

Relationships and Health Education policy

Audience:	REAch2 Staff Local Governing Bodies Trustees Parents
Ratified:	
Other related policies:	Anti-bullying policy Behaviour policy Safeguarding and child protection policy SEND/Inclusion policy
Policy owner:	Gill Ellyard
Review:	July 2027, in line with national curriculum review Every three years thereafter



Leadership

Finding the leader in all of us.



Inclusion

Realising the greatness in our difference.



Learning

Creating exceptional opportunities for learning.



Enjoyment

Loving what we do.



Inspiration

Feeling the power of the possible.



Integrity

Being courageously true to our purpose.



Responsibility

Unwavering commitment to seeing things through.

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Overarching principles

Pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this is relationships education, which must be delivered to every primary-aged pupil. Relationships education focusses on the knowledge pupils need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. State-funded primary schools are also required to teach health education. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, how it is informed, organised and delivered.

How this relates to national guidance and statutory requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE)
- Science programmes of study: key stages 1 and 2 (DfE)
- Teaching about relationships, sex and health (DfE)
- Keeping children safe in education (DfE)

Roles and responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes
- Ensuring the curriculum is well led, effectively managed and well planned
- Evaluating the quality of provision through regular and effective self-evaluation
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

The headteacher is responsible for:

- The overall implementation of this policy
- Ensuring staff are suitably trained to deliver the subjects
- Ensuring that parents are fully informed of this policy
- Reviewing requests from parents to withdraw their children from the subjects
- Discussing requests for withdrawal with parents
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful
- Reporting to the governing board on the effectiveness of this policy
- Reviewing this policy on an annual basis

The relationships and health education subject leader is responsible for:

- Overseeing the delivery of the subjects
- Ensuring the subjects are age-appropriate and high-quality
- Ensuring teachers are provided with adequate resources to support teaching of the subjects
- Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum
- Ensuring the relationships and health curriculum is inclusive and accessible for all pupils
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher

All teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensuring they do not promote personal views or beliefs when delivering the programme
- Modelling positive attitudes to relationships and health education
- Responding to any safeguarding concerns in line with the safeguarding and child protection policy
- Acting in accordance with planning, monitoring and assessment requirements for the subjects
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND
- Working with the relationships and health education subject leader to evaluate the quality of provision

The SENDCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising teaching staff on the use of support staff in order to meet pupils' individual needs.

Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education. Relationships education is defined in DfE guidance as 'the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.' Health education is defined in DfE guidance as 'the benefits and importance of physical activity, good nutrition and sufficient sleep, and support to develop emotional awareness.'

Our relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE statutory guidance. Please see appendix 1 for the statutory requirements in full.

The content of relationships education and health education strongly link with one another and will be delivered as part of the school's PSHE curriculum. We have organised our curriculum so that it is appropriate for the age and developmental stages of pupils within each year group, taking into account the backgrounds, needs and experiences of all pupils and their families so that the topics that are covered are taught appropriately. A progressive curriculum has been planned, in which topics build upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to the next stage of education. We are committed to ensuring our curriculum meets the needs of our community; therefore, it is informed by issues in the school and wider community to ensure it is tailored to pupils' needs. Please see appendix 2 for more information on our school's curriculum content.

Teaching of the curriculum reflects requirements set out in law so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make. Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their development. When pupils are being taught about relationships, a full range of family and structures and types of relationship will be reflected in the lesson content. This will be fully integrated into the curriculum, rather than delivered as a standalone unit or lesson.

Any resources or materials used to support learning will be formally assessed by the relationships and health education subject leader before use to ensure they are appropriate for the age, development and needs of pupils. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Pupils will be prevented from accessing inappropriate materials when using the internet to assist with their learning, in line with our safeguarding and child protection policy.

Our curriculum will aim to reduce any stigma and encourage openness through discussion activities and group work. Teachers will ensure a focus on challenging any perceptions of pupils linked to protected characteristics through exploration of, and developing mutual respect for, those different to themselves. We will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Questions will be answered sensitively, honestly and in a manner appropriate to the pupil's age. Pupils will be encouraged to participate respectfully in class discussions of sensitive issues. Teachers will stop class discussions in the event that pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the safeguarding and child protection policy to respond to this.

We will seek opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about online safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

Whilst there are no formal assessments for the relationships and health curriculum, informal assessments will be undertaken to determine pupil progress. These may include tests, quizzes, written tasks, group work, projects and presentations.

Equality and accessibility

We understand our responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

We are committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. We understand that pupils with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Provisions under the Equality Act 2010 allow us to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

We understand that relationships and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. We encourage staff to approach their line manager to discuss this.

Sex education

All pupils must be taught the required content linked to sex education outlined in the national curriculum for primary science. This includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

Sex education, beyond what is required of the national curriculum, is not compulsory for primary age pupils; however, it is recommended by the DfE for pupils in Year 5 and Year 6 in line with content about conception and birth.

We do teach non-compulsory sex education in Year 5 and Year 6, in line with government recommendations. Please see appendix 3 for more information on our curriculum content.

Consultation with parents

We understand the important role parents play in enhancing their children's understanding of relationships and health. We also understand how important parents' views are in shaping the curriculum. We work closely with parents to ensure their views are fully heard and considered by establishing open communication, and opportunities for consultation and feedback.

We will consult parents upon implementation of this policy and during any period of policy review. Consultation may take the following forms:

- Questionnaire or survey
- Focus group
- Meeting
- Training session
- Newsletter

At appropriate points throughout the school year, parents will be provided with information about the content of the relationships and health curriculum, what is being taught in their child's year group, the resources that will be used to support the curriculum, and the right to withdraw from certain content. We will be transparent about the content, resources and materials used in the delivery of the relationships and health curriculum. A representative sample of these will be viewable by parents during meetings, and all materials are available to be viewed upon request. We will engage openly with all parents to hear their feedback and take on board any concerns. Parents are not able to determine or dictate what curriculum materials are used, or when content is taught.

Any parent wishing to provide feedback about the curriculum outside of designated meetings can do so at any time during the academic year by requesting a meeting with the class teacher.

The statements above regarding parental consultation also apply to our school's curriculum content for non-compulsory sex education.

Withdrawing from the subjects

The content of relationships and health education are statutory, and parents do not have the right to withdraw their child from delivery of this.

As sex education is not compulsory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the non-compulsory sex education curriculum. The headteacher will automatically grant a parent's request to withdraw their child from non-compulsory sex education. Prior to doing so, we will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood, to clarify the nature and purpose of the curriculum, and to highlight the benefits of receiving this important education alongside any adverse effects that withdrawal may have on the pupil, for example, social and emotional effects of being excluded. The headteacher will keep a record of the discussion and the parent will receive a written confirmation and response to their request. Where a pupil is withdrawn from non-compulsory sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

Working with external experts

External experts may be invited to assist with the delivery of the programme. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers. They will be expected to comply with the provisions of this policy. Before delivery of any session by an external expert, we will:

- Ensure the lesson the external expert has planned fits with the planned curriculum and this policy
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum to ensure they are a suitable adult to work with children
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the safeguarding and child protection policy

Staff training

Members of staff responsible for teaching the subjects will undergo training on a regular basis to ensure they have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education. Training of staff will also be scheduled around any updated guidance on the programme and any new developments or concerns that may need to be addressed via the curriculum.

Confidentiality

Confidentiality within the classroom is an important component of relationships and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, share any concerns about pupils in line with the safeguarding and child protection policy. Pupils will be aware of the school's responsibilities in terms of confidentiality and will be sensitively informed of what action may be taken if a concern is shared.

Policy Review

This policy will be reviewed by the REAch2 Trust Board or designated committee no later than Jul 2027, in line with the expected publication of the national curriculum review. Thereafter, it will be reviewed **every 3 years**, or sooner if required to take into account any changes to government guidance. In addition, it will be reviewed at school level on an annual basis to incorporate any feedback from staff, pupils or parents. Any changes made to this policy will be communicated to all relevant stakeholders.

Appendix 1a, statutory curriculum content – relationships education

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. 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.
3. 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Curriculum content:

1. 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.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. 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.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. 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.
4. 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.
5. 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.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. 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.
9. 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.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. 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.
2. 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.
3. 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.

4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. 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.
6. 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.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. 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.
7. 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.

Appendix 1b, statutory curriculum content – health education

General wellbeing

Curriculum content:

1. 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.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale 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.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. 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.
2. 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.
3. 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.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.

6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. 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.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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).

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. 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.

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for 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.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

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

Basic first aid

Curriculum content:

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

Developing bodies

Curriculum content:

1. 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.
2. 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.
3. The 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.

Appendix 2a, our curriculum design for relationships education

The school used Jigsaw for skills and knowledge progression, with linked resources.

Summary of content taught in Reception



December 2025

PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

Summary of content taught in Year 1



December 2025

Relationships Puzzle Map - Ages 5-6

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Families	FPWCFM: 1, 2, 3, 4		-Added small adaptations to support discussion about different types of families further	This lesson introduces children to the concept of families and explores the diversity of family structures through the story 'Welcome to Planet Zarg'. Children participate in an animal family grouping game, share who is in their own families, then draw and label their families in their Jigsaw Journals. The lesson emphasises that whilst families may look different, what matters most is the love, care, commitment and stability they provide to help children feel safe and happy.	Family Belong Different Same	I can identify the members of my family and understand that there are lots of different types of families	I know how it feels to belong to a family and care about the people who are important to me
2. Making Friends	CF: 1, 2, 3, 4, 5, 7 RKR: 2, 5, 6, 11	GW: 3, 4, 5, 6	-Small adaptations to encourage further discussion on friendships	Exploring what makes a good friend, pupils identify qualities they value in friendships and understand that disagreements are normal, with the important thing being knowing how to resolve problems. Pupils learn how to make new friends and be inclusive, recognising that someone alone might be feeling various emotions or simply choosing solitude. Understanding that to have good friends we need to be good friends, pupils sort and discuss friendship qualities.	Friends Friendship Qualities Kind	I can identify what being a good friend means to me	I know how to make a new friend
3. Greetings	FPWCFM: 6 RKR: 1, 2, 3, 4, 5, 6, 7, 11 BS: 1, 2, 3, 4, 7	GW: 4, 5, 9	-Strengthened asking for help	Through sensory exploration and role-play, children learn about different types of physical contact and how these make them feel. They discover that everyone has different preferences about touch and that these feelings are valid. The lesson introduces various ways to greet others appropriately and empowers children to recognise and communicate when any type of physical contact feels uncomfortable to them, establishing safeguarding awareness about their right to say no and tell a trusted adult.	Greeting Touch Feel Texture Like Dislike	I know appropriate ways of physical contact to greet my friends and know which ways I prefer	I can recognise which forms of physical contact are acceptable and unacceptable to me

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4. People Who Help Us	RKR: 11 OSA: 2 BS: 4, 6, 7	GW: 4, 5, 9 PS: 1	-Strengthened asking for help and keeping asking -Extended scenarios to include some safety options	This lesson helps children identify who can help them in their school community and practise asking for help effectively. Children discuss people who have helped them recently, then through role-play activities rehearse how to ask for help clearly and learn the importance of keeping asking if the first person they approach is busy or unable to help. The lesson includes scenarios about everyday problems, friendship difficulties, and recognising hazards that need adult attention. Children learn that asking for help is an important way of taking care of themselves and keeping safe.	Help Helpful Community Feelings	I know who can help me in my school community	I know when I need help and know how to ask for it
5. Being My Own Best Friend	RKR: 1, 6, 8	GW: 3, 4	-Strengthen supporting others and asking for help	This lesson focuses on helping children recognise and celebrate their own qualities and strengths, sharing things they're good at and enjoy, and praising Jigsaw Jack who is feeling down. They explore how we are incredible in different ways then create 'The Incredible Me' picture frames. The importance of self-praise and recognising personal qualities is taught whilst acknowledging that talking to trusted people can help when feeling down or lonely.	Confidence Praise Qualities Skills Incredible Proud	I can recognise my qualities as person and a friend	I know ways to praise myself
6. Celebrating My Special Relationships Puzzle Outcome: Balloons Assessment Opportunity	FPWCFM: 3, 4 CF: 1, 2, 4	GW: 4	No Changes for 2026	This celebration lesson provides children with an opportunity to reflect on and appreciate the special people in their lives. They create balloon labels featuring a drawing of their special person and complete the sentence "You are special to me because..." expressing their feelings and reasons for appreciation.	Celebrate Relationships Special Appreciate Feelings	I can tell you why I appreciate someone who is special to me	I can express how I feel about them

Summary of content taught in Year 2

Relationships Puzzle Map – Ages 6-7

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Families	FPWCFM: 1, 2, 3, 4, 5, 6 RKR: 1, 11 BS: 5, 7	GW: 3, 9	-Enhanced content on recognising unhappiness and disagreements in families as normal, and identifying trusted adults for support	Children learn about the diversity of families, recognising that families come in many different forms and that all types of families are equally valid. They discuss what makes their own families special and explore the concept of marriage as a lifelong commitment between two people who love each other. The lesson helps children understand the importance of cooperation and sharing within families, considering what 'ingredients' contribute to creating a happy home where everyone feels loved and supported.	Family Different Diverse Special Stereotype Relationship Important Cooperate	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 accept that everyone's family is different and understand that most people value their family
2. Keeping Safe - exploring physical contact	FPW: 6 CF: 6, 7 RKR: 1, 2, 3, 4, 5, 6, 7, 8, 11 BS: 1, 2, 3, 4, 5, 6, 7	GW: 3, 5	-Enhanced content to reflect how violence is never right, responding to adults and proportionate feelings.	Children explore appropriate and inappropriate physical contact within families and relationships, identifying which types of touch feel comfortable or uncomfortable to them. They learn that everyone has different preferences about touch, that these feelings are valid, and that they have the right to say no to any touch they don't like. The lesson reinforces that violence is never the right way to solve problems and emphasises telling a trusted adult if someone touches them inappropriately or won't stop. This safeguarding lesson supports essential awareness about bodily autonomy.	Touch Physical contact Communication Hugs Like Dislike Acceptable Not acceptable	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 know which types of physical contact I like and don't like and can talk about this
3. Friends and Conflict	CF: 1, 2, 5, 6, 7 RKR: 1, 2, 3, 5, 6, 11 BS: 1, 7	GW: 3, 4, 5, 9	-Strengthen appropriate feelings and where to go for help	This lesson helps children understand that even close friends can fall out exploring common causes of conflict including peer influence, differing opinions, and safe/unsafe situations. Children learn a positive problem-solving approach to mend friendships, focusing on calming feelings, understanding different viewpoints, and moving forward together. They learn to judge how big a problem is - recognising when they can resolve conflicts themselves and when they need adult help.	Friends Likes/dislikes Conflict Point of view Positive problem solving	I can identify some of the things that cause conflict with my friends	I can demonstrate how to use the positive problem-solving technique to resolve conflicts

4. People Who Help Us	RKR: 11 OSA: 2 BS: 4, 6, 7	GW: 4, 5, 9 PS: 1	-Strengthened asking for help and keeping asking -Extended scenarios to include some safety options	This lesson helps children identify who can help them in their school community and practise asking for help effectively. Children discuss people who have helped them recently, then through role-play activities rehearse how to ask for help clearly and learn the importance of keeping asking if the first person they approach is busy or unable to help. The lesson includes scenarios about everyday problems, friendship difficulties, and recognising hazards that need adult attention. Children learn that asking for help is an important way of taking care of themselves and keeping safe.	Help Helpful Community Feelings	I know who can help me in my school community	I know when I need help and know how to ask for it
5. Being My Own Best Friend	RKR: 1, 6, 8	GW: 3, 4	-Strengthen supporting others and asking for help	This lesson focuses on helping children recognise and celebrate their own qualities and strengths, sharing things they're good at and enjoy, and praising Jigsaw Jack who is feeling down. They explore how we are incredible in different ways then create 'The Incredible Me' picture frames. The importance of self-praise and recognising personal qualities is taught whilst acknowledging that talking to trusted people can help when feeling down or lonely.	Confidence Praise Qualities Skills Incredible Proud	I can recognise my qualities as person and a friend	I know ways to praise myself
6. Celebrating My Special Relationships Puzzle Outcome: Balloons Assessment Opportunity	FPWCFM: 3, 4 CF: 1, 2, 4	GW: 4	No Changes for 2026	This celebration lesson provides children with an opportunity to reflect on and appreciate the special people in their lives. They create balloon labels featuring a drawing of their special person and complete the sentence "You are special to me because..." expressing their feelings and reasons for appreciation.	Celebrate Relationships Special Appreciate Feelings	I can tell you why I appreciate someone who is special to me	I can express how I feel about them

Summary of content taught in Year 3

Relationships Puzzle Map – Ages 6-7

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Families	FPWCFM: 1, 2, 3, 4, 5, 6 RKR: 1, 11 BS: 5, 7	GW: 3, 9	-Enhanced content on recognising unhappiness and disagreements in families as normal, and identifying trusted adults for support	Children learn about the diversity of families, recognising that families come in many different forms and that all types of families are equally valid. They discuss what makes their own families special and explore the concept of marriage as a lifelong commitment between two people who love each other. The lesson helps children understand the importance of cooperation and sharing within families, considering what 'ingredients' contribute to creating a happy home where everyone feels loved and supported.	Family Different Diverse Special Stereotype Relationship Important Cooperate	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 accept that everyone's family is different and understand that most people value their family
2. Keeping Safe – exploring physical contact	FPW: 6 CF: 6, 7 RKR: 1, 2, 3, 4, 5, 6, 7, 8, 11 BS: 1, 2, 3, 4, 5, 6, 7	GW: 3, 5	-Enhanced content to reflect how violence is never right, responding to adults and proportionate feelings.	Children explore appropriate and inappropriate physical contact within families and relationships, identifying which types of touch feel comfortable or uncomfortable to them. They learn that everyone has different preferences about touch, that these feelings are valid, and that they have the right to say no to any touch they don't like. The lesson reinforces that violence is never the right way to solve problems and emphasises telling a trusted adult if someone touches them inappropriately or won't stop. This safeguarding lesson supports essential awareness about bodily autonomy.	Touch Physical contact Communication Hugs Like Dislike Acceptable Not acceptable	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 know which types of physical contact I like and don't like and can talk about this
3. Friends and Conflict	CF: 1, 2, 5, 6, 7 RKR: 1, 2, 3, 5, 6, 11 BS: 1, 7	GW: 3, 4, 5, 9	-Strengthen appropriate feelings and where to go for help	This lesson helps children understand that even close friends can fall out exploring common causes of conflict including peer influence, differing opinions, and safe/unsafe situations. Children learn a positive problem-solving approach to mend friendships, focusing on calming feelings, understanding different viewpoints, and moving forward together. They learn to judge how big a problem is - recognising when they can resolve conflicts themselves and when they need adult help.	Friends Likes/dislikes Conflict Point of view Positive problem solving	I can identify some of the things that cause conflict with my friends	I can demonstrate how to use the positive problem-solving technique to resolve conflicts

4. Secrets	CF: 4, 6, 7 RKR: 2, 4, 5, 9, 11 OSA: 1, 4 BS: 1, 2, 4, 6, 7	GW: 4, 5 PHF: 4 HP: 1	-Strengthened scenarios: to include version of adult asking to keep a secret -Draw out assertive and controlling relationships and asking for help - could include scenario with Jigsaw friend	This lesson helps children distinguish between 'good secrets' (surprise secrets like birthday presents) and 'worry secrets' (secrets that make us feel sad, scared, or confused). Children explore why worry secrets can be hard to tell and identify trusted adults they can talk to. Children learn that adults should never ask them to keep secrets from their parents or carers, and that if the first person doesn't help, they should keep telling trusted adults until someone listens.	Secret Surprise Good secret Worry secret Adult Trust Happy Sad Frightened	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	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
5. Trust and Appreciation	FPWCFM: 1, 4 CF: 1, 4, 7 RKR: 1, 2, 5, 11 OSA: 1, 2, 4 BS: 2, 4, 5, 6, 7	GW: 3, 4, WO: 7, 10, 11	-Strengthened understanding of what trust means and how people we trust can help us with our worries and problems, supporting safeguarding -Added age-appropriate introduction to online trust and personal information sharing	Children learn what trust means and discover how it builds over time through honesty, reliability and supportive behaviour. They identify trusted people in their family, school and community, creating their own 'circle of trust' and recognising that not everyone can be trusted equally. The lesson introduces the important concept that people online might pretend to be someone they're not, helping children understand why they should keep personal information safe and always tell a trusted adult if anyone online makes them feel uncomfortable or asks them to keep secrets.	Trust Trustworthy Honesty Reliability	I recognise and appreciate people who can help me in my family, my school and my community	I understand how it feels to trust someone
6. Celebrating My Special Relationships Puzzle Outcome: Relationship Flag/Bunting	FPWCFM: 1, 2, 4 CF: 1, 2, 4, RKR: 1, 2, 3, 4, 5, 7, 11 OSA: 1, 2 BS: 1, 2, 3, 5, 6, 7	GW: 3, 4, 5, 9, WO: 7	-Small updates to review of learning to reflect changes across the Puzzle.	In this consolidation lesson, children review their learning from the whole Relationships unit, reflecting on families, physical contact, friendship problems, secrets, trust and asking for help. They practise giving and receiving compliments, developing confidence in expressing appreciation and accepting positive feedback from others. Children create a display showing what makes them feel safe and unsafe in relationships, bringing together their understanding of healthy relationships. The lesson celebrates their progress and provides opportunity for any concerns to be addressed.	Compliments Celebrate Positive Negative Appreciate	I can express my appreciation for the people in my special relationships	I am comfortable accepting appreciation from others

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Summary of content taught in Year 4

Relationships Puzzle Map – Ages 8-9

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Jealousy	CF: 3, 4, 5, 6, 7 RKR: 1, 3, 4, 5, 6, 11	GW: 3, 4, 5, 6, 8, 9 WO: 2, 7	-Explanation of jealousy for teachers to support confident delivery -Links between jealousy and conflict in relationships -Signposting to support services for managing difficult feelings -Critical thinking about online and real-life content, helping pupils question curated social media and filtered information	Children explore the emotion of jealousy, identifying situations that trigger jealous feelings and how it can negatively affect relationships and lead to conflict. They learn to distinguish between wanting what others have and fearing loss of something important to them. Through problem-solving scenarios, children develop strategies for managing jealous feelings, including talking to trusted adults, questioning whether what they see (particularly on social media) represents the full picture, and using calming techniques. The lesson emphasises that jealousy is a common emotion everyone experiences but requires careful management to maintain healthy relationships.	Relationship Close Jealousy Problem-solve Emotions Reality Positive Negative Conflict Manage Support Critical thinking	I can recognise situations which can cause jealousy in relationships	I can identify feelings associated with jealousy and suggest strategies to problem solve when this happens
2. Love and Loss	FPWCFM: 1, 2, 4 RKR: 3, 6, 11 BS: 7	GW: 3, 4, 8, 9	-Structured vocabulary into Core and Feelings (grief cycle) groups for easier pupil understanding -Strengthened content about family support during loss -Emphasised that all feelings are temporary and change over time	In this sensitive lesson, children explore different types of loss including people, pets, objects and places, understanding that loss is a normal part of life that everyone experiences. They learn about the grief cycle and the range of feelings people might experience when losing someone or something special, recognising that these emotions follow a pattern from denial through anger and sadness to acceptance. The lesson emphasises that families and trusted adults provide important support during difficult times, and children identify people they can talk to both in and outside school when managing loss or difficult feelings.	Core: Loss Love Vulnerable Insecure Feelings (grief cycle): Denial Anger Sadness Pain Hopelessness Acceptance Depression	I can identify someone I love and can express why they are special to me	I know how most people feel when they lose someone or something, they love
3. Memories Puzzle outcome: Memory Box	FPWCFM: 2 CF: 3	GW: 3, 4, 5, 6, 8	-Strengthened content around loneliness when friendships change or end -Added explicit messaging that there's no shame in feeling lonely or talking about it -More on who to talk to when feeling lonely, reinforcing benefits of seeking support	Builds on previous lesson about loss, exploring how we can remember and honour people and pets we no longer see, for various reasons including death, moving away or changing friendships. They learn how mementos, photos and memory boxes help us keep special people close even when they're not physically present. Pupils learn how feeling lonely when we lose connections is natural and nothing to be ashamed of, reflecting on the importance of talking to trusted adults. Children create tributes for a memory box, understanding that remembering positive experiences can comfort us during times of sadness.	Souvenir Memento Loss Memories Special Remember Lonely/Loneliness Support	I can tell you about someone I know that I no longer see	I understand that we can remember people even if we no longer see them

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4. Getting on and Falling Out	CF: 1, 2, 3, 4, 5, 6, 7 RKR: 1, 2, 3, 4, 5, 6, 7 BS: 1	GW: 1, 3, 4, 5, 9	-Added brief acknowledgement that friendship changes can bring difficult feelings, with reminder to talk to trusted adults	This lesson explores how friendships naturally change over time and equips pupils with skills to navigate these changes. Pupils discuss positive and negative aspects of friendships, recognising that changes in friendship are a normal part of life. Through scenario work, they practice conflict resolution using the 'Mending Friendships' or 'Solve it Together' techniques, exploring concepts of trust, loyalty, empathy, negotiation and compromise. The lesson acknowledges that sometimes friendships end, and when they do, this should be done honestly and kindly.	Friendships Negotiate Compromise Trust Loyalty Anger Betrayal Empathy	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	I know how to stand up for myself and how to negotiate and compromise
5. Girlfriends and Boyfriends	FPWCFM: 5 CF: 2, 3, 4 RKR: 2, 5 BS: 1	GW: 3, 4, 5 DB: 1	-Added content encouraging pupils to question media and peer messages about needing a boyfriend/girlfriend	Children explore what boyfriend/girlfriend relationships mean and how they differ from friendships, understanding these are special relationships for when they're older. Through discussion and analysis of different couples (including same-sex relationships), they identify age-appropriate behaviours and learn there's no need to feel pressured into romantic relationships despite what media or peers might suggest. The lesson introduces marriage age laws, explaining these exist to ensure people are mature enough for life partnerships, and emphasises the importance of mutual respect in any romantic relationship.	Boyfriend Girlfriend Attraction Pressure Personal Comfortable	I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older	I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend
6. Celebrating My Relationships with People and Animals	FP: 1, 2, 3, 4 CF: 1, 2, 4 RKR: 1, 2, 5, 6	GW: 1, 3, 4	-Strengthened focus on family relationships and their importance	Children reflect on the people and animals who are special to them, considering why these relationships matter and how they make them feel safe, happy, supported or understood. They explore different ways to show love and appreciation to those they care about, reinforcing their understanding of healthy relationships, managing feelings when missing someone, and recognising that strong relationships provide important support in their lives. Assessment questions throughout the creative activity help pupils articulate how strong relationships help us and why showing love and appreciation matters.	Special Love Appreciation Symbol Care	I know how to show love and appreciation to the people and animals who are special to me	I can love and be loved

Summary of content taught in Year 5

Relationships Puzzle Map - Ages 9-10

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Recognising Me	FPWCFM: 4 CF: 3 RKR: 3, 4, 8, 11	GW: 1, 2, 3, 4, 5, 6, 9, 10	-Added interests and hobbies as part of identity and friendship-building -Strengthened messaging that friendships change and feeling lonely is common -Integrated family alongside friends as key support	This lesson helps pupils develop self-awareness by exploring personal qualities and characteristics in themselves and others and what we mean by self-esteem, learning practical strategies to build and maintain a positive one. Pupils compare their self-perception with how others see them, discovering that our view of ourselves may differ from others' perspectives. They explore how friendships change over time, how feeling lonely sometimes is common and nothing to be ashamed of, and the importance of interests and hobbies in building self-esteem and connecting with others who share similar passions.	Characteristics Personal qualities Self-esteem Self-perception Interests Hobbies Lonely	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	I know to keep building my own self-esteem
2. Safety with Online Communities	CF: 2, 6, 7 RKR: 3, 4, 5, 6, 7, 9, 11 OSA: 1, 2, 3, 4, 5 BS: 1, 2, 4, 5, 6, 7	GW: 3, 5, 7 WO: 1, 2, 3, 4, 5, 7, 8, 10, 11	-Updated to July 2025 Online Safety Act and age 13 legal restriction for social media, and online bullying. -New content on assertive vs controlling, and kind vs neglecting needs -Strengthened asking for help messaging -Reorganised activity -Included foundation positive masculinity messaging about standing up against unkind behaviour as a strength	Children explore how belonging to online communities can have both positive and negative consequences, learning to recognise when situations feel unsafe or uncomfortable. Through activities and discussion about age restrictions, they understand these rules exist to protect young people until they're mature enough to navigate risks responsibly. The lesson distinguishes between being assertive (standing up for yourself respectfully) and being controlling online, addressing how bullying can occur more easily online when we can't see others' reactions. Children consider responsible online behaviour and when to seek help from trusted adults.	Responsibility Being responsible Age restriction Assertive Controlling Bullying	I understand that belonging to an online community can have positive and negative consequences	I can recognise when an online community feels unsafe or uncomfortable
3. Being in an Online Community	RKR: 2 OSA: 1, 2, 3, 4, 5, 6 BS: 1, 2, 4, 5, 6	GW: 7, 9 WO: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11	-New content on image-sharing risks and loss of control once images are shared online -Integrated location settings safety and risks of sharing location information -Embedded reporting mechanisms throughout, including optional slide for local support systems -Maintained focus on critical thinking about online hoaxes and AI-generated content	Children investigate rights and responsibilities within online communities and social networks, analysing fake examples to identify potential risks including online hoaxes, image sharing, location settings and financial pressures. They learn that once images are shared online, control is lost over where they go, and that people may not be who they claim to be. The lesson reinforces the 13+ age restriction for social media and emphasises everyone's right to be treated with respect online alongside the responsibility to respect others. Children identify when communities feel unsafe and learn to leave and report concerns to trusted adults.	Social network Community Online Offline Responsibility Rights Risky Fake online hoaxes Location settings (new) Reporting (new)	I understand there are rights and responsibilities in an online community or social network	I can recognise when an online community is helpful or unhelpful to me

4. Online Gaming	RKR: 2, 3, 4, 5, 9, 11 OSA: 1, 2, 3, 6 BS: 1, 4, 6, 7	GW: 3, 4, 5, 6, 9 WO: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	-Expanded content on addiction and time consumption -Added gambling and monetisation concepts including loot boxes and in-game purchases -Integrated data collection, tracking, and targeting by games -Strengthened personal information protection and data sharing risks -Enhanced group activity with prompts about data safety and anti-addiction features	This lesson explores rights and responsibilities when playing games online, and when online gaming becomes unhelpful or unsafe. Through Mia's scenario, pupils identify warning signs and risks including grooming, trolling, being asked for personal information, and games tracking player data. The lesson introduces the concepts of addiction, time consumption, how games are designed to keep players engaged and spending money including features like in-game purchases, loot boxes, and gambling mechanics that can develop problematic habits. Pupils design safety features and advice for games, considering data protection, time management, and alternatives to pressuring players to spend money.	Age restriction Community Appropriate Grooming Troll Gambling/betting Trustworthy Responsibility Rights Risky Data/Data protection Addiction Loot boxes	I know there are rights and responsibilities when playing an online game	I can recognise when an online game is becoming unhelpful or unsafe
5. My Relationship with Technology	FPWCFM: 2, 6 CF: 5 RKR: 1, 3, 5, 6	GW: 1, 2, 3, 4, 5, 9, 10 WO: 1, 2, 3, 6 PHF: 1, 4 HP: 1, 3	-Strengthened links between physical health signs and emotional wellbeing -Added content on mental health impacts of excessive screen time -Normalised seeking support for mental health difficulties as positive and responsible -Reframed solutions activity to focus on promoting wellbeing, not just reducing harm	Children learn to recognise physical, social and emotional warning signs of excessive screen time, understanding how device use can affect their physical health, mental health, relationships and overall wellbeing. Through scenarios and discussion, they identify consequences of too much screen time including sleep problems, reduced physical activity, strained relationships and difficulty concentrating. The lesson emphasises finding balance between screen use and activities that support wellbeing such as time with family and friends, physical activity and hobbies. Children develop practical solutions for managing screen time and understand the importance of seeking support when struggling.	Devices Screen time Social Offline Mental health Physical health Wellbeing	I can recognise when I am spending too much time using devices (screen time)	I can identify things I can do to reduce screen time, so my health isn't affected
6. Using Technology Responsibly Assessment Opportunity Puzzle outcome: Internet Safety Poster (staying safe and happy online)	CF: 7 RKR: 2, 4, 11 OSA: 1, 2, 4, 5, 6 BS: 1, 2, 4, 5, 6, 7	GW: 3, 4, 5 WO: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	-New learning intentions. Added: -Rights regarding personal data - privacy, consent, and saying 'no' - immediately how search engines select and rank results, how content is targeted, what 'filter bubbles' are, how to think critically about online information, including applying the Safety STAR framework to online decisions. -Enhanced SMARTT rules.	In this consolidation lesson, children explore personal information boundaries and learn explicitly about their data rights including privacy, consent and saying no to sharing information. They develop critical digital literacy, understanding how search engines select results, how content is targeted at them, and how to question information reliability. Through an age-appropriate grooming scenario, children recognise how people can deceive others online by building trust, understanding that people may not be who they claim. They apply the Safety STAR framework to online decision-making and create SMARTT posters demonstrating their understanding of staying safe online. The lesson emphasises seeking trusted adult support even when embarrassed, reinforcing that staying safe is always more important than any rule broken.	Personal information/data Privacy Safe Online Choices Vulnerable Risk Grooming Rights Responsibilities Targeting Reliable	I can explain how to stay safe when using technology to communicate with my friends I understand I have rights about my personal data	I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable

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Summary of content taught in Year 6

Relationships Puzzle Map - Ages 9-10

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Recognising Me	FPWCFM: 4 CF: 3 RKR: 3, 4, 8, 11	GW: 1, 2, 3, 4, 5, 6, 9, 10	-Added interests and hobbies as part of identity and friendship-building -Strengthened messaging that friendships change and feeling lonely is common -Integrated family alongside friends as key support	This lesson helps pupils develop self-awareness by exploring personal qualities and characteristics in themselves and others and what we mean by self-esteem, learning practical strategies to build and maintain a positive one. Pupils compare their self-perception with how others see them, discovering that our view of ourselves may differ from others' perspectives. They explore how friendships change over time, how feeling lonely sometimes is common and nothing to be ashamed of, and the importance of interests and hobbies in building self-esteem and connecting with others who share similar passions.	Characteristics Personal qualities Self-esteem Self-perception Interests Hobbies Lonely	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	I know to keep building my own self-esteem
2. Safety with Online Communities	CF: 2, 6, 7 RKR: 3, 4, 5, 6, 7, 9, 11 OSA: 1, 2, 3, 4, 5 BS: 1, 2, 4, 5, 6, 7	GW: 3, 5, 7 WO: 1, 2, 3, 4, 5, 7, 8, 10, 11	-Updated to July 2025 Online Safety Act and age 13 legal restriction for social media, and online bullying. -New content on assertive vs controlling, and kind vs neglecting needs -Strengthened asking for help messaging -Reorganised activity -Included foundation positive masculinity messaging about standing up against unkind behaviour as a strength	Children explore how belonging to online communities can have both positive and negative consequences, learning to recognise when situations feel unsafe or uncomfortable. Through activities and discussion about age restrictions, they understand these rules exist to protect young people until they're mature enough to navigate risks responsibly. The lesson distinguishes between being assertive (standing up for yourself respectfully) and being controlling online, addressing how bullying can occur more easily online when we can't see others' reactions. Children consider responsible online behaviour and when to seek help from trusted adults.	Responsibility Being responsible Age restriction Assertive Controlling Bullying	I understand that belonging to an online community can have positive and negative consequences	I can recognise when an online community feels unsafe or uncomfortable
3. Being in an Online Community	RKR: 2 OSA: 1, 2, 3, 4, 5, 6 BS: 1, 2, 4, 5, 6	GW: 7, 9 WO: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11	-New content on image-sharing risks and loss of control once images are shared online -Integrated location settings safety and risks of sharing location information -Embedded reporting mechanisms throughout, including optional slide for local support systems -Maintained focus on critical thinking about online hoaxes and AI-generated content	Children investigate rights and responsibilities within online communities and social networks, analysing fake examples to identify potential risks including online hoaxes, image sharing, location settings and financial pressures. They learn that once images are shared online, control is lost over where they go, and that people may not be who they claim to be. The lesson reinforces the 13+ age restriction for social media and emphasises everyone's right to be treated with respect online alongside the responsibility to respect others. Children identify when communities feel unsafe and learn to leave and report concerns to trusted adults.	Social network Community Online Offline Responsibility Rights Risky Fake online hoaxes Location settings (new) Reporting (new)	I understand there are rights and responsibilities in an online community or social network	I can recognise when an online community is helpful or unhelpful to me

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4. Online Gaming	RKR: 2, 3, 4, 5, 9, 11 OSA: 1, 2, 3, 6 BS: 1, 4, 6, 7	GW: 3, 4, 5, 6, 9 WO: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	-Expanded content on addiction and time consumption -Added gambling and monetisation concepts including loot boxes and in-game purchases -Integrated data collection, tracking, and targeting by games -Strengthened personal information protection and data sharing risks -Enhanced group activity with prompts about data safety and anti-addiction features	This lesson explores rights and responsibilities when playing games online, and when online gaming becomes unhelpful or unsafe. Through Mia's scenario, pupils identify warning signs and risks including grooming, trolling, being asked for personal information, and games tracking player data. The lesson introduces the concepts of addiction, time consumption, how games are designed to keep players engaged and spending money including features like in-game purchases, loot boxes, and gambling mechanics that can develop problematic habits. Pupils design safety features and advice for games, considering data protection, time management, and alternatives to pressuring players to spend money.	Age restriction Community Appropriate Grooming Troll Gambling/betting Trustworthy Responsibility Rights Risky Data/Data protection Addiction Loot boxes	I know there are rights and responsibilities when playing an online game	I can recognise when an online game is becoming unhelpful or unsafe
5. My Relationship with Technology	FPWCFM: 2, 6 RKR: 1, 3, 5, 6	GW: 1, 2, 3, 4, 5, 9, 10 WO: 1, 2, 3, 6 PHF: 1, 4 HP: 1, 3	-Strengthened links between physical health signs and emotional wellbeing -Added content on mental health impacts of excessive screen time -Normalised seeking support for mental health difficulties as positive and responsible -Reframed solutions activity to focus on promoting wellbeing, not just reducing harm	Children learn to recognise physical, social and emotional warning signs of excessive screen time, understanding how device use can affect their physical health, mental health, relationships and overall wellbeing. Through scenarios and discussion, they identify consequences of too much screen time including sleep problems, reduced physical activity, strained relationships and difficulty concentrating. The lesson emphasises finding balance between screen use and activities that support wellbeing such as time with family and friends, physical activity and hobbies. Children develop practical solutions for managing screen time and understand the importance of seeking support when struggling.	Devices Screen time Social Offline Mental health Physical health Wellbeing	I can recognise when I am spending too much time using devices (screen time)	I can identify things I can do to reduce screen time, so my health isn't affected
6. Using Technology Responsibly Assessment Opportunity Puzzle outcome: Internet Safety Poster (staying safe and happy online)	CF: 7 RKR: 2, 4, 11 OSA: 1, 2, 4, 5, 6 BS: 1, 2, 4, 5, 6, 7	GW: 3, 4, 5 WO: 1, 2, 3, 5, 7, 8, 9, 10, 11	-New learning intentions. Added: -Rights regarding personal data - privacy, consent, and saying 'no' - immediately how search engines select and rank results, how content is targeted, what 'filter bubbles' are, how to think critically about online information, including applying the Safety STAR framework to online decisions. -Enhanced SMARTT rules.	In this consolidation lesson, children explore personal information boundaries and learn explicitly about their data rights including privacy, consent and saying no to sharing information. They develop critical digital literacy, understanding how search engines select results, how content is targeted at them, and how to question information reliability. Through an age-appropriate grooming scenario, children recognise how people can deceive others online by building trust, understanding that people may not be who they claim. They apply the Safety STAR framework to online decision-making and create SMARTT posters demonstrating their understanding of staying safe online. The lesson emphasises seeking trusted adult support even when embarrassed, reinforcing that staying safe is always more important than any rule broken.	Personal information/data Privacy Safe Online Choices Vulnerable Risk Grooming Rights Responsibilities Targeting Reliable	I can explain how to stay safe when using technology to communicate with my friends I understand I have rights about my personal data	I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable

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Appendix 2b, our curriculum design for health education

The school used Jigsaw for skills and knowledge progression, with linked resources.

Summary of content taught in Reception

PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

Summary of content taught in Year 1

Healthy Me Puzzle Map - Ages 5-6

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Being Healthy		GW: 1, 2 PHF: 1, 2, 3 HE: 1, 4 HP: 3, 4, 5	-Enhanced: dental health and playing outdoors	Children explore the difference between healthy and less healthy choices, learning key ways to keep themselves healthy including balanced diet, sleep, physical activity, hygiene and hydration. Through songs, movement and discussion, children discover why these choices matter for their bodies and minds, helping them feel positive about making healthy choices that support their overall wellbeing.	Healthy Less healthy Balanced Exercise Sleep	I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy	I feel good about myself when I make healthy choices
2. Healthy Choices		GW: 1, 2 PHF: 1, 2, 3 HE: 1, 2 HP: 2, 3, 4, 5	-Enhanced: intro to sun safety and dental health	Children consolidate their understanding of healthy lifestyle choices by exploring multiple ways to keep themselves healthy, including choosing nutritious foods, staying active, getting enough sleep, protecting their skin from sun damage, and maintaining dental hygiene. Working in pairs, children identify and record the healthy choices they can make, discussing how making these choices makes them feel good about themselves and supports their overall wellbeing.	Healthy Less healthy Balanced Exercise Sleep Choices	I know how to make healthy lifestyle choices	I feel good about myself when I make healthy choices
3. Clean and Healthy		GW: 3 DATV: 1 (medicine) HP: 4, 5 PS: 1	-Enhanced: personal hygiene, bacteria viruses and dental health	Children learn about bacteria and viruses (germs) and how washing hands with soap and water for 20 seconds effectively removes these microorganisms to keep them healthy. The lesson explores personal hygiene practices and household cleaning products, helping children distinguish between items safe for them to use and those requiring adult supervision, developing their understanding of keeping themselves safe.	Healthy Clean Body parts Toothbrush Shampoo Soap Hygienic Safe Germs Virus	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 am special so keep myself safe

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4. Medicine Safety	FP: 2	GW: 1, 2, 5 PHF: 4 DATV: 1 HP: 5 PS: 1	-Enhanced: bacteria and viruses, and self-care -Added downloadable teacher notes	Children learn to recognise signs of feeling unwell and explore self-care strategies that can help them feel better, including rest, drinking fluids, eating healthy foods and keeping warm. Medicines are introduced as something that can help our bodies when they need extra support, emphasising safe use with trusted adults following proper instructions, whilst understanding that some people need daily medicine to stay healthy. Through role play and sorting activities, children develop their understanding of what is healthy, unhealthy or OK sometimes.	Medicines Healthy Unhealthy Trust Safe	I understand how medicines can help me if I feel poorly and I know how to use them safely	I know some ways to help myself when I feel poorly
5. Road Safety	RKR: 11	GW: 3, 4, 5 PS: 2	-Updated slides to include more vocab	Children learn to assess risks when they are out and about, focusing on road safety by practising the steps for crossing safely (stop, look, listen, think). The lesson explores places and people that help them feel safe, and how to recognise and respond to feeling frightened by asking trusted adults for help.	Safe Eyes Ears Look Listen Wait Scared Nervous Pavement Kerb Crossing Traffic lights Traffic	I know how to keep safe when crossing the road, and about people who can help me to stay safe	I can recognise when I feel frightened and know who to ask for help
6. Happy, Healthy Me Puzzle outcome: Keeping clean and healthy		GW: 1, 2 PHF: 1, 2 HP: 3, 4, 5	-Enhanced: visuals on slides	Children consolidate their learning from across the Healthy Me unit by reflecting on the various ways to keep their bodies safe and healthy. Children recognise their bodies as amazing and celebrate how making healthy choices helps them feel happy	Keeping clean Healthy	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	I can recognise how being healthy helps me to feel happy

Summary of content taught in Year 2



December 2025

Healthy Me Puzzle Map - Ages 6-7

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Healthy Eating	RKR: 8	HE: 1, 2, 3, 4	-Previous lessons 1 (Being Healthy) and 2 (Being Relaxed) now updated and moved to Dreams and Goals. -This Piece was previously later in the Puzzle.	Children learn about the five food and how eating a variety of foods from each group helps keep them healthy. The lesson helps children develop a healthy relationship with food whilst recognising that everyone's dietary needs may be different.	Healthy Less healthy Balanced diet Portion Proportion	I can sort foods into the correct food groups and know which foods my body needs to keep me healthy	I have a healthy relationship with food and know which foods I enjoy the most
2. Healthy Eating		GW: 1, 2 PHF: (3) HE: 1, 2, 3 HP: 4, 5	-Enhanced: additional visuals on balance, importance of handwashing, tooth decay -This Piece was previously later in this Puzzle	Children revisit and extend their understanding of balanced diets through making and tasting healthy snacks in groups, learning why nutritious foods provide energy and are good for their bodies. The lesson includes practising hand hygiene before food preparation and exploring how snacks contribute to overall food balance across the day, whilst experiencing the social benefits of sharing healthy food choices together.	Healthy Balanced diet Energy Nutritious	I can make some healthy snacks and explain why they are good for my body and give me energy	I can express how it feels to share healthy food with my friends
3. Keeping Safe at Home		GW: 3, 4, 5 PS: 1	This is a new lesson for 2026	Exploring what it means to be and feel safe at home, focusing on kitchen safety including recognising hazards, treating burns (cold water for 20 minutes), and Stop, Drop, Roll if clothes catch fire. The Jigsaw Safety STAR (Stop, Think, Assess, React) is introduced as a tool to identify risks and make safe choices, whilst learning to recognise feelings of worry or being unsafe and the importance of telling a trusted adult straight away. This lesson would tie in well with a visit from the fire service if possible.	Hazard Risk Safe Unsafe Assess React Stop, Drop, Roll Worry Scared	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 when I feel worried or unsafe and know to tell an adult straight away

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4. Safe Outside <i>New lesson</i>	FPWCFM: 1, 2 BS: 7	GW: 1, 2, 3, 4, 5 PHF: 1 PS: 1, 2	This is a new lesson for 2026	Building on understanding of what it feels like to be safe or unsafe, this lesson applies the Jigsaw Safety STAR to identify risks and make safer choices when outdoors. Through following Jo and Jello's journey, pupils explore safety around roads (revisiting crossing procedures from Ages 5-6), parks, water hazards and railways, learning how barriers, crossings and safety rules help protect them. The lesson emphasises recognising physical feelings as useful warnings that signal when something is unsafe and knowing which trusted adults to tell when worried.	Safe Unsafe Risks Crossing Barriers Assess React	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 can recognise some of the feelings I get when something feels unsafe and know some ways to manage these to make a safer choice
5. Medicine Safety	FPWCFM: 1, 2 RKR: 11 BS: 7	GW: 1, 3, 5 PHF: 4 DATV: 1 HP: 1 PS: 1	-This Piece was previously earlier in this Puzzle. No changes for 2026	Builds on Ages 5-6 learning about self-care and seeking help when unwell, pupils explore how medicines work in our bodies and critical safety rules: never taking medicine without a trusted adult, only using prescribed doses, never sharing medicines, and proper storage. They learn that we cannot always identify what is or isn't medicine, learn to check with trusted adults, and recognise that sometimes we can help ourselves feel better without medicine.	Healthy Dangerous Medicines Safe Body	I understand how medicines work in my body and how important it is to use them safely	I feel positive about caring for my body and keeping it healthy
6. Happy, Healthy Me! Puzzle outcome: Healthy recipes		GW: 1, 2 HE: 1, 2 HP: 5 PS: 1	-Enhanced: Mindfulness reflection in this lesson to make links between how feeling healthy and well is important for our mental wellbeing	Consolidates learning from Healthy Me Puzzle, exploring how our physical health and feelings are connected, and how making healthy choices helps us feel more confident and able to manage our emotions. Pupils reflect on what their bodies need to stay healthy and safe - including balanced diet, rest, safety from dangers, and appropriate use of medicine.	Healthy Unhealthy Safe Choices	I can explain how to keep my body healthy and safe at home and when I'm out	I can make good choices that help me stay healthy and safe

Healthy Me Puzzle Map - Ages 7-8

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Being Fit and Healthy		GW: 1, 2 PHF: 1, 2, 3 HE: 1, 3, 4	-Enhanced: Small changes around wording for balanced in preparation for introducing content in Age 9-10 yrs on impact of obesity	Learning about the importance of balancing energy intake from food and drink with physical activity to stay healthy. Through exploring how exercise affects our hearts and lungs, pupils discover many different ways to be physically active, including everyday activities like walking to school and helping in the garden. Each child sets their own realistic fitness challenge, recognising that everyone's body is individual and needs at least one hour of activity every day.	Oxygen Energy Calories / Kilojoules Heartbeat Lungs Heart Fitness	I understand how exercise affects my body and know why my heart and lungs are such important organs	I can set myself a fitness challenge
2. Being Fit and Healthy		GW: 1, 2 PHF: 1, 2, 3, 4 HE: 1, 2, 3, 4 HP: 1, 4	Added: - reflections on spotting early signs of illness and on building a positive relationship with food -more detail of weights of foods to 'How Much Sugar?' resource	Focus on healthier and less healthy foods, and how too much sugar, saturated fat and salt is less healthy and looks at food labelling, and how much sugar you find in some types of food. Revisits idea of a healthy balance, and who to talk to if you are worried about your health.	Energy Calories Kilojoules Labels Sugar Fat Saturated Fat	I know that the amount of calories, fat and sugar I put into my body will affect my health	I know what it feels like to make a healthy choice
3. What Do I Know About Drugs?	BS: 6	GW: 3, 4, 5, 9 DATV: 1 PS: 1	-Updated some pictures of different drugs -Strengthened content around asking for help	Uses a draw-and-write assessment task to explore existing knowledge and attitudes towards drugs, recognising that the word 'drug' includes medicines which can help us if taken correctly. Pupils learn that not all drugs look the same and we cannot always tell if something is safe, emphasising the importance of never touching unknown substances and always checking with a trusted adult. The lesson helps pupils identify their feelings about drugs and know who they can talk to if worried or have questions.	Healthy Drugs Attitude	I can tell you my knowledge and attitude towards drugs	I can identify how I feel towards drugs

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4. Being Safe Puzzle outcome: Keeping safe	BS: 7	GW: 3, 4, 5, 9 PS: 1, 2 BFA: 1	Strengthened: -feelings around making decisions, and how to manage these. -who to talk to if you are worried - added the Jigsaw Safety Star to help scaffold learning	Learning how and when to call 999 and understanding what each emergency service does. The lesson revisits the Jigsaw Safety STAR (Stop, Think, Assess, React) to help pupils decide whether situations are emergencies requiring 999 or need a trusted adult's help instead. Pupils practice emergency calls through role play, learn what information the operator needs, and explore how recognising feelings of anxiety or fear helps them make safer decisions and know when to ask for help.	Safe Anxious Scared Strategy Advice Dangerous Emergency Services Ambulance Fire engine Police car Coastguard helicopter	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 express how being anxious or scared feels
5. Safe or Unsafe	OSA: 2,4,5 BS: 1, 4, 5 (OSA 2, 4, 5, and BS4 through scenarios as selected by teacher)	GW: 1, 2, 3, 4, 5 WO: 11 PHF: 1 PS: 1, 2	-Adapted: focus of this lesson now is through water safety, introducing Water Safety Code	Drawing on previous learning, pupils learn the Water Safety Code: Stop and Think, Stay Together, Float on Your Back if in Trouble, and Call 999. The lesson explores serious water risks including cold water shock, hidden depths and currents, emphasising never going near water without adult supervision. Through scenarios, pupils practice using the Safety STAR to identify when situations become unsafe, recognising uncomfortable feelings as important warnings to help make safer choices.	Safe Harmful Risk Feelings Responsibility Safe Unsafe	I can identify when something feels safe or unsafe	I can take responsibility for keeping myself and others safe
6. My Amazing Body		GW: 1, 2, 9 PHF: 1,2,3 HE: 1, 2, 3, 4 DATV: 1 PS: 1, 2 BFA: 1	-New image to support bringing together of learning in Let Me Learn	Consolidating learning from across the Healthy Me unit, pupils evaluate their progress with fitness challenges set at the start and explore fascinating facts about how complex the human body is, understanding the importance of taking care of it. Pupils draw together their learning about balanced diet, exercise, safety strategies and the Safety STAR to create resources about staying safe and healthy. The lesson serves as summative assessment and concludes with children receiving personalised certificates recognising their progress.	Complex Appreciate Body Healthy Safe Choice Risk	I understand how complex my body is and how important it is to take care of it	I respect my body and appreciate what it does for me

Healthy Me Puzzle Map – Ages 8-9

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview Throughout there is a focus on adults being there to support us	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. My Friends and Me	FPWCFM: 1, 4 CF: 1, 3, 4 RKR: 8 OSA: 4 BS: 1	GW: 3, 4, 5, 6 WO: 10	Strengthened: -how everyone feels lonely at times and who to talk to -how we share different levels of information with different people (supports other learning for sharing details online WO10, OS4)	Exploring how different friendship groups are formed and recognising that relationships with friends and family can change over time, as a natural part of life. Pupils learn how different friendships involve different levels of trust and connection, from closest friends and family to acquaintances. The lesson helps pupils identify which friends they value most and why, recognising that feeling lonely sometimes is normal for everyone and there are ways to help ourselves and others when experiencing these feelings. (This Piece builds on adapted Group Dynamics Lesson that is now in Dreams and Goals.)	Friendships Emotions Healthy Relationships Friendship groups Value Trust Lonely	I recognise how different friendship groups are formed, how I fit into them and the friends I value the most	I can identify the feelings I have about my friends and my different friendship groups
2. Staying Safe with Friends	CF: 2, 4, 6, 7 RKR: 1, 2, 3, 4, 11 BS: 1, 6, 7	GW: 3, 4, 5 PS: 1, 2 BFA: 1	New lesson for 2026 -Previous Piece 2 now updated and in Dreams and Goals.	Peer influence and peer pressure are explored in more depth, and children consider how this could have an impact on someone's evaluation of risk when out of the home. The Jigsaw Safety Star is revisited as a tool to help children consider how to manage feelings and information in risky situations so they can make an informed and safer choice for themselves. Train safety, especially level crossings, are introduced as an example of a safety hazard, and calling 999 is revisited from previous year groups, and the importance of using a phone to call for help, not to film.	Friendship groups Roles Leader Follower Assertive Agree/disagree Puberty	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 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
3. Smoking and Vaping	RKR: 8, 11 BS: 1, 7	GW: 3, 4, 5 WO: 7, 9 DATV: 1	New lesson name and learning intention Enhanced: - who to go to for help - added new scenario related to stress and vaping	Learning about the effects of smoking and vaping on health, and exploring why people might start smoking or vaping, often due to peer pressure or influence when wanting to be part of a group. Through role-play scenarios, pupils explore different ways of responding to peer influence, recognising negative feelings such as embarrassment, shame or inadequacy that can make it hard to resist pressure. The lesson emphasises healthier ways to manage stress and reinforces knowing which trusted adults to speak to if worried, whilst developing skills to act assertively and make safer choices.	Smoking Vaping Pressure Peers Guilt Advice	I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape	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

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4. Alcohol	FPWCFM: CF: 4 RKR: 2, 3, 4, 11 OSA: 1, 5, 7	GW: 2, 3, 4, 5, 9, 10 WO: PHF: 4 HE: DATV: 1 HP: PS: 2 BFA: DB:	Enhanced with: -emotional and physical feelings related to peer influence and pressure	Building on previous learning about peer pressure, this lesson explores alcohol's effects on health, and the reasons people might drink, including wanting to fit in with others or believing it helps manage difficult feelings. Pupils use role-play scenarios to practice assertive responses to peer influence around alcohol, whilst understanding how feelings like embarrassment or inadequacy can challenge our ability to make safer choices. The lesson reinforces identifying healthier stress management strategies and knowing which trusted adults can provide support when facing pressured situations.	Alcohol Liver Disease Embarrassment Pressure Assertive	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 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
5. Healthy Friendships	FPWCFM: 2 CF: 1, 2, 4, 6, 7 RKR: 3, 4, 5, 9, 11 BS: 1, 5, 6, 7	GW: 3, 4, 5, 7, 9 PHF: 4 DATV: 1 PS: 2	Significant changes: -Aiden's replaced with Sam's story with younger children, and relating to alcohol, peer influence and railway safety. -Enhanced role of family for support	Through Sam's story about being pressured to go near railway tracks, pupils explore how friendships can change from healthy to unhealthy when pressure, lying and risky behaviour become involved. The lesson examines feelings of anxiety, fear and confusion when wanting to maintain friendships whilst knowing actions are unsafe, including risks when alcohol affects people's judgement. Pupils identify features of healthy positive friendships versus less healthy relationships, understanding that real friends don't pressure others to do dangerous things and recognising the importance of allowing friends to say no without making them feel bad.	Pressure Peers Anxiety Fear	I can recognise when people are putting me under pressure and can explain ways to resist this when I want	I can identify feelings of anxiety and see associate with peer pressure
6. Celebrating My Inner Strength and Assertiveness	FPWCFM: 1, 2 CF: 2, 4, 6, 7 RKR: 2, 3, 4, 5, 11 OSA: 1, 2, 3 BS: 1, 5, 7	GW: 3, 4, 5, 6, 7, 9 WO: 2, 4, 8, 11 DATV: 1 PS: 2	-Adapted to continue new story started in Piece 5 Extended: -to include minimum age for social media -concerns about getting into trouble -where to go for help and support, including if lonely	Concluding Sam's story where he chooses safety over peer pressure, this lesson helps pupils explore their personal beliefs about right and wrong, understanding how these develop and change as they grow older. Through discussing Sam's decisions at different ages and working on assertiveness scenarios including online unkindness, pupils develop skills to tap into their inner strength and act assertively even in difficult situations. The lesson consolidates learning from across the Healthy Me unit, serving as summative assessment and concluding with children receiving personalised certificates recognising their progress.	Believe Assertive Opinion Right Wrong	I know myself well enough to have a clear picture of what I believe is right and wrong	I can tap into my inner strength and know how to be assertive

Healthy Me Puzzle Map – Ages 9-10

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Smoking and Vaping		GW: 2 WO: 7 DATV: 1	Updated: -All links and data to latest figures -Smoking Quiz now a smoking and vaping quiz New: -Nicotine pouches -Consideration of early signs of illness - Resource Sheet for Let Me Learn to support reflection on influences	Building on Ages 8-9 learning, pupils explore how cigarettes, vapes and nicotine pouches all contain nicotine, creating an addictive cycle of repeated exposure to harmful chemicals. Pupils learn that whilst vaping contains fewer harmful chemicals than smoking, it is still harmful to health, particularly for developing brains and bodies. The lesson analyses how tobacco and vaping companies use marketing tactics, flavours and social media influence to make products appealing, helping pupils make informed decisions and resist pressure.	Choices Smoking Tobacco Nicotine Addicted Informed decision Pressure Media Influence Vaping	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 can make an informed decision about whether or not I choose to smoke or vape and know how to resist pressure
2. Alcohol	CF: 5, 6, 7 RKR: 1, 2, 3, 5, 7, 11 BS: 1, 7	GW: 3, 4, 5 PS: 1, 2 BFA: 1	No changes for 2026	Children build on learning from previous year about the effects of alcohol on the body and on people's behaviour. They consider choices made in Greg and Lottie's story (updated in 2024) to consider why teens may try alcohol and the potential impact of this on relationships, safety and other aspects of their lives.	Choices Healthy behaviour Unhealthy behaviour Informed decision Pressure Media Influence	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart	I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
3. Emergency Aid	BS: 7	GW: 3, 4, 5 PS: 1, 2 BFA: 1, 2	Strengthened: -reflections on how feelings in time of emergency and how to apply skills when feeling under pressure -Added Jigsaw Safety Star to support decision making	In this lesson children consider how they may feel and react in different emergency situations, and the importance of staying calm in order to make informed, safer decisions. The Jigsaw Safety Star is used to support considerations of how to make an informed decision rather than being taken over by a range of different emotions that could make it harder to keep themselves and others safe. The Recovery Position is taught step-by-step and can be further explored in scenarios in Let Me Learn.	Emergency procedure Recovery position Calm Level-headed	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations	I know how to keep myself calm in emergencies

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4. Body Image	CF: 1, 2 RKR: 3, 5, 6, 7, 8, 11 OSA: 1, 2, 3 BS: 1	GW: 3, 4, 5, 7 WO: 1, 2, 3, 4, 5, 7, 8	Changes: -lesson condensed -further reflection on minimum age for use of social media	Exploring body image and how media, social media and celebrity culture promote unrealistic body types through heavily altered images, including automatic phone filters and AI technology that change appearances without users realising. Pupils learn that 99% of fashion magazine images are digitally retouched and understand there is no such thing as "looking normal" - everyone is different. Through responding to text message scenarios, pupils develop strategies to maintain positive self-image, avoid unfair comparisons, and support others who feel unhappy about their appearance.	Body image Media Social media Celebrity Altered Self-respect Comparison	I understand how the media, social media and celebrity culture promotes certain body types	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
5. My Relationship with Food Puzzle Outcome: Healthy Body Image	OSA: 2 BS: 7	GW: 2, 3, 4, 5, 10 WO: 7, 9 HE: 1, 2, 3, 4 HP: 1	Added more: - balanced diet - sources of support reliability of information sources -why less healthy foods advertised and impact on informed choices	Revisiting balanced diet from earlier years, pupils explore how people have different relationships with food based on various factors including preferences, energy needs, allergies and medical conditions. The lesson examines external influences on food choices, particularly how advertising uses persuasive messages targeting specific audiences, and why UK government has restricted junk food advertising to children. Pupils learn obesity in medical terms as when bodies store more energy than used, understanding this can be addressed through healthy eating and activity. Creating "recipes for healthy body image," pupils recognise that treats have a place within balanced diets.	Body image Informed decisions/choices Pressure Obesity	I can describe the different attitudes people have to food and how these can be affected by external influences	I respect and value my body
6. Healthy Me Assessment Opportunity	FPWCFM: 2, 4 CF: 1, 2 RKR: 2, 8 OSA: 2	GW: 1, 2, 3, 4, 5, 6, 9, 10 WO: 1, 2, 3, 7 PHF: 1, 2, 3 HP: 1	Added: -new slides on what healthy looks and feels like -sentence stems for debate activity	Consolidating learning from across the Healthy Me unit, pupils explore what makes a healthy lifestyle including physical health, mental wellbeing and positive relationships, whilst identifying early warning signs when something isn't right. Through a structured debate about whether media and social media help motivate people to live healthy and safe lifestyles, pupils develop persuasive arguments for both sides before voting on the question. The lesson emphasises responsible and safe media use, distinguishing facts from assumptions.	Debate Opinion Fact Choices Healthy lifestyle Motivation	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	I am motivated to keep myself healthy and happy

Summary of content taught in Year 6



December 2025

Healthy Me Puzzle Map – Ages 10-11

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Taking responsibility for my health and well-being	OSA: 3 BS: 3	GW: 2, 3, 4, 5, 9, 10 WO: 3, 6 PHF: 1, 2, 3, 4 HE: 1, 2, 3, 4 DATV: 1 HP: 1, 2, 3, 4, 6	Enhanced content to reflect: -spotting early signs of illness, personal hygiene, sun protection viruses and vaccinations	This lesson looks at how we can take responsibility for different aspects of physical health and wellbeing, starting with a range of different things that affect our daily health, whilst allowing children to discuss and demonstrate what they already know based on previous learning in school and personal experience. Role play scenarios provide a distanced opportunity for pupils to further explore how they could manage health and wellbeing in different situations.	Responsibility Choice Immunisation Prevention	I can take responsibility for my health and make choices that benefit my health and well-being	I am motivated to care for my physical and emotional health
2. Drugs	BS: 3, 6, 7	GW: 2, 9 DATV: 1 PS: 1	Added: -Jigsaw Safety Star to help decide on how to stay safe and whether to get further help;	Pupils learn what we mean by 'drugs' including unrestricted, restricted, prescribed and illegal and develop understanding that all drugs can be harmful. Reasons people may use drugs is revisited from previous year's learning, and the Jigsaw Safety Star is used to help pupils consider how to make a decision about whether they or themselves are safe in a drug related situation.	Drugs Effects Motivation Prescribed Unrestricted Over-the-counter Restricted Illegal Volatile substances Synthetic highs New psychoactive substances	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart	I am motivated to find ways to be happy and cope with life's situations without using drugs
3. Exploitation	FPWCFM: 1, 2, CF: 7 RKR: 2, 4, 11 BS: 2, 4, 5, 6, 7	GW: 3, 4, 5, 9 DATV: 1	No changes for 2026	Through Ava and Kiran's story, pupils explore how some people can be exploited and pressured into doing illegal things, understanding the tactics gangs use to recruit and trap children through offers of money or possessions. Pupils identify 'danger points' and 'choice points' in the story where Kiran could have taken action to help himself, recognising warning signs like feeling something isn't right or being told to keep secrets. The lesson emphasises the importance of talking to trusted adults when worried and provides strategies for staying safe if faced with risky or criminal situations.	Exploited Vulnerable Drugs Criminal Illegal Gangs	I understand that some people can be exploited and made to do things that are against the law	I can suggest ways that someone who is being exploited can help themselves

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4. Gangs	CF: 1, 2, 3, 4, 6, 7 RKR: 2, 4, 5, 11 BS: 1, 5, 6, 7	GW: 3, 4, 6, 9 DATV: 1 PS: 1	No changes for 2026	Exploring different meanings of "gangs" – from harmless friend groups to dangerous criminal organisations – pupils learn to recognise the difference between safe and unsafe groups. Through matching activities, pupils examine various reasons people join gangs including peer pressure, financial pressures, protection, status, family problems or loneliness, whilst understanding these aren't good reasons for joining dangerous groups. The lesson provides strategies to avoid pressure, alternatives to gang involvement, and emphasises talking to trusted adults if worried or wanting to leave a risky group.	Gang Pressure Strategies Reputation Anti-social behaviour Crime Illegal	I know why some people join gangs and the risks this involves	I can suggest strategies someone could use to avoid being pressurised
5. Emotional and Mental Health	FPWCFM: 1, 2, 4 RKR: 4, 8, 11 BS: 7	GW: 2, 3, 4, 5, 6, 9, 10 HP: 1, 3	Enhanced to: -link to spotting early signs of poor mental health -add further content on who to talk to -link more explicitly to feelings of being lonely	Using the "emotional well" metaphor, pupils explore mental and emotional health, understanding that just like physical health, everyone experiences times when mental health is better or worse. The lesson explains mental illness as common and not shameful, identifying early warning signs such as losing motivation, not enjoying usual activities, or increased tiredness. Pupils develop strategies to maintain positive mental health by recognising what fills their emotional well with positive feelings and how to repair "leaks" caused by negative emotions, whilst knowing when and how to seek help from trusted adults.	Mental health Emotional health Mental illness Symptoms	I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness	I know how to help myself feel emotionally healthy and can recognise when I need help with this
6. Managing Stress and Pressure Puzzle Outcome: Healthy Body, Healthy Mind Assessment Opportunity	FPWCFM: 1, 2, 4 RKR: 3, 8, 11 BS: 7	GW: 1, 2, 3, 4, 5, 6, 9, 10 PHF: 1, 2, 4 DATV: 1 HP: 1	Enhanced content to: -normalise asking for help from others, making clear that adults also need help sometimes/	Consolidating learning from across the Healthy Me unit, pupils explore stress triggers and understand how pressure can lead some people to adopt unhealthy coping strategies including substance misuse or joining gangs, which may worsen problems long-term. Pupils learn to recognise early signs of stress and develop positive physical and mental strategies for managing pressure, understanding that seeking help from trusted adults or support services demonstrates strength. Creating strategy cubes, pupils identify practical ways to maintain their emotional wellbeing.	Stress Triggers Strategies Managing stress Pressure	I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse	I use different strategies to manage stress and pressure

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Appendix 3, our curriculum design for sex education (non-compulsory content)

The school uses Jigsaw for skills and knowledge progression, with linked resources.

Summary of content taught in Year 5



April 2026

Changing Me Puzzle Map - Ages 9-10

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Self-image and Body-image	RKR: 8, OSA: 2, 6	GW: 1, 2, 3, 4, 5, 9, 10 WO: 3, 7, 11	-Updated images demonstrating filtered/edited content -Added how images online aren't always real and why comparing ourselves to media is unfair -Added sources of support if worried about body image, eating or how they feel about themselves	Children explore self-image and body image, understanding how their perception of themselves affects self-esteem. They learn that images in media and online are often edited, filtered and professionally prepared, making them unrealistic comparisons that can negatively impact mental health and wellbeing. The lesson emphasises that body image concerns affect both males and females and that comparing ourselves to altered images is unfair. Children identify trusted adults to speak with if they have worries about body image or eating. Through creating personal self-image profiles, they recognise aspects they feel confident about alongside those they'd like to develop. Children learn to use positive affirmations - authentic statements in first person, present tense - to transform negative self-perceptions into positive ones, understanding this technique can help develop healthier self-esteem.	Self Self-image Body image Self-esteem Perception Characteristics Aspects Affirmation Filter Edited Media Influencer Authentic Mental health/wellbeing	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2. Puberty for Girls		GW: 3, 4, 5, 8, 9 DB: 1, 2, 3	-Extended Jigsaw charter for puberty lessons -Small tweaks to resources throughout to bring up to date, and remove content that may be more likely to be close to a school's definition of sex education, -Updated images, including images that could be used in place of animations for schools not wishing to use these.	Children learn in detail about the menstrual cycle, understanding how the female body prepares monthly for potential pregnancy and how this results in menstruation when an egg isn't fertilised. They explore the female reproductive system including ovaries, fallopian tubes, womb and how hormones like oestrogen control the cycle. The lesson introduces different period products including menstrual pads, period pants, tampons and menstrual cups, with particular focus on external products most suitable for younger girls. Children learn strategies for managing emotions during puberty, understanding that feeling embarrassed or anxious about body changes is natural. The lesson addresses common worries about periods, explains school procedures for accessing period products, and reinforces that menstruation is a normal, healthy process affecting all females during puberty years.	Puberty Menstruation Periods Menstrual towels Menstrual pads Menstrual cups Tampons Ovary/Ovaries Vagina Oestrogen Vulva Womb/Uterus Hormones	I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be OK for me

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3. Puberty for boys	BS: 7	GW: 3, 4, 5, 8, 9 DB: 1, 2	-Extended Jigsaw charter for puberty lessons -Updated images that could be used in place of animation for schools not wishing to use them. -Small tweaks to resources throughout to bring up to date, (including quiz) and removed content that may be more likely to be close to a school's definition of sex education - 'Ejaculation' removed from activity sheet allowing easier choice to remove this from lesson (is now only in animation H as part of sex education)	This lesson focuses on physical and emotional changes boys experience during puberty. Children learn about the male reproductive system including testicles, scrotum, epididymis and penis, understanding how testosterone triggers puberty changes such as sperm production, voice deepening, facial and body hair growth, and increased muscle development. The lesson explains erections and wet dreams as natural aspects of male puberty, emphasising individual variation in timing and development. Children create leaflets for younger pupils addressing common worries about puberty, helping them consolidate their understanding whilst developing empathy. The lesson acknowledges that hormonal changes affect emotions and mood swings for both boys and girls, reinforcing the importance of talking to trusted people about feelings and concerns.	Puberty Sperm Semen Testicles/Testes Scrotum Erection Wet dream Larynx Facial hair Growth spurt Hormones Testosterone	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty
4. Conception <i>Non-statutory Sex Ed</i>	FPWCFM: 1, 2, 4, 5 RKR: 5 BS: 3, 7 Sex Education	DB: 1, 2	-Changed learning intention -Updated references from IVF to broader "fertility treatment" to be more inclusive -Some new images -Added content on consent and where to go for support and accurate information	This sex education lesson teaches children how babies are conceived through sexual intercourse whilst acknowledging alternative routes to parenthood. Children explore different types of relationships and use diamond ranking to prioritise considerations before having a baby, discussing factors like financial stability, loving relationships and readiness for responsibility. The lesson explains conception as the fertilisation of an egg by sperm during sexual intercourse, emphasising this occurs between consenting adults in loving relationships, with the age of consent being 16 in England. Children learn that contraception exists as a way to prevent pregnancy and that there are fertility treatments for those who need medical assistance to conceive. Through card sorting activities, children consolidate understanding of pregnancy development over nine months, learning about the embryo's growth in the womb connected via umbilical cord. The lesson ensures all children feel valued regardless of how they were conceived.	Relationships Conception Making love Sexual intercourse Fallopian tube Fertilisation Pregnancy Embryo Contraception Fertility treatment	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 appreciate how amazing it is that human bodies can reproduce in these ways

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5. Looking Ahead 1 Puzzle Outcome: Change Cards	CF: 2 RKR: 1, 5, 8, 11 OSA: 2, 6 BS: 7	GW: 2, 3, 4, 5, 9 WO: 1, 7, 9 DB: 1	Added example images of teen life being represented to support teachers looking for examples from their pupils' current interests/programmes	This lesson helps children develop realistic perceptions of teenage life by critically considering media representations they may see in magazines, TV programmes and social media content. Children distinguish between realistic depictions and unrealistic stereotypes that may show risky behaviours or enforce harmful messages about appearance and conduct. Children learn that media often presents idealised versions aimed at maximising sales and engagement rather than authentic teenage experiences. They create graffiti walls identifying both positive and negative aspects of being a teenager, then explore the responsibilities that accompany growing freedoms. The lesson introduces age restrictions including the age of consent (16 in the UK) as protective measures.	Teenager Milestone Perceptions Puberty Responsibilities Consent Media influences Reliable sources	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring
6. Looking Ahead 2	FPWCFM: 2, 4 RKR: 8, 11	GW: 3, 4, 5, 8, 9 DB: 1	-Added vocabulary relating to support systems and proportionate responses	Children's transition to their next school year is supported by helping them identify anticipated changes whilst developing strategies to manage associated emotions, exploring changes they're both excited and possibly nervous about, working collaboratively to generate practical strategies for managing them. The lesson validates that it's completely normal to experience mixed emotions simultaneously and children reflect on their learning throughout the Changing Me Puzzle, consolidating understanding about physical and emotional changes whilst building confidence in their ability to cope with transitions. Teaching reinforces that support is always available from trusted adults whilst children are encouraged to recognise their own resilience and growing maturity.	Change Hope Manage Cope Opportunities Emotions Fear Excitement Anxious	I can identify what I am looking forward to when I move to my next class.	I can start to think about changes I will make next year and know how to go about this.

Changing Me Puzzle Map - Ages 10-11

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary		PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing						
1. My Self Image	RKR: 8, 10	GW: 2, 3, 4, 5, 9, 10 WO: 7, 9 DB: 1	- Significant update to activities - Specific emotional literacy language - Enhanced content relating to finding information online - Updated activity and language to support acceptance and management of emotions that can have a negative impact on self-image	This lesson explores how children perceive themselves through examining the relationship between self-image and body image, with particular focus on media influences and consumer pressures. Children consider the spending choices people make around fashion, technology and personal care product, how we receive messages about the use of these and the impact the messages can have on our self-esteem and inner thoughts. Children use the Safety Star as a way to stop and consider their responses to these thoughts, and practice using positive affirmations as a strategy to counter negative messages, boost self-esteem and maintain positive mental health during the emotional changes of puberty.	Core Vocabulary Self-image Self-esteem Criticise Real self Celebrity	Emotion Vocabulary Anxious Awkward Confused Self-conscious Worried Rejected Conflicted Confident Calm Loved Respected Safe Motivated Hopeful	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2. Puberty	RKR: 8 BS: 2, 7	GW: 1, 2, 3, 4, 8, 9, HP: 5 DB: 1, 2	- Significant changes to activities - Extended Jigsaw charter for puberty lessons - Includes content on personal hygiene - Updated slide images and resource sheets - Additional content on seeking help	This lesson consolidates understanding of physical and emotional changes during puberty for both boys and girls, and a longer lesson time is recommended if possible. Children explore how new freedoms connect with new responsibilities, then identify whether some changes apply to males, females or all people. The lesson reviews both male and female reproductive systems using animations and diagrams, explaining new vocabulary in an age-appropriate way (with explanations for introducing masturbation and clitoris suggested but clearly optional for schools to include according to their policy). Children get to clarify misconceptions about puberty, and in the suggested additional time this can be followed by single-sex discussion groups where they address gender-specific worries with support from same-sex staff members. Children are reminded of reliable sources of information and that trusted adults are always available for ongoing support.	Opportunities Freedoms Responsibilities Puberty vocabulary as represented on flashcards		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 express how I feel about the changes that will happen to me during puberty

3. Babies: Conception to Birth <i>Non-statutory Sex Ed</i>	FPWCFM: 1 Sex Education	GW: 3, 4 DB: 1, 2	-Extended Jigsaw charter for puberty/sex ed lessons -Updated teaching notes throughout to emphasise that mother's body grows and changes with baby -Added new t about who to talk to if children have questions, reinforcing support sources	This sex education lesson teaches children about conception through to birth, and if possible it is recommended as a two-hour session or split across two lessons. Children discover facts about foetal capabilities including hearing, responding to light and recognising voices as part of the nine-month pregnancy journey as babies develop from embryo to foetus, connected to the mother through the placenta and umbilical cord. Children learn about labour, contractions and birth through the vagina, and that some babies are born by Caesarean sections. Activities include sequencing conception to birth cards and discussing the mixed emotions parents experience, from joy and pride to exhaustion and anxiety, helping children appreciate the miraculous yet commonplace nature of human reproduction.	Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby
4. Boyfriends and Girlfriends	CF: 1, 2, 4, 7 RKR: 1, 2, 3, 4, 5, 6, 8, 9, 11 OSA: 1, 4, 5 BS: 1, 2, 3, 5, 6, 7	GW: 3, 4, 5, 7, 9 WO: 1, 2, 4, 5, 8, 10, 11	-Updated discussion about card sorting to explicitly ask if boys and girls might sort differently and explore gender-based pressures. -Enhanced explanation about sexting and loss of control over personal information -Added new content directing to sources of help if experiencing	This lesson explores romantic relationships and the responsibilities that accompany physical attraction, addressing the issue of sexting. Children consider reasons why people might want romantic relationships, distinguishing between positive motivations and peer pressure. Through a story, children learn about consent, respect and the permanent nature of digital content. The lesson explains that sharing intimate images of minors is illegal and prosecutable regardless of gender, and that true consent must be voluntary rather than pressured. Children develop understanding of healthy relationship boundaries whilst identifying where to access support if they experience pressure or need guidance about relationships.	Attraction Relationship Pressure Love Sexting Consent	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 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
4a. Adolescent Friendships (alternative to Piece 4)	CF: 1, 2, 3, 4, 5, 7 RKR: 1, 2, 3, 4, 5, 6, 7, 8 OSA: 3 BS: 7	GW: 1, 3, 4, 5, 6, 8, 9 WO: 2, 5, 7, 9	-Revised teaching to emphasise that being on one's own sometimes is preferable to compromising values, and that spending time alone is natural and healthy -Updated explanation about gaining respect through assertiveness and finding authentic friendships by being true to oneself -Content on who to talk to if new or changing friendships are difficult	This alternative Piece 4 lesson focuses on maintaining personal identity and values within friendships during adolescence, particularly as children transition to larger school environments. Children identify core values and beliefs they would never want to compromise due to peer pressure and discuss whether unanimous agreement matters when individual conviction is strong. The lesson addresses the reality that close friends may not always be physically present in new school settings, challenging children to consider how they might maintain their principles without immediate peer support. Through assertiveness practice and scenario work, children learn diplomatic ways to disagree whilst maintaining self-respect, understanding that sometimes being alone temporarily is better than compromising core values. The lesson emphasises that standing firm on important issues often gains respect from peers and that healthy relationships support mental health.	Independence Identity Values Relationships Pressure Adolescent Compromise	I know myself well enough to maintain positive relationships with others whilst still keeping my own identity	I can be assertive when appropriate

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5. Real Self and Ideal self	FPWCFM: 2 CF: 4 RKR: 8 OSA: 2	GW: 2, 3, 4, 5, 9 WO: 1, 3, 7, 9	-Enhanced teaching about sources of influence on body-image -Updated how advertisers and influencers specifically target young people to build future customers and maximise engagement.	This lesson develops understanding of self-esteem and strategies for challenging negative body-talk through exploring media influence on body image. Children learn how commercial interests shape beauty standards, looking at 'ideal body' images including shop mannequins, media representations and influencer content promoted to young people. They explore how body-talk between friends and family can emphasise appearance over other qualities. Children map both external appearance aspirations and internal personality characteristics, discovering that gaps between ideal and real selves can indicate potential self-esteem issues, especially if focused solely on appearance. They work collaboratively to develop strategies for reducing negative body-talk within friendship groups.	Self-esteem Negative body-talk Choice Feelings/emotions Challenge Mental health	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'
6. The Year Ahead Assessment Opportunity	CF: 3 RKR: 6, 8, 11 BS: 7	GW: 2, 3, 4, 5, 6, 8, 9	-Enhanced teaching about sharing concerns helping children feel less lonely and more supported -Added looking after themselves through physical activity, time outdoors, helping others, rest, time with friends and family, and pursuing hobbies during transitions	This final lesson prepares children for transition to their next school or class, addressing both excitement and worries about upcoming changes. They share highlights from the current year and anticipate positive aspects of the future, sharing worries about transition whilst offering reassurance and practical suggestions to peers. Worries that remain significant can be placed in a container for later discussion with trusted adults or taken home to share with parents. The lesson includes visualisation exercises that focus on positive emotions about changes and reminds them that support materials and trusted adults remain available. Children are reassured that looking after themselves through physical activity, outdoor time, helping others, rest, friendships and hobbies will support their wellbeing during transitions.	Transition Secondary Looking forward Journey Worries	I can identify what I am looking forward to when I move to my next class	I know how to prepare myself emotionally for the changes next year