportunities and barriers. They explore ways to support others through teamwork, fundraising and community action.<br><br>By the end of the Puzzle, children work together to rally support for | and perseverance. They explore global issues that matter to them and consider how these affect people's lives.<br><br>Across the six Pieces, children work collaboratively to plan fundraising and awareness projects, developing empathy, leadership and teamwork while learning how to make a positive difference in the world.<br><br>By the end of the Puzzle, children recognise their own and others' achievements in their shared planning for a school event and share this work in , the shared Garden of Dreams and Goals outcome. |

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| | | work with others, celebrate achievements and reflect on how perseverance and a positive attitude help them overcome obstacles. They talk about feelings linked to challenge and success and learn how to support friends in reaching their goals.<br><br>By the end of the | By the end of the Puzzle, children create a shared Garden of Dreams and Goals with Dream Birds, celebrating effort, cooperation and achievement. | | Dreams and Goals, recognising effort, wellbeing and teamwork. | shared causes and share these ideas, developing motivation, empathy and responsibility within the Garden of Dreams and Goals whole school puzzle outcome. | |

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| | | Puzzle, children will have created stretchy learning flowers and dream wellies that they can contribute to the whole school Garden of Dreams and Goals, celebrating effort, resilience and confidence. | | | | | |

| Taught knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge |
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| | • Know what a challenge is<br>• Know that it is important to keep trying<br>• Know what a goal is<br>• Know how to set goals and work towards them<br>• Know which words are kind<br>• Know some jobs that they might like to do when they are older<br>• Know that they must work hard | • I can set simple goals<br>• I can set a goal and work out how to achieve it<br>• I understand how to work well with a partner<br>• I can tackle a new challenge and understand this might stretch my learning<br>• I can identify obstacles which make it more difficult to | • I can choose a realistic goal and think about how to achieve it<br>• I know what I need to keep my body healthy<br>• I can recognise who I work well with and who it is more difficult for me to work with<br>• I can work well in a group to create an end-product<br>• I can show or tell you what relaxed | • I can tell you about a person who has faced difficult challenges and achieved success<br>• I can identify a dream / ambition that is important to me<br>• I enjoy facing new challenges. I'm working out the best ways need to achieve them<br>• I am motivated and enthusiastic about achieving a new challenge<br>• I can recognise obstacles which might hinder my achievements and can take steps to overcome them<br>• I can evaluate my own learning process and identify how it can be better next time | • I can tell you about some of my hopes and dreams<br>• I understand that sometimes hopes and dreams do not come true and that this can hurt and recognise how resilience and support from others can help<br>• I know how to cope with disappointment and find ways to move forward<br>• I know how to make a new plan and set new goals even if I have been disappointed | • I understand that I will need money to help me achieve some of my dreams<br>• I recognise that there are different ways that people's spending decisions can affect others and the environment, and that things have different values<br>• I can explore a range of different jobs and think critically about the information I see about them online | • I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)<br>• I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these<br>• I can identify problems in the world that concern me and talk to other people about them<br>• I can work with other people to help make the world a better place |

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| | now in order to be able to achieve the job they want when they are older<br>• Know when they have achieved a goal | achieve my new challenge and can work out how to overcome them<br>• I can tell you how I felt when I succeeded in a new challenge and how I celebrated it | means and I know some things that make me feel relaxed and some that make me feel stressed<br>• I know how to share success with other people | | • I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group<br>• I can identify the contributions made by myself and others to the group's achievement | • I can describe the dreams and goals of young people in a culture different to mine<br>• I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other<br>• I can encourage my peers to support young people here and abroad to meet their aspirations, | • I can describe some ways in which I can work with other people to help make the world a better place<br>• I know what some people in my class like or admire about me and can accept their praise |

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| | | | | | | and suggest ways we might do this, e.g. through sponsorship | |

| Social and Emotional skills | Social and Emotional Skills | Social and Emotional Skills | Social and Emotional Skills | Social and Emotional Skills | Social and Emotional Skills | Social and Emotional Skills |
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| | • Understand that challenges can be difficult<br>• Resilience<br>• Recognise some of the feelings linked to perseverance<br>• Recognise how kind words can encourage people<br>• Talk about a time that they kept on trying and achieved a goal<br>• Be ambitious<br>• Feel proud<br>• Celebrate | • I can tell you about a thing I do well<br>• I can tell you how I learn best<br>• I can celebrate achievement with my partner<br>• I can identify how I feel when I am faced with a new challenge<br>• I know how I feel when I see obstacles and how I feel when I overcome them<br>• I know how to store the feelings of success in my internal treasure chest | Social and Emotional Skills<br>• I can tell you things I have achieved and say how that makes me feel<br>• I am motivated to make healthy choices that help me to reach my goals<br>• I can tell you how working with other people helps me learn<br>• I can work with others in a group to solve problems | • I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)<br>• I can imagine how I will feel when I achieve my dream / ambition<br>• I can break down a goal into a number of steps and know how others could help me to achieve it<br>• I know that I'm responsible for my own learning and can use my strengths as a learner to achieve the challenge<br>• I can manage the feelings of frustration that | • I know how it feels to have hopes and dreams<br>• I know how disappointment feels and identify when I have felt that way, recognising the roles people (including myself) take in groups and how these can support or challenge me<br>• I can respect myself and notice how coping builds my self-esteem and resilience<br>• I know what it means to be resilient and to have a | • I can identify what I would like my life to be like when I am grown up<br>• I recognise that people have different attitudes towards saving and spending money, and towards risk<br>• I can recognise my own strengths and qualities and understand that it's OK for my goals and identity to change as I grow<br>• I can reflect on how these relate to my own | • I understand why it is important to stretch the boundaries of my current learning<br>• I can set success criteria so that I will know whether I have reached my goal<br>• I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations<br>• I can empathise with people who are suffering or who are living in difficult situations<br>• I can identify why I am motivated to do this<br>• I can give praise and compliments to other people when I recognise |

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| | success | | • I can tell you when a feeling is weak and when a feeling is strong<br>• I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest | may arise when obstacles occur<br>• I am confident in sharing my success with others and can store my feelings in my internal treasure chest | positive attitude<br>• I can enjoy being part of a group challenge<br>• I know how to share in the success of a group and how to store this success experience in my internal treasure chest | • I appreciate the similarities and differences in aspirations between myself and young people in a different culture<br>• I understand why I am motivated to make a positive contribution to supporting others | their contributions and achievements |

| **Vocabulary** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Year group** | **EYFS** | **Year 1** Consolidate EYFS | **Year 2** Consolidate EYFS & Yr 1 | **Year 3** Consolidate EYFS & KS1 | **Year 4** Consolidate KS1 & Yr 3 | **Year 5** Consolidate KS1, Yrs 3 & 4 | **Year 6** Consolidate KS1 & KS2 |
| **Puzzle vocabulary** | achieve<br>challenge<br>difficult<br>dreams<br>encourage | achieve<br>achievement<br>active<br>celebrate<br>celebration<br>challenge<br>confidence<br>coins | achievement<br>calm<br>celebrate<br>challenge<br>community<br>courtesy<br>dream<br>feelings | ambitions<br>challenge<br>challenges<br>community<br>design<br>differences<br>dream<br>dreams | agree/disagree<br>anxious<br>attitude<br>celebrate<br>cope<br>courtesy<br>courage | adult<br>aspiration<br>attitudes<br>barrier<br>career<br>choice<br>community<br>participation | achieve<br>achievement<br>admire<br>aspirations<br>awareness<br>collaborate<br>compliment<br>concern |

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| | earn<br>frustrated<br>future<br>goal<br>job<br>keep trying<br>kind<br>persevere<br>proud<br>reward<br>skills | dreams<br>feelings<br>garden<br>goal<br>goals<br>happiness<br>internal<br>learning<br>obstacle<br>overcome<br>proud<br>process<br>rest<br>self-respect<br>special<br>stepping stones<br>stretchy<br>success<br>team work<br>treasure<br>treasure chest<br>working together | goal<br>group<br>health<br>healthy choices<br>hobbies<br>interest<br>interests<br>learning together<br>lifestyle<br>manners<br>motivation<br>partner<br>product<br>proud<br>realistic<br>relax<br>relaxation<br>safety<br>self-care<br>self-esteem<br>stress<br>success<br>team work<br>tense<br>wellbeing | enthusiastic<br>evaluate<br>frustration<br>future<br>garden<br>goal<br>goals<br>healthy<br>identity<br>include<br>learning<br>motivated<br>obstacles<br>outdoors<br>responsible<br>respect<br>review<br>safe choices<br>self-esteem<br>self-review<br>solution<br>strengths<br>success<br>team work<br>teamwork<br>wellbeing<br>water safety | design<br>determination<br>determined<br>disappointed \| disappointment<br>dream \| dreams<br>follower<br>goal \| goals<br>help<br>hope<br>hopeful<br>hopes<br>hurt<br>inspired<br>internal<br>treasure chest<br>leader<br>learning<br>manners<br>motivated<br>plans<br>positive<br>positive attitude<br>problem-solve<br>proud<br>resilience<br>review<br>risk<br>roles<br>safety<br>self-belief<br>self-esteem | country<br>culture<br>digital spending<br>dream<br>environment<br>financial harm<br>goal<br>grown up<br>identity<br>influence<br>job<br>lifestyle<br>media<br>money<br>motivation<br>opportunity<br>profession<br>rallying<br>reliable<br>rights<br>risk<br>salary<br>save<br>self-care<br>self-esteem<br>society<br>spend<br>spending decisions<br>sponsorship<br>support<br>team work<br>technology<br>values | contribution<br>cooperate<br>dream<br>feeling<br>feelings<br>global<br>goal<br>issue<br>leadership skills<br>learning<br>money<br>motivate<br>personal<br>praise<br>prevention<br>recognition<br>realistic<br>rescue<br>role<br>safety<br>strategy<br>strengths<br>stretch<br>success<br>success criteria<br>suffering<br>support<br>unrealistic |

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| | | | | | self-respect<br>setback<br>success<br>wellbeing | | |
| **Emotional Literacy** | We have a section to support Emotional Literacy with a whole-school progression document which includes words which have been carefully chosen to help pupils explore the topics within each Puzzle, whilst also equipping them with language that matters for their relationships and understanding of the world around them. By using this vocabulary consistently, teachers will be actively supporting children's emotional literacy, giving them the words they need to understand and express how they feel. | | | | | | |

## Healthy Me Puzzle – Spring 2

**About this Puzzle**

Healthy Me covers both physical and emotional health, helping children understand how everyday choices affect their bodies and minds and how these two aspects are linked. Children learn about balanced diets, physical activity, rest, sleep, personal hygiene, dental health, sun safety and first aid, alongside the facts about drugs: starting with medicines and unknown substances moving to alcohol, tobacco and vaping and them illegal drugs. Equally important is the focus on emotional wellbeing: friendships, peer pressure, body image, relationships with food, and strategies for managing stress and anxiety. Safety education runs throughout, with the Safety STAR framework (Stop, Think, Assess, React) helping children identify hazards and manage risk across contexts including road, water, fire and rail safety. This Puzzle is where RSHE Health Education statutory guidance is most broadly represented, but Jigsaw ensures that the emotional and social learning is embedded, so building children's confidence, self-respect and agency to make informed, healthy choices for life.

**Key evidence**

- **Sport England Active Lives 2024/25** — Only 49.1% of children and young people meet daily physical activity guidelines, with disparities in participation among different groups.
- **NICE Guidelines (2022)** — PSHE plays a key role in addressing mental health needs early, reducing the long-term societal costs of untreated conditions.
- **ASH (Action on Smoking and Health) Research** — Most adult smokers start before age 18, reinforcing the importance of preventative education about smoking and vaping in primary schools, with further information available from NHS England
- The PSHE Association's 2016 evidence review on the research into the key principles of Preventative education is reflected throughout Jigsaw PSHE, and relates particularly to the Healthy Me Puzzle

**Jigsaw+ and further resources**

- The **Keeping Healthy and Safe** section in Jigsaw+ offers considerable scope to adapt and extend, including additional content on: Vaping

and other substances, Healthy teeth and gums, Mega Movers (physical activity), Road safety, sun safety and water safety, Knife crime (for schools who feel this is appropriate in agreement with their school community), Linking content to e-bug resources

- **Safety assemblies** on water safety and fire safety coming Summer 2026
- Puzzle-specific weekly assemblies available in Whole School Resources
- Enrich learning through visitors such as first aiders, dentists, fire/police/ambulance services, doctors, nurses, pharmacists and the RNLI

**Statutory mapping**

The most closely linked statutory expectations are summarised below, but for more thorough mapping and the full wording of every standard, go to the RSHE Mapping Document in the Community Area.

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| Strongest RSHE 2025 Relationships contributions | **CF 1** – Characteristics of healthy friendships (friendship groups, roles) | **RKR 1** – Paying attention to others' feelings.<br>**RKR 8** – Self-respect and its link to happiness (body image, self-esteem content). | **BS 6** – How to recognise and report feelings of being unsafe.<br>**BS 7** – Where to get advice |
| Strongest RSHE 2025 Health contributions | **GW 1** – How to help others in an emergency.<br>**GW 2** – Helping other people with their mental health.<br>**GW 3** – Range of emotions.<br>**GW 5** – Benefits of physical exercise, time outdoors, community participation.<br>**GW 6** – Isolation and loneliness can affect children. | **WO 4 –** How to recognise harmful content including AI-generated content.<br>**WO 7 -** How to report concerns about content or contact online.<br>**PHF 1** – Importance of building regular physical activity into daily and weekly routines.<br>**PHF 2** – Risks associated with an inactive lifestyle.<br>**PHF 3** – How and when to seek support for physical activity.<br>**PHF 4** – Types of physical activity including those accessible to all.<br>**HE 1** – What constitutes a balanced diet.<br>**HE 2** – Making healthier choices about food and drinks.<br>**HE 3** – Range of factors that influence dietary habits. | **HPP 1** – How to look after and take responsibility for personal hygiene.<br>**HPP 2** – Importance of staying safe in the sun.<br>**HPP 3** – Importance of sleep and good sleep hygiene.<br>**HPP 4** – About dental health and importance of dental hygiene.<br>**HPP 5** – How common illnesses are spread and can be treated.<br>**HPP 6** – About immunisation and vaccination. |

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| | **GW 9** – Where and how to seek support.<br>**GW 10** – Common for people to experience mental ill health.<br>**WO 3 –** Risks from people online who use technology to bully, manipulate, groom or abuse. | **HE 4** – Understand importance of not feeling shame about food or eating habits.<br>**DATV 1** – Facts about legal and illegal harmful substances including tobacco, vaping, nicotine pouches, alcohol and drugs. | **PS 1** – Identifying hazards and risks to personal safety, including online.<br>**PS 2** – Road, water, fire, rail safety including Safety STAR framework.<br>**BFA 1** – Basic first aid concepts and basic treatment of common injuries.<br>**BFA 2** – How to make a call to emergency services. | |

| Puzzle overview Healthy Me | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of | In this Puzzle, children learn what it means to be healthy, exploring food, exercise, sleep and everyday choices that help their | In this Puzzle, children learn about healthy eating, balanced diets and making healthier food choices, including nutritious foods. | In this Puzzle, children learn how exercise and food affect their bodies, exploring energy, fitness and making balanced choices. They consider attitudes towards drugs and reflect on how these make them feel.<br>Across the six Pieces, children learn about ways to keep themselves safe, recognise risk - especially around water - and who to contact in emergencies and how to do this . They | In this Puzzle, children explore friendships, group dynamics and the emotions linked to belonging, trust and feeling left out. They consider how peer influence can affect choices and learn ways to stay safe with friends, including near railways.<br>Across the six Pieces, children learn key facts about smoking, | In this Puzzle, children learn about the health risks linked to smoking, vaping and alcohol, and practise making informed, pressure-resistant choices. They develop basic emergency aid skills, | In this Puzzle, children learn to take responsibility for their physical and emotional wellbeing, exploring how choices, prevention and healthy habits support long-term health. They develop understanding |

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| | sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss safe adults and what they should do if approached by someone they don't know. | bodies and minds.<br><br>They develop understanding of hygiene, germs and how to keep clean and safe at home.<br><br>Across the six Pieces, children learn about medicine safety and road safety, practise recognising when they feel worried | They explore how to keep safe at home and outside, learning to recognise risks and hazards, and how to respond when something feels unsafe.<br><br>Across the six Pieces, children develop understanding of medicine safety and how to care for their | practise identifying safe and unsafe situations, managing worried feelings and taking responsibility for their own safety and the safety of others.<br><br>By the end of the Puzzle, children are able to contribute their ideas on how to keep safe to the whole school Healthy Me Recipe Book. | vaping and alcohol, and practise recognising pressure, managing uncomfortable feelings and acting assertively. They reflect on what makes a healthy friendship and how to resist unsafe situations.<br><br>By the end of the Puzzle, children celebrate their inner strength and assertiveness and share their ideas in the Happy, Healthy Me Recipe Book about healthy friendships. | including how to stay calm and get help.<br><br>Across the six Pieces, children explore body image, the influence of media and advertising, and reflect on their relationship with food. They learn to respect and value their bodies while considering what supports a healthy lifestyle.<br><br>By the end of the Puzzle, children contribute to the Happy, Healthy Me Recipe Book focusing on positive body image. | of different types of drugs and their effects and discuss safer ways to cope with life's challenges.<br><br>Across the six Pieces, children learn about exploitation and how pressure can affect decisions. Children learn how to seek help and they explore emotional and mental health, recognise signs of stress and practise strategies for managing pressure.<br><br>By the end of the Puzzle, children create a Healthy |

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| | | or unwell, and think about who can help them stay safe.<br><br>They reflect on how healthy choices can make them feel good about themselves.<br>Pupils share their ideas about how to keep clean and healthy in the | bodies. They reflect on feelings linked to safety and practise making calm, responsible choices that support wellbeing.<br><br>By the end of the Puzzle, children are able to share ideas for the whole school Happy, Healthy Me Recipe Book, celebrating practical ways to | | | | Body, Healthy Mind outcome for the Healthy Me Recipe Book Puzzle Outcome, celebrating resilience |

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| | | whole school Happy, Healthy Me Recipe Book. | stay healthy and safe every day. | | | | |

| Taught knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge |
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| | • I can name some parts of my body and understand that being active helps keep me healthy<br>• I understand that moving my body and resting are both important for my health<br>• I can talk about things I need to do to stay healthy<br>• I know what "healthy" means and can begin to make | • I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy<br>• I know how to make healthy lifestyle choices<br>• I know how to keep myself clean and healthy, and understand how germs cause disease/illness<br>• I know that all household products including medicines can be harmful if not | • I can sort foods into the correct food groups and know which foods my body needs to keep me healthy<br>• I can make some healthy snacks and explain why they are good for my body and give me energy<br>• I can recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe<br>• I can recognise risks and know how to keep safe around roads, railways, and | • I understand how exercise affects my body and know why my heart and lungs are such important organs<br>• I know that the amount of calories, fat and sugar I put into my body will affect my health<br>• I can tell you my knowledge and attitude towards drugs<br>• I can identify things, people and places that I need to keep safe from<br>• I know some strategies for keeping myself safe, who to go to for help and how to call emergency services<br>• I can identify when something feels safe or unsafe<br>• I understand how complex my body is and how important it is to take care of it | • I recognise how different friendship groups are formed, how I fit into them and the friends I value the most<br>• I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help<br>• I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape<br>• I understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some | • I know there are health risks with smoking and vaping and can tell you some of the ways that tobacco and nicotine are harmful to the body<br>• I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart<br>• I know and can | • I can take responsibility for my health and make choices that benefit my health and well-being<br>• I know about different types of drugs and their uses and their effects on the body particularly the liver and heart<br>• I understand that some people can be exploited and made to do things that |

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| | healthy food choices<br>• I know how to help myself go to sleep and understand why sleep is important<br>• I can wash my hands and understand why this is important, especially before eating and after using the toilet<br>• I know who my safe adults are and how to stay safe if they are not close by | used properly<br>• I understand how medicines can help me if I feel poorly and I know how to use them safely<br>• I know how to keep safe when crossing the road, and about people who can help me to stay safe<br>• I can tell you why I think my body is amazing and can identify s ome ways to keep it safe and healthy | water, and can explain why safety rules help protect me<br>• I understand how medicines work in my body and how important it is to use them safely<br>• I can explain how to keep my body healthy and safe at home and when I'm out | | people drink alcohol<br>• I can recognise when people are putting me under pressure and can explain ways to resist this when I want<br>• I know myself well enough to have a clear picture of what I believe is right and wrong | put into practice basic emergenc y aid procedure s (including recovery position) and know how to get help in emergenc y situations<br>• I understan d how the media, social media and celebrity culture promotes certain body types<br>• I can describe the different attitudes people | are against the law<br>• I know why some people join gangs and the risks this involves<br>• I understan d what it means to be emotionall y well and can explore people's attitudes towards mental health/illn ess<br>• I can recognise stress and the triggers that cause this and I understan d how stress can |

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| | | | | | | have to food and how these can be affected by external influences<br>• I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy | cause drug and alcohol misuse |

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| **Social and Emotional skills** | **Social and Emotional Skills**<br>• I can notice how my body feels when I am active and understand that moving helps keep me well<br>• I can recognise when my body needs movement or rest<br>• I can talk about some ways I can look after myself and keep my body healthy<br>• I can make simple healthy choices and notice how | **Social and Emotional Skills**<br>• I feel good about myself when I make healthy choices<br>• I am special so keep myself safe<br>• I know some ways to help myself when I feel poorly<br>• I can recognise when I feel frightened and know who to ask for help<br>• I can recognise how being healthy helps me to feel happy | **Social and Emotional Skills**<br>• I have a healthy relationship with food and know which foods I enjoy the most<br>• I can express how it feels to share healthy food with my friends<br>• I can recognise when I feel worried or unsafe and know to tell an adult straight away<br>• I can recognise some of the feelings I get when something feels unsafe and know some ways to manage these to make a safer choice | **Social and Emotional Skills**<br>• I can set myself a fitness challenge<br>• I know what it feels like to make a healthy choice<br>• I can identify how I feel towards drugs<br>• I can express how being anxious or scared feels<br>• I can take responsibility for keeping myself and others safe<br>• I respect my body and appreciate what it does for me | **Social and Emotional Skills**<br>• I can identify the feelings I have about my friends and my different friendship groups<br>• I can recognise feelings of embarrassment, pressure or wanting to fit in that might stop me making safe choices, and know how to manage these feelings to keep myself safe<br>• I can recognise negative feelings in peer pressure situation (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others<br>• I can identify feelings of anxiety and | **Social and Emotional Skills**<br>• I can make an informed decision about whether or not I choose to smoke or vape and know how to resist pressure<br>• I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure<br>• I know how to keep myself | **Social and Emotional Skills**<br>• I am motivated to care for my physical and emotional health<br>• I am motivated to find ways to be happy and cope with life's situations without using drugs<br>• I can suggest ways that someone who is being exploited can help themselves<br>• I can suggest |

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| | these help my body and feelings<br>• I can use strategies that help me feel calm and ready for sleep<br>• I can take responsibility for caring for my body by keeping myself clean and healthy<br>• I can identify trusted adults and ask for help when I feel unsafe or unsure | | • I feel positive about caring for my body and keeping it healthy<br>• I can make good choices that help me stay healthy and safe | | fear associated with peer pressure<br>• I can tap into my inner strength and know how to be assertive | calm in emergencies<br>• I can reflect on my own body image and know how important it is that this is positive, and I accept and respect myself for who I am<br>• I respect and value my body<br>• I am motivated to keep myself healthy and happy | strategies someone could use to avoid being pressurised<br>• I know how to help myself feel emotionally healthy and can recognise when I need help with this<br>• I use different strategies to manage stress and pressure |

| Vocabulary | | | | | | | |
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| **Year group** | **EYFS** | **Year 1** Consolidate EYFS | **Year 2** Consolidate EYFS & Yr 1 | **Year 3** Consolidate EYFS & KS1 | **Year 4** Consolidate KS1 & Yr 3 | **Year 5** Consolidate KS1, Yrs 3 & 4 | **Year 6** Consolidate KS1 & KS2 |
| **Puzzle vocabulary** | asleep<br>challenge<br>clean<br>exercise<br>germs<br>healthy<br>hygiene<br>less healthy<br>movement<br>rest<br>safe<br>scared<br>sleep<br>stranger<br>stretch<br>teeth<br>unexpected<br>unplanned<br>worried | balanced<br>bacteria<br>body parts<br>choices<br>clean<br>crossing<br>ears<br>exercise<br>eyes<br>germs<br>healthy<br>hygienic<br>keeping clean<br>kerb<br>less healthy<br>listen<br>look<br>medicines<br>nervous<br>pavement<br>safe<br>scared<br>sleep<br>soap<br>traffic<br>traffic lights<br>trust<br>unhealthy | assess<br>balanced diet<br>barriers<br>body<br>choices<br>crossing<br>dangerous<br>energy<br>hazard<br>healthy<br>medicines<br>nutritious<br>portion<br>react<br>risk<br>risks<br>safe<br>scared<br>stop, drop, roll<br>unhealthy<br>unsafe<br>worry | advice<br>ambulance<br>anxious<br>appreciate<br>attitude<br>body<br>calories/kilojoules<br>choice<br>coastguard<br>helicopter<br>complex<br>dangerous<br>drugs<br>emergency<br>emergency<br>services<br>energy<br>fat<br>feelings<br>fire engine<br>fitness<br>harmful<br>heartbeat<br>healthy<br>heart<br>labels<br>lungs<br>oxygen | advice<br>agree/disagree<br>alcohol<br>anxiety<br>assertive<br>believe<br>disease<br>emotions<br>embarrassment<br>fear<br>follower<br>friendship<br>groups<br>friendships<br>guilt<br>healthy<br>leader<br>liver<br>lonely<br>opinion<br>peers<br>pressure<br>puberty<br>relationships<br>right<br>roles | addicted<br>alcohol<br>altered<br>body image<br>calm<br>celebrity<br>choices<br>comparison<br>debate<br>emergency<br>fact<br>healthy<br>behaviour<br>healthy lifestyle<br>informed<br>decision<br>influence<br>level-headed<br>media<br>motivation<br>nicotine<br>obesity<br>opinion<br>pressure<br>procedure<br>recovery<br>position<br>self-respect | anti-social<br>behaviour<br>choice<br>crime<br>criminal<br>drugs<br>effects<br>emotional health<br>exploited<br>gangs<br>gang<br>illegal<br>immunisation<br>managing stress<br>mental health<br>mental illness<br>motivation<br>new psychoactive substances<br>over-the-counter<br>prevention<br>prescribed<br>pressure<br>reputation<br>responsibility<br>restricted<br>strategies<br>stress |

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| | | virus<br>wait | | police car<br>responsibility<br>risk<br>safe<br>scared<br>strategy<br>sugar<br>saturated fat<br>unsafe | smoking<br>trust<br>value<br>vaping<br>wrong | smoking<br>social media<br>tobacco<br>unhealthy<br>behaviour<br>vaping | synthetic highs<br>symptoms<br>triggers<br>unrestricted<br>volatile<br>substances<br>vulnerable |
| **Emotional Literacy** | We have a section to support Emotional Literacy with a whole-school progression document which includes words which have been carefully chosen to help pupils explore the topics within each Puzzle, whilst also equipping them with language that matters for their relationships and understanding of the world around them. By using this vocabulary consistently, teachers will be actively supporting children's emotional literacy, giving them the words they need to understand and express how they feel. | | | | | | |

## Relationships Puzzle – Summer 1

**About this Puzzle**

Relationships is where RSHE Relationships Education is most fully expressed. Children explore the full range of relationships in their lives; families, friendships, communities and, as they grow, early ideas about romantic relationships, learning what makes these healthy, safe and respectful. They develop skills to negotiate, compromise, manage conflict and repair friendships, while learning to recognise when a relationship is making them unhappy or unsafe, and where to get help. Digital literacy and online safety become increasingly prominent, covering screen time, social media, online friendships, data privacy, recognising harmful or AI-generated content, and knowing how to respond when something online feels worrying. This Puzzle also addresses love, loss and bereavement.

**Key evidence**

- **Ofcom Children's Media Use & Attitudes (2025)** — 96% of 6-7 yrs olds going online by ages 6-7yrs; 42% of 8 – 9 year olds own a mobile phone; many use social media despite age restrictions.
- 2024 Teaching Relationships to prevent Sexual Abuse draws together guidance to show that good RSE is best as part of a wider programme of PSHE.
- **Young People's RSE Poll (2025)** — Young people tell us they want RSE to start sooner. The SEF Young People's RSE Poll 2025 found that 65% of 16–17 year olds had learnt nothing or not enough about skills for ending relationships or friendships, and 11% had no helpful

source of information at all about managing their feelings.

- Ofsted's review of sexual harassment and abuse in schools found evidence that the sharing of inappropriate images and videos is an issue in primary as well as secondary schools, calling for a carefully sequenced RSHE curriculum in response.

**Wider curriculum and enrichment**

- Links to **citizenship** through exploring communities, family diversity and challenging stereotypes
- Invite **families** in during this term for parent/carer events — an opportunity to demonstrate how the school community is made up of many different loving families

**Jigsaw+ and further resources**

- Additional content on **changing relationships** for upper KS2 in Keeping Healthy and Safe
- Additional **digital literacy** lessons in Jigsaw+
- **Critical Thinking** lesson plans from the Open Minds Foundation in the Citizenship area
- Puzzle-specific weekly assemblies available in Whole School Resources

**Statutory mapping**

The most closely linked statutory expectations are summarised below, but for more thorough mapping and the full wording of every standard, go to the RSHE Mapping Document in the Community Area.

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| Strongest RSHE 2025 Relationships contributions | **FPCM 1** – Importance of loving, stable families for security, stability and love.<br><br>**FPCM 2** – Characteristics of healthy family life; families may look different.<br><br>**FPCM 3** – Others' families should be respected.<br><br>**FPCM 4** – People who are not part of family who support children (trusted adults). | **FPCM 5** – Importance of stable, caring relationships in people's lives (marriage, civil partnership).<br><br>**FPCM 6** – How to recognise if family relationships are making them unhappy or unsafe, and how to seek help.<br><br>**CF 1–7** – All caring friendships requirements: characteristics, inclusivity, feeling lonely is normal, healthy friendships are welcoming, ups and downs, resolving disputes, recognising unhappy friendships.<br><br>**RKR 1–11** – Full range of respectful kind relationships requirements. | **OSA 1** – Same principles apply online as face-to-face.<br><br>**OSA 2** – Rules and principles for keeping safe online<br><br>**OSA 3** – Minimum age for social media (currently 13).<br><br>**OSA 4** – Importance of caution about sharing information online; privacy and location settings.<br><br>**OSA 5** – How information and data is shared and used online.<br><br>**OSA 6** – Internet contains inappropriate content; where to go for advice. |

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| | | | **BS 1–7** – Full range of being safe requirements. |
| Strongest RSHE 2025 Health contributions | **GW 3** – Range of emotions.<br>**GW 6** – Isolation and loneliness.<br>**GW 8** – Change, loss and bereavement can affect wellbeing.<br>**GW 9** – Where and how to seek support<br>**WO 1** – Strategies for managing screen time and recognising signs of too much. | **WO 2** – What age restrictions/ratings mean; minimum age for social media.<br>**WO 3** – Risks from people online who use technology to bully, manipulate, groom or abuse.<br>**WO 4** – How to recognise harmful content including AI-generated content.<br>**WO 5** – Difference between real and online-only friendships.<br>**WO 6** – How to critically consider online friendships and sources of information. | **WO 7** – How to report concerns about content or contact online.<br>**WO 8** – Impact of spending too much time online on mental health and wellbeing.<br>**WO 9** – Why social media and messaging are not suitable for all ages.<br>**WO 10** – How online content can be targeted at users and designed to attract attention.<br>**WO 11** – How to respond if online experience is worrying.<br>**PHF 4 –** How to seek from adults if concerned about their health |

| Puzzle Overview Relationships | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships | In this Puzzle, children explore families, friendships and what it means to belong and help others feel included. They learn how to make friends, solve problems and when to seek help or support. | In this Puzzle, children explore different types of families and learn why cooperation and care are important in relationships. They develop understanding about safe and unsafe physical contact and practise | In this Puzzle, children explore family roles and responsibilities and develop skills for building positive friendships, including solving conflicts and negotiating fairly. They start to learn how to stay safe online and think | In this Puzzle, children explore feelings such as jealousy, love and loss, and learn how memories can help us stay connected to people we no longer see. They develop strategies for managing difficult emotions and supporting | In this Puzzle, children build a strong sense of self by reflecting on their qualities, interests and self-esteem. They explore how relationships form online and consider both the benefits and risks of digital communities. | In this Puzzle, children explore mental health, learning how to recognise stress, anxiety and early warning signs, and how to seek support for themselves and others. They examine love and loss, understanding grief and |

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| | they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry. | Across the six Pieces, children practise appropriate ways to greet others, learn who can help them in their school community, and reflect on how to ask for support when they feel upset. They also build confidence by recognising their own qualities and learning how to praise themselves.<br>By the end of the Puzzle, children celebrate people who are special to them, creating a Relationship Fiesta, contributing their balloons | expressing what feels comfortable to them.<br>Across the six Pieces, children learn how to manage friendship conflicts, recognise the difference between good and worrying secrets, and identify trusted adults who can help them. They reflect on trust, honesty and appreciation in relationships.<br>By the end of the Puzzle, children celebrate special people in their lives by sharing their compliment bunting to the a Relationship Fiesta Puzzle Outcome. | critically about information they see through the media and digital platforms.<br>Across the six Pieces, children explore global connections, rights and wellbeing, developing empathy for people in different cultures and understanding how the world is interconnected.<br>By the end of the Puzzle, children celebrate their web of relationships by creating Appreciation Streamers, recognising the importance of respect, kindness and belonging in family and friendship groups. | others through change.<br>Across the six Pieces, children practise negotiating, compromising and repairing friendships, and reflect on what makes healthy relationships. They consider early ideas about romantic relationships and learn not to feel pressured.<br>By the end of the Puzzle, children celebrate relationships with people and animals through a Memory Box outcome, recognising care, appreciation and connection. | Across the six Pieces, children learn how to stay safe when using digital technology for uses such as gaming and the internet. They learn how to balance screen time, protect personal data and recognise unsafe situations. They practise being responsible, respectful and assertive online, and learn how to seek help when worried.<br>By the end of the Puzzle, children create an Internet Safety poster, showing how to stay happy, safe and respectful when using technology in relationships. | developing strategies for managing strong emotions.<br>Across the six Pieces, children learn about power and control in relationships, practise assertive responses, and explore how to stay safe online, including judging what is real or fake and resisting pressure.<br>By the end of the Puzzle, children create an Internet Safety presentation, showing how to use technology responsibly while protecting wellbeing, privacy and relationships. |

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| | | and labels from Piece 6 | | | | | |

| Taught knowledge | **Knowledge**<br>• Know what a family is<br>• Know that different people in a family have different responsibilities (jobs)<br>• Know some of the characteristics of healthy and safe friendships<br>• Know that friends sometimes fall out<br>• Know some ways to mend a friendship<br>• Know that unkind words can never be taken back and they can hurt<br>• Know how to use | **Knowledge**<br>• I can identify the members of my family and understand that there are lots of different types of families<br>• I can identify what being a good friend means to me<br>• I know appropriate ways of physical contact to greet my friends and know which ways I prefer<br>• I know who can help me in my school community | **Knowledge**<br>• I can identify the members of my family, understand my relationship with each of them and know why it is important to share and cooperate<br>• I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not<br>• I can identify some of the things that cause conflict with my friends<br>• I understand that | **Knowledge**<br>• I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females<br>• I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener<br>• I know and can use some strategies for keeping myself safe online<br>• I understand how people around the world help and influence my life and that | **Knowledge**<br>• I can recognise situations which can cause jealousy in relationships<br>• I can identify someone I love and can express why they are special to me<br>• I can tell you about someone I know that I no longer see<br>• I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends<br>• I understand what having a boyfriend/girlfr | **Knowledge**<br>• I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities<br>• I understand that belonging to an online community can have positive and negative consequences<br>• I understand there are rights and responsibilities in an online community or social network<br>• I know there are rights and responsibilities when | **Knowledge**<br>• I know that it is important to take care of my mental health<br>• I know how to take care of my mental health<br>• I understand there are different stages of grief and that there are different types of loss that cause people to grieve<br>• I can recognise when people are trying to gain power or control<br>• I can judge whether something online is safe and helpful to me<br>• I can use technology positively and safely to communicate |
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| | Jigsaw's Calm Me to help when feeling angry<br>• Know some reasons why others get angry | • I can recognise my qualities as a person and a friend<br>• I can tell you why I appreciate someone who is special to me | sometimes it is good to keep a secret and sometimes it is not good to keep a secret<br>• I recognise and appreciate people who can help me in my family, my school and my community<br>• I can express my appreciation for the people in my special relationships | media doesn't always show complete information<br>• I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes<br>• I know how to express my appreciation to my friends and family | iend might mean and that it is a special relationship for when I am older<br>• I know how to show love and appreciation to the people and animals who are special to me | playing an online game<br>• I can recognise when I am spending too much time using devices (screen time)<br>• I can explain how to stay safe when using technology to communicate with my friends<br>• I understand I have rights about my personal data | with my friends and family |

| Social and Emotional skills | Social and Emotional Skills | Social and Emotional Skills | Social and Emotional Skills | Social and Emotional Skills | Social and Emotional Skills | Social and Emotional Skills | Social and Emotional Skills |
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| | • Can identify what jobs they do in their family and those carried out by parents/ carers and siblings<br>• Can suggest ways to make a friend or help someone who is lonely<br>• Can use different ways to mend a friendship | • I know how it feels to belong to a family and care about the people who are important to me<br>• I know how to make a new friend<br>• I can recognise which forms of physical contact are acceptable and unaccep | • I accept that everyone's family is different and understand that most people value their family<br>• I know which types of physical contact I like and don't like and can talk about this<br>• I can demonstrate how to use the positive problem-solving technique to resolve conflicts<br>• I know how it feels to be asked to keep a secret I do not want to keep and know who to | • I can describe how taking some responsibility in my family makes me feel<br>• I know how to negotiate in conflict situations to try to find a win-win solution<br>• I know who to ask for help if I am worried or concerned about anything online<br>• I can appreciate different cultures, and question stereotypes I might see in photos or information<br>• I can empathise with children | • I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens<br>• I know how most people feel when they lose someone or something they love<br>• I understand that we can remember people even if we no longer see them<br>• I know how to stand up for myself and how to negotiate and compromise<br>• I understand that boyfriend/girlfriend | • I know to keep building my own self-esteem<br>• I can recognise when an online community feels unsafe or uncomfortable<br>• I can recognise when an online community is helpful or unhelpful to me<br>• I can recognise when an online game is becoming unhelpful or unsafe<br>• I can identify things I can do to reduce | • I can understand that people can get problems with their mental health and that it is nothing to be ashamed of<br>• I can help myself and others when worried about a mental health problem<br>• I can recognise when I am feeling those emotions and have strategies to manage them<br>• I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to |

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| | • Can recognise what being angry feels like<br>• Can use Calm Me when angry or upset | table to me<br>• I know when I need help and know how to ask for it<br>• I know ways to praise myself<br>• I can express how I feel about them | talk to about this<br>• I understand how it feels to trust someone<br>• I am comfortable accepting appreciation from others | whose lives are different to mine and know who I can talk to when I need help<br>• I enjoy being part of a family and friendship groups | relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend<br>• I can love and be loved | screen time, so my health isn't affected<br>• I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable | gain power or control<br>• I can resist pressure to do something online that might hurt myself or others<br>• I can take responsibility for my own safety and well-being |

| Vocabulary | | | | | | | |
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| **Year group** | **EYFS** | **Year 1** Consolidate EYFS | **Year 2** Consolidate EYFS & Yr 1 | **Year 3** Consolidate EYFS & KS1 | **Year 4** Consolidate KS1 & Yr 3 | **Year 5** Consolidate KS1, Yrs 3 & 4 | **Year 6** Consolidate KS1 & KS2 |
| **Puzzle vocabulary** | angry<br>argue<br>calm<br>family<br>feelings<br>friends<br>jobs<br>lonely<br>relationships<br>upset | appreciate<br>belong<br>celebrate<br>community<br>confidence<br>different<br>dislike<br>family<br>feel<br>feelings<br>friendship<br>friends<br>greeting<br>help<br>helpful<br>incredible<br>kind<br>like<br>praise<br>proud<br>qualities<br>relationships<br>same<br>skills<br>special<br>texture<br>touch | acceptable<br>adult<br>appreciate<br>celebrate<br>communication<br>compliments<br>conflict<br>cooperate<br>different<br>dislike<br>diverse<br>family<br>frightened<br>friends<br>good secret<br>happy<br>honesty<br>hugs<br>important<br>like<br>likes/dislikes<br>negative<br>not acceptable<br>physical contact<br>point of view<br>positive<br>problem solving<br>relationship | age restriction<br>appreciation<br>careers<br>celebrating<br>conflict<br>culture<br>deprivation<br>differences<br>fairness<br>family<br>feelings/emotions<br>female<br>friendship<br>gaming/apps<br>global<br>happiness<br>influence<br>inequality<br>in-app purchases<br>internet<br>interconnected<br>job<br>location settings<br>male<br>manners<br>media<br>messaging<br>needs | anger<br>appreciation<br>attraction<br>betrayal<br>boyfriend<br>care<br>close<br>comfortable<br>compromise<br>conflict<br>critical thinking<br>emotions<br>empathy<br>envy<br>friendships<br>girlfriend<br>jealousy<br>lonely / loneliness<br>loss<br>love<br>loyalty<br>manage<br>memories<br>memento | addiction<br>age restriction<br>appropriate<br>assertive<br>being responsible<br>bullying<br>characteristics<br>choices<br>community<br>controlling<br>data<br>data protection<br>devices<br>fake online<br>hoaxes<br>gambling / betting<br>grooming<br>harassed<br>hobbies<br>interests<br>location settings<br>lonely<br>loot boxes<br>mental health<br>offline<br>online | age restrictions<br>ai (artificial intelligence)<br>anxiety<br>ashamed<br>assertive<br>authority<br>bullying<br>communication<br>consent<br>control<br>courtesy<br>digital rights<br>early warning signs<br>emotions<br>feelings<br>grief<br>influences<br>isolation<br>loneliness<br>mental health<br>personal data<br>power<br>pressure<br>privacy<br>real / fake<br>respect |

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| | | | reliability<br>sad<br>secret<br>special<br>stereotype<br>surprise<br>touch<br>trust<br>trustworthy<br>worry secret | personal information<br>privacy<br>problem solving<br>relationships<br>respect<br>responsibilities<br>rights<br>risky<br>role<br>safe/unsafe<br>sex (male and female)<br>social media<br>solution<br>stereotype<br>support<br>trade<br>trusted adult<br>trust<br>united nations<br>unisex<br>wants<br>wellbeing<br>win-win | negotiate<br>negative<br>personal<br>positive<br>pressure<br>problem-solve<br>reality<br>relationship<br>remember<br>souvenir<br>special<br>support<br>symbol<br>trust<br>vulnerable | personal information<br>personal qualities<br>physical health<br>privacy<br>reliable<br>reporting<br>responsibility<br>responsibilities<br>rights<br>risk<br>risky<br>safe<br>screen time<br>self-esteem<br>self-perception<br>social<br>social network<br>targeting<br>troll<br>trustworthy<br>vulnerable<br>wellbeing | risks<br>safety<br>self-care<br>self-control<br>signs<br>stigma<br>strategies<br>stress<br>support<br>targeting<br>technology<br>true / untrue<br>warning |
| **Emotional Literacy** | We have a section to support Emotional Literacy with a whole-school progression document which includes words which have been carefully chosen to help pupils explore the topics within each Puzzle, whilst also equipping them with language that matters for their relationships and understanding of the world around them. By using this vocabulary consistently, teachers will be actively supporting children's emotional literacy, giving them the words they need to understand and express how they feel. | | | | | | |

# Changing Me Puzzle – Summer 2

**About this Puzzle**

Changing Me supports children through the physical and emotional changes that come with growing up — from exploring life cycles in the early years through to learning about puberty, reproduction and the transition to secondary school. Children develop accurate, age-appropriate knowledge and the emotional vocabulary to feel confident about changes happening to their bodies and lives. Self-image, body confidence and challenging negative body-talk are important threads, alongside correct anatomical vocabulary, understanding privacy and consent, and recognising appropriate and inappropriate contact. The Puzzle also addresses wider changes in families, friendships and circumstances, helping children build strategies for coping and seeking support.

**Note on Sex Education:** Please check your school's policy on Sex Education before planning and teaching Piece 4 (Year 5) and Piece 3 (Year 6), and take into account arrangements for any pupils whose parents have chosen to withdraw them from these lessons.

**Key evidence**

- **NHS Guidance on Puberty** — Puberty can begin ages 8–13 for girls and 9–14 for boys; some girls start menstruation as early as Years 3 or 4. Statutory guidance requires teaching before onset.
- **Evidence on the influence of pornography on children and young people** reinforces the importance of age-appropriate sex education and body safety education from the earliest years
- **Sex Education Forum Young People's RSE Poll (2025)** - highlights that whilst puberty was the most fully covered RSE topic (71%), significant gaps remain — 41% learnt nothing or not enough about the correct names for genitalia and 36% about periods and menstrual wellbeing. Young people consistently called for earlier education on these topics.

**Wider curriculum and enrichment**

- Invite the **school nurse** to support learning about hygiene and puberty
- Invite **parents with a new baby** when considering life cycles
- **Transition materials** to support pupils meeting new class teachers and Year 6 pupils moving to secondary school: Belonging section of Jigsaw+

**Jigsaw+ and further resources**

- Additional lessons in **Keeping Healthy and Safe** in Jigsaw+: Hormones in Puberty, FGM and Sensitive Issues, Sun Safety and Water

Safety

- **Safety assemblies** on water safety and fire safety coming Summer 2026
- Puzzle-specific weekly assemblies available in Whole School Resources

**Statutory mapping**

The most closely linked statutory expectations are summarised below, but for more thorough mapping and the full wording of every standard, go to the RSHE Mapping Document in the Community Area.

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| Strongest RSHE 2025 Relationships contributions | **FPCM 1** – Importance of loving, stable families (stable relationships for raising children).<br><br>**FPCM 2** – Characteristics of healthy family life.<br><br>**RKR 8** – Self-respect and its link to happiness.<br><br>**RKR 10** – Understanding and challenging stereotypes | **BS 1** – Appropriate boundaries.<br><br>**BS 2** – Concept of privacy and its implications.<br><br>**BS 3** – Each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact. | **BS 5** – How to recognise and respond to relationships where they may be at risk of harm.<br><br>**BS 6** – How to recognise and report feelings of being unsafe.<br><br>**BS 7** – Where to get advice. |
| Strongest RSHE 2025 Health contributions | **GW 3** – Range and scale of emotions, particularly around change.<br><br>**GW 4** – Vocabulary to describe feelings.<br><br>**GW 8** – That change, loss and bereavement can affect wellbeing and that everyone reacts differently. | **GW 9** – Where and how to seek support.<br><br>**HP5 –** Personal hygiene, germs, bacteria and handwashing<br><br>**DB 1** – Correct names of body parts including penis, vulva, vagina, testicles, scrotum, nipples; understanding these are private; skills to express own boundaries. | **DB 2** – Facts about the menstrual cycle including physical and emotional changes; periods can start at 8 so covering before onset.<br><br>**DB 3** – Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes |

| Puzzle Overview Changing Me | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing | In this Puzzle, children learn about life cycles and the changes that happen as humans and animals grow. They reflect on how their own bodies have changed and develop understanding that everyone grows at different rates.<br>Across the six Pieces, children learn the correct names for private body parts, explore how boys' and girls' bodies can be different, and practise respecting their own bodies and those of others. They also think about feelings | In this Puzzle, children explore life cycles in nature and how humans grow from young to old, learning that some changes are outside their control. They reflect on how their own bodies and independence change over time and develop respect for differences in themselves and others.<br>Across the six Pieces, children learn correct names for body parts, understand privacy, and practise being assertive about touch and personal boundaries. They also think about feelings linked to future change, such as excitement and worry, and learn ways to cope. | In this Puzzle, children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty. They develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change.<br>Across the six Pieces, children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. | In this Puzzle, children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They consider the role of families, trusted adults, and inner circles in providing care and support.<br>Across the six Pieces, children develop strategies for coping with change, managing worries, and accepting things beyond their control. They practise reflecting on personal goals and positive changes they | In this Puzzle, children explore self-image and body confidence while learning about physical and emotional changes during puberty for girls and boys. They develop understanding of menstruation, male puberty, and how media influences perceptions of appearance and wellbeing.<br>This Puzzle includes one non-statutory sex education lesson where children learn about conception, fertility support, and how babies are made. Across the six Pieces, pupils practise identifying | In this Puzzle, children explore self-image and self-esteem while learning about physical and emotional changes during puberty.<br>Across the six Pieces, children reflect on identity, adolescent friendships, and the pressures linked to appearance and growing independence. They practise challenging negative self-talk and identifying trusted adults for support, alongside discussing attraction, consent, and respectful relationships.<br>This Puzzle includes a non- statutory sex education lesson where develop |

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| | these can help. They also consider the role that memories can have in managing change. | linked to change, such as excitement and worry, and learn ways to cope.<br>At the end of the Puzzle, children contribute their flowers of change work to the whole school Tree of Change display, celebrating growth, learning and new beginnings. | By the end of the Puzzle, children create Leaf Mobiles to celebrate growth and looking ahead. | They also think about future transitions and how to cope with them.<br>By the end of the Puzzle, children create Ribbon Mobiles to celebrate growth and looking ahead. | would like to make.<br>By the end of the Puzzle, children use Circles of Change to think about future transitions and celebrate growth and resilience. | trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up.<br>By the end of the Puzzle, children reflect on upcoming transitions using Circles of Change and consider how to manage feelings about future changes with confidence and resilience. | understanding of reproduction, pregnancy, and birth.<br>By the end of the Puzzle, children consider the transition to secondary school, using Circles of Change to reflect on worries, hopes, and how to prepare confidently for the year ahead. |

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| **Taught knowledge** | **Knowledge**<br>• Know the names and functions of some parts of the body (see vocabulary list)<br>• Know that we grow from baby to adult<br>• Know who to talk to if they are feeling worried<br>• Know that sharing how they feel can help solve a worry<br>• Know that rememberin g happy times can help us move on | **Knowledge**<br>• I am starting to understand the life cycles of animals and humans<br>• I can tell you some things about me that have changed and some things about me that have stayed the same<br>• I can tell you how my body has changed since I was a baby<br>• I can identify the parts of the body that make boys different to girls and | **Knowledge**<br>• I can recognise cycles of life in nature<br>• I can tell you about the natural process of growing from young to old and understand that this is not in my control<br>• I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old<br>• I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts | **Knowledge**<br>• I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby<br>• Can identify h ow boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up<br>• I understand that as boys' and girls' bodies change at puberty, | **Knowledge**<br>• I understand that lots of things make up a person's identity and this is what makes them unique<br>• I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this<br>• I know there are many types of family and that often our family members form part of our inner circle | **Knowledge**<br>• I am aware of my own self-image and how my body image fits into that<br>• I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally<br>• I can describe how boys' and girls' bodies change during puberty<br>• I understand that sexual intercourse can lead to conception and that is how babies are usually made | **Knowledge**<br>• I am aware of my own self-image and how my body image fits into that<br>• I can explain how girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally<br>• I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born<br>• I understand how being physically attracted to someone changes the nature of the relationship and what that might |

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| | | can use the correct names for these: penis, testicles, vulva, anus<br>• I understand that every time I learn something new, I change a little bit<br>• I can tell you about changes that have happened in my life | of my body are private<br>• I understand there are different types of touch and can tell you which ones I like and don't like<br>• I can identify wh at I am looking forward to when I move to my next class | they need to think more about keeping clean and healthy<br>• I know some simple ways of keeping clean which can keep me healthy and protect me from some infections<br>• I can start to recognise stereotypical ideas I might have about parenting and family roles<br>• I can identify w hat I am looking forward to when I move to my next class | • I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty<br>• I know how the circle of change works and can apply it to changes I want to make in my life<br>• I can identify changes that have been and may continue to be outside of my control that I learnt to accept<br>• I can identify w hat I am looking forward to when I move to a new class | • I also understand that sometimes people need IVF to help them have a baby<br>• I can identify w hat I am looking forward to about becoming a teenager and understand this brings growing responsibilitie s<br>• I can identify w hat I am looking forward to when I move to my next class | mean about having a girlfriend/boyfri end<br>• I am aware of the importance of a positive self-esteem and what I can do to develop it<br>• I can identify wha t I am looking forward to when I move to my next class |
| **Social and** | **Social and** | **Social and** | **Social and Emotional Skills** | **Social and Emotional Skills** | **Social and Emotional Skills** | **Social and Emotional Skills** | **Social and Emotional Skills** |

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| **Emotional skills** | **Emotional Skills**<br><br>• Recognise that changing class can elicit happy and/or sad emotions<br><br>• Can say how they feel about changing class/ growing up<br><br>• Can identify how they have changed from a baby<br><br>• Can say what might change for them they get older<br><br>• Can identify positive | **Emotional Skills**<br><br>• I understand that changes happen as we grow and that this is OK<br>• I know that changes are OK and that sometimes they will happen whether I want them to or not<br>• I understand that growing up is natural and that everybody grows at different rates<br>• I respect my body | • I understand there are some changes that are outside my control and can recognise how I feel about this<br>• I can identify people I respect who are older than me<br>• I feel proud about becoming more independent<br>• I can describe what I enjoy about being a boy or girl whilst understanding we are all different<br>• I am confident to say what I like and don't like and can ask for help<br>• I can start to think about changes I will | • I can express how I feel when I see babies or baby animals<br>• Recognise how I feel about these changes happening to me and know how to cope with those feelings<br>• I have started to think about the ways to keep my body clean as I grow up and how I feel about this<br>• I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes | • I can describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am<br>• I have strategies to help me cope with the physical and emotional changes I will experience during puberty<br>• I know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me<br>• I am confident enough to try | • I know how to develop my own self esteem<br>• I understand that puberty is a natural process that happens to everybody and that it will be OK for me<br>• I can express how I feel about the changes that will happen to me during puberty<br>• I appreciate how amazing it is that human bodies can reproduce in these ways<br>• I am confident that I can cope with the changes that growing up will bring<br>• I can start to think about | • I know how to develop my own self esteem<br>• I can express how I feel about the changes that will happen to me during puberty<br>• I can recognise how I feel when I reflect on the development and birth of a baby<br>• I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to<br>• I can express how I feel about my self-image and know how to challenge negative 'body-talk' |

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| | memories from the past year in school/home | and understand which parts are private<br>• I enjoy learning new things<br>• I know some ways to cope with changes | make when I am in Year 3 and know how to go about this | • I can start to think about changes I will make next year and know how to go about this | to make changes when I think they will benefit me<br>• I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively<br>• I can reflect on the changes I would like to make next year and describe how to go about this | changes I will make next year and know how to go about this | • I know how to prepare myself emotionally for the changes next year<br><br>**Alternative Piece 4a: Adolescent Friendships**<br>• Knowledge: I know myself well enough to maintain positive relationships with others whilst still keeping my own identity<br>• Social and Emotional: I can be assertive when appropriate |

| **Vocabulary** |
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| Year group | EYFS | Year 1<br>Consolidate EYFS | Year 2<br>Consolidate EYFS & Yr 1 | Year 3<br>Consolidate EYFS & KS1 | Year 4<br>Consolidate KS1 & Yr 3 | Year 5<br>Consolidate KS1, Yrs 3 & 4 | Year 6<br>Consolidate KS1 & KS2 |
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| **Puzzle vocabulary** | angry<br>argue<br>calm<br>family<br>feelings<br>friends<br>jobs<br>lonely<br>relationships<br>upset | adult<br>adulthood<br>anus<br>anxious<br>baby<br>change<br>changes<br>coping<br>curious<br>excited<br>feelings<br>female<br>grow<br>growing up<br>growth<br>happy<br>learn<br>life cycle<br>male<br>nervous<br>new<br>penis<br>proud<br>testicles<br>vulva<br>worried | adult<br>anus<br>anxious<br>assertive<br>baby<br>change<br>child<br>cope<br>comfortable<br>control<br>dislike<br>elderly<br>excited<br>female<br>freedom<br>fully grown<br>grow<br>growing up<br>hug<br>independent<br>life cycle<br>like<br>looking forward<br>male<br>nervous<br>old<br>older<br>penis<br>physical<br>private | animals<br>babies<br>birth<br>breasts<br>care<br>challenge<br>change<br>changes<br>control<br>egg<br>family<br>female<br>genitals<br>growing up<br>looking forward<br>male<br>mother<br>ovaries<br>ovum / ova<br>penis<br>personal<br>hygiene<br>puberty<br>pubic hair<br>roles<br>scrotum<br>sperm<br>stereotypes<br>task<br>testicles | acceptance<br>anxious<br>belonging<br>care<br>characteristics<br>change<br>choices<br>circle<br>control<br>family<br>fallopian tube<br>hobbies<br>hormone<br>identity<br>inner circle<br>interests<br>love<br>looking forward<br>menstrual cup<br>menstrual cycle<br>menstrual pads<br>menstrual towel<br>menstruation<br>ovaries | If you are teaching Jigsaw PSHE in England, please check your school's policy on teaching Sex Education before planning for and teaching Piece 4 (Year 5) and Piece 3 (Year 6) and to take into account the arrangements for any pupils whose parents have chosen to withdraw them from this lesson.<br>affirmation<br>anxious<br>aspects<br>authentic<br>body image<br>change<br>characteristics<br>cope<br>conception<br>contraception<br>consent<br>erection<br>edited<br>embryo<br>emotions<br>excitement<br>facial hair<br>fallopian tube<br>fear<br>fertilisation<br>fertility treatment (IVF) | adolescent<br>assertive<br>attraction<br>baby<br>caesarean<br>celebrity<br>cervix<br>challenge<br>choice<br>contractions<br>consent<br>criticise<br>embryo<br>feelings/emotions<br>foetus<br>freedoms<br>identity<br>independence<br>journey<br>labour<br>looking forward<br>love |

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| | | | public<br>respect<br>responsibilities<br>teenager<br>testicles<br>texture<br>timeline<br>toddler<br>touch<br>uncomfortable<br>vagina<br>vulva<br>young | vagina<br>womb / uterus<br>worries | panty liner<br>period pants<br>period products<br>periods<br>personality<br>proud<br>proportionate<br>puberty<br>reliable<br>seasons<br>skills<br>support<br>tampons<br>trusted adult<br>trustworthy<br>unique<br>values<br>vagina<br>vulva<br>womb | filter<br>growth spurt<br>hormone<br>hope<br>hormones<br>influences<br>larynx<br>making love<br>manage<br>media<br>media influencer<br>menstrual cycle<br>menstrual pads<br>menstrual towels<br>menstruation<br>mental health/wellbeing<br>milestone<br>opportunities<br>oestrogen<br>ovary<br>ovaries<br>perception<br>perceptions<br>periods<br>pregnancy<br>puberty<br>relationships<br>reliable sources<br>responsibilities<br>scrotum<br>self<br>self-esteem<br>self-image | mental health<br>midwife<br>negative body-talk<br>opportunities<br>placenta<br>pregnancy<br>pressure<br>puberty<br>real self<br>relationship<br>relationships<br>responsibilities<br>secondary<br>self-esteem<br>self-image<br>sexting<br>transition<br>umbilical cord<br>values<br>worries |

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| | | | | | | sexual intercourse<br>semen<br>sperm<br>teenager<br>testicles<br>testes<br>testosterone<br>vagina<br>vulva<br>wet dream<br>womb/uterus | |
| **Emotional Literacy** | We have a section to support Emotional Literacy with a whole-school progression document which includes words which have been carefully chosen to help pupils explore the topics within each Puzzle, whilst also equipping them with language that matters for their relationships and understanding of the world around them. By using this vocabulary consistently, teachers will be actively supporting children's emotional literacy, giving them the words they need to understand and express how they feel. | | | | | | |