**Cragside Church of England Primary School – Skills and Knowledge Progression Map 2026-2027**
**Subject: Personal, Social, Health and Economic Education (PSHE)**

## Curriculum Intent, Implementation and Impact - Our Approach to PSHE

At Cragside C of E Primary School, we use Jigsaw – the mindful approach to PSHE to deliver a comprehensive, progressive and engaging Personal, Social, Health and Economic Education curriculum. Jigsaw provides a carefully structured, spiral approach to learning, ensuring that children build upon their knowledge, understanding and skills as they progress through school. Key concepts are revisited and extended each year, enabling pupils to deepen their understanding, develop confidence and apply their learning to real-life situations. Our PSHE curriculum reflects our Christian ethos and our commitment to nurturing the whole child. We aim to create a safe, inclusive and supportive environment in which every child feels valued, respected and empowered to make positive choices. Through Jigsaw, we support children in developing emotional literacy, resilience, self-awareness, healthy relationships and a strong sense of personal responsibility. Our curriculum also promotes British Values, respect for protected characteristics and an understanding of equality and diversity. Our PSHE curriculum is organised into six interconnected Jigsaw Puzzles (units of work), which provide a consistent and progressive learning journey from Early Years through to Year 6.

## INTENT – What do we want our children to learn?

At Cragside C of E Primary School, our intention is to provide a high-quality PSHE curriculum that equips children with the knowledge, understanding and skills they need to lead healthy, happy, safe and fulfilling lives. We place children at the heart of our curriculum, recognising that their emotional wellbeing, personal development and sense of belonging are fundamental to their learning and achievement.

Through Jigsaw PSHE, we aim to:

- Develop emotionally literate, confident and resilient children who understand and can manage their feelings.
- Support positive mental and physical health, encouraging children to make informed and healthy lifestyle choices.
- Equip children with the skills to build and maintain positive, respectful and healthy relationships.
- Promote kindness, empathy, compassion and respect for others, reflecting our Christian values.
- Celebrate diversity and individuality, ensuring children understand and respect differences, including the protected characteristics.
- Develop children's understanding of British Values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.
- Encourage children to recognise their responsibilities towards themselves, others and the wider community.
- Develop self-regulation, concentration and emotional awareness through mindfulness.
- Prepare children for the challenges, opportunities and responsibilities they may encounter as they grow.

We want every child at Cragside to feel valued, develop a positive sense of identity and recognise that they have an important contribution to make to their school community and the wider world.

**IMPLEMENTATION – How do we teach PSHE?**

At Cragside C of E Primary School, we implement our PSHE curriculum through the Jigsaw 3–11 programme, which provides a carefully sequenced, progressive scheme of learning from Early Years to Year 6. The programme incorporates Relationships, Sex and Health Education (RSHE), including statutory Relationships and Health Education, and supports our commitment to providing an inclusive and age-appropriate curriculum. Jigsaw is organised into six Puzzles:

1. Being Me in My World – Developing self-awareness, belonging, rights, responsibilities and an understanding of our place within the school and wider community.
2. Celebrating Difference – Recognising and respecting individuality, challenging stereotypes, understanding diversity and developing positive attitudes towards others.
3. Dreams and Goals – Building resilience, motivation, aspiration and perseverance, while recognising personal strengths and achievements.
4. Healthy Me – Promoting physical and mental wellbeing, healthy lifestyles, personal safety and responsible decision-making.
5. Relationships – Developing positive friendships, understanding emotions, managing conflict and recognising the importance of healthy and respectful relationships.
6. Changing Me – Understanding personal growth, change, development and the physical and emotional changes experienced throughout life.

Each Puzzle builds progressively upon previous learning, allowing children to revisit important themes while developing increasingly sophisticated knowledge, vocabulary and skills. Our teaching incorporates opportunities for discussion, reflection, collaborative learning, role-play, practical activities and mindfulness. Across the curriculum, children are supported in developing five key emotional literacy skills:

- Self-awareness
- Social skills
- Empathy
- Motivation
- Managing feelings

Spiritual, Moral, Social and Cultural (SMSC) development is embedded throughout our PSHE provision, complementing our Christian ethos and wider school curriculum. We recognise that children have different experiences, backgrounds and learning needs. Therefore, teachers adapt Jigsaw lessons and resources appropriately to ensure that learning is accessible, inclusive and meaningful for all pupils, including those with Special Educational Needs and Disabilities (SEND). Our PSHE provision is further strengthened through Collective Worship, assemblies, pupil leadership opportunities, enrichment activities and our wider commitment to positive relationships and wellbeing.

**Enhancing PSHE Through Collective Worship and Pupil Leadership**

At Cragside C of E Primary School, we believe that Personal, Social, Health and Economic Education (PSHE) extends far beyond the classroom. Our Jigsaw PSHE curriculum is complemented by a rich range of opportunities that enable children to develop leadership skills, demonstrate responsibility, build positive relationships and make meaningful contributions to our school community. Through Collective Worship and our established pupil leadership roles, children are encouraged to put their PSHE knowledge, skills and understanding into practice, reflecting our Christian ethos and commitment to ensuring that every child has the opportunity to flourish.

**Collective Worship**

Collective Worship is central to our Christian ethos and plays an important role in reinforcing the values, attitudes and skills developed through Jigsaw PSHE. Through Bible stories, reflection, discussion and opportunities for prayer, children explore themes such as kindness, compassion, forgiveness, courage, respect, responsibility and justice. These themes complement the six Jigsaw Puzzles and encourage children to consider how their actions and choices affect themselves, others and the wider world. Collective Worship provides opportunities for children to develop empathy, reflect on moral and ethical questions, celebrate diversity, understand British Values and recognise the importance of treating everyone with dignity and respect. Links to protected characteristics are explored sensitively and appropriately, helping children develop an understanding of equality, inclusion and the importance of challenging discrimination.

**Pupil Leadership and Ambassador Roles**

At Cragside, we recognise the importance of giving children a voice and empowering them to become active, responsible members of our school community. Our pupil leadership opportunities allow children to apply their PSHE learning in meaningful and practical ways while developing confidence, independence, teamwork and a sense of responsibility.

**Peer Mentors**

Our trained Peer Mentors support younger pupils in developing positive friendships, managing minor disagreements and feeling included within our school community. Through initiatives such as our Friendship Bench, Peer Mentors demonstrate empathy, active listening, kindness and effective communication. This programme particularly reinforces the Jigsaw Puzzles Being Me in My World, Celebrating Difference and Relationships.

**Kindness Ambassadors**

Our Kindness Ambassadors actively promote kindness, compassion and positive relationships throughout school. Through initiatives such as celebrating acts of kindness, encouraging thoughtful behaviour and recognising the positive contributions of others, they help establish a culture in which everyone feels valued and respected. Their work reinforces emotional literacy, empathy, inclusion and the importance of treating others with dignity.

**Climate Change Champions**
Our Climate Change Champions encourage environmental awareness, sustainability and responsible citizenship. They help children understand how individual and collective actions can make a positive difference to the environment and the wider world. This role develops teamwork, responsibility, decision-making and an understanding of global citizenship, complementing Jigsaw's emphasis on personal responsibility and contributing positively to society.

**Arts Ambassadors**
Our Arts Ambassadors promote creativity, self-expression and participation in the arts across our school community. They encourage children to celebrate their individuality, appreciate different forms of artistic expression and recognise the importance of creativity in supporting emotional wellbeing. This role strengthens confidence, collaboration, respect for diversity and children's ability to express their thoughts, feelings and ideas.

**Year 6 Prefects**
Our Year 6 Prefects act as positive role models, demonstrating responsibility, respect, fairness and leadership throughout school.Through their responsibilities, prefects develop independence, communication, teamwork and problem-solving skills while supporting our positive and inclusive school culture. Their role encourages children to recognise the importance of making responsible choices, respecting others and contributing to the wellbeing of the wider school community.

**Bringing Our PSHE Curriculum to Life**
Collective Worship and our pupil leadership opportunities provide meaningful ways for children to apply and deepen the knowledge, skills and values developed through Jigsaw PSHE. While Jigsaw provides a structured and progressive curriculum, these wider experiences enable children to demonstrate their learning through real-life responsibilities, positive relationships, leadership and service to others. Together, they strengthen our whole-school approach to personal development, Spiritual, Moral, Social and Cultural (SMSC) education, British Values and our Christian ethos. At Cragside C of E Primary School, we are committed to nurturing children who are compassionate, confident, resilient, respectful and responsible, empowering them to make positive contributions to their school, their community and the wider world.

**IMPACT – How do we know our curriculum is successful?**
At Cragside C of E Primary School, we aim for our PSHE curriculum to have a lasting and positive impact on children's personal development, emotional wellbeing, relationships and readiness for life beyond primary school. We want children to leave Cragside as confident, compassionate, respectful and resilient individuals who are equipped to make informed decisions and contribute positively to society. We evaluate the impact of our PSHE curriculum through a range of approaches, including:

- Pupil voice: Listening to children to understand their knowledge, attitudes, experiences and confidence in applying their learning.

- Ongoing assessment: Using lesson discussions, activities, reflection and key learning outcomes to assess children's developing knowledge and understanding.
- Teacher observations: Identifying how children demonstrate emotional literacy, resilience, empathy and positive relationships in everyday school life.
- Behaviour and wellbeing monitoring: Reviewing behaviour records, pastoral information and patterns in pupil wellbeing to identify strengths and areas for further support.
- Attendance monitoring: Considering attendance patterns alongside wider pastoral information to identify potential barriers to wellbeing and engagement.
- Curriculum monitoring: Reviewing planning, progression, pupil work and teaching to ensure that the curriculum remains progressive, inclusive and effective.

We recognise that the impact of PSHE is not always immediately measurable. Children's personal development takes place over time, and we therefore consider a range of evidence rather than relying upon any single measure. Ultimately, the success of our PSHE curriculum is reflected in children who demonstrate kindness, respect, responsibility, emotional awareness and an increasing ability to manage the challenges of everyday life.

**PSHE Knowledge, Skills and Vocabulary Progression**

Our PSHE progression map demonstrates how knowledge, skills and key vocabulary develop from Early Years through to Year 6 across the six Jigsaw Puzzles. The progression ensures that learning is revisited, reinforced and extended as children move through school, allowing them to develop a deeper understanding of themselves, their relationships and the world around them. At Cragside C of E Primary School, we use the Jigsaw progression framework as the foundation for our curriculum while adapting teaching and learning to reflect the needs, experiences and diversity of our school community. Our progression documentation identifies links to the Department for Education's statutory Relationships, Sex and Health Education guidance, including the updated guidance published in July 2025, which informs statutory requirements from September 2026. The statutory links highlighted within each Puzzle identify the strongest curriculum connections and should be considered alongside the full Jigsaw RSHE mapping documentation. Through this carefully planned and progressive approach, we ensure that PSHE is an integral part of our wider curriculum, supporting every child to flourish academically, socially, emotionally and spiritually.

# Being Me in My World Puzzle – Autumn 1

**About this Puzzle**

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

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

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

**Wider curriculum and enrichment**

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

**Jigsaw+ and further resources**

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

**Statutory mapping**

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

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

| Puzzle overview | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Being Me in My World** | In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin by working on recognising and managing and naming their feelings. The children learn about working with others and | In this Puzzle, children are introduced to their Jigsaw Journals and explore what helps them feel special, safe and calm in their class. They learn what it means to belong and understand their rights and responsibilities as class members. | In this Puzzle, children reflect on their hopes and fears for the year and learn how to recognise feelings of worry and seek help. They explore belonging in their class and school community, developing an understanding of rights and responsibilities and making positive contributions. | In this Puzzle, children reflect on their worth and achievements, set personal goals, and learn how to make others feel welcome. They explore emotions linked to worries and fears and think about what helps a school feel safe and supportive. | In this Puzzle, children explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others. They learn about roles in school and how to contribute to their community. | In this Puzzle, children look ahead to the year, setting personal goals and reflecting on what they value about their school community. They explore leadership, motivation and how to approach challenges positively.<br><br>Across the six Pieces, children learn about rights and | In this Puzzle, children reflect on the year ahead, identifying goals, worries and fears and exploring how to feel welcome and valued.<br><br>Across the six Pieces, children explore what it means to be a global citizen, comparing wants and needs, learning about |

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| | why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible. | Children think about welcoming others, keeping their classroom safe for learning, and how their views are valued when contributing to the whole-school Learning Charter.<br><br>They explore feelings linked to rewards and pride, reflect on their choices, and recognise emotions that can arise from consequences.<br><br>By the end of the Puzzle, children understand their role in creating a positive, respectful and safe school community, with the Learning Charter as the shared outcome. | Across the six Pieces, children discuss rewards and consequences, consider how choices affect themselves and others, and explore what makes a classroom safe and fair. Children then learn how the Learning Charter supports learning and boundaries.<br><br>By the end of the Puzzle, children understand their role in creating a positive school community, with the whole-school Learning Charter as the shared outcome. | Children compare nightmare and dream schools, develop an understanding of rights and responsibilities, and consider how behaviour and choices affect others. They work together to create and follow their Learning Charter, focusing on teamwork, fairness and inclusion.<br><br>By the end of the Puzzle, children recognise how their actions impact others, consider different viewpoints, and take responsibility for following the whole-school Learning Charter. | Across the six Pieces, children explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas. They consider how rewards and consequences influence behaviour and practise empathy.<br><br>By the end of the Puzzle, children understand how responsible choices and participation benefit their school community, with the Learning Charter as the shared outcome. | responsibilities as citizens and develop empathy for people whose lives are different from their own. They consider fairness, privilege and disadvantage, and how choices affect themselves and others.<br><br>Children examine how rewards and consequences influence behaviour and work together to create and follow their Learning Charter, focusing on cooperation and having a voice.<br><br>By the end of the Puzzle, children understand how democracy and shared expectations support a positive school community, with the whole-school Learning Charter as the shared outcome. | children's rights, and considering how their choices affect people locally and worldwide.<br><br>Children then explore how rights, responsibilities, rewards and consequences connect to the Learning Charter, working collaboratively to agree shared expectations and safe behaviour.<br><br>By the end of the Puzzle, children understand how democracy and modelling positive choices support a strong school community, with the whole-school Learning Charter as the shared outcome. |
| **Taught knowledge** | **Knowledge**<br>• I belong in my class and am part of a group<br>• I understand that people are similar and different<br>• I am beginning to recognise and talk about different feelings<br>• I understand that my classroom is a place where we learn and play together<br>• I know that working together helps make school a good place to be<br>• I understand why kindness matters and how it affects others<br>• I know what using gentle hands looks like<br>• I know that everyone has the right to learn and play<br>• I understand what being responsible means<br>• I know how we look after our classroom and resources<br>• I can describe how they help everyone feel safe and able to learn | **Knowledge**<br>• I know how to use my Jigsaw Journal<br>• I understand the rights and responsibilities as a member of my class<br>• I understand the rights and responsibilities for being a member of my class<br>• I know my views are valued and can contribute to the Learning Charter<br>• I can recognise the choices I make and understand the consequences<br>• I understand my rights and responsibilities within our Learning Charter | **Knowledge**<br>• I can identify some of my hopes and fears for this year<br>• I know how to use my Jigsaw Journal<br>• I understand the rights and responsibilities for being a member of my class and the importance of making contributions<br>• I can listen to other people and contribute my own ideas about rewards and consequences<br>• I understand how following the Learning Charter will help me and others learn<br>• I can recognise the choices I make and understand the consequences | **Knowledge**<br>• I recognise my worth and can identify positive things about myself and my achievements<br>• I can set personal goals<br>• I know how to use my Jigsaw Journal<br>• I can face new challenges positively, make responsible choices and ask for help when I need it<br>• I understand why rules are needed and how they relate to rights and responsibilities<br>• I understand that my actions affect myself and others and I care about other people's feelings<br>• I can make responsible choices and take action<br>• I understand my actions affect others and try to see things from their points of view | **Knowledge**<br>• I know my attitudes and actions make a difference to the class team<br>• I know how to use my Jigsaw Journal<br>• I understand who is in my school community, the roles they play, how I fit in and how I can contribute<br>• I understand how democracy works through the School Council<br>• I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them<br>• I understand how groups come together to make decisions<br>• I understand how democracy and having a voice benefits the school community | **Knowledge**<br>• I can face new challenges positively and know how to set personal goals<br>• I know how to use my Jigsaw Journal<br>• I understand my rights and responsibilities as a citizen of my country<br>• I understand my rights and responsibilities as a citizen of my country and as a member of my school<br>• I can make choices about my own behaviour because I understand how rewards and consequences feel<br>• I understand how an individual's behaviour can impact on a group<br>• I understand how democracy and having a voice benefits the school community and know how to participate in this | **Knowledge**<br>• I can identify my goals for this year, understand my fears and worries about the future and know how to express them<br>• I know how to use my Jigsaw Journal<br>• I know that there are universal rights for all children but for many children these rights are not met<br>• I understand that my actions affect other people locally and globally<br>• I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities<br>• I understand how an individual's behaviour can impact on a group<br>• I understand how democracy and having a voice benefits the school community |

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

| Year group | EYFS | Year 1<br>Consolidate EYFS | Year 2<br>Consolidate EYFS & Yr 1 | Year 3<br>Consolidate EYFS & KS1 | Year 4<br>Consolidate KS1 & Yr 3 | Year 5<br>Consolidate KS1, Yrs 3 & 4 | Year 6<br>Consolidate KS1 & KS2 |
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| **Puzzle vocabulary** | angry<br>choice<br>different<br>excited<br>feelings<br>friend<br>gentle<br>happy<br>kind<br>learn<br>nervous<br>responsibilities<br>rights<br>sad<br>share<br>similar<br>taking turns<br>turn taking<br>unique | achievement<br>belong<br>belonging<br>calm<br>choice<br>choices<br>consequences<br>disappointed<br>feelings<br>learn<br>learning charter<br>proud<br>responsibilities<br>rewards<br>rights<br>safe<br>safe place<br>special<br>upset<br>valued<br>views | actions<br>assertive<br>belong<br>belonging<br>boundaries<br>choices<br>consequence<br>consequences<br>controlling<br>contributions<br>fair<br>fears<br>hopes<br>learning charter<br>negative<br>positive<br>praise<br>problem solving<br>responsible<br>responsibilities<br>reward<br>rewards<br>rights<br>safe | achievements<br>actions<br>acknowledge<br>affirm<br>assertive<br>behaviour<br>belong<br>challenge<br>choices<br>controlling<br>courtesy<br>consequences<br>dream<br>emotions<br>exclude<br>fairness<br>feelings<br>fears<br>friendship<br>group dynamics<br>ideal school<br>include<br>kind<br>learning | authority<br>charter<br>choices<br>community<br>conflict<br>consequence<br>contribution<br>courtesy<br>decisions<br>democracy<br>democratic<br>excluded<br>friend<br>friendship<br>healthy<br>help<br>included<br>job description<br>learning charter<br>observer<br>proud<br>responsibility<br>responsibilities<br>respect | appreciation<br>asylum<br>challenge<br>choices<br>citizen<br>collaboration<br>cooperation<br>conflict<br>consequences<br>courtesy<br>deprive<br>denied<br>education<br>empathise<br>goals<br>hopes<br>leadership<br>learning charter<br>manners<br>migrant<br>motivation<br>opportunities<br>participation<br>persecution | behaviour<br>choice<br>choices<br>collaboration<br>community<br>comparison<br>consequences<br>cooperation<br>cocoa plantation<br>cocoa pods<br>courtesy<br>decision<br>democracy<br>discernment<br>education<br>empathise<br>empathy<br>fears<br>Ghana<br>goals<br>hazard/risk<br>illegal<br>lawful<br>laws |

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| | | | worried<br>worries | learning charter<br>loneliness<br>lonely<br>manners<br>nightmare<br>personal goal<br>pleased<br>praise<br>pride<br>proud<br>responsibilities<br>rewards<br>rights<br>self-respect<br>solutions<br>support<br>team work<br>valued<br>view point<br>welcome<br>wellbeing<br>worries | rights<br>role<br>school<br>self-respect<br>solution<br>team<br>trusted adult<br>un convention on rights of the child<br>valued<br>violence<br>voting<br>welcome<br>wellbeing | poverty<br>prejudice<br>privilege<br>refugee<br>responsibilities<br>rewards<br>rights<br>self-respect<br>vision<br>wealth | learning charter<br>legal<br>manners<br>Maslow<br>motivation<br>needs<br>obstacles<br>opportunities<br>participation<br>proud<br>report<br>resilience<br>responsibilities<br>rewards<br>rights<br>trusted adult<br>value<br>welcome<br>wants<br>west Africa<br>worries |
| **Emotional Literacy** | We have a section to support Emotional Literacy with a whole-school progression document which includes words which have been carefully chosen to help pupils explore the topics within each Puzzle, whilst also equipping them with language that matters for their relationships and understanding of the world around them. By using this vocabulary consistently, teachers will be actively supporting children's emotional literacy, giving them the words they need to understand and express how they feel. | | | | | | |

# Celebrating Difference Puzzle – Autumn 2

**About this Puzzle**

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

**Key evidence**

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

**Wider curriculum and enrichment**

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

**Jigsaw+ and further resources**

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

**Statutory mapping**

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

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

| Puzzle overview Celebrating Difference | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things.<br><br>They discuss being different and how that makes everyone special but also recognise that we | In this Puzzle, children explore how people can be similar and different, reflecting on their own similarities and differences while learning to include others, use kind words and recognise what makes them special.<br><br>They develop an understanding of what | In this Puzzle, children explore similarities and differences, learning how assumptions and stereotypes can form and why it is important to treat others with courtesy and respect. They develop an understanding of why bullying can happen, how it makes people feel, and how to seek help. | In this Puzzle, children explore different types of families and why they are important, learning how to manage disagreements calmly and solve problems together. They develop an understanding of what it means to be a witness to bullying and how their actions and words may help or harm others. | In this Puzzle, children explore how first impressions and appearance can influence assumptions, learning to accept others for who they are and question their own judgements.<br><br>They develop a deeper understanding of bullying, including the roles of | In this Puzzle, children explore cultural similarities and differences, reflect on their own identities, and consider how assumptions and stereotypes can lead to conflict. They develop an understanding of racism, discrimination and different forms of bullying, including rumours, name-calling and cyberbullying. | In this Puzzle, children explore what "normal" can mean and develop empathy for people who are different. They examine prejudice, discrimination and protected characteristics, reflecting on their own attitudes and the importance of equality and respect. |

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| | are the same in many ways. The children share their experiences of their homes and are asked to explain why it is special to them.<br><br>They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them. | bullying is, how it can make people feel, and who they can talk to if they need help.<br><br>Across the six Pieces, children practise making new friends, giving and receiving compliments, and showing courage by supporting others. They reflect on how differences should be respected and celebrated.<br><br>By the end of the Puzzle, children will have created gingerbread people to contribute to a shared Hall of Fame display, recognising that everyone is unique and valued. | Across the six Pieces, children practise standing up for themselves and others and solving problems kindly. They explore diversity in families, cultures and abilities, and reflect on what it means to belong and be a good friend.<br><br>By the end of the Puzzle, children celebrate what makes everyone unique by creating a shared Trophy of Celebration display. | Across the six Pieces, children practise using kind language, challenging stereotypes, and offering support to those who feel excluded. They learn how to give and receive compliments and reflect on how the words we choose affect feelings.<br><br>By the end of the Puzzle, children create a shared Hall of Fame display using kite templates, celebrating difference and positive relationships. | bystanders and witnesses, and practice how to seek help and solve problems safely. Protected characteristics are introduced including age, disability, race and sex.<br><br>Across the six Pieces, children reflect on what makes them special and unique, learn to value physical differences, and practice kindness, respect and empathy. They explore how opinions can change when people get to know one another.<br><br>By the end of the Puzzle, children create a shared Hall of Fame display using photo frames, celebrating individuality and inclusion. | Across the six Pieces, children practise problem-solving, managing feelings and supporting others who experience bullying. They explore how wealth and happiness are not the same and compare lives across the world, developing empathy and respect for different communities.<br><br>By the end of the Puzzle, children will be able to contribute their culture class work to the whole school Hall of Fame display, celebrating diversity and fairness across the world. | Across the six Pieces, children learn about power imbalances, why bullying might happen, and how to manage feelings and solve problems safely. They explore inspirational individuals, including disabled athletes, and reflect on perseverance and achievement.<br><br>At the end of the Puzzle, children's admiration accolades can contribute to the a shared Hall of Fame display that values diversity, empathy and inclusion. |

| Taught knowledge | **Knowledge**<br>• What being unique means<br>• The names of some emotions<br>• Why having friends is important<br>• Some qualities of a positive friendship<br>• That they don't have to be "the same as" someone to be a friend<br>• What being proud means, and that people can be proud of different things<br>• That people can be good at different things<br>• Families can be different<br>• People have different homes and why they are important to them<br>• Ways of making friends | **Knowledge**<br>• I can identify similarities between people in my class<br>• I can identify differences between people in my class<br>• I can tell you what bullying is<br>• I know some people who I could talk to if I was feeling unhappy or being bullied<br>• I know how to make new friends<br>• I can tell you some ways I am different from my friends | **Knowledge**<br>• I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)<br>• I understand that bullying is sometimes about difference<br>• I can recognise what is right and wrong and know how to look after myself<br>• I understand that it is OK to be different from other people and to be friends with them<br>• I can tell you some ways I am different from my friends | **Knowledge**<br>• I understand that everybody's family is different and important to them<br>• I understand that differences and conflicts sometimes happen among family members<br>• I know what it means to be a witness to bullying<br>• I know that witnesses can make the situation better or worse by what they do<br>• I recognise that some words are used in hurtful ways<br>• I can tell you about a time when my words affected someone's feelings and what the consequences were | **Knowledge**<br>• I understand that, sometimes, we make assumptions based on what people look like<br>• I understand what influences me to make assumptions based on how people look<br>• I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure<br>• I can tell you why witnesses sometimes join in with bullying and sometimes don't tell<br>• I can identify what is special about me and value the ways in which I am unique<br>• I can tell you a time when my first impression of someone changed when I got to know them | **Knowledge**<br>• I understand that cultural differences sometimes cause conflict<br>• I understand what racism is<br>• I understand how rumour-spreading and name-calling can be bullying behaviours<br>• I can explain the difference between direct and indirect types of bullying<br>• I can compare my life with people in the developing world<br>• I can understand a different culture from my own | **Knowledge**<br>• I understand there are different perceptions about what normal means<br>• I understand how being different could affect someone's life<br>• I can explain some of the ways in which one person or a group can have power over another<br>• I know some of the reasons why people use bullying behaviours<br>• I can give examples of people with disabilities who lead amazing lives<br>• I can explain ways in which difference can be a source of conflict and a cause for celebration |
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| Social and Emotional skills | **Social and Emotional Skills**<br>• Recognise emotions when they or someone else is upset, frightened or angry<br>• Identify and use skills to make a friend<br>• Identify some ways they can be different and the same as others<br>• Identify and use skills to stand up for themselves<br>• Identify feelings associated with being proud<br>• Identify things they are good at<br>• Be able to vocalise success for themselves and about others successes<br>• Recognise similarities and differences between their family and other families | **Social and Emotional Skills**<br>• I can tell you some ways in which I am the same as my friends<br>• I can tell you some ways I am different from my friends<br>• I understand how being bullied might feel<br>• I can be kind to children who are bullied<br>• I know how it feels to make a new friend<br>• I understand these differences make us all special and unique | **Social and Emotional Skills**<br>• I understand some ways in which boys and girls are similar and feel good about this<br>• I understand some ways in which boys and girls are different and accept that this is OK<br>• I can tell you how someone who is bullied feels<br>• I can be kind to children who are bullied<br>• I know when and how to stand up for myself and others<br>• I know how to get help if I am being bullied<br>• I understand we shouldn't judge people if they are different<br>• I know how it feels to be a friend and have a friend<br>• I understand these differences make us all special and unique | **Social and Emotional Skills**<br>• I appreciate my family/the people who care for me<br>• I know how to calm myself down and can use the 'Solve it together' technique<br>• I know some ways of helping to make someone who is bullied feel better<br>• I can problem-solve a bullying situation with others<br>• I try hard not to use hurtful words (e.g., gay, fat)<br>• I can give and receive compliments and know how this feels | **Social and Emotional Skills**<br>• I try to accept people for who they are<br>• I can question why I think what I do about other people<br>• I know how it might feel to be a witness to and a target of bullying<br>• I can problem-solve a bullying situation with others<br>• I like and respect the unique features of my physical appearance<br>• I can explain why it is good to accept people for who they are | **Social and Emotional Skills**<br>• I am aware of my own culture<br>• I am aware of my attitude towards people from different races<br>• I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one<br>• I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied<br>• I can appreciate the value of happiness regardless of material wealth<br>• I respect my own and other people's cultures | **Social and Emotional Skills**<br>• I can empathise with people who are different<br>• I am aware of my attitude towards people who are different<br>• I know how it can feel to be excluded or treated badly by being different in some way<br>• I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one<br>• I appreciate people for who they are<br>• I can show empathy with people in either situation |
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| Vocabulary | | | | | | | |
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| **Year group** | **EYFS** | **Year 1**<br>Consolidate EYFS | **Year 2**<br>Consolidate EYFS & Yr 1 | **Year 3**<br>Consolidate EYFS & KS1 | **Year 4**<br>Consolidate KS1 & Yr 3 | **Year 5**<br>Consolidate KS1, Yrs 3 & 4 | **Year 6**<br>Consolidate KS1 & KS2 |
| **Puzzle vocabulary** | differences<br>different<br>friendship<br>frightened<br>family<br>friends<br>happy<br>home<br>kind<br>proud<br>sad<br>similar<br>similarities<br>special<br>unique<br>unkind | bully<br>bullied<br>bullying<br>bullying behaviour<br>celebration<br>courtesy<br>courage<br>deliberate<br>difference<br>different from<br>harmful<br>inclusive<br>included<br>lonely<br>manners<br>on purpose<br>safe<br>same as<br>similarity<br>similar<br>special<br>support<br>unique<br>unfair | assumptions<br>belong<br>belonging<br>boundary<br>boys<br>bully<br>bystander<br>culture<br>courtesy<br>difference<br>different<br>disability<br>fairness<br>family<br>feelings<br>female<br>friends<br>girls<br>help<br>identity<br>included<br>inclusive<br>kind<br>kindness<br>lonely<br>male<br>on purpose<br>purpose<br>respect<br>sad<br>self-respect<br>shield<br>similarities<br>special<br>stereotypes<br>stand up for<br>support<br>teasing<br>unkind<br>unique<br>value | banter<br>bullying<br>bystander<br>caring<br>compliment<br>conflict<br>connected<br>consequences<br>difference<br>discrimination<br>family<br>feelings<br>gay<br>hurtful<br>include<br>incident<br>isolate<br>kindness<br>lonely<br>love<br>loving<br>protection<br>resolve<br>rights<br>safe<br>security<br>self-regulation<br>similarity<br>solve it together<br>special<br>stability<br>stereotype<br>support<br>tell<br>unique<br>unkind<br>witness | accept<br>appearance<br>assumption<br>bully<br>bullying<br>bystander<br>changed<br>character<br>characteristics<br>courtesy<br>deliberate<br>different<br>empathy<br>friend<br>hurtful<br>impression<br>influence<br>judgement<br>kindness<br>manners<br>on purpose<br>physical features<br>problem solve<br>protected characteristics<br>respect<br>secret<br>special<br>surprised<br>troll<br>unique<br>witness | appearance<br>assumptions<br>banter<br>bullying<br>colour<br>community<br>continuum<br>culture<br>cyber bullying<br>difference<br>direct<br>developing world<br>disability<br>discrimination<br>fair<br>happiness<br>homophobic<br>indirect<br>included<br>name-calling<br>race<br>racist<br>racism<br>respected<br>respect<br>rumour<br>sexist<br>similarity<br>stereotype<br>texting | achievement<br>accolade<br>admiration<br>argument<br>assumption<br>banter<br>belonging<br>bullying<br>bullying behaviour<br>celebration<br>community<br>conflict<br>control<br>difference<br>direct<br>disability<br>discrimination<br>empathy<br>equality<br>equality act<br>harassment<br>imbalance<br>indirect<br>misunderstanding<br>normal<br>paralympian<br>perception<br>perseverance<br>power<br>prejudice<br>protected characteristics<br>racism<br>recipient<br>respect<br>rights<br>sport<br>stamina<br>struggle<br>stereotype |
| **Emotional Literacy** | We have a section to support Emotional Literacy with a whole-school progression document which includes words which have been carefully chosen to help pupils explore the topics within each Puzzle, whilst also equipping them with language that matters for their relationships and understanding of the world around them. By using this vocabulary consistently, teachers will be actively supporting children's emotional literacy, giving them the words they need to understand and express how they feel. | | | | | | |

## Dreams and Goals Puzzle – Spring 1

**Dreams and Goals – Spring 1**

**About this Puzzle**

Dreams and Goals helps pupils to learn how to and practice building their resilience, motivation and ambition. This Puzzle plays an important role in PSHE well beyond RSHE statutory guidance, helping children set goals, develop a growth mindset, and manage the emotions that come with both achievement and disappointment. Pupils consider wants and needs, explore jobs and careers, and learn how teamwork, enterprise and community

participation can make a difference. Financial education is woven through, helping children understand how money, spending decisions and career choices shape the lives we build. As they progress, children examine how opportunities and barriers differ across cultures and develop empathy for those whose aspirations look very different from their own.

**Key evidence**

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

**Wider curriculum and enrichment**

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

**Jigsaw+ and further resources**

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

**Statutory mapping**

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

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

| Puzzle overview Dreams and Goals | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this. | In this Puzzle, children explore what success means to them, learn how to set simple goals and recognise their own strengths. They practise breaking goals into steps, trying new challenges and understanding how learning can feel "stretchy", with challenge as a sign our brains are growing.<br><br>Across the six Pieces, children work with others, celebrate achievements and reflect on how perseverance and a positive attitude help them overcome obstacles. They talk about feelings linked to challenge and success and learn how to support friends in reaching their goals.<br><br>By the end of the Puzzle, children will have created stretchy learning flowers and dream wellies that they can contribute to the whole school Garden of Dreams and Goals, celebrating effort, resilience and confidence. | In this Puzzle, children learn how to set realistic goals, recognise their strengths and reflect on achievements. They explore how healthy choices, motivation and perseverance help them succeed and consider how working with others can support learning.<br><br>Across the six Pieces, children practise teamwork through group challenges, develop problem-solving skills and learn how relaxation and managing feelings can support wellbeing. They reflect on pride, courtesy and sharing success with others.<br><br>By the end of the Puzzle, children create a shared Garden of Dreams and Goals with Dream Birds, celebrating effort, cooperation and achievement. | In this Puzzle, children explore people who have overcome challenges and reflect on their own dreams and ambitions. They consider how goals, motivation and a positive attitude support success, and learn to respect differences and build self-esteem.<br><br>Across the six Pieces, children break goals into steps, work collaboratively on new challenges and make responsible choices that support wellbeing and safety. They practise overcoming obstacles, managing frustration and helping others to succeed.<br><br>By the end of the Puzzle, children will have contributed their garden designs to the shared Garden of Dreams and Goals, celebrating learning, resilience and achievement. | In this Puzzle, children explore their hopes and dreams and learn how feelings such as excitement, anxiety and disappointment can accompany them. They develop resilience by reflecting on setbacks, coping strategies and how support from others can help them move forward.<br><br>Across the six Pieces, children practise creating new plans, setting achievable goals and working collaboratively on group challenges. They reflect on the importance of perseverance, positive attitudes and self-belief whilst helping themselves and others to succeed.<br><br>By the end of the Puzzle, children celebrate shared achievements by sharing their Potato people to the Garden of Dreams and Goals, recognising effort, wellbeing and teamwork. | In this Puzzle, children explore the lifestyles they hope for as adults and consider how money, careers and personal values can shape future choices. They investigate different jobs, think critically about information online and reflect on how goals can change over time.<br><br>Across the six Pieces, children compare aspirations with young people in other cultures, learning about rights, opportunities and barriers. They explore ways to support others through teamwork, fundraising and community action.<br><br>By the end of the Puzzle, children work together to rally support for shared causes and share these ideas, developing motivation, empathy and responsibility within the Garden of Dreams and Goals whole school puzzle outcome. | In this Puzzle, children set ambitious but realistic personal learning goals and identify steps to success, reflecting on motivation, strengths and perseverance. They explore global issues that matter to them and consider how these affect people's lives.<br><br>Across the six Pieces, children work collaboratively to plan fundraising and awareness projects, developing empathy, leadership and teamwork while learning how to make a positive difference in the world.<br><br>By the end of the Puzzle, children recognise their own and others' achievements in their shared planning for a school event and share this work in , the shared Garden of Dreams and Goals outcome. |

| Taught knowledge | **Knowledge**<br>• I know what a challenge is<br>• I understand that it is important to keep trying<br>• I know what a goal is<br>• I know how to set goals and work towards them<br>• I can recognise words that are kind<br>• I can name some jobs that I might like to do when I am older<br>• I know that working hard helps me to able to achieve the job I want when I am older<br>• I know when I have achieved a goal | **Knowledge**<br>• I can set simple goals<br>• I can set a goal and work out how to achieve it<br>• I understand how to work well with a partner<br>• I can tackle a new challenge and understand this might stretch my learning<br>• I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them<br>• I can tell you how I felt when I succeeded in a new challenge and how I celebrated it | **Knowledge**<br>• I can choose a realistic goal and think about how to achieve it<br>• I know what I need to keep my body healthy<br>• I can recognise who I work well with and who it is more difficult for me to work with<br>• I can work well in a group to create an end-product<br>• I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed<br>• I know how to share success with other people | **Knowledge**<br>• I can tell you about a person who has faced difficult challenges and achieved success<br>• I can identify a dream / ambition that is important to me<br>• I enjoy facing new challenges. I'm working out the best ways need to achieve them<br>• I am motivated and enthusiastic about achieving a new challenge<br>• I can recognise obstacles which might hinder my achievements and can take steps to overcome them<br>• I can evaluate my own learning process and identify how it can be better next time | **Knowledge**<br>• I can tell you about some of my hopes and dreams<br>• I understand that sometimes hopes and dreams do not come true and that this can hurt and recognise how resilience and support from others can help<br>• I know how to cope with disappointment and find ways to move forward<br>• I know how to make a new plan and set new goals even if I have been disappointed<br>• I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group<br>• I can identify the contributions made by myself and others to the group's achievement | **Knowledge**<br>• I understand that I will need money to help me achieve some of my dreams<br>• I recognise that there are different ways that people's spending decisions can affect others and the environment, and that things have different values<br>• I can explore a range of different jobs and think critically about the information I see about them online<br>• I can describe the dreams and goals of young people in a culture different to mine<br>• I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other<br>• I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship | **Knowledge**<br>• I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)<br>• I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these<br>• I can identify problems in the world that concern me and talk to other people about them<br>• I can work with other people to help make the world a better place<br>• I can describe some ways in which I can work with other people to help make the world a better place<br>• I know what some people in my class like or admire about me and can accept their praise |
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| **Social and Emotional skills** | **Social and Emotional Skills**<br>• I understand that challenges can be difficult<br>• I am learning what it means to be resilient<br>• I can some of the feelings linked to perseverance<br>• I can use kind words can encourage people<br>• I can talk about time when I kept on trying and achieved a goal<br>• I am ambitious<br>• I can feel proud<br>• I can celebrate success | **Social and Emotional Skills**<br>• I can tell you about a thing I do well<br>• I can tell you how I learn best<br>• I can celebrate achievement with my partner<br>• I can identify how I feel when I am faced with a new challenge<br>• I know how I feel when I see obstacles and how I feel when I overcome them<br>• I know how to store the feelings of success in my internal treasure chest | **Social and Emotional Skills**<br>• I can tell you things I have achieved and say how that makes me feel<br>• I am motivated to make healthy choices that help me to reach my goals<br>• I can tell you how working with other people helps me learn<br>• I can work with others in a group to solve problems<br>• I can tell you when a feeling is weak and when a feeling is strong<br>• I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest | **Social and Emotional Skills**<br>• I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)<br>• I can imagine how I will feel when I achieve my dream / ambition<br>• I can break down a goal into a number of steps and know how others could help me to achieve it<br>• I know that I'm responsible for my own learning and can use my strengths as a learner to achieve the challenge<br>• I can manage the feelings of frustration that may arise when obstacles occur<br>• I am confident in sharing my success with others and can store my feelings in my internal treasure chest | **Social and Emotional Skills**<br>• I know how it feels to have hopes and dreams<br>• I know how disappointment feels and identify when I have felt that way, recognising the roles people (including myself) take in groups and how these can support or challenge me<br>• I can respect myself and notice how coping builds my self-esteem and resilience<br>• I know what it means to be resilient and to have a positive attitude<br>• I can enjoy being part of a group challenge<br>• I know how to share in the success of a group and how to store this success experience in my internal treasure chest | **Social and Emotional Skills**<br>• I can identify what I would like my life to be like when I am grown up<br>• I recognise that people have different attitudes towards saving and spending money, and towards risk<br>• I can recognise my own strengths and qualities and understand that it's OK for my goals and identity to change as I grow<br>• I can reflect on how these relate to my own<br>• I appreciate the similarities and differences in aspirations between myself and young people in a different culture<br>• I understand why I am motivated to make a positive contribution to supporting others | **Social and Emotional Skills**<br>• I understand why it is important to stretch the boundaries of my current learning<br>• I can set success criteria so that I will know whether I have reached my goal<br>• I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations<br>• I can empathise with people who are suffering or who are living in difficult situations<br>• I can identify why I am motivated to do this<br>• I can give praise and compliments to other people when I recognise their contributions and achievements |

| Vocabulary | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Year group** | **EYFS** | **Year 1**<br>Consolidate EYFS | **Year 2**<br>Consolidate EYFS & Yr 1 | **Year 3**<br>Consolidate EYFS & KS1 | **Year 4**<br>Consolidate KS1 & Yr 3 | **Year 5**<br>Consolidate KS1, Yrs 3 & 4 | **Year 6**<br>Consolidate KS1 & KS2 |
| **Puzzle vocabulary** | achieve<br>challenge<br>difficult<br>dreams<br>encourage<br>earn<br>frustrated<br>future<br>goal<br>job<br>keep trying<br>kind<br>persevere<br>proud<br>reward<br>skills | achieve<br>achievement<br>active<br>celebrate<br>celebration<br>challenge<br>confidence<br>coins<br>dreams<br>feelings<br>garden<br>goal<br>goals<br>happiness<br>internal<br>learning<br>obstacle<br>overcome<br>proud<br>process<br>rest<br>self-respect<br>special<br>stepping stones<br>stretchy<br>success<br>team work<br>treasure<br>treasure chest<br>working together | achievement<br>calm<br>celebrate<br>challenge<br>community<br>courtesy<br>dream<br>feelings<br>goal<br>group<br>health<br>healthy choices<br>hobbies<br>interest<br>interests<br>learning together<br>lifestyle<br>manners<br>motivation<br>partner<br>product<br>proud<br>realistic<br>relax<br>relaxation<br>safety<br>self-care<br>self-esteem<br>stress<br>success<br>team work<br>tense<br>wellbeing | ambitions<br>challenge<br>challenges<br>community<br>design<br>differences<br>dream<br>dreams<br>enthusiastic<br>evaluate<br>frustration<br>future<br>garden<br>goal<br>goals<br>healthy<br>identity<br>include<br>learning<br>motivated<br>obstacles<br>outdoors<br>responsible<br>respect<br>review<br>safe choices<br>self-esteem<br>self-review<br>solution<br>strengths<br>success<br>team work<br>teamwork<br>wellbeing<br>water safety | agree/disagree<br>anxious<br>attitude<br>celebrate<br>cope<br>courtesy<br>courage<br>design<br>determination<br>determined<br>disappointed<br>disappointment<br>dream / dreams<br>follower<br>goal<br>goals<br>help<br>hope / hopeful<br>hopes<br>hurt<br>inspired<br>internal treasure chest<br>leader<br>learning<br>manners<br>motivated<br>plans<br>positive<br>positive attitude<br>problem-solve<br>proud<br>resilience<br>review<br>risk<br>roles<br>safety<br>self-belief<br>self-esteem<br>self-respect<br>setback<br>success<br>wellbeing | adult<br>aspiration<br>attitudes<br>barrier<br>career<br>choice<br>community participation<br>country<br>culture<br>digital spending<br>dream<br>environment<br>financial harm<br>goal<br>grown up<br>identity<br>influence<br>job<br>lifestyle<br>media<br>money<br>motivation<br>opportunity<br>profession<br>rallying<br>reliable<br>rights<br>risk<br>salary<br>save<br>self-care<br>self-esteem<br>society<br>spend<br>spending decisions<br>sponsorship<br>support<br>team work<br>technology<br>values | achieve<br>achievement<br>admire<br>aspirations<br>awareness<br>collaborate<br>compliment<br>concern<br>contribution<br>cooperate<br>dream<br>feeling<br>feelings<br>global<br>goal<br>issue<br>leadership skills<br>learning<br>money<br>motivate<br>personal<br>praise<br>prevention<br>recognition<br>realistic<br>rescue<br>role<br>safety<br>strategy<br>strengths<br>stretch<br>success<br>success criteria<br>suffering<br>support<br>unrealistic |
| **Emotional Literacy** | We have a section to support Emotional Literacy with a whole-school progression document which includes words which have been carefully chosen to help pupils explore the topics within each Puzzle, whilst also equipping them with language that matters for their relationships and understanding of the world around them. By using this vocabulary consistently, teachers will be actively supporting children's emotional literacy, giving them the words they need to understand and express how they feel. | | | | | | |

## Healthy Me Puzzle – Spring 2

**About this Puzzle**

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

broadly represented, but Jigsaw ensures that the emotional and social learning is embedded, so building children's confidence, self-respect and agency to make informed, healthy choices for life.

**Key evidence**

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

**Jigsaw+ and further resources**

- The **Keeping Healthy and Safe** section in Jigsaw+ offers considerable scope to adapt and extend, including additional content on: Vaping and other substances, Healthy teeth and gums, Mega Movers (physical activity), Road safety, sun safety and water safety, Knife crime (for schools who feel this is appropriate in agreement with their school community), Linking content to e-bug resources
- **Safety assemblies** on water safety and fire safety coming Summer 2026
- Puzzle-specific weekly assemblies available in Whole School Resources
- Enrich learning through visitors such as first aiders, dentists, fire/police/ambulance services, doctors, nurses, pharmacists and the RNLI

**Statutory mapping**

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

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| Strongest RSHE 2025 Relationships contributions | **CF 1** – Characteristics of healthy friendships (friendship groups, roles) | **RKR 1** – Paying attention to others' feelings.<br>**RKR 8** – Self-respect and its link to happiness (body image, self-esteem content). | **BS 6** – How to recognise and report feelings of being unsafe.<br>**BS 7** – Where to get advice |
| Strongest RSHE 2025 Health contributions | **GW 1** – How to help others in an emergency.<br>**GW 2** – Helping other people with their mental health.<br>**GW 3** – Range of emotions.<br>**GW 5** – Benefits of physical exercise, time outdoors, community participation.<br>**GW 6** – Isolation and loneliness can affect children.<br>**GW 9** – Where and how to seek support.<br>**GW 10** – Common for people to experience mental ill health.<br>**WO 3 –** Risks from people online who use technology to bully, manipulate, groom or abuse. | **WO 4 –** How to recognise harmful content including AI-generated content.<br>**WO 7 -** How to report concerns about content or contact online.<br>**PHF 1** – Importance of building regular physical activity into daily and weekly routines.<br>**PHF 2** – Risks associated with an inactive lifestyle.<br>**PHF 3** – How and when to seek support for physical activity.<br>**PHF 4** – Types of physical activity including those accessible to all.<br>**HE 1** – What constitutes a balanced diet.<br>**HE 2** – Making healthier choices about food and drinks.<br>**HE 3** – Range of factors that influence dietary habits.<br>**HE 4** – Understand importance of not feeling shame about food or eating habits.<br>**DATV 1** – Facts about legal and illegal harmful substances including tobacco, vaping, nicotine pouches, alcohol and drugs. | **HPP 1** – How to look after and take responsibility for personal hygiene.<br>**HPP 2** – Importance of staying safe in the sun.<br>**HPP 3** – Importance of sleep and good sleep hygiene.<br>**HPP 4** – About dental health and importance of dental hygiene.<br>**HPP 5** – How common illnesses are spread and can be treated.<br>**HPP 6** – About immunisation and vaccination.<br>**PS 1** – Identifying hazards and risks to personal safety, including online.<br>**PS 2** – Road, water, fire, rail safety including Safety STAR framework.<br>**BFA 1** – Basic first aid concepts and basic treatment of common injuries.<br>**BFA 2** – How to make a call to emergency services. |

| Puzzle overview Healthy Me | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| | In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss safe adults and what they should do if approached by someone they don't know. | In this Puzzle, children learn what it means to be healthy, exploring food, exercise, sleep and everyday choices that help their bodies and minds.<br><br>They develop understanding of hygiene, germs and how to keep clean and safe at home. Across the six Pieces, children learn about medicine safety and road safety, practise recognising when they feel worried or unwell, and think about who can help them stay safe. | In this Puzzle, children learn about healthy eating, balanced diets and making healthier food choices, including nutritious foods. They explore how to keep safe at home and outside, learning to recognise risks and hazards, and how to respond when something feels unsafe.<br><br>Across the six Pieces, children develop understanding of medicine safety and how to care for their bodies. They reflect on feelings linked to safety and practise making calm, responsible choices that support wellbeing. | In this Puzzle, children learn how exercise and food affect their bodies, exploring energy, fitness and making balanced choices. They consider attitudes towards drugs and reflect on how these make them feel.<br><br>Across the six Pieces, children learn about ways to keep themselves safe, recognise risk - especially around water - and who to contact in emergencies and how to do this . They practise identifying safe and unsafe situations, managing worried feelings and taking responsibility for their own | In this Puzzle, children explore friendships, group dynamics and the emotions linked to belonging, trust and feeling left out. They consider how peer influence can affect choices and learn ways to stay safe with friends, including near railways.<br><br>Across the six Pieces, children learn key facts about smoking, vaping and alcohol, and practise recognising pressure, managing uncomfortable feelings and acting assertively. They reflect on what makes a healthy | In this Puzzle, children learn about the health risks linked to smoking, vaping and alcohol, and practise making informed, pressure-resistant choices. They develop basic emergency aid skills, including how to stay calm and get help.<br><br>Across the six Pieces, children explore body image, the influence of media and advertising, and reflect on their relationship with food. They learn to respect and value their bodies while considering what supports a healthy lifestyle.<br><br>By the end of the Puzzle, children contribute to the Happy, Healthy | In this Puzzle, children learn to take responsibility for their physical and emotional wellbeing, exploring how choices, prevention and healthy habits support long-term health. They develop understanding of different types of drugs and their effects and discuss safer ways to cope with life's challenges.<br><br>Across the six Pieces, children learn about exploitation and how pressure can affect decisions. Children learn how to seek help and they explore emotional and mental health, recognise signs of stress and |

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| | | They reflect on how healthy choices can make them feel good about themselves.<br>Pupils share their ideas about how to keep clean and healthy in the whole school Happy, Healthy Me Recipe Book. | By the end of the Puzzle, children are able to share ideas for the whole school Happy, Healthy Me Recipe Book, celebrating practical ways to stay healthy and safe every day. | safety and the safety of others.<br>By the end of the Puzzle, children are able to contribute their ideas on how to keep safe to the whole school Healthy Me Recipe Book. | friendship and how to resist unsafe situations.<br>By the end of the Puzzle, children celebrate their inner strength and assertiveness and share their ideas in the Happy, Healthy Me Recipe Book about healthy friendships. | Me Recipe Book focusing on positive body image. | practise strategies for managing pressure.<br>By the end of the Puzzle, children create a Healthy Body, Healthy Mind outcome for the Healthy Me Recipe Book Puzzle Outcome, celebrating resilience |
| **Taught knowledge** | **Knowledge**<br>• I can name some parts of my body and understand that being active helps keep me healthy<br>• I understand that moving my body and resting are both important for my health<br>• I can talk about things I need to do to stay healthy<br>• I know what "healthy" means and can begin to make healthy food choices<br>• I know how to help myself go to sleep and understand why sleep is important<br>• I can wash my hands and understand why this is important, especially before eating and after using the toilet<br>• I know who my safe adults are and how to stay safe if they are not close by | **Knowledge**<br>• I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy<br>• I know how to make healthy lifestyle choices<br>• I know how to keep myself clean and healthy, and understand how germs cause disease/illness<br>• I know that all household products including medicines can be harmful if not used properly<br>• I understand how medicines can help me if I feel poorly and I know how to use them safely<br>• I know how to keep safe when crossing the road, and about people who can help me to stay safe<br>• I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy | **Knowledge**<br>• I can sort foods into the correct food groups and know which foods my body needs to keep me healthy<br>• I can make some healthy snacks and explain why they are good for my body and give me energy<br>• I can recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe<br>• I can recognise risks and know how to keep safe around roads, railways, and water, and can explain why safety rules help protect me<br>• I understand how medicines work in my body and how important it is to use them safely<br>• I can explain how to keep my body healthy and safe at home and when I'm out | **Knowledge**<br>• I understand how exercise affects my body and know why my heart and lungs are such important organs<br>• I know that the amount of calories, fat and sugar I put into my body will affect my health<br>• I can tell you my knowledge and attitude towards drugs<br>• I can identify things, peopl e and places that I need to keep safe from<br>• I know some strategies for keeping myself safe, who to go to for help and how to call emergency services<br>• I can identify when something feels safe or unsafe<br>• I understand how complex my body is and how important it is to take care of it | **Knowledge**<br>• I recognise how different friendship groups are formed, how I fit into them and the friends I value the most<br>• I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help<br>• I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape<br>• I understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol<br>• I can recognise when people are putting me under pressure and can explain ways to resist this when I want<br>• I know myself well enough to have a clear picture of what I believe is right and wrong | **Knowledge**<br>• I know there are health risks with smoking and vaping and can tell you some of the ways that tobacco and nicotine are harmful to the body<br>• I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart<br>• I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations<br>• I understand how the media, social media and celebrity culture promotes certain body types<br>• I can describe the different attitudes people have to food and how these can be affected by external influences<br>• I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy | **Knowledge**<br>• I can take responsibility for my health and make choices that benefit my health and well-being<br>• I know about different types of drugs and their uses and their effects on the body particularly the liver and heart<br>• I understand that some people can be exploited and made to do things that are against the law<br>• I know why some people join gangs and the risks this involves<br>• I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness<br>• I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse |

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

| Vocabulary | | | | | | | |
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| **Year group** | **EYFS** | **Year 1**<br>Consolidate EYFS | **Year 2**<br>Consolidate EYFS & Yr 1 | **Year 3**<br>Consolidate EYFS & KS1 | **Year 4**<br>Consolidate KS1 & Yr 3 | **Year 5**<br>Consolidate KS1, Yrs 3 & 4 | **Year 6**<br>Consolidate KS1 & KS2 |
| **Puzzle vocabulary** | asleep<br>challenge<br>clean<br>exercise<br>germs<br>healthy<br>hygiene<br>less healthy<br>movement<br>rest<br>safe<br>scared<br>sleep<br>stranger<br>stretch<br>teeth<br>unexpected<br>unplanned<br>worried | balanced<br>bacteria<br>body parts<br>choices<br>clean<br>crossing<br>ears<br>exercise<br>eyes<br>germs<br>healthy<br>hygienic<br>keeping clean<br>kerb<br>less healthy<br>listen<br>look<br>medicines<br>nervous<br>pavement<br>safe<br>scared<br>sleep<br>soap<br>traffic<br>traffic lights<br>trust<br>unhealthy<br>virus<br>wait | assess<br>balanced diet<br>barriers<br>body<br>choices<br>crossing<br>dangerous<br>energy<br>hazard<br>healthy<br>medicines<br>nutritious<br>portion<br>react<br>risk<br>risks<br>safe<br>scared<br>stop, drop, roll<br>unhealthy<br>unsafe<br>worry | advice<br>ambulance<br>anxious<br>appreciate<br>attitude<br>body<br>calories/kilojoules<br>choice<br>coastguard helicopter<br>complex<br>dangerous<br>drugs<br>emergency<br>emergency services<br>energy<br>fat<br>feelings<br>fire engine<br>fitness<br>harmful<br>heartbeat<br>healthy<br>heart<br>labels<br>lungs<br>oxygen<br>police car<br>responsibility<br>risk<br>safe<br>scared<br>strategy<br>sugar<br>saturated fat<br>unsafe | advice<br>agree/disagree<br>alcohol<br>anxiety<br>assertive<br>believe<br>disease<br>emotions<br>embarrassment<br>fear<br>follower<br>friendship groups<br>friendships<br>guilt<br>healthy<br>leader<br>liver<br>lonely<br>opinion<br>peers<br>pressure<br>puberty<br>relationships<br>right<br>roles<br>smoking<br>trust<br>value<br>vaping<br>wrong | addicted<br>alcohol<br>altered<br>body image<br>calm<br>celebrity<br>choices<br>comparison<br>debate<br>emergency<br>fact<br>healthy behaviour<br>healthy lifestyle<br>informed decision<br>influence<br>level-headed<br>media<br>motivation<br>nicotine<br>obesity<br>opinion<br>pressure<br>procedure<br>recovery position<br>self-respect<br>smoking<br>social media<br>tobacco<br>unhealthy behaviour<br>vaping | anti-social behaviour<br>choice<br>crime<br>criminal<br>drugs<br>effects<br>emotional health<br>exploited<br>gangs<br>gang<br>illegal<br>immunisation<br>managing stress<br>mental health<br>mental illness<br>motivation<br>new psychoactive substances<br>over-the-counter<br>prevention<br>prescribed<br>pressure<br>reputation<br>responsibility<br>restricted<br>strategies<br>stress<br>synthetic highs<br>symptoms<br>triggers<br>unrestricted<br>volatile substances<br>vulnerable |
| **Emotional Literacy** | We have a section to support Emotional Literacy with a whole-school progression document which includes words which have been carefully chosen to help pupils explore the topics within each Puzzle, whilst also equipping them with language that matters for their relationships and understanding of the world around them. By using this vocabulary consistently, teachers will be actively supporting children's emotional literacy, giving them the words they need to understand and express how they feel. | | | | | | |

# Relationships Puzzle – Summer 1

**About this Puzzle**

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

**Key evidence**

- **Ofcom Children's Media Use & Attitudes (2025)** — 96% of 6-7 yrs olds going online by ages 6-7yrs; 42% of 8 – 9 year olds own a mobile phone; many use social media despite age restrictions.
- 2024 Teaching Relationships to prevent Sexual Abuse draws together guidance to show that good RSE is best as part of a wider programme of PSHE.
- **Young People's RSE Poll (2025)** — Young people tell us they want RSE to start sooner. The SEF Young People's RSE Poll 2025 found that 65% of 16–17 year olds had learnt nothing or not enough about skills for ending relationships or friendships, and 11% had no helpful source of information at all about managing their feelings.
- Ofsted's review of sexual harassment and abuse in schools found evidence that the sharing of inappropriate images and videos is an issue in primary as well as secondary schools, calling for a carefully sequenced RSHE curriculum in response.

**Wider curriculum and enrichment**

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

**Jigsaw+ and further resources**

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

**Statutory mapping**

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

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

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

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| | and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry. | Across the six Pieces, children practise appropriate ways to greet others, learn who can help them in their school community, and reflect on how to ask for support when they feel upset. They also build confidence by recognising their own qualities and learning how to praise themselves.<br>By the end of the Puzzle, children celebrate people who are special to them, creating a Relationship Fiesta, contributing their balloons and labels from Piece 6 | practise expressing what feels comfortable to them.<br>Across the six Pieces, children learn how to manage friendship conflicts, recognise the difference between good and worrying secrets, and identify trusted adults who can help them. They reflect on trust, honesty and appreciation in relationships.<br>By the end of the Puzzle, children celebrate special people in their lives by sharing their compliment bunting to the a Relationship Fiesta Puzzle Outcome. | think critically about information they see through the media and digital platforms.<br>Across the six Pieces, children explore global connections, rights and wellbeing, developing empathy for people in different cultures and understanding how the world is interconnected.<br>By the end of the Puzzle, children celebrate their web of relationships by creating Appreciation Streamers, recognising the importance of respect, kindness and belonging in family and friendship groups. | and supporting others through change.<br>Across the six Pieces, children practise negotiating, compromising and repairing friendships, and reflect on what makes healthy relationships. They consider early ideas about romantic relationships and learn not to feel pressured.<br>By the end of the Puzzle, children celebrate relationships with people and animals through a Memory Box outcome, recognising care, appreciation and connection. | Across the six Pieces, children learn how to stay safe when using digital technology for uses such as gaming and the internet. They learn how to balance screen time, protect personal data and recognise unsafe situations. They practise being responsible, respectful and assertive online, and learn how to seek help when worried.<br>By the end of the Puzzle, children create an Internet Safety poster, showing how to stay happy, safe and respectful when using technology in relationships. | and developing strategies for managing strong emotions.<br>Across the six Pieces, children learn about power and control in relationships, practise assertive responses, and explore how to stay safe online, including judging what is real or fake and resisting pressure.<br>By the end of the Puzzle, children create an Internet Safety presentation, showing how to use technology responsibly while protecting wellbeing, privacy and relationships. |

| Taught knowledge | **Knowledge**<br>• Know what a family is<br>• Know that different people in a family have different responsibilities (jobs)<br>• Know some of the characteristics of healthy and safe friendships<br>• Know that friends sometimes fall out<br>• Know some ways to mend a friendship<br>• Know that unkind words can never be taken back and they can hurt<br>• Know how to use Jigsaw's Calm Me to help when feeling angry<br>• Know some reasons why others get angry | **Knowledge**<br>• I can identify the members of my family and understand that there are lots of different types of families<br>• I can identify what being a good friend means to me<br>• I know appropriate ways of physical contact to greet my friends and know which ways I prefer<br>• I know who can help me in my school community<br>• I can recognise my qualities as a person and a friend<br>• I can tell you why I appreciate someone who is special to me | **Knowledge**<br>• I can identify the members of my family, understand my relationship with each of them and know why it is important to share and cooperate<br>• I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not<br>• I can identify some of the things that cause conflict with my friends<br>• I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret<br>• I recognise and appreciate people who can help me in my family, my school and my community<br>• I can express my appreciation for the people in my special relationships | **Knowledge**<br>• I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females<br>• I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener<br>• I know and can use some strategies for keeping myself safe online<br>• I understand how people around the world help and influence my life and that media doesn't always show complete information<br>• I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes<br>• I know how to express my appreciation to my friends and family | **Knowledge**<br>• I can recognise situations which can cause jealousy in relationships<br>• I can identify someone I love and can express why they are special to me<br>• I can tell you about someone I know that I no longer see<br>• I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends<br>• I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older<br>• I know how to show love and appreciation to the people and animals who are special to me | **Kno**wledge<br>• I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities<br>• I understand that belonging to an online community can have positive and negative consequences<br>• I understand there are rights and responsibilities in an online community or social network<br>• I know there are rights and responsibilities when playing an online game<br>• I can recognise when I am spending too much time using devices (screen time)<br>• I can explain how to stay safe when using technology to communicate with my friends<br>• I understand I have rights about my personal data | **Knowledge**<br>• I know that it is important to take care of my mental health<br>• I know how to take care of my mental health<br>• I understand there are different stages of grief and that there are different types of loss that cause people to grieve<br>• I can recognise when people are trying to gain power or control<br>• I can judge whether something online is safe and helpful to me<br>• I can use technology positively and safely to communicate with my friends and family |
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| Social and Emotional skills | Social and Emotional Skills<br>• Can identify what jobs they do in their family and those carried out by parents/carers and siblings<br>• Can suggest ways to make a friend or help someone who is lonely<br>• Can use different ways to mend a friendship<br>• Can recognise what being angry feels like<br>• Can use Calm Me when angry or upset | Social and Emotional Skills<br>• I know how it feels to belong to a family and care about the people who are important to me<br>• I know how to make a new friend<br>• I can recognise which forms of physical contact are acceptable and unacceptable to me<br>• I know when I need help and know how to ask for it<br>• I know ways to praise myself<br>• I can express how I feel about them | Social and Emotional Skills<br>• I accept that everyone's family is different and understand that most people value their family<br>• I know which types of physical contact I like and don't like and can talk about this<br>• I can demonstrate how to use the positive problem-solving technique to resolve conflicts<br>• I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this<br>• I understand how it feels to trust someone<br>• I am comfortable accepting appreciation from others | Social and Emotional Skills<br>• I can describe how taking some responsibility in my family makes me feel<br>• I know how to negotiate in conflict situations to try to find a win-win solution<br>• I know who to ask for help if I am worried or concerned about anything online<br>• I can appreciate different cultures, and question stereotypes I might see in photos or information<br>• I can empathise with children whose lives are different to mine and know who I can talk to when I need help<br>• I enjoy being part of a family and friendship groups | Social and Emotional Skills<br>• I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens<br>• I know how most people feel when they lose someone or something they love<br>• I understand that we can remember people even if we no longer see them<br>• I know how to stand up for myself and how to negotiate and compromise<br>• I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend<br>• I can love and be loved | Social and Emotional Skills<br>• I know to keep building my own self-esteem<br>• I can recognise when an online community feels unsafe or uncomfortable<br>• I can recognise when an online community is helpful or unhelpful to me<br>• I can recognise when an online game is becoming unhelpful or unsafe<br>• I can identify things I can do to reduce screen time, so my health isn't affected<br>• I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable | Social and Emotional Skills<br>• I can understand that people can get problems with their mental health and that it is nothing to be ashamed of<br>• I can help myself and others when worried about a mental health problem<br>• I can recognise when I am feeling those emotions and have strategies to manage them<br>• I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control<br>• I can resist pressure to do something online that might hurt myself or others<br>• I can take responsibility for my own safety and well-being |
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| Vocabulary | | | | | | | |
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| **Year group** | **EYFS** | **Year 1**<br>Consolidate EYFS | **Year 2**<br>Consolidate EYFS & Yr 1 | **Year 3**<br>Consolidate EYFS & KS1 | **Year 4**<br>Consolidate KS1 & Yr 3 | **Year 5**<br>Consolidate KS1, Yrs 3 & 4 | **Year 6**<br>Consolidate KS1 & KS2 |
| **Puzzle vocabulary** | angry<br>excited<br>falling out<br>family<br>feelings<br>friends<br>happy<br>home<br>hurtful<br>jobs<br>kind<br>lonely<br>problem solve<br>relationships<br>responsible<br>solutions<br>unkind<br>upset<br>worried | appreciate<br>belong<br>celebrate<br>community<br>confidence<br>different<br>dislike<br>family<br>feel<br>feelings<br>friendship<br>friends<br>greeting<br>help<br>helpful<br>incredible<br>kind<br>like<br>praise<br>proud<br>qualities<br>relationships<br>same<br>skills<br>special<br>texture<br>touch | acceptable<br>adult<br>appreciate<br>celebrate<br>communication<br>compliments<br>conflict<br>cooperate<br>different<br>dislike<br>diverse<br>family<br>frightened<br>friends<br>good secret<br>happy<br>honesty<br>hugs<br>important<br>like<br>likes/dislikes<br>negative<br>not acceptable<br>physical contact<br>point of view<br>positive<br>problem solving<br>relationship<br>reliability<br>sad<br>secret<br>special<br>stereotype<br>surprise<br>touch<br>trust<br>trustworthy<br>worry secret | age restriction<br>appreciation<br>careers<br>celebrating<br>conflict<br>culture<br>deprivation<br>differences<br>fairness<br>family<br>feelings/emotions<br>female<br>friendship<br>gaming/apps<br>global<br>happiness<br>influence<br>inequality<br>in-app purchases<br>internet<br>interconnected<br>job<br>location settings<br>male<br>manners<br>media<br>messaging<br>needs<br>personal information<br>privacy<br>problem solving<br>relationships<br>respect<br>responsibilities<br>rights<br>risky<br>role<br>safe/unsafe<br>sex (male and female)<br>social media<br>solution<br>stereotype<br>support<br>trade<br>trusted adult<br>trust<br>united nations<br>unisex<br>wants | anger<br>appreciation<br>attraction<br>betrayal<br>boyfriend<br>care<br>close<br>comfortable<br>compromise<br>conflict<br>critical thinking<br>emotions<br>empathy<br>envy<br>friendships<br>girlfriend<br>jealousy<br>lonely / loneliness<br>loss<br>love<br>loyalty<br>manage<br>memories<br>memento<br>negotiate<br>negative<br>personal<br>positive<br>pressure<br>problem-solve<br>reality<br>relationship<br>remember<br>souvenir<br>special<br>support<br>symbol<br>trust<br>vulnerable | addiction<br>age restriction<br>appropriate<br>assertive<br>being responsible<br>bullying<br>characteristics<br>choices<br>community<br>controlling<br>data<br>data protection<br>devices<br>fake online hoaxes<br>gambling / betting<br>grooming<br>harassed<br>hobbies<br>interests<br>location settings<br>lonely<br>loot boxes<br>mental health<br>offline<br>online<br>personal information<br>personal qualities<br>physical health<br>privacy<br>reliable<br>reporting<br>responsibility<br>responsibilities<br>rights<br>risk<br>risky<br>safe<br>screen time<br>self-esteem<br>self-perception<br>social<br>social network<br>targeting<br>troll<br>trustworthy<br>vulnerable<br>wellbeing | age restrictions<br>ai (artificial intelligence)<br>anxiety<br>ashamed<br>assertive<br>authority<br>bullying<br>communication<br>consent<br>control<br>courtesy<br>digital rights<br>early warning signs<br>emotions<br>feelings<br>grief<br>influences<br>isolation<br>loneliness<br>mental health<br>personal data<br>power<br>pressure<br>privacy<br>real / fake<br>respect<br>risks<br>safety<br>self-care<br>self-control<br>signs<br>stigma<br>strategies<br>stress<br>support<br>targeting<br>technology<br>true / untrue<br>warning |

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

# Changing Me Puzzle – Summer 2

**About this Puzzle**

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

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

**Key evidence**

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

**Wider curriculum and enrichment**

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

**Jigsaw+ and further resources**

- Additional lessons in **Keeping Healthy and Safe** in Jigsaw+: Hormones in Puberty, FGM and Sensitive Issues, Sun Safety and Water Safety
- **Safety assemblies** on water safety and fire safety coming Summer 2026
- Puzzle-specific weekly assemblies available in Whole School Resources

**Statutory mapping**

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

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

| Puzzle Overview Changing Me | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have | In this Puzzle, children learn about life cycles and the changes that happen as humans and animals grow. They reflect on how their own bodies have changed and develop understanding | In this Puzzle, children explore life cycles in nature and how humans grow from young to old, learning that some changes are outside their control. They reflect on how their own bodies and independence change over time and develop respect for | In this Puzzle, children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty. They develop understanding of personal hygiene and why | In this Puzzle, children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They consider the role of families, trusted | In this Puzzle, children explore self-image and body confidence while learning about physical and emotional changes during puberty for girls and boys. They develop understanding of menstruation, male puberty, and how media influences | In this Puzzle, children explore self-image and self-esteem while learning about physical and emotional changes during puberty.<br>Across the six Pieces, children reflect on identity, adolescent friendships, and the pressures |

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| | changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change. | that everyone grows at different rates.<br>Across the six Pieces, children learn the correct names for private body parts, explore how boys' and girls' bodies can be different, and practise respecting their own bodies and those of others. They also think about feelings linked to change, such as excitement and worry, and learn ways to cope.<br>At the end of the Puzzle, children contribute their flowers of change work to the whole school Tree of Change display, celebrating growth, learning and new beginnings. | differences in themselves and others.<br>Across the six Pieces, children learn correct names for body parts, understand privacy, and practise being assertive about touch and personal boundaries. They also think about feelings linked to future change, such as excitement and worry, and learn ways to cope.<br>By the end of the Puzzle, children create Leaf Mobiles to celebrate growth and looking ahead. | caring for their bodies becomes more important as they grow and change.<br>Across the six Pieces, children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They also think about future transitions and how to cope with them.<br>By the end of the Puzzle, children create Ribbon Mobiles to celebrate growth and looking ahead. | adults, and inner circles in providing care and support.<br>Across the six Pieces, children develop strategies for coping with change, managing worries, and accepting things beyond their control. They practise reflecting on personal goals and positive changes they would like to make.<br>By the end of the Puzzle, children use Circles of Change to think about future transitions and celebrate growth and resilience. | perceptions of appearance and wellbeing.<br>This Puzzle includes one non-statutory sex education lesson where children learn about conception, fertility support, and how babies are made. Across the six Pieces, pupils practise identifying trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up.<br>By the end of the Puzzle, children reflect on upcoming transitions using Circles of Change and consider how to manage feelings about future changes with confidence and resilience. | linked to appearance and growing independence. They practise challenging negative self-talk and identifying trusted adults for support, alongside discussing attraction, consent, and respectful relationships.<br>This Puzzle includes a non-statutory sex education lesson where develop understanding of reproduction, pregnancy, and birth.<br>By the end of the Puzzle, children consider the transition to secondary school, using Circles of Change to reflect on worries, hopes, and how to prepare confidently for the year ahead. |

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| **Taught knowledge** | **Knowledge**<br>• Know the names and functions of some parts of the body (see vocabulary list)<br>• Know that we grow from baby to adult<br>• Know who to talk to if they are feeling worried<br>• Know that sharing how they feel can help solve a worry<br>• Know that remembering happy times can help us move on | **Knowledge**<br>• I am starting to understand the life cycles of animals and humans<br>• I can tell you some things about me that have changed and some things about me that have stayed the same<br>• I can tell you how my body has changed since I was a baby<br>• I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus<br>• I understand that every time I learn something new, I change a little bit<br>• I can tell you about changes that have happened in my life | **Knowledge**<br>• I can recognise cycles of life in nature<br>• I can tell you about the natural process of growing from young to old and understand that this is not in my control<br>• I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old<br>• I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private<br>• I understand there are different types of touch and can tell you which ones I like and don't like<br>• I can identify what I am looking forward to when I move to my next class | **Knowledge**<br>• I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby<br>• Can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up<br>• I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy<br>• I know some simple ways of keeping clean which can keep me healthy and protect me from some infections<br>• I can start to recognise stereotypical ideas I might have about parenting and family roles<br>• I can identify what I am looking forward to when I move to my next class | **Knowledge**<br>• I understand that lots of things make up a person's identity and this is what makes them unique<br>• I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this<br>• I know there are many types of family and that often our family members form part of our inner circle<br>• I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty<br>• I know how the circle of change works and can apply it to changes I want to make in my life<br>• I can identify changes that have been and may continue to be outside of my control that I learnt to accept<br>• I can identify what I am looking forward to when I move to a new class | **Knowledge**<br>• I am aware of my own self-image and how my body image fits into that<br>• I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally<br>• I can describe how boys' and girls' bodies change during puberty<br>• I understand that sexual intercourse can lead to conception and that is how babies are usually made<br>• I also understand that sometimes people need IVF to help them have a baby<br>• I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities<br>• I can identify what I am looking forward to when I move to my next class | **Knowledge**<br>• I am aware of my own self-image and how my body image fits into that<br>• I can explain how girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally<br>• I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born<br>• I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend<br>• I am aware of the importance of a positive self-esteem and what I can do to develop it<br>• I can identify what I am looking forward to when I move to my next class |

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| **Social and Emotional skills** | **Social and Emotional Skills**<br><br>• Recognise that changing class can elicit happy and/or sad emotions<br><br>• Can say how they feel about changing class/ growing up<br><br>• Can identify how they have changed from a baby<br><br>• Can say what might change for them they get older<br><br>• Can identify positive memories from the past year in school/home | **Social and Emotional Skills**<br><br>• I understand that changes happen as we grow and that this is OK<br>• I know that changes are OK and that sometimes they will happen whether I want them to or not<br>• I understand that growing up is natural and that everybody grows at different rates<br>• I respect my body and understand which parts are private<br>• I enjoy learning new things<br>• I know some ways to cope with changes | **Social and Emotional Skills**<br><br>• I understand there are some changes that are outside my control and can recognise how I feel about this<br>• I can identify people I respect who are older than me<br>• I feel proud about becoming more independent<br>• I can describe what I enjoy about being a boy or girl whilst understanding we are all different<br>• I am confident to say what I like and don't like and can ask for help<br>• I can start to think about changes I will make when I am in Year 3 and know how to go about this | **Social and Emotional Skills**<br><br>• I can express how I feel when I see babies or baby animals<br>• Recognise how I feel about these changes happening to me and know how to cope with those feelings<br>• I have started to think about the ways to keep my body clean as I grow up and how I feel about this<br>• I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes<br>• I can start to think about changes I will make next year and know how to go about this | **Social and Emotional Skills**<br><br>• I can describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am<br>• I have strategies to help me cope with the physical and emotional changes I will experience during puberty<br>• I know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me<br>• I am confident enough to try to make changes when I think they will benefit me<br>• I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively<br>• I can reflect on the changes I would like to make next year and describe how to go about this | **Social and Emotional Skills**<br><br>• I know how to develop my own self esteem<br>• I understand that puberty is a natural process that happens to everybody and that it will be OK for me<br>• I can express how I feel about the changes that will happen to me during puberty<br>• I appreciate how amazing it is that human bodies can reproduce in these ways<br>• I am confident that I can cope with the changes that growing up will bring<br>• I can start to think about changes I will make next year and know how to go about this | **Social and Emotional Skills**<br><br>• I know how to develop my own self esteem<br>• I can express how I feel about the changes that will happen to me during puberty<br>• I can recognise how I feel when I reflect on the development and birth of a baby<br>• I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to<br>• I can express how I feel about my self-image and know how to challenge negative 'body-talk'<br>• I know how to prepare myself emotionally for the changes next year<br><br>**Alternative Piece 4a: Adolescent Friendships**<br>• Knowledge: I know myself well enough to maintain positive relationships with others whilst still keeping my own identity<br>• Social and Emotional: I can be assertive when appropriate |

| Vocabulary | | | | | | | |
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| **Year group** | **EYFS** | **Year 1**<br>Consolidate EYFS | **Year 2**<br>Consolidate EYFS & Yr 1 | **Year 3**<br>Consolidate EYFS & KS1 | **Year 4**<br>Consolidate KS1 & Yr 3 | **Year 5**<br>Consolidate KS1, Yrs 3 & 4 | **Year 6**<br>Consolidate KS1 & KS2 |
| **Puzzle vocabulary** | achieved<br>activities<br>adult<br>baby<br>body vocabulary **(See P1)**<br>change<br>emotions<br>exercise<br>feeling<br>food<br>grow up<br>healthy<br>less healthy<br>looking forward<br>memories<br>thoughts<br>worries | adult<br>adulthood<br>anus<br>anxious<br>baby<br>change<br>changes<br>coping<br>curious<br>excited<br>feelings<br>female<br>grow<br>growing up<br>growth<br>happy<br>learn<br>life cycle<br>male<br>nervous<br>new<br>penis<br>proud<br>testicles<br>vulva<br>worried | adult<br>anus<br>anxious<br>assertive<br>baby<br>change<br>child<br>cope<br>comfortable<br>control<br>dislike<br>elderly<br>excited<br>female<br>freedom<br>fully grown<br>grow<br>growing up<br>hug<br>independent<br>life cycle<br>like<br>looking forward<br>male<br>nervous<br>old<br>older<br>penis<br>physical<br>private<br>public<br>respect<br>responsibilities<br>teenager<br>testicles<br>texture<br>timeline<br>toddler<br>touch<br>uncomfortable<br>vagina<br>vulva<br>young | animals<br>babies<br>birth<br>breasts<br>care<br>challenge<br>change<br>changes<br>control<br>egg<br>family<br>female<br>genitals<br>growing up<br>looking forward<br>male<br>mother<br>ovaries<br>ovum / ova<br>penis<br>personal hygiene<br>puberty<br>pubic hair<br>roles<br>scrotum<br>sperm<br>stereotypes<br>task<br>testicles<br>vagina<br>womb / uterus<br>worries | acceptance<br>anxious<br>belonging<br>care<br>characteristics<br>change<br>choices<br>circle<br>control<br>family<br>fallopian tube<br>hobbies<br>hormone<br>identity<br>inner circle<br>interests<br>love<br>looking forward<br>menstrual cup<br>menstrual cycle<br>menstrual pads<br>menstrual towel<br>menstruation<br>ovaries<br>panty liner<br>period pants<br>period products<br>periods<br>personality<br>proud<br>proportionate<br>puberty<br>reliable<br>seasons<br>skills<br>support<br>tampons<br>trusted adult<br>trustworthy<br>unique<br>values<br>vagina<br>vulva<br>womb | If you are teaching Jigsaw PSHE in England, please check your school's policy on teaching Sex Education before planning for and teaching Piece 4 (Year 5) and Piece 3 (Year 6) and to take into account the arrangements for any pupils whose parents have chosen to withdraw them from this lesson.<br>affirmation<br>anxious<br>aspects<br>authentic<br>body image<br>change<br>characteristics<br>cope<br>conception<br>contraception<br>consent<br>erection<br>edited<br>embryo<br>emotions<br>excitement<br>facial hair<br>fallopian tube<br>fear<br>fertilisation<br>fertility treatment (IVF)<br>filter<br>growth spurt<br>hormone<br>hope<br>hormones<br>influences<br>larynx<br>making love<br>manage<br>media<br>media influencer<br>menstrual cycle<br>menstrual pads<br>menstrual towels<br>menstruation<br>mental health/wellbeing<br>milestone<br>opportunities<br>oestrogen<br>ovary<br>ovaries<br>perception<br>perceptions | adolescent<br>assertive<br>attraction<br>baby<br>caesarean<br>celebrity<br>cervix<br>challenge<br>choice<br>contractions<br>consent<br>criticise<br>embryo<br>feelings/emotions<br>foetus<br>freedoms<br>identity<br>independence<br>journey<br>labour<br>looking forward<br>love<br>mental health<br>midwife<br>negative body-talk<br>opportunities<br>placenta<br>pregnancy<br>pressure<br>puberty<br>real self<br>relationship<br>relationships<br>responsibilities<br>secondary<br>self-esteem<br>self-image<br>sexting<br>transition<br>umbilical cord<br>values<br>worries |

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