



**Be the best
for God you
can be!**

Our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on Colossians 3:23. *'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'*

Trust:

'Trust in the Lord with all your heart and lean not on your own understanding'
Proverbs 3:5

Compassion:

'Love the Lord your God with all your heart, with all your soul and with all your mind. And love your neighbour as yourself'
Matthew 22:37

Thankfulness:

'Be thankful in all circumstances. This is what God wants from you in your life'
Thessalonians 5:18

Hope:

'But those who hope in the Lord will renew their strength'
Isaiah 40:31

Perseverance:

'I know your deeds, your love and faith, your service and perseverance'
Revelations 2:19

Forgiveness:

'For if you forgive other people when they sin against you, your heavenly father will also forgive you'
Matthew 6:14

PSHE & RSHE Policy

2026

Reviewed By: Shabnam Phoplunkar

Date Agreed by Governors: 01.07.26

Governor Review Date: 01.09.28

1. Statement of Intent

At St Barnabas & St Paul's Church of England Primary School, we want all of our children to be happy, healthy & safe. We value the positive contribution each child makes, which enables them to aim high, enjoy learning and succeed.

Jesus said, *"Love the Lord your God with all your heart, with all your soul and with all your mind. And love your neighbour as yourself"*. In our school community, we aim to live by this, welcoming children and their families from all cultures and faiths.

At St Barnabas and St Paul's Church of England Primary School, our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on *Colossians 3:23*,

'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'

1.1 Purpose

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At St Barnabas and St Paul's Church of England School our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focuses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship or family relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

This policy covers St Barnabas and St Paul's school's approach to statutory guidance on Relationships and Sex Education and Health Education (RSHE).

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Health Education is a programme of work about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction.

PSHE is important because it is a core part of wider work for helping children and young people to understand ways to live that are fulfilling and life giving. High-quality relationships education (RSHE) helps create safe school communities where pupils can grow, learn, and develop positive, healthy behaviour for life.

The policy was produced by St Barnabas and St Pauls' through consultation with the Governors, staff, parents, pupils, Blackburn Diocese and Local Schools.

Consultation

Consultation has taken place	Staff		Parents / Families	
	24 th June 2026		15 th June – 26 th June	
Policy sent to governors Governors:	July 2026			
Date policy became effective from:	September 2026		Review Date: June 2023	
Person(s) responsible for implementation & monitoring	Shabnam Phoplunkar			
Links to other relevant policies	Safeguarding	Behaviour	Online safety	Visitor protocol
	Confidentiality statement	Anti-bullying	SEND inclusion	Equalities

Outcome of the consultation:

Following the parent consultation and the staff meeting with teachers, it was agreed that lessons from the '*Changing Body*' unit will, where appropriate, be delivered separately to boys and girls, with flexibility left to the teacher's professional discretion. In addition, there was a shared recognition of the need to revisit some content related to body changes in smaller, targeted groups for pupils with SEND to ensure they fully understand key terms and

the changes they may experience. While the school has currently decided not to teach Sex Education, both parents and staff acknowledged that this position may need to be reviewed in the future to reflect the evolving needs of the children. Overall, the outcome reflects a thoughtful and responsive approach, balancing parental views with the need to provide inclusive and effective learning for all pupils.

The policy and further information is available for parents and carers on the school website.

1.2 Aims

The aims of the PSHE and RSHE curriculum at St Barnabas and St Paul's CE Primary School are:

- To ensure Relationships and Sex Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including marriage and lifelong commitments as a basis for sexual relationship.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationship.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' even when we might disagree.

Statutory requirements

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education and Sex Education (RSE) and Health Education.

We include the statutory RSHE within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Policy Development and Review

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group gather all relevant information including relevant national, diocesan and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to respond to this policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSHE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

This policy will be reviewed every 2 years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626872/Keeping-children-safe-in-education-2016.pdf)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) [Respectful School Communities Self-Review and Signposting Tool \(educateagainsthate.com\)](https://educateagainsthate.com/resources/signposting-tool/)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626872/Behaviour-in-schools-2016.pdf)

- Equality Act 2010 and schools [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/equality-act-2010-advice-for-schools)
- SEND code of practice: 0 to 25 years (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/send-code-of-practice-0-to-25-years)
- Alternative Provision (statutory guidance) [Alternative provision - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/alternative-provision)
- Mental Health and Behaviour in Schools (advice for schools) [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/mental-health-and-behaviour-in-schools)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) [Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE](https://www.nice.org.uk/guidance/sgg1)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/promoting-and-supporting-mental-health-and-wellbeing-in-schools-and-colleges)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) [Preventing bullying - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/preventing-bullying)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts) [Advice and guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/advice-and-guidance)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) [Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/promoting-fundamental-british-values-through-sm-sc)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). [Regulating independent schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/regulating-independent-schools)

Definitions

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that Relationships and Sex education should: *"Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world."* (Page 34)

NOTE: Human reproduction is taught in the Science curriculum. (see Science Policy).

Right to be excused from sex education

Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol, tobacco and vaping', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. Emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

At St Barnabas and St Paul's Primary School, we believe children should understand the facts about animal (including humans) reproduction and they will learn this as part of their science in Year 5. We will not be teaching about 'Sex' but the children will be learning about changes that occur during puberty. This will ensure that both boys and girls are prepared for the changes that adolescence brings before they leave primary school.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.

17

At St Barnabas and St Paul's, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit),

and we conclude from the DFE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

Therefore, the parent right to withdraw their child is **not applicable**. We are of course happy to discuss the content of the curriculum and invite you to contact Mrs. Phoplunkar.

Curriculum Delivery of RSHE

Appendix 1 outlines the curriculum overview for the school in relation to RSHE showing which topics are taught in which years. In addition, Appendix 2 indicates where cross curricular work covers RSHE content.

All content is adapted to meet the needs of pupils with special educational needs or disabilities and where specific adaptations are needed, they are detailed in the overview.

Difficult questions & sensitive issues in relation to sex education

Our school's Relationship, Sex and Health Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics (see below) over which some staff, parents and governors may have reasonable concerns.

The school **will not teach or answer questions such as**; rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, contraception, masturbation or about forms of sexual intercourse including homosexual practices or foreplay. AIDS/HIV issues will not be discussed.

If a child asks a question on any topic listed in the first section of the above list, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of

secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

2. Roles and responsibilities

The governing board is responsible for:

The governing board will approve the PSHE and RSHE policy and hold the headteacher to account for its implementation.

The headteacher is responsible for:

The headteacher is responsible for ensuring that PSHE and RSHE is taught in a carefully sequenced way within a planned programme.

The **subject lead** is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject, liaising at all times with SLT.
- Reviewing changes to the national curriculum and advising on their implementation.
- Encouraging staff to provide effective learning opportunities for pupils.
- Ensuring the continuity and progression from year group to year group.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all science resources.
- Communicating developments in the subject to all teaching staff.
- Organising, providing and monitoring CPD opportunities in the subject.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of PSHE to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for development of PSHE in subsequent years.

The **classroom teacher** is responsible for:

- Acting in accordance this PSHE and RSHE Policy, ensuring that lessons are taught in line with the Policy at all times.
- Planning and teaching lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.

- Monitoring the progress of pupils in their class and intervening when concepts are not understood by pupils.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

The **special educational needs coordinator (SENCO)** is responsible for:

- Liaising with the subject leader in order to implement and develop science for children on the SEN register
- Organising and providing training for staff regarding the science curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the use of 1:1s in order to meet pupils' needs.

Staff

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering RSHE with sensitivity.
- Modelling positive attitudes to RSHE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher or with the subject lead.

Pupils

Pupils are expected to engage fully in PSHE and RSHE curriculum and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Training

Staff have received training on the delivery of RSHE using the Jigsaw scheme.

The headteacher may invite visitors, such as school nurses or health professionals, to assist with the delivery of RSHE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

Monitoring arrangements

The delivery of RSHE is monitored through:

- Planning
- Work scrutiny
- Learning walks

- Pupil Conferencing
- Key Lines of enquiry
- Display Monitoring
- Resource audits

Values that underpin this policy

St Barnabas and St Pauls' PSHE programme promotes the spiritual, moral, cultural, mental and physical development of pupils in line with the Church of England's vision for Education 2016:

- educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth; and
- educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

3. The National Curriculum

While promoting the values above, we will ensure that pupils are offered a balanced and contextualised programme of learning by using relevant local data and school information related to relationships/Health/PSHE education to inform planning and to address the identified needs of the whole school community, this may include Health Needs Assessment, Health LSIP, Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances.

The national curriculum for PSHE aims to ensure that all pupils:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

From 2020, the following subjects will become compulsory in applicable schools in England.

- relationship education in primary schools.
- health education in state funded primary and secondary schools.

The RSHE guidance include:

- Supporting children's mental health and wellbeing: The guidance emphasizes the importance of teaching children to make informed and ethical decisions about their health and relationships.

- Preparing pupils for adult life: High – quality teaching aims to prepare young people for the opportunities and responsibilities of adult life, promoting their moral, social, mental and physical development.
- Promoting positive characteristics: Effective teaching fosters resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness.
- Enhancing online safety: The guidance includes expanded content on digital awareness and citizenship, addressing risks related to online gaming and financial exploitation.
- Inclusivity and diversity: The curriculum reflects pupil voice and local context, ensuring that healthy relationships include same-sex parents and diverse family structures.
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The amendments made in 2025 are:

- Mental wellbeing – will now be known as General Well Being. Some additional content and extensions have been made.
- Internet safety and harms- will be know as Wellbeing Online. There are further expectations about keeping children safe.
- Physical health and fitness – No change
- Healthy Eating – One addition to the existing area - Understanding the importance of a healthy relationship with food.
- Drug, alcohol and tobacco – now known as Drugs alcohol, tobacco and vaping – extended to include vaping and nicotine.
- Health and prevention Now named: Health protection and prevention – This includes and extension Dental and Oral health and sun exposure and ways to reduce the risks
- Personal Safety – This is a new area looking at hazard and risks at home and outdoors
- Basic First Aid – extended by one statement
- Changing adolescent body- Sex Education Recommended in Y5/Y6 We will not be teaching this at school

These aims reflect a comprehensive approach to education that prioritizes the needs of young people in today's society.

4. **Planning**

All relevant staff members are briefed on the school's planning procedures as part of their staff training and induction. Throughout St Barnabas and St Paul's, PSHE and Relationship and Health Education is taught as a discrete lesson and as part of cross-curricular themes when appropriate. We have chosen to teach PSHE and Relationship and Health Education using the Jigsaw Programme. This has been adapted using the July 2025 statutory guidance and the delivery will commence September 2026

4.1 Long Term Plans and Medium-Term Plans

- The whole - school approach covers all areas through six learning themes. These are taught across the school; the learning deepens and broadens every year.
- Long-term planning will be used to outline the units to be taught within each year group.
- The Medium-Term plans have been developed using the Jigsaw website and their suggested overview.
- Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work.
- Medium-term plans will identify learning objectives, main learning activities and differentiation.
- Medium-term plans will be shared with the subject leader to ensure there is progression between years.

The overviews are designed to:

- Ensure teachers stay in the required key stage and support the ideal of depth before breadth.
- Ensure students have the opportunity to stay together as they work through the schemes as a whole group.

The LTPs and MTPs are used as a guidance tool in order to pace out coverage of the curriculum throughout the year. Teachers are encouraged to use professional discretion when deciding how long is needed on particular curriculum area whilst ensuring all objectives are covered by the end of the academic year.

4.2 Short term planning

Teachers have been given online access to the Jigsaw website. Following the guidance given, teachers will use the suggested resources and activities to teach the unit. Teachers will need to ensure that the lesson is tailored to the needs of their class.

Intended outcomes

The learning outcomes of our programme will be that pupils will:

- Know and understand about Health and Wellbeing, Relationships and Living in the Wider World, and economic wellbeing and being a responsible citizen.
- Develop essential skills and attributes of personal effectiveness, interpersonal and social effectiveness and managing risk and decision-making.

Overarching concepts developed through the Programme of Study will be:

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online).
2. Relationships (including different types and in different settings, including online).
3. A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices).
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world).
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010).
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts).
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance).
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes).
9. Career (including enterprise, employability and economic understanding).

Safe and supportive learning environments

St Barnabas and St Paul's aims to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values

and attitudes, and develop skills to grow into happy, confident successful adults. Members of staff are expected to be role models for positive interpersonal relationships.

Particular attention may need to be given to vulnerable children. Vulnerable children are any children who may face barriers to achieving their full potential. All children at St Barnabas and St Paul's are vulnerable because of their age. However, certain key groups are potentially more vulnerable than others and may require additional support. These groups could include:

- In year admissions
- SEND
- Disadvantaged (Pupil Premium)
- Minority faith/ ethnic groups
- EAL
- Children with safeguarding concerns
- Attendance concerns
- Children at risk of exclusion
- Mental Health and wellbeing

This also ensures that the PSHE curriculum is taught inclusively and we consider any other barriers to learning so that all children have access to the curriculum. As well as any pupils with SEND, we are mindful to children who may be exposed to:

- Grooming
- FGM
- Trauma / ACES
- Dealing with illness
- Families struggling with debt
- County lines
- Dealing with loss and grief
- New to the country
- Forces children
- Parents who might be incarcerated
- Protected characteristics

It is important that staff follow up any concerns relating to vulnerable children through the correct school procedures.

Mental Health / General Health

School has an important role to play in supporting children and adults to be resilient and mentally healthy. Wellbeing is promoted through the curriculum alongside spiritual development.

Any concerns regarding wellbeing or mental health should be reported to vulnerable group leads through the normal safeguarding procedures. Support will be put in place as necessary. It may include referrals to other agencies or ELSA work in school. Mental health first aiders can provide support and deal with crisis situations.

SEND, inclusion, equality and diversity

We recognise the right for all pupils to have access to PSHE education learning which meets their needs.

We will ensure that pupils with SEND receive access to PSHE through quality first teaching, a scaffolded curriculum where needed, and support.

Teaching will consider the ability, age, development and cultural backgrounds of young people at St Barnabas and St Paul's and those with English as a second language to ensure that all can fully access PSHE education provision.

Social learning is promoted and pupils are expected to show a high regard for the needs of others through the value of respect.

PSHE is used as a vehicle to address diversity issues and to ensure equality for all.

At St Barnabas and St Paul's CE Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination (Single Equalities Act 2010).

At St Barnabas and St Paul's CE Primary School our admissions arrangements are fair and transparent. We aim to provide all our pupils with the opportunity to succeed and reach their full potential. The achievement of pupils will be monitored by the Headteacher and other leaders as appropriate in light of the protected characteristics outlined in the Equality Act 2010. This data will be used to support pupils, raise standards and ensure inclusive teaching.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We will endeavour to ensure that when we buy services from another organisation that will help us provide high quality education, that organisation will comply with equality legislation. This will be a significant factor in any tendering process.

The policy outlines the commitment of the staff and governors to promote equality by providing a working environment free from discrimination, bullying, harassment and victimisation’.

DfE statutory guidance states that from September 2020, all Primary schools must deliver Relationships Education

Under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, the government has made Relationships Education part of the basic curriculum for primary pupils and therefore compulsory at primary schools.

The statutory guidance includes a section on Relationships Education which makes clear that in primary schools the focus should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.

The guidance on Sex Education remains unchanged from 2000, primary schools can decide whether to teach beyond national curriculum science. St Barnabas and St Paul’s has decided not to teach Sex Education beyond the science curriculum.

5. Aims of Relationship Education:

The aim of the primary relationship education is to build the skills and knowledge needed for positive relationships, helping children become kind, respectful, and safe individuals. At primary level, this foundation prepares pupils for more complex relationships later by teaching them to manage emotions like anger or disappointment and behave with empathy.

We as a school recognise and respect diverse family structures, presenting them positively and avoiding stigma. Our teaching focuses on both forming healthy relationships and staying safe, including understanding boundaries, privacy, and rights over one’s body and personal information. Pupils should learn to recognise abuse, emotional, physical, or sexual as well as bullying in all forms, including discriminatory language.

Children must know how to report concerns and seek support, while understanding abuse is never their fault. Safety education, including online risks, should be age-appropriate and not alarming. Schools should remain sensitive, adapt content where necessary and keep parents informed of any changes.

By the end of Primary School intended outcomes for Relationships Education are that pupils should know:

5.1 Families and people who care for me

- that families are important for children growing up safe and happy because they can provide love, security and stability.
- the characteristics of safe and happy family life, such as 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.
- that the families of other children, 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.
- that stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
- that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

5.2 Caring relationships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

5.3 Respectful relationships

- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

5.4 Online relationships

- that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that

people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

- that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- that the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

5.5 Being Safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
 - 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.
 - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
 - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and do not know
 - How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
 - How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
-
- how to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

6. Aims of Health Education

The aim of teaching health and wellbeing is to help pupils make informed decisions about their physical and mental health, recognise when they or others need support, and seek help when necessary. Schools should encourage resilience by developing self-regulation, perseverance and determination in the face of challenges. Teaching should also reduce stigma around health, particularly mental health, discourage negative language about illness, and promote an open, supportive environment where pupils feel confident asking questions, discussing concerns, and accessing appropriate advice and support.

At St Barnabas and St Paul's, health education focuses on the importance of physical activity, healthy eating, adequate sleep and emotional awareness. It highlights the link between physical and mental wellbeing, encourages time outdoors and ensures health concepts are taught in an age-appropriate and sensitive way. The progression map in Appendix 2 illustrates how knowledge, skills and vocabulary develop across the programme from early Years through to Year 6, showing how learning is revisited and extended year on year.

By the end of Primary School intended outcomes for Health Education are that pupils should know:

6.1 General wellbeing:

- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- The importance of promoting general wellbeing and physical health.
- the range and scale range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental health problems and early support can help.

6.2 Wellbeing Online

- That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
- Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
- The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
- That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and know how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and consent.
- Where and how to report concerns and get support with issues online.

6.3 Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous physical exercise.
- the risks associated with an inactive lifestyle, including obesity.
- how and when to seek support including which adults to speak to in school if they are worried about their health.

6.4 Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- understanding the importance of a healthy relationship with food
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

6.5 Drugs alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

6.6 Health protection and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health, the amount of sleep recommended for their age and practical steps for improving sleep such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

- the facts and science relating to allergies, immunisation and vaccination. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

6.7 Personal Safety

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

6.8 Basic first aid

- how to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

6.9 Developing bodies

- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- Facts about the menstrual cycle. including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

7. Statutory Relationship and Health Education covered by Jigsaw

Jigsaw is a comprehensive PSHE programme that meets and exceeds government guidance and expected outcomes. Its Relationships and Healthy Me units address most statutory requirements, while key themes are revisited and developed across the programme to deepen understanding. At its core, Jigsaw focuses on building a positive self-image, a strong sense of identity and a healthy relationship with oneself. From this foundation, children are supported to form and maintain positive, respectful relationships with others.

Health Education within Jigsaw goes beyond physical wellbeing to place strong emphasis on mental health and emotional literacy. Pupils are encouraged to recognise, understand and manage their thoughts and feelings effectively, supported by tools such as Calm Me mindfulness techniques. This holistic approach empowers children with lifelong skills for emotional regulation and wellbeing.

Jigsaw also provides clear documentation to help schools map its content to statutory requirements and offers sample policies to support implementation. Inclusivity is central to the programme, valuing every child and promoting acceptance and respect for diversity. Its approach includes guidance on LGBT+ relationships, ensuring children feel represented, supported and prepared for life in a diverse society.

8. British Values

At St Barnabas and St Paul's we ensure that we promote British Values by setting child-centred ground rules that create a safe, positive learning environment. The Learning Charter that is introduced at the start of the year and used in every PSHE lesson, encourages cooperation and respect. Developed through the "Being Me in My World" unit, it extends across the whole school, supporting children's behaviour, learning, and development.

British Values is not taught as a stand-alone unit or lesson. All the British Values: Democracy, Rule of Law, Mutual Respect, Individual Liberty and Tolerance of those of Different Faiths and Beliefs are reflected across all puzzles.

8.1 Democracy

Democracy is embedded throughout the Jigsaw PSHE programme by giving children regular opportunities to express their views in whole-class, group and paired discussions. The Jigsaw Learning Charter establishes a safe, respectful environment where agreed "ground rules" ensure everyone listens and values others' opinions. Children are encouraged to share their ideas, feelings and perspectives openly while respecting differing viewpoints. Reflection is a key element, supported by 'Help Me Reflect' journaling and 'Pause for Thought' moments, enabling pupils to consider their own thinking. Overall, Jigsaw promotes pupil voice, active participation and shared responsibility, helping children experience democratic values in a practical and inclusive way.

8.2 Rule of Law

The Rule of Law is reinforced in every lesson through the consistent use of the Learning Charter, which sets clear expectations for behaviour and mutual respect. Children learn about their rights, including those outlined in the UN Convention on the Rights of the Child, helping them understand fairness and equality. The programme teaches why rules exist, emphasising their role in keeping people safe and supporting positive communities. Pupils explore the relationship between choices and consequences through discussion and reflection. ‘Pause for Thought’ activities help children consider their actions and feelings, encouraging responsible decision-making and a clear understanding of how rules guide behaviour.

8.3 Individual Liberty

We promote individual liberty by supporting children’s personal development and encouraging self-expression within a safe environment. Rooted in mindfulness, the programme nurtures the “whole child” from the Early Years onwards, supporting spiritual, moral, social and cultural development. Pupils are given opportunities to express their views confidently, make informed choices and reflect on their beliefs and feelings. Lessons are designed to ensure every child feels valued, respected and included, which strengthens confidence and independence. By fostering self-awareness and respectful communication, Jigsaw enables children to understand their own identity while recognising their right to think independently and make choices responsibly.

8.4 Mutual Respect

Mutual respect is a high priority to our school, with structured lessons that guide children in discussing sensitive topics thoughtfully and respectfully. Teachers are supported with suggested language and “ask me this” questions to facilitate open, inclusive dialogue. Children develop the ability to listen actively, understand different viewpoints and engage in respectful debate as they progress through the programme. The Learning Charter is consistently revisited to reinforce expectations for behaviour and communication. Even when opinions differ, pupils are encouraged to value others’ perspectives. This approach ensures that all children feel safe to express their beliefs and feelings, fostering a culture of respect and empathy.

8.5 Tolerance of Different Faiths and Beliefs

We promote tolerance by encouraging children to celebrate diversity and recognise shared humanity. The “Celebrating Difference” unit helps pupils understand and appreciate similarities and differences in beliefs, values and identities. From an early age, children are encouraged to explore what makes individuals unique, including faith and cultural practices. Older pupils examine aspects of the Equality Act to deepen their understanding of fairness and inclusion. The programme promotes empathy and connection, helping children respect and value others’ perspectives. By embedding these principles across lessons and wider school life, this fosters an inclusive environment where diversity is acknowledged and celebrated.

9. Cross- Curricular Links

Science Curriculum

Year 5 Living things and their habitats

Statutory requirements Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird***
- describe the life process of reproduction in some plants and animals.***

Notes and guidance (non-statutory) Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Year 5 Animals, including humans

Statutory requirements Pupils should be taught to:

- describe the changes as humans develop to old age.**

Notes and guidance (non-statutory) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other

animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows

DT Curriculum

As part of 'Cooking and Nutrition' the children will be taught to:

Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Key stage 2

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

The use of visitors to the classroom

As with any visitor, St Barnabas and St Paul's will always check the visitor or visiting organisation's credentials. This will ensure that the teaching delivered by the visitor fits with the PSHE programme and policy, as well as ensuring that visitors comply with school policies. Content will be checked to ensure that visitors understand the Christian faith foundation and comply with the vision, mission and values in line with school visitor protocol.

PSHE Curriculum Overview

PSHE curriculum map displaying year group content is available on the school website.

Parents and carers

St Barnabas and St Paul's is committed to working with parents and carers. Parents are encouraged to discuss PSHE topics at home.

If a child raises a question beyond the planned curriculum, parents will be contacted.

Appendix 1

	Autumn Term		Spring Term		Summer Term	
Rec to Year 6	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	'Who am I and How do I fit in?'	Respect for similarity and difference. Anti - bullying and Being Unique.	Aspirations, how to achieve goals and understanding the emotions that go with this	Being and Keeping Safe and healthy	Building positive, healthy relationships	Coping positively with change.
	Mental Health: The 5 Steps to Mental Wellbeing; the range, scale and expression of childhood emotions; appropriate emotions and behaviour; physical activity and wellbeing; social activity and wellbeing; positive routines and sleep; simple self-care techniques; isolation and loneliness; talking and getting support; the impact of bullying; when and who to ask for help and children and mental health.					

Skills and Knowledge Progression Map

Jigsaw, the mindful approach to PSHE, is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within all six Puzzles (units of work) including the key vocabulary used in each year group; explicit links to the [DfE statutory Relationships and Health Education outcomes 2026](#) have been made in each Puzzle.

INTENT: Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation. These opportunities for spiritual, moral, social and cultural (SMSC) development and emotional literacy are integral to children's understanding of themselves and others and to increasing their capacity to learn.

IMPLEMENTATION: Jigsaw 3-11 offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Every lesson offers opportunities for SMSC development, clearly mapped and balanced across each year group, alongside structured opportunities to practise and enhance the five skills associated with emotional literacy: self-awareness, social skills, empathy, motivation and managing feelings. We encourage schools to adapt the materials to make them suitable to the needs of the children in their class.

IMPACT: This can be established through assessment identified in the key learning. This can include pupil voice, informal assessment, reviewing behaviour records and attendance.

This progression map illustrates how knowledge, skills and vocabulary develop across the programme from Early Years through to Year 6, showing how learning is revisited and extended year on year. The document is fully editable so that schools can adapt it to reflect how they tailor Jigsaw PSHE for their own school community. The evidence sources and enrichment ideas included for each Puzzle are examples rather than an exhaustive list, and schools may wish to add their own, or get in touch with us for further sources of research and data.

Similarly, the statutory RSHE links provided for each Puzzle indicate the strongest connections but do not represent a complete mapping. For the full mapping of Jigsaw PSHE to each of the [DfE's RSHE July 2025](#) statutory statements, which we have abbreviated for space in this document, please refer to the [RSHE Mapping Documents](#) available in the Community Area on the Jigsaw portal.

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 from 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](#).

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

Puzzle overview	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me in My World	<p>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 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.</p>	<p>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.</p> <p>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.</p> <p>They explore feelings linked to rewards and pride, reflect on their choices, and recognise emotions that can arise from consequences.</p> <p>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 outcome.</p>	<p>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 responsibilities and making positive contributions.</p> <p>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 then learn how the Learning Charter supports learning and boundaries.</p> <p>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 outcome.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>By the end of the Puzzle, children understand how responsible choices and participation benefit their school community, with the Learning Charter as the shared outcome.</p>	<p>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.</p> <p>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.</p> <p>Children examine how rewards and consequences influence behaviour and work together to create and follow their Learning Charter, focusing on cooperation and having a voice.</p> <p>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.</p>	<p>In this Puzzle, children reflect on the year ahead, identifying goals, worries and fears and exploring how to feel welcome and valued.</p> <p>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 locally and worldwide.</p> <p>Children then explore how rights, responsibilities, rewards and consequences connect to the Learning Charter, working collaboratively to agree shared expectations and safe behaviour.</p> <p>By the end of the Puzzle, children understand how democracy and modelling positive choices support a strong school community, with the whole-school Learning Charter as the shared outcome.</p>

Taught knowledge	Knowledge <ul style="list-style-type: none"> • I belong in my class and am part of a group • I understand that people are similar and different • I am beginning to recognise and talk about different feelings • I understand that my classroom is a place where we learn and play together • I know that working together helps make school a good place to be • I understand why kindness matters and how it affects others • I know what using gentle hands looks like • I know that everyone has the right to learn and play • I understand what being responsible means • I know how we look after our classroom and resources • I can describe how they help everyone feel safe and able to learn 	Knowledge <ul style="list-style-type: none"> • I know how to use my Jigsaw Journal • I understand the rights and responsibilities as a member of my class • I understand the rights and responsibilities for being a member of my class • I know my views are valued and can contribute to the Learning Charter • I can recognise the choices I make and understand the consequences • I understand my rights and responsibilities within our Learning Charter 	Knowledge <ul style="list-style-type: none"> • I can identify some of my hopes and fears for this year • I know how to use my Jigsaw Journal • I understand the rights and responsibilities for being a member of my class and the importance of making contributions • I can listen to other people and contribute my own ideas about rewards and consequences • I understand how following the Learning Charter will help me and others learn • I can recognise the choices I make and understand the consequences 	Knowledge <ul style="list-style-type: none"> • I recognise my worth and can identify positive things about myself and my achievements • I can set personal goals • I know how to use my Jigsaw Journal • I can face new challenges positively, make responsible choices and ask for help when I need it • I understand why rules are needed and how they relate to rights and responsibilities • I understand that my actions affect myself and others and I care about other people's feelings • I can make responsible choices and take action • I understand my actions affect others and try to see things from their points of view 	Knowledge <ul style="list-style-type: none"> • I know my attitudes and actions make a difference to the class team • I know how to use my Jigsaw Journal • I understand who is in my school community, the roles they play, how I fit in and how I can contribute • I understand how democracy works through the School Council • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • I understand how groups come together to make decisions • I understand how democracy and having a voice benefits the school community 	Knowledge <ul style="list-style-type: none"> • I can face new challenges positively and know how to set personal goals • I know how to use my Jigsaw Journal • I understand my rights and responsibilities as a citizen of my country • I understand my rights and responsibilities as a citizen of my country and as a member of my school • I can make choices about my own behaviour because I understand how rewards and consequences feel • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community and know how to participate in this 	Knowledge <ul style="list-style-type: none"> • I can identify my goals for this year, understand my fears and worries about the future and know how to express them • I know how to use my Jigsaw Journal • I know that there are universal rights for all children but for many children these rights are not met • I understand that my actions affect other people locally and globally • I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community
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Social and Emotional skills	Social and Emotional Skills <ul style="list-style-type: none"> • I can name my feelings • I know how work and play with others • I know why it is important to be kind and gentle • I understand why it is important to care about others' feelings • I can make good choices • I can follow our class rules • 	Social and Emotional Skills <ul style="list-style-type: none"> • I feel special and safe in my class • I know that I belong to my class • I know how to make my class a safe place for everybody to learn • I recognise how it feels to be proud of an achievement • I recognise the range of feelings when I face certain consequences • I understand my choices in following the Learning Charter 	Social and Emotional Skills <ul style="list-style-type: none"> • I can recognise when I feel worried and know who to ask for help • I can help myself and others feel like we belong • I can help make my class a safe and fair place • I can listen to others and share my ideas • I can work co-operatively with others • I can follow our Learning Charter • 	Social and Emotional Skills <ul style="list-style-type: none"> • I value myself and know how to make someone else feel welcome and valued • I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions • I know how to make others feel valued • I understand that my behaviour brings rewards/consequences • I can work cooperatively in a group • I am choosing to follow the Learning Charter 	Social and Emotional Skills <ul style="list-style-type: none"> • I know how good it feels to be included in a group and understand how it feels to be excluded • I try to make people feel welcome and valued • I can take on a role in a group and contribute to the overall outcome • I can recognise my contribution to making a Learning Charter for the whole school • I understand how rewards and consequences motivate people's behaviour • I understand why our school community benefits from a Learning Charter and can help others to follow it 	Social and Emotional Skills <ul style="list-style-type: none"> • I know what I value most about my school and can identify my hopes for this school year • I can empathise with people in this country whose lives are different to my own • I understand that my actions affect me and others • I can contribute to the group and understand how we can function best as a whole • I understand why our school community benefits from a Learning Charter and can help others to follow it 	Social and Emotional Skills <ul style="list-style-type: none"> • I feel welcome and valued and know how to make others feel the same • I understand my own wants and needs and can compare these with children in different communities • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • I can contribute to the group and understand how we can function best as a whole • I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself
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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	angry choice different excited feelings friend gentle happy kind learn nervous responsibilities rights sad share similar taking turns turn taking	achievement belong belonging calm choice choices consequences disappointed feelings learn learning charter proud responsibilities rewards rights safe safe place special upset valued views	actions assertive belong belonging boundaries choices consequence consequences controlling contributions fair fears hopes learning charter negative positive praise problem solving responsible responsibilities reward	achievements actions acknowledge affirm assertive behaviour belong challenge choices controlling courtesy consequences dream emotions exclude fairness feelings fears friendship group dynamics ideal school	authority charter choices community conflict consequence contribution courtesy decisions democracy excluded friend friendship healthy help included job description learning charter	appreciation asylum challenge choices citizen collaboration cooperation conflict consequences courtesy deprive denied education empathise goals hopes leadership learning charter manners migrant motivation	behaviour choice choices collaboration community comparison consequences cooperation cocoa plantation cocoa pods courtesy decision democracy discernment education empathise empathy fears Ghana goals hazard/risk

	unique		rewards rights safe worried worries	include kind learning learning charter loneliness lonely manners nightmare personal goal pleased praise pride proud responsibilities rewards rights self-respect solutions support team work valued view point welcome wellbeing worries	observer proud responsibility responsibilities respect rights role school self-respect solution team trusted adult un convention on rights of the child valued violence voting welcome wellbeing	opportunities participation persecution poverty prejudice privilege refugee responsibilities rewards rights self-respect vision wealth	illegal lawful laws learning charter legal manners Maslow motivation needs obstacles opportunities participation proud report resilience responsibilities rewards rights trusted adult value welcome wants west Africa worries
Emotional Literacy	We have a section to support Emotional Literacy with a <u>whole-school progression document</u> 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.						

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](#).

Strongest RSHE 2025 Relationships contributions	FPCM 2 – Characteristics of healthy family life, including that families may look different. FPCM 3 – Others' families, either in school or wider world, sometimes look different and should be respected. FPCFM 5 – Marriage and civil partnerships represent a formal and legally recognised commitment CF 2 – Importance of not excluding others, making new friends.			CF 5 – That healthy friendships are positive and welcoming. CF 7 – Recognising when a friendship is making them feel unhappy and how to get support RKR 2 – How their behaviour affects other people 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. RKR 10 – Understanding and challenging stereotypes. RKR 11 – How to seek help when concerned about violence or harm. 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. GW 4 – Vocabulary to describe feelings.			GW 7 – Bullying has a negative and often lasting impact on mental wellbeing. GW 9 – Where and how to seek support.			WO 1 – Strategies for managing screen time and recognising signs of too much. WO2 – What age restrictions/ratings mean; minimum age for social media. WO 8 - Impact of spending too much time online on mental health and wellbeing.		
Puzzle overview Celebrating	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
	In this Puzzle (unit), children are encouraged to think about things that	In this Puzzle, children explore how people can be similar and different,	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	In this Puzzle, children explore cultural similarities and differences, reflect on their own	In this Puzzle, children explore what “normal” can mean and develop empathy for people		

Difference	<p>they are good at whilst understanding that everyone is good at different things.</p> <p>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.</p> <p>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.</p>	<p>reflecting on their own similarities and differences while learning to include others, use kind words and recognise what makes them special.</p> <p>They develop an understanding of what bullying is, how it can make people feel, and who they can talk to if they need help.</p> <p>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.</p> <p>By the end of the Puzzle, children will have created gingerbread people to contribute to a shared Hall of Fame display, recognising that everyone is unique and valued.</p>	<p>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.</p> <p>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.</p> <p>By the end of the Puzzle, children celebrate what makes everyone unique by creating a shared Trophy of Celebration display.</p>	<p>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.</p> <p>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 and reflect on how the words we choose affect feelings.</p> <p>By the end of the Puzzle, children create a shared Hall of Fame display using kite templates, celebrating difference and positive relationships.</p>	<p>appearance can influence assumptions, learning to accept others for who they are and question their own judgements.</p> <p>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.</p> <p>Across the six Pieces, children reflect on what makes them special and unique, learn to value physical differences, and practice kindness, respect and empathy. They explore how opinions can change when people get to know one another.</p> <p>By the end of the Puzzle, children create a shared Hall of Fame display using photo frames, celebrating individuality and inclusion.</p>	<p>identities, and consider how assumptions and stereotypes can lead to conflict. They develop an understanding of racism, discrimination and different forms of bullying, including rumours, name-calling and cyberbullying.</p> <p>Across the six Pieces, children practise problem-solving, managing feelings and supporting 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.</p> <p>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.</p>	<p>who are different. They examine prejudice, discrimination and protected characteristics, reflecting on their own attitudes and the importance of equality and respect.</p> <p>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.</p> <p>At the end of the Puzzle, children's admiration accolades can contribute to a shared Hall of Fame display that values diversity, empathy and inclusion.</p>

Taught knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
	<ul style="list-style-type: none"> • What being unique means • The names of some emotions • Why having friends is important • Some qualities of a positive friendship • That they don't have to be "the same as" someone to be a friend • What being proud means, and that people can be proud of different things • That people can be good at different things • Families can be different • People have different homes and why they are important to them • Ways of making friends 	<ul style="list-style-type: none"> • I can identify similarities between people in my class • I can identify differences between people in my class • I can tell you what bullying is • I know some people who I could talk to if I was feeling unhappy or being bullied • I know how to make new friends • I can tell you some ways I am different from my friends 	<ul style="list-style-type: none"> • I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I understand that bullying is sometimes about difference • I can recognise what is right and wrong and know how to look after myself • I understand that it is OK to be different from other people and to be friends with them • I can tell you some ways I am different from my friends 	<ul style="list-style-type: none"> • I understand that everybody's family is different and important to them • I understand that differences and conflicts sometimes happen among family members • I know what it means to be a witness to bullying • I know that witnesses can make the situation better or worse by what they do • I recognise that some words are used in hurtful ways • I can tell you about a time when my words affected someone's feelings and what the consequences were 	<ul style="list-style-type: none"> • I understand that, sometimes, we make assumptions based on what people look like • I understand what influences me to make assumptions based on how people look • I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure • I can tell you why witnesses sometimes join in with bullying and sometimes don't tell • I can identify what is special about me and value the ways in which I am unique • I can tell you a time when my first impression of someone changed when I got to know them 	<ul style="list-style-type: none"> • I understand that cultural differences sometimes cause conflict • I understand what racism is • I understand how rumour-spreading and name-calling can be bullying behaviours • I can explain the difference between direct and indirect types of bullying • I can compare my life with people in the developing world • I can understand a different culture from my own 	<ul style="list-style-type: none"> • I understand there are different perceptions about what normal means • I understand how being different could affect someone's life • I can explain some of the ways in which one person or a group can have power over another • I know some of the reasons why people use bullying behaviours • I can give examples of people with disabilities who lead amazing lives • I can explain ways in which difference can be a source of conflict and a cause for celebration

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
	<ul style="list-style-type: none"> • Recognise emotions when they or someone else is upset, frightened or angry • Identify and use skills to make a friend • Identify some ways they can be different and the same as others • Identify and use skills to stand up for themselves • Identify feelings associated with being proud • Identify things they are good at • Be able to vocalise success for themselves and about others successes • Recognise similarities and differences between their family and other families 	<ul style="list-style-type: none"> • I can tell you some ways in which I am the same as my friends • I can tell you some ways I am different from my friends • I understand how being bullied might feel • I can be kind to children who are bullied • I know how it feels to make a new friend • I understand these differences make us all special and unique 	<ul style="list-style-type: none"> • I understand some ways in which boys and girls are similar and feel good about this • I understand some ways in which boys and girls are different and accept that this is OK • I can tell you how someone who is bullied feels • I can be kind to children who are bullied • I know when and how to stand up for myself and others • I know how to get help if I am being bullied • I understand we shouldn't judge people if they are different • I know how it feels to be a friend and have a friend • I understand these differences make us all special and unique 	<ul style="list-style-type: none"> • I appreciate my family/the people who care for me • I know how to calm myself down and can use the 'Solve it together' technique • I know some ways of helping to make someone who is bullied feel better • I can problem-solve a bullying situation with others • I try hard not to use hurtful words (e.g., gay, fat) • I can give and receive compliments and know how this feels 	<ul style="list-style-type: none"> • I try to accept people for who they are • I can question why I think what I do about other people • I know how it might feel to be a witness to and a target of bullying • I can problem-solve a bullying situation with others • I like and respect the unique features of my physical appearance • I can explain why it is good to accept people for who they are 	<ul style="list-style-type: none"> • I am aware of my own culture • I am aware of my attitude towards people from different races • I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one • I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied • I can appreciate the value of happiness regardless of material wealth • I respect my own and other people's cultures 	<ul style="list-style-type: none"> • I can empathise with people who are different • I am aware of my attitude towards people who are different • I know how it can feel to be excluded or treated badly by being different in some way • I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one • I appreciate people for who they are • I can show empathy with people in either situation

Vocabulary							
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	differences different friendship frightened family friends happy home kind proud sad similar similarities special unique unkind	bully bullied bullying bullying behaviour celebration courtesy courage deliberate difference different from harmful inclusive included lonely manners on purpose safe same as similarity similar special support unique unfair	assumptions belong belonging boundary boys bully bystander culture courtesy difference different disability fairness family feelings female friends girls help identity included inclusive kind kindness lonely male on purpose purpose respect sad self-respect shield similarities special stereotypes stand up for support teasing unkind unique value	banter bullying bystander caring compliment conflict connected consequences difference discrimination family feelings gay hurtful include incident isolate kindness lonely love loving protection resolve rights safe security self-regulation similarity solve it together special stability stereotype support tell unique unkind witness	accept appearance assumption bully bullying bystander changed character characteristics courtesy deliberate different empathy friend hurtful impression influence judgement kindness manners on purpose physical features problem solve protected characteristics respect secret special surprised troll unique witness	appearance assumptions banter bullying colour community continuum culture cyber bullying difference direct developing world disability discrimination fair happiness homophobic indirect included name-calling race racist racism respected respect rumour sexist similarity stereotype texting	achievement accolade admiration argument assumption banter belonging bullying bullying behaviour celebration community conflict control difference direct disability discrimination empathy equality equality act harassment imbalance indirect misunderstanding normal Paralympian perception perseverance power prejudice protected characteristics racism recipient respect rights sport stamina struggle stereotype
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.						

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](#).

Strongest RSHE 2025 Relationships contributions	CF 1 – How important friendships are in making us feel happy and secure; characteristics of friendships. CF 4 – That healthy friendships make people feel included, valued and respected.	CF 6 – How to resolve disputes and reconcile differences. 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. 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). GW 2 - Helping other people with their mental health.	GW 3 – Range and scale of emotions including those around success and disappointment. GW 4 – Vocabulary to describe feelings to others. -	GW 5 – Benefits of community participation. 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
	In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and 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.	<p>In this Puzzle, children explore what success means to 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.</p> <p>Across the six Pieces, children 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.</p> <p>By the end of the 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.</p>	<p>In this Puzzle, children learn how to set realistic goals, recognise their strengths and reflect on achievements. They explore how healthy choices, motivation and perseverance help them succeed and consider how working with others can support learning.</p> <p>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.</p> <p>By the end of the Puzzle, children create a shared Garden of Dreams and Goals with Dream Birds, celebrating effort, cooperation and achievement.</p>	<p>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 positive attitude support success, and learn to respect differences and build self-esteem.</p> <p>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.</p> <p>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.</p>	<p>In this Puzzle, children explore their hopes and dreams and learn how feelings such as excitement, anxiety and disappointment can accompany them. They develop resilience by reflecting on setbacks, coping strategies and how support from others can help them move forward.</p> <p>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.</p> <p>By the end of the Puzzle, children celebrate shared achievements by sharing their Potato people to the Garden of Dreams and Goals, recognising effort, wellbeing and teamwork.</p>	<p>In this Puzzle, children explore the lifestyles they hope for as adults and consider how money, careers and personal values can shape future choices. They investigate different jobs, think critically about information online and reflect on how goals can change over time.</p> <p>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.</p> <p>By the end of the Puzzle, children work together to rally support for shared causes and share these ideas, developing motivation, empathy and responsibility within the Garden of Dreams and Goals whole school puzzle outcome.</p>	<p>In this Puzzle, children set ambitious but realistic personal learning goals and identify steps to success, reflecting on motivation, strengths and perseverance. They explore global issues that matter to them and consider how these affect people’s lives.</p> <p>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.</p> <p>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.</p>

Taught knowledge	Knowledge <ul style="list-style-type: none"> • I know what a challenge is • I understand that it is important to keep trying • I know what a goal is • I know how to set goals and work towards them • I can recognise words that are kind • I can name some jobs that I might like to do when I am older • I know that working hard helps me to be able to achieve the job I want when I am older • I know when I have achieved a goal 	Knowledge <ul style="list-style-type: none"> • I can set simple goals • I can set a goal and work out how to achieve it • I understand how to work well with a partner • I can tackle a new challenge and understand this might stretch my learning • I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them • I can tell you how I felt when I succeeded in a new challenge and how I celebrated it 	Knowledge <ul style="list-style-type: none"> • I can choose a realistic goal and think about how to achieve it • I know what I need to keep my body healthy • I can recognise who I work well with and who it is more difficult for me to work with • I can work well in a group to create an end-product • I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed • I know how to share success with other people 	Knowledge <ul style="list-style-type: none"> • I can tell you about a person who has faced difficult challenges and achieved success • I can identify a dream / ambition that is important to me • I enjoy facing new challenges. I'm working out the best ways need to achieve them • I am motivated and enthusiastic about achieving a new challenge • I can recognise obstacles which might hinder my achievements and can take steps to overcome them • I can evaluate my own learning process and identify how it can be better next time 	Knowledge <ul style="list-style-type: none"> • I can tell you about some of my hopes and dreams • 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 • I know how to cope with disappointment and find ways to move forward • I know how to make a new plan and set new goals even if I have been disappointed • I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group • I can identify the contributions made by myself and others to the group's achievement 	Knowledge <ul style="list-style-type: none"> • I understand that I will need money to help me achieve some of my dreams • I recognise that there are different ways that people's spending decisions can affect others and the environment, and that things have different values • I can explore a range of different jobs and think critically about the information I see about them online • I can describe the dreams and goals of young people in a culture different to mine • 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 • I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship 	Knowledge <ul style="list-style-type: none"> • 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) • 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 • I can identify problems in the world that concern me and talk to other people about them • I can work with other people to help make the world a better place • I can describe some ways in which I can work with other people to help make the world a better place • I know what some people in my class like or admire about me and can accept their praise
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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
	<ul style="list-style-type: none"> • I understand that challenges can be difficult • I am learning what it means to be resilient • I can some of the feelings linked to perseverance • I can use kind words can encourage people • I can talk about time when I kept on trying and achieved a goal • I am ambitious • I can feel proud • I can celebrate success 	<ul style="list-style-type: none"> • I can tell you about a thing I do well • I can tell you how I learn best • I can celebrate achievement with my partner • I can identify how I feel when I am faced with a new challenge • I know how I feel when I see obstacles and how I feel when I overcome them • I know how to store the feelings of success in my internal treasure chest 	<ul style="list-style-type: none"> • I can tell you things I have achieved and say how that makes me feel • I am motivated to make healthy choices that help me to reach my goals • I can tell you how working with other people helps me learn • I can work with others in a group to solve problems • I can tell you when a feeling is weak and when a feeling is strong • I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest 	<ul style="list-style-type: none"> • I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability) • I can imagine how I will feel when I achieve my dream / ambition • I can break down a goal into a number of steps and know how others could help me to achieve it • I know that I'm responsible for my own learning and can use my strengths as a learner to achieve the challenge • I can manage the feelings of frustration that may arise when obstacles occur • I am confident in sharing my success with others and can store my feelings in my internal treasure chest 	<ul style="list-style-type: none"> • I know how it feels to have hopes and dreams • 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 • I can respect myself and notice how coping builds my self-esteem and resilience • I know what it means to be resilient and to have a positive attitude • I can enjoy being part of a group challenge • I know how to share in the success of a group and how to store this success experience in my internal treasure chest 	<ul style="list-style-type: none"> • I can identify what I would like my life to be like when I am grown up • I recognise that people have different attitudes towards saving and spending money, and towards risk • I can recognise my own strengths and qualities and understand that it's OK for my goals and identity to change as I grow • I can reflect on how these relate to my own • I appreciate the similarities and differences in aspirations between myself and young people in a different culture • I understand why I am motivated to make a positive contribution to supporting others 	<ul style="list-style-type: none"> • I understand why it is important to stretch the boundaries of my current learning • I can set success criteria so that I will know whether I have reached my goal • I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations • I can empathise with people who are suffering or who are living in difficult situations • I can identify why I am motivated to do this • I can give praise and compliments to other people when I recognise 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 challenge difficult dreams encourage earn frustrated future goal job keep trying kind persevere proud reward skills	achieve achievement active celebrate celebration challenge confidence coins dreams feelings garden goal goals happiness internal learning obstacle overcome proud process rest self-respect special stepping stones stretchy success team work treasure treasure chest working together	achievement calm celebrate challenge community courtesy dream feelings goal group health healthy choices hobbies interest interests learning together lifestyle manners motivation partner product proud realistic relax relaxation safety self-care self-esteem stress success team work tense wellbeing	ambitions challenge challenges community design differences dream dreams enthusiastic evaluate frustration future garden goal goals healthy identity include learning motivated obstacles outdoors responsible respect review safe choices self-esteem self-review solution strengths success team work teamwork wellbeing water safety	agree/disagree anxious attitude celebrate cope courtesy courage design determination determined disappointed disappointment dream / dreams follower goal goals help hope / hopeful hopes hurt inspired internal treasure chest leader learning manners motivated plans positive positive attitude problem-solve proud resilience review risk roles safety self-belief self-esteem self-respect setback success wellbeing	adult aspiration attitudes barrier career choice community participation country culture digital spending dream environment financial harm goal grown up identity influence job lifestyle media money motivation opportunity profession rallying reliable rights risk salary save self-care self-esteem society spend spending decisions sponsorship support team work technology values	achieve achievement admire aspirations awareness collaborate compliment concern contribution cooperate dream feeling feelings global goal issue leadership skills learning money motivate personal praise prevention recognition realistic rescue role safety strategy strengths stretch success success criteria suffering support unrealistic
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 then 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](#).

Strongest RSHE 2025 Relationships contributions	CF 1 – Characteristics of healthy friendships (friendship groups, roles)	RKR 1 – Paying attention to others' feelings. 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. BS 7 – Where to get advice
Strongest RSHE 2025 Health contributions	GW 1 – How to help others in an emergency. GW 2 – Helping other people with their mental health. GW 3 – Range of emotions. GW 5 – Benefits of physical exercise, time outdoors, community participation. GW 6 – Isolation and loneliness can affect children. GW 9 – Where and how to seek support. GW 10 – Common for people to experience mental ill health. WO 3 – Risks from people online who use technology to bully, manipulate, groom or abuse.	WO 4 – How to recognise harmful content including AI-generated content. WO 7 - How to report concerns about content or contact online. PHF 1 – Importance of building regular physical activity into daily and weekly routines. PHF 2 – Risks associated with an inactive lifestyle. PHF 3 – How and when to seek support for physical activity. PHF 4 – Types of physical activity including those accessible to all. HE 1 – What constitutes a balanced diet. HE 2 – Making healthier choices about food and drinks. HE 3 – Range of factors that influence dietary habits. HE 4 – Understand importance of not feeling shame about food or eating habits. DATV 1 – Facts about legal and illegal harmful substances including	HPP 1 – How to look after and take responsibility for personal hygiene. HPP 2 – Importance of staying safe in the sun. HPP 3 – Importance of sleep and good sleep hygiene. HPP 4 – About dental health and importance of dental hygiene. HPP 5 – How common illnesses are spread and can be treated. HPP 6 – About immunisation and vaccination. PS 1 – Identifying hazards and risks to personal safety, including online. PS 2 – Road, water, fire, rail safety including Safety STAR framework. BFA 1 – Basic first aid concepts and basic treatment of common injuries. BFA 2 – How to make a call to emergency services.

		tobacco, vaping, nicotine pouches, alcohol and drugs.					
Puzzle overview Healthy Me	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>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 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.</p>	<p>In this Puzzle, children learn what it means to be healthy, exploring food, exercise, sleep and everyday choices that help their bodies and minds.</p> <p>They develop understanding of hygiene, germs and how to keep clean and safe at home.</p> <p>Across the six Pieces, children learn about medicine safety and road safety, practise recognising when they feel worried or unwell, and think about who can help them stay safe.</p> <p>They reflect on how healthy choices can make them feel good about themselves.</p> <p>Pupils share their ideas about how to keep clean and healthy in the whole school Happy, Healthy Me Recipe Book.</p>	<p>In this Puzzle, children learn about healthy eating, balanced diets and making healthier food choices, including nutritious foods. They explore how to keep safe at home and outside, learning to recognise risks and hazards, and how to respond when something feels unsafe.</p> <p>Across the six Pieces, children develop understanding of medicine safety and how to care for their bodies. They reflect on feelings linked to safety and practise making calm, responsible choices that support wellbeing.</p> <p>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 stay healthy and safe every day.</p>	<p>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.</p> <p>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 practise identifying safe and unsafe situations, managing worried feelings and taking responsibility for their own safety and the safety of others.</p> <p>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.</p>	<p>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.</p> <p>Across the six Pieces, children learn key facts about smoking, 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.</p> <p>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.</p>	<p>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, including how to stay calm and get help.</p> <p>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.</p> <p>By the end of the Puzzle, children contribute to the Happy, Healthy Me Recipe Book focusing on positive body image.</p>	<p>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 of different types of drugs and their effects and discuss safer ways to cope with life's challenges.</p> <p>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.</p> <p>By the end of the Puzzle, children create a Healthy Body, Healthy Mind outcome for the Healthy Me Recipe Book Puzzle Outcome, celebrating resilience</p>

Taught knowledge	Knowledge <ul style="list-style-type: none"> • I can name some parts of my body and understand that being active helps keep me healthy • I understand that moving my body and resting are both important for my health • I can talk about things I need to do to stay healthy • I know what “healthy” means and can begin to make healthy food choices • I know how to help myself go to sleep and understand why sleep is important • I can wash my hands and understand why this is important, especially before eating and after using the toilet • I know who my safe adults are and how to stay safe if they are not close by 	Knowledge <ul style="list-style-type: none"> • I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy • I know how to make healthy lifestyle choices • I know how to keep myself clean and healthy, and understand how germs cause disease/illness • I know that all household products including medicines can be harmful if not used properly • I understand how medicines can help me if I feel poorly and I know how to use them safely • I know how to keep safe when crossing the road, and about people who can help me to stay safe • I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy 	Knowledge <ul style="list-style-type: none"> • I can sort foods into the correct food groups and know which foods my body needs to keep me healthy • I can make some healthy snacks and explain why they are good for my body and give me energy • I can recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe • I can recognise risks and know how to keep safe around roads, railways, and water, and can explain why safety rules help protect me • I understand how medicines work in my body and how important it is to use them safely • I can explain how to keep my body healthy and safe at home and when I'm out 	Knowledge <ul style="list-style-type: none"> • I understand how exercise affects my body and know why my heart and lungs are such important organs • I know that the number of calories, fat and sugar I put into my body will affect my health • I can tell you my knowledge and attitude towards drugs • I can identify things, people and places that I need to keep safe from • I know some strategies for keeping myself safe, who to go to for help and how to call emergency services • I can identify when something feels safe or unsafe • I understand how complex my body is and how important it is to take care of it 	Knowledge <ul style="list-style-type: none"> • I recognise how different friendship groups are formed, how I fit into them and the friends I value the most • 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 • I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape • I understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol • I can recognise when people are putting me under pressure and can explain ways to resist this when I want • I know myself well enough to have a clear picture of what I believe is right and wrong 	Knowledge <ul style="list-style-type: none"> • 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 • I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • I understand how the media, social media and celebrity culture promotes certain body types • I can describe the different attitudes people have to food and how these can be affected by external influences • I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy 	Knowledge <ul style="list-style-type: none"> • I can take responsibility for my health and make choices that benefit my health and well-being • I know about different types of drugs and their uses and their effects on the body particularly the liver and heart • I understand that some people can be exploited and made to do things that are against the law • I know why some people join gangs and the risks this involves • I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness • I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse
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Social and Emotional skills	Social and Emotional Skills <ul style="list-style-type: none"> • I can notice how my body feels when I am active and understand that moving helps keep me well • I can recognise when my body needs movement or rest • I can talk about some ways I can look after myself and keep my body healthy • I can make simple healthy choices and notice how these help my body and feelings • I can use strategies that help me feel calm and ready for sleep • I can take responsibility for caring for my body by keeping myself clean and healthy • I can identify trusted adults and ask for help when I feel unsafe or unsure 	Social and Emotional Skills <ul style="list-style-type: none"> • I feel good about myself when I make healthy choices • I am special so keep myself safe • I know some ways to help myself when I feel poorly • I can recognise when I feel frightened and know who to ask for help • I can recognise how being healthy helps me to feel happy 	Social and Emotional Skills <ul style="list-style-type: none"> • I have a healthy relationship with food and know which foods I enjoy the most • I can express how it feels to share healthy food with my friends • I can recognise when I feel worried or unsafe and know to tell an adult straight away • 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 • I feel positive about caring for my body and keeping it healthy • I can make good choices that help me stay healthy and safe 	Social and Emotional Skills <ul style="list-style-type: none"> • I can set myself a fitness challenge • I know what it feels like to make a healthy choice • I can identify how I feel towards drugs • I can express how being anxious or scared feels • I can take responsibility for keeping myself and others safe • I respect my body and appreciate what it does for me 	Social and Emotional Skills <ul style="list-style-type: none"> • I can identify the feelings I have about my friends and my different friendship groups • 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 • 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 • I can identify feelings of anxiety and fear associated with peer pressure • I can tap into my inner strength and know how to be assertive 	Social and Emotional Skills <ul style="list-style-type: none"> • I can make an informed decision about whether or not I choose to smoke or vape and know how to resist pressure • I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure • I know how to keep myself calm in emergencies • 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 • I respect and value my body • I am motivated to keep myself healthy and happy 	Social and Emotional Skills <ul style="list-style-type: none"> • I am motivated to care for my physical and emotional health • I am motivated to find ways to be happy and cope with life's situations without using drugs • I can suggest ways that someone who is being exploited can help themselves • I can suggest strategies someone could use to avoid being pressurised • I know how to help myself feel emotionally healthy and can recognise when I need help with this • I use different strategies to manage stress and pressure
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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	asleep challenge clean exercise germs healthy hygiene less healthy movement rest safe scared sleep stranger stretch teeth unexpected unplanned worried	balanced bacteria body parts choices clean crossing ears exercise eyes germs healthy hygienic keeping clean kerb less healthy listen look medicines nervous pavement safe scared sleep soap traffic traffic lights trust unhealthy virus wait	assess balanced diet barriers body choices crossing dangerous energy hazard healthy medicines nutritious portion react risk risks safe scared stop, drop, roll unhealthy unsafe worry	advice ambulance anxious appreciate attitude body calories/kilojoules choice coastguard helicopter complex dangerous drugs emergency emergency services energy fat feelings fire engine fitness harmful heartbeat healthy heart labels lungs oxygen police car responsibility risk safe scared strategy sugar saturated fat unsafe	advice agree/disagree alcohol anxiety assertive believe disease emotions embarrassment fear follower friendship groups friendships guilt healthy leader liver lonely opinion peers pressure puberty relationships right roles smoking trust value vaping wrong	addicted alcohol altered body image calm celebrity choices comparison debate emergency fact healthy behaviour healthy lifestyle informed decision influence level-headed media motivation nicotine obesity opinion pressure procedure recovery position self-respect smoking social media tobacco unhealthy behaviour vaping	anti-social behaviour choice crime criminal drugs effects emotional health exploited gangs gang illegal immunisation managing stress mental health mental illness motivation new psychoactive substances over-the-counter prevention prescribed pressure reputation responsibility restricted strategies stress synthetic highs symptoms triggers unrestricted volatile substances 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/carers 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](#).

Strongest RSHE 2025 Relationships contributions	<p>FPCM 1 – Importance of loving, stable families for security, stability and love.</p> <p>FPCM 2 – Characteristics of healthy family life; families may look different.</p> <p>FPCM 3 – Others' families should be respected.</p> <p>FPCM 4 – People who are not part of family who support children (trusted adults).</p>	<p>FPCM 5 – Importance of stable, caring relationships in people's lives (marriage, civil partnership).</p> <p>FPCM 6 – How to recognise if family relationships are making them unhappy or unsafe, and how to seek help.</p> <p>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.</p> <p>RKR 1–11 – Full range of respectful kind relationships requirements.</p>	<p>OSA 1 – Same principles apply online as face-to-face.</p> <p>OSA 2 – Rules and principles for keeping safe online</p> <p>OSA 3 – Minimum age for social media (currently 13).</p> <p>OSA 4 – Importance of caution about sharing information online; privacy and location settings.</p> <p>OSA 5 – How information and data is shared and used online.</p> <p>OSA 6 – Internet contains inappropriate content; where to go for advice.</p> <p>BS 1–7 – Full range of being safe requirements.</p>
Strongest RSHE 2025 Health contributions	<p>GW 3 – Range of emotions.</p> <p>GW 6 – Isolation and loneliness.</p> <p>GW 8 – Change, loss and bereavement can affect wellbeing.</p> <p>GW 9 – Where and how to seek support</p> <p>WO 1 – Strategies for managing screen time and recognising signs of too much.</p>	<p>WO 2 – What age restrictions/ratings mean; minimum age for social media.</p> <p>WO 3 – Risks from people online who use technology to bully, manipulate, groom or abuse.</p> <p>WO 4 – How to recognise harmful content including AI-generated content.</p> <p>WO 5 – Difference between real and online-only friendships.</p>	<p>WO 7 – How to report concerns about content or contact online.</p> <p>WO 8 – Impact of spending too much time online on mental health and wellbeing.</p> <p>WO 9 – Why social media and messaging are not suitable for all ages.</p> <p>WO 10 – How online content can be targeted at users and designed to attract attention.</p>

		WO 6 – How to critically consider online friendships and sources of information.				WO 11 – How to respond if online experience is worrying. 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
	<p>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 they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practice Jigsaw’s Calm Me and how they can use this when feeling upset or angry.</p>	<p>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.</p> <p>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.</p> <p>By the end of the Puzzle, children celebrate people who are special to them, creating a Relationship Fiesta, contributing their balloons and labels from Piece 6</p>	<p>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 expressing what feels comfortable to them.</p> <p>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.</p> <p>By the end of the Puzzle, children celebrate special people in their lives by sharing their compliment bunting to a Relationship Fiesta Puzzle Outcome.</p>	<p>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 critically about information they see through the media and digital platforms.</p> <p>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.</p> <p>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.</p>	<p>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 others through change.</p> <p>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.</p> <p>By the end of the Puzzle, children celebrate relationships with people and animals through a Memory Box outcome, recognising care, appreciation and connection.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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 developing strategies for managing strong emotions.</p> <p>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.</p> <p>By the end of the Puzzle, children create an Internet Safety presentation, showing how to use technology responsibly while protecting wellbeing, privacy and relationships.</p>

Taught knowledge	Knowledge <ul style="list-style-type: none"> • Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendships • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry 	Knowledge <ul style="list-style-type: none"> • I can identify the members of my family and understand that there are lots of different types of families • I can identify what being a good friend means to me • I know appropriate ways of physical contact to greet my friends and know which ways I prefer • I know who can help me in my school community • I can recognise my qualities as a person and a friend • I can tell you why I appreciate someone who is special to me 	Knowledge <ul style="list-style-type: none"> • 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 • 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 • I can identify some of the things that cause conflict with my friends • I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • I recognise and appreciate people who can help me in my family, my school and my community • I can express my appreciation for the people in my special relationships 	Knowledge <ul style="list-style-type: none"> • I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females • I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener • I know and can use some strategies for keeping myself safe online • I understand how people around the world help and influence my life and that media doesn't always show complete information • I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes • I know how to express my appreciation to my friends and family 	Knowledge <ul style="list-style-type: none"> • I can recognise situations which can cause jealousy in relationships • I can identify someone I love and can express why they are special to me • I can tell you about someone I know that I no longer see • I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends • I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older • I know how to show love and appreciation to the people and animals who are special to me 	Knowledge <ul style="list-style-type: none"> • I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities • I understand that belonging to an online community can have positive and negative consequences • I understand there are rights and responsibilities in an online community or social network • I know there are rights and responsibilities when playing an online game • I can recognise when I am spending too much time using devices (screen time) • I can explain how to stay safe when using technology to communicate with my friends • I understand I have rights about my personal data 	Knowledge <ul style="list-style-type: none"> • I know that it is important to take care of my mental health • I know how to take care of my mental health • I understand there are different stages of grief and that there are different types of loss that cause people to grieve • I can recognise when people are trying to gain power or control • I can judge whether something online is safe and helpful to me • I can use technology positively and safely to communicate with my friends and family
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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
	<ul style="list-style-type: none"> • Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use Calm Me when angry or upset 	<ul style="list-style-type: none"> • I know how it feels to belong to a family and care about the people who are important to me • I know how to make a new friend • I can recognise which forms of physical contact are acceptable and unacceptable to me • I know when I need help and know how to ask for it • I know ways to praise myself • I can express how I feel about them 	<ul style="list-style-type: none"> • I accept that everyone's family is different and understand that most people value their family • I know which types of physical contact I like and don't like and can talk about this • I can demonstrate how to use the positive problem-solving technique to resolve conflicts • I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this • I understand how it feels to trust someone • I am comfortable accepting appreciation from others 	<ul style="list-style-type: none"> • I can describe how taking some responsibility in my family makes me feel • I know how to negotiate in conflict situations to try to find a win-win solution • I know who to ask for help if I am worried or concerned about anything online • I can appreciate different cultures, and question stereotypes I might see in photos or information • I can empathise with children whose lives are different to mine and know who I can talk to when I need help • I enjoy being part of a family and friendship groups 	<ul style="list-style-type: none"> • I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens • I know how most people feel when they lose someone or something they love • I understand that we can remember people even if we no longer see them • I know how to stand up for myself and how to negotiate and compromise • I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend • I can love and be loved 	<ul style="list-style-type: none"> • I know to keep building my own self-esteem • I can recognise when an online community feels unsafe or uncomfortable • I can recognise when an online community is helpful or unhelpful to me • I can recognise when an online game is becoming unhelpful or unsafe • I can identify things I can do to reduce screen time, so my health isn't affected • I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable 	<ul style="list-style-type: none"> • I can understand that people can get problems with their mental health and that it is nothing to be ashamed of • I can help myself and others when worried about a mental health problem • I can recognise when I am feeling those emotions and have strategies to manage them • I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control • I can resist pressure to do something online that might hurt myself or others • I can take responsibility for my own safety and well-being

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	angry excited falling out family feelings friends happy home hurtful jobs kind lonely problem solve relationships responsible solutions unkind upset worried	appreciate belong celebrate community confidence different dislike family feel feelings friendship friends greeting help helpful incredible kind like praise proud qualities relationships same skills special texture touch	acceptable adult appreciate celebrate communication compliments conflict cooperate different dislike diverse family frightened friends good secret happy honesty hugs important like likes/dislikes negative not acceptable physical contact point of view positive problem solving relationship reliability sad secret special stereotype surprise touch trust trustworthy worry secret	age restriction appreciation careers celebrating conflict culture deprivation differences fairness family feelings/emotions female friendship gaming/apps global happiness influence inequality in-app purchases internet interconnected job location settings male manners media messaging needs personal information privacy problem solving relationships respect responsibilities rights risky role safe/unsafe sex (male and female) social media solution stereotype support trade trusted adult	anger appreciation attraction betrayal boyfriend care close comfortable compromise conflict critical thinking emotions empathy envy friendships girlfriend jealousy lonely / loneliness loss love loyalty manage memories memento negotiate negative personal positive pressure problem-solve reality relationship remember souvenir special support symbol trust vulnerable	addiction age restriction appropriate assertive being responsible bullying characteristics choices community controlling data data protection devices fake online hoaxes gambling / betting grooming harassed hobbies interests location settings lonely loot boxes mental health offline online personal information personal qualities physical health privacy reliable reporting responsibility responsibilities rights risk risky safe screen time self-esteem self-perception social social network targeting troll trustworthy	age restrictions ai (artificial intelligence) anxiety ashamed assertive authority bullying communication consent control courtesy digital rights early warning signs emotions feelings grief influences isolation loneliness mental health personal data power pressure privacy real / fake respect risks safety self-care self-control signs stigma strategies stress support targeting technology true / untrue warning

				trust united nations unisex wants wellbeing win-win		vulnerable wellbeing	
Emotional Literacy	We have a section to support Emotional Literacy with a <u>whole-school progression document</u> 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](#).

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

Overview Changing Me	<p>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 these can help. They also consider the role that memories can have in managing change.</p>	<p>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.</p> <p>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 linked to change, such as excitement and worry, and learn ways to cope.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>By the end of the Puzzle, children create Leaf Mobiles to celebrate growth and looking ahead.</p>	<p>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.</p> <p>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. They also think about future transitions and how to cope with them.</p> <p>By the end of the Puzzle, children create Ribbon Mobiles to celebrate growth and looking ahead.</p>	<p>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.</p> <p>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 would like to make.</p> <p>By the end of the Puzzle, children use Circles of Change to think about future transitions and celebrate growth and resilience.</p>	<p>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.</p> <p>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 trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up.</p> <p>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.</p>	<p>In this Puzzle, children explore self-image and self-esteem while learning about physical and emotional changes during puberty.</p> <p>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.</p> <p>This Puzzle includes a non-statutory sex education lesson where develop understanding of reproduction, pregnancy, and birth.</p> <p>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.</p>
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<p>Taught knowledge</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on 	<p>Knowledge</p> <ul style="list-style-type: none"> • I am starting to understand the life cycles of animals and humans • I can tell you some things about me that have changed and some things about me that have stayed the same • I can tell you how my body has changed since I was a baby • I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus • I understand that every time I learn something new, I change a little bit • I can tell you about changes that have happened in my life 	<p>Knowledge</p> <ul style="list-style-type: none"> • I can recognise cycles of life in nature • I can tell you about the natural process of growing from young to old and understand that this is not in my control • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • 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 of my body are private • I understand there are different types of touch and can tell you which ones I like and don't like • I can identify what I am looking forward to when I move to my next class 	<p>Knowledge</p> <ul style="list-style-type: none"> • 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 • Can identify how 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 • I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy • I know some simple ways of keeping clean which can keep me healthy and protect me from some infections • I can start to recognise stereotypical ideas I might have about parenting and family roles • I can identify what I am looking forward to when I move to my next class 	<p>Knowledge</p> <ul style="list-style-type: none"> • I understand that lots of things make up a person's identity and this is what makes them unique • 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 • I know there are many types of family and that often our family members form part of our inner circle • I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty • I know how the circle of change works and can apply it to changes I want to make in my life • I can identify changes that have been and may continue to be outside of my control that I learnt to accept • I can identify what I am looking forward to when I move to a new class 	<p>Knowledge</p> <ul style="list-style-type: none"> • I am aware of my own self-image and how my body image fits into that • I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally • I can describe how boys' and girls' bodies change during puberty • I understand that sexual intercourse can lead to conception and that is how babies are usually made • I also understand that sometimes people need IVF to help them have a baby • I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities • I can identify what I am looking forward to when I move to my next class 	<p>Knowledge</p> <ul style="list-style-type: none"> • I am aware of my own self-image and how my body image fits into that • I can explain how girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born (covered in Science) • I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend • I am aware of the importance of a positive self-esteem and what I can do to develop it • I can identify what I am looking forward to when I move to my next class
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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
	<ul style="list-style-type: none"> • Recognise that changing class can elicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify how they have changed from a baby • Can say what might change for them they get older • Can identify positive memories from the past year in school/home 	<ul style="list-style-type: none"> • I understand that changes happen as we grow and that this is OK • I know that changes are OK and that sometimes they will happen whether I want them to or not • I understand that growing up is natural and that everybody grows at different rates • I respect my body and understand which parts are private • I enjoy learning new things • I know some ways to cope with changes 	<ul style="list-style-type: none"> • I understand there are some changes that are outside my control and can recognise how I feel about this • I can identify people I respect who are older than me • I feel proud about becoming more independent • I can describe what I enjoy about being a boy or girl whilst understanding we are all different • I am confident to say what I like and don't like and can ask for help • I can start to think about changes I will make when I am in Year 3 and know how to go about this 	<ul style="list-style-type: none"> • I can express how I feel when I see babies or baby animals • Recognise how I feel about these changes happening to me and know how to cope with those feelings • I have started to think about the ways to keep my body clean as I grow up and how I feel about this • I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes • I can start to think about changes I will make next year and know how to go about this 	<ul style="list-style-type: none"> • 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 • I have strategies to help me cope with the physical and emotional changes I will experience during puberty • I know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me • I am confident enough to try to make changes when I think they will benefit me • I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively • I can reflect on the changes I would like to make next year and describe how to go about this 	<ul style="list-style-type: none"> • I know how to develop my own self esteem • I understand that puberty is a natural process that happens to everybody and that it will be OK for me • I can express how I feel about the changes that will happen to me during puberty • I appreciate how amazing it is that human bodies can reproduce in these ways • I am confident that I can cope with the changes that growing up will bring • I can start to think about changes I will make next year and know how to go about this 	<ul style="list-style-type: none"> • I know how to develop my own self esteem • I can express how I feel about the changes that will happen to me during puberty • I can recognise how I feel when I reflect on the development and birth of a baby • 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 • I can express how I feel about my self-image and know how to challenge negative 'body-talk' • I know how to prepare myself emotionally for the changes next year <p>Alternative Piece 4a: Adolescent Friendships</p> <ul style="list-style-type: none"> • Knowledge: I know myself well enough to maintain positive relationships with others whilst still keeping my own identity • Social and Emotional: I can be assertive when appropriate

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	achieved activities adult baby body vocabulary (See P1) change emotions exercise feeling food grow up healthy less healthy looking forward memories thoughts worries	adult adulthood anus anxious baby change changes coping curious excited feelings female grow growing up growth happy learn life cycle male nervous new penis proud testicles vulva worried	adult anus anxious assertive baby change child cope comfortable control dislike elderly excited female freedom fully grown grow growing up hug independent life cycle like looking forward male nervous old older penis physical private public respect responsibilities teenager testicles texture timeline toddler touch uncomfortable vagina vulva young	animals babies birth breasts care challenge change changes control egg family female genitals growing up looking forward male mother ovaries ovum / ova penis personal hygiene puberty pubic hair roles scrotum sperm stereotypes task testicles vagina womb / uterus worries	acceptance anxious belonging care characteristics change choices circle control family fallopian tube hobbies hormone identity inner circle interests love looking forward menstrual cup menstrual cycle menstrual pads menstrual towel menstruation ovaries panty liner period pants period products periods personality proud proportionate puberty reliable seasons skills support tampons trusted adult trustworthy unique values	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.	
						affirmation anxious aspects authentic body image change characteristics cope conception contraception consent erection edited embryo emotions excitement facial hair fallopian tube fear fertilisation fertility treatment (IVF) filter growth spurt hormone hope hormones influences larynx making love manage media media influencer menstrual cycle menstrual pads menstrual towels menstruation mental health/wellbeing milestone opportunities	adolescent assertive attraction baby caesarean celebrity cervix challenge choice contractions consent criticise embryo feelings/emotions foetus freedoms identity independence journey labour looking forward love mental health midwife negative body-talk opportunities placenta pregnancy pressure puberty real self relationship relationships responsibilities secondary self-esteem self-image sexting transition

					vagina vulva womb	oestrogen ovary ovaries perception perceptions periods pregnancy puberty relationships reliable sources responsibilities scrotum self self-esteem self-image sexual intercourse semen sperm teenager testicles testes testosterone vagina vulva wet dream womb/uterus	umbilical cord values worries
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.						

SMSC Links: Every Jigsaw lesson from Early Years to upper primary offers opportunities for children’s **spiritual, moral, social and cultural (SMSC) development**, and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise **and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings)**. At Jigsaw, we believe that these opportunities are vital for children’s development, their understanding of themselves and others and in increasing their capacity to learn.

British Values: Jigsaw PSHE 3-11 supports the **British Values** of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs. It has been mapped lesson by lesson against the British Values agenda.

