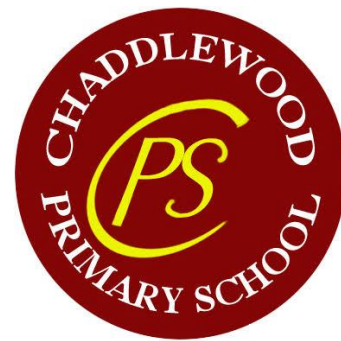


Relationships and sex education policy

Westcountry Schools Trust

Chaddlewood Primary School



Approved by:	WCC 6	Date: 20 July 2026
Last reviewed on:	20 July 2026	
Next review due by:	July 2027	

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development	3
4. Definition	3
5. Curriculum	3
6. Delivery of RSE	4
7. Use of external organisations and materials	5
8. Roles and responsibilities	6
9. Parents' right to withdraw	6
10. Training	7
11. Monitoring arrangements	7
Appendix 1: Curriculum map	8
Appendix 2: By the end of primary school pupils should know	35
Appendix 3: Parent/carers form requesting their child's withdrawal from sex education within RSE	38

This policy sets out our approach to relationships and sex education (RSE) across Westcountry Schools Trust. Appendix 1 has been adapted to reflect the circumstances in Chaddlewood Primary School.

1. Aims

The aims of relationships and sex education (RSE) in our trust are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and to cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a trust of primary and secondary academies, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, schools are required, under section 403 of the Education Act 1996, to have regard to guidance issued by the Secretary of State; this statutory duty is reinforced through funding agreements.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Chaddlewood Primary School, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). This legislation also requires us to provide RSE to all pupils at our secondary academies.

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science. This would include the elements of sex education contained in the science curriculum at primary level.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Chaddlewood Primary School, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff across the school were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – members of the Chaddlewood Parent Forum were invited to review the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with WeST Community Council 6 for ratification.

4. Definition

For the purpose of this policy:

RSE is about the emotional, social and cultural development of pupils. At Chaddlewood, we use the Jigsaw Personal, Social and Health Education (PSHE) programme, which includes RSE units on Relationships and Changing Me.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, Teachers will respond to pupils' questions in an appropriate and age-appropriate manner to ensure pupils are accurately informed, thereby mitigating the risk of pupils seeking answers online and being exposed to harmful, misleading or inaccurate content.

For more information about our curriculum, see our Jigsaw curriculum map.

6. Delivery of RSE

Relationship and Sex Education:

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The trust will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

At Chaddlewood Primary School, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Throughout each year group we will use material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the ages of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

For more information about our RSE curriculum, see Appendices 1 and 2.

6.1 Inclusivity

Our schools will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

They will also:

- Make sure that pupils learn about these topics in an environment that is appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

Our school will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

In our school, we will make sure that any materials used are accurate, appropriate and unbiased and in line with our legal duties around political impartiality.

Our schools **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)

- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)

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8. Roles and responsibilities

8.1 The headteacher and Designated Safeguarding Lead

The headteacher is responsible for overseeing implementation of this policy and, with the RSE lead, ensuring that RSE is taught consistently across the school. The headteacher is also responsible for managing requests to withdraw pupils from components of RSE (see section 9).

8.2 The RSE lead

The RSE lead, overseen by the headteacher, is responsible for implementing this policy and ensuring that RSE is taught consistently across the school.

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

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

8.4 Local governing bodies

The board of WeST Community Councils (WCCs) will approve the RSE policy, and hold the headteacher to account for its implementation.

8.5 Pupils

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

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored at school level by Yasmin Atkinson, Headteacher with support from Lauren Partridge, Lead Practitioner for PSHE, through the following mechanisms:

- Learning walks//drop in
- Book/work scrutinises
- Monitoring visits

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Yasmin Atkinson, Headteacher, annually. At every review, the policy will be approved by WCC6.

Appendix 1: Curriculum map

Relationships and sex education curriculum map



December 2025

Relationships Puzzle Map - Ages 5-6

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

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December 2025

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



Relationships Puzzle Map – Ages 6-7

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



December 2025

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



Relationships Puzzle Map – Ages 7-8

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Family Roles and Responsibilities	FPWCFM: 1, 2, 3, 4 RKR: 1, 10, 11 BS: 7	GW: 3	-Enhanced content - emphasising that love, care and support in families (and all relationships) can be provided by anyone regardless of sex/gender	This lesson explores gender stereotypes in careers and family responsibilities. Children examine whether certain jobs or household tasks are more suitable for males or females, challenging traditional assumptions. They question whether conventional distribution of roles is necessary or simply based on tradition and habit. The lesson introduces the concept of stereotypes and how these can lead to unfair judgements. Children reflect on their own family members' responsibilities and consider fairness in role distribution.	Male Female Sex (male and female) Unisex Role Job Responsibilities Differences Respect Stereotype Careers	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	I can describe how taking some responsibility in my family makes me feel
2. Friendship	CF: 1, 2, 3, 4, 5, 6, 7 RKR: 1, 2, 3, 4, 6, 7 OSA: 1 BS: 1	GW: 3, 4, 5, 6,	-Enhanced content normalising loneliness -Explicit emphasis on courtesy and manners, both in-person and online -Acknowledgement of online friendship challenges	Children develop practical friendship skills including taking turns, listening and showing good manners both in person and online. Using the 'Solve it together' technique, they learn how to work through friendship conflicts and disagreements to find win-win solutions where everyone feels heard and respected. The lesson acknowledges that feeling lonely or left out happens to most people at some point, encouraging children to talk about these feelings with someone they trust.	Conflict Solution Problem solving Friendship Win-win	I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener	I know how to negotiate in conflict situations to try to find a win-win solution
3. Thinking Critically (online safety)	RKR: 9,11 OSA: 1,2, 3, 4, 6 BS: 1, 2, 4, 6	GW: 3, 4, 9 WO: 1, 2, 5, 6, 7, 8, 9, 10, 11	-New title and change in focus. -Enhanced social media age limits and UK laws protecting children online -Explicit teaching on privacy, location settings, and personal information protection -Strengthened guidance on inappropriate content and where to get help, including Safety STAR -More interactive, discussion-based approach	Children develop critical thinking about online safety by investigating a fake gaming app, learning that things online aren't always as they seem. They explore UK laws requiring users to be 13+ for social media, discussing the protections these provide around inappropriate content, stranger danger, privacy and financial pressures from in-app purchases. Understanding what counts as personal information, children practise responding to worrying online scenarios using the Safety STAR framework (Stop, Think, Assess, React) and identify trusted adults they can turn to for help.	Safe/Unsafe Risky Internet Social media Gaming/Apps Age limit Privacy Personal information Location settings Trusted adult In-app purchases	I know and can use some strategies for keeping myself safe online	I know who to ask for help if I am worried or concerned about anything online



December 2025

4. Global Connections and Thinking Critically	RKR: 5, 8, 10 OSA: 2	GW: 4, 5 WO: 7, 9	-New title, learning intentions and change in focus. -Added media literacy content exploring how we learn about other countries and places through various sources -Introduced critical thinking about photos, information and stereotypes -Reflection on different cultures helps and own	This lesson explores global interconnectedness through trade, examining where everyday items come from and the people who produce them. Children learn we depend on workers around the world, just as they depend on us. The lesson introduces media literacy by discussing how we learn about other countries through photos, videos, and news. Children practice critical thinking, recognizing that images show only one moment of someone's life and can lead to stereotypes. Building on Piece 1's work on gender stereotypes, children understand we can form stereotypes about countries and cultures too and learn to question what images show and what they don't show.	Global Interconnected Trade Inequality Media Stereotype Culture Information/Photos	I understand how people around the world help and influence my life and that media doesn't always show complete information	I can appreciate different cultures, and question stereotypes I might see in photos or information
5. Being a Global Citizen	FPWCFM: 3 CF: 3 RKR: 4, 5, 8, 11 BS: 6, 7	GW: 1, 4, 6, 9	-New learning intentions -Added content on wellbeing and the importance of feeling safe -Normalising feelings of loneliness, worry and sadness -Emphasised talking about feelings as healthy and important -Strengthened persistent help-seeking and identifying trusted adults for support -Linked self-respect to asking for help and valuing our own wellbeing	This lesson explores the UN Convention on the Rights of the Child, understanding that all children worldwide share fundamental rights including food, shelter, education, safety and love. Children learn about wellbeing - physical, emotional and social - and that feeling safe is important. Through examining scenarios of children facing various challenges, children develop empathy while learning that feelings like loneliness, worry and sadness are normal for everyone. The lesson emphasises that talking about feelings is healthy, asking for help shows strength, and if the first person can't help, keep asking until someone does.	Needs Wants Rights Deprivation United Nations Equality Justice Wellbeing Feelings/Emotions Support	I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes	I can empathise with children whose lives are different to mine and know who I can talk to when I need help
6. Celebrating My Web of Relationships Puzzle Outcome: Appreciation Streamers	FPWCFM: 1, 2, 3, 4 CF: 1, 2, 4, 5 RKR: 1, 3, 5, 6, 7, 8 OSA: 1 BS: 1	GW: 1, 2, 3, 4	-Added content on courtesy and manners across contexts (face-to-face and online) -Reinforced respecting differences and challenging stereotypes, -Emphasised speaking positively about others as foundation for good relationships	This celebration lesson reviews learning from the Relationships Puzzle through appreciation and reflection. Children practise giving and receiving compliments, reinforcing positive relationship skills. They explore how to show respect in all relationships - understanding that kindness and good manners matter both face-to-face and online, that different cultures and lives are all valuable and we can challenge stereotypes, and that speaking positively about others helps build strong relationships. Children reflect on their learning about friends, family, online communities, people around the world, and those facing challenges. They create appreciation streamers for a friend, a family member, and a child they respect, articulating why each person is special.	Happiness Celebrating Relationships Friendship Family Stereotype Appreciation Respect Manners	I know how to express my appreciation to my friends and family	I enjoy being part of a family and friendship groups



Relationships Puzzle Map – Ages 8-9

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



December 2025

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



Relationships Puzzle Map - Ages 9-10

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



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



Relationships Puzzle Map – Ages 10-11

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. What is Mental Health	CF: 2, 3 RKR: 5, 8, 11 BS: 7	GW: 2, 3, 4, 5, 6, 10 HP: 1, 3	-Added content on isolation and loneliness as mental health challenges -Early warning signs children can recognise in themselves -Benefits of seeking support -Enhanced situation cards to include isolation, loneliness and help-seeking	Children learn what mental health means and that it exists on a continuum from feeling mentally well to experiencing mental health problems. They explore how life's challenges (including loneliness) need to be balanced by supports to maintain wellbeing. Early warning signs such as changes in sleep, appetite, mood and social engagement are introduced helping children recognise when we might need support. The 'Elf' game helps children understand stigma and why people sometimes hide difficulties. Children learn that mental health difficulties are nothing to be ashamed of and that seeking help from trusted adults is a sign of strength.	Mental health Ashamed Stigma Stress Anxiety Support Isolation Loneliness Early warning signs	I know that it is important to take care of my mental health	I can understand that people can get problems with their mental health and that it is nothing to be ashamed of
2. My Mental Health	FPWCFM: 2, 6 CF: 3, 4 RKR: 1, 8, 11 BS: 2, 6, 7	GW: 1, 2, 3, 4, 5, 6, 8, 9, 10 WO: 2, 3, 11 PHF: 4 HE: 1 HP: 1	-New scenario addressing changes in self-care, hygiene and basic needs as warning signs -Enhanced strategies to include seeking help for others, not just ourselves -Reinforced that children cannot solve friends' big problems alone - adult support is essential	Children learn about the thought-feelings-actions cycle, understanding how negative thoughts can spiral and tip mental health out of balance. They explore how thoughts influence feelings, which affect actions, which then reinforce the original thoughts. Through scenarios, children identify warning signs including changes in behaviour, sleep, eating, mood, social withdrawal and self-care. The lesson emphasises that whilst some stress and anxiety are normal, recognising signs early enables action through strategies to break negative cycles. Children learn the importance of seeking support for themselves and friends, understanding that telling a trusted adult about concerns is being a good friend not breaking trust, and that children should never try to manage big worries alone.	Mental health Worried Signs Stress Anxiety Warning Support Self-care	I know how to take care of my mental health	I can help myself and other when worried about a mental health problem
3. Love and Loss	FPWCFM: 1, 2 CF: 1, 3 RKR: 11 BS: 7	GW: 3, 4, 5, 8, 9, 10	-Emphasis on seeking early, proportionate support throughout grief process -Enhanced scenario work to consider when and what type of support helps at different grief stages -Reinforcement that seeking support for self and others during loss is important	In this sensitive lesson, children explore different types of loss and change, understanding that grief is one of the biggest challenges to mental health balance. They revisit the stages of grief (shock, denial, anger, guilt, despair and acceptance) taught in earlier year groups, recognising that everyone experiences these differently and at their own pace. Through scenarios, children consider how seeking appropriate, proportionate support early helps people move through grief more healthily, and that different types of support may be needed at different stages. The lesson emphasises that talking about feelings and memories makes the process less isolating, that it's important to check in with people over time not just immediately after loss, and helps maintain mental health during difficult times.	Emotions Feelings Sadness Loss Grief Denial Despair Guilt Shock Anger Acceptance Support	I understand there are different stages of grief and that there are different types of loss that cause people to grieve	I can recognise when I am feeling those emotions and have strategies to manage them



4. Power and Control	CF: 2, 4, 6, 7 RKR: 1, 2, 3, 4, 5, 6, 7, 8, 9 OSA: 1, 2, 5, 6 BS: 1, 4, 5, 6, 7	GW: 3, 4, 5, 7, 9 WO: 5, 7, 9, 11	-Focus on assertive communication -Sentence stem cards providing children with polite but firm language for standing up for themselves -Emphasis that courtesy and good manners make assertive responses more effective -Seeking adult when situations feel too big or unsafe	Children explore power and control, recognising when these are exercised legitimately versus when someone inappropriately tries to gain power over others. In Connect Us, children experience what it feels like to have no control and to be the person with power. They examine newspaper headlines showing different situations and layers of power, understanding that people might seek control for various reasons including unhappiness, low self-esteem or compensation, and that this might be deliberate or unconscious. Children practise assertive responses that are both firm and courteous, learning that standing up for yourself this way is often more effective than aggressive responses.	Power Control Authority Bullying Assertive Strategies Courtesy Respect	I can recognise when people are trying to gain power or control	I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control
5. Being Online: Real or Fake? Safe or Unsafe?	FPWCFM: 2 CF: 7 RKR: 2, 3, 4, 5, 8, 11 OSA: 1, 2, 3, 4, 5, 6 BS: 1, 2, 4, 5, 6, 7	GW: 5, 7, 9 WO: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11	-Social media awareness and AI content. -Streamlined SMARTT rules including digital rights and enhanced "Tell" section -Updated Online Safety Act content reflecting current legislation -Added risks of sharing/circulating inappropriate materials -Enhanced focus on seeking help with online concerns for self and friends	Children develop skills in judging online safety and resisting pressure in digital spaces, understanding why age restrictions (13+) and the Online Safety Act exist to protect them. Through activities comparing drawings to AI-generated images, they build critical thinking to distinguish real from fake content, recognising that AI technology can create realistic-looking images, videos and audio of things that never happened. They explore risks of fake content including online hoaxes, false information and content designed to frighten. Using SMARTT rules and realistic scenarios, children identify when content shouldn't be shared, recognise when online experiences cause isolation or worry, and learn to support friends by seeking adult help.	Risks Pressure Influences Self-control Real/Fake True/untrue AI (Artificial Intelligence) Age restrictions Digital rights	I can judge whether something online is safe and helpful to me	I can resist pressure to do something online that might hurt myself or others
6. Using Technology Responsibly Puzzle outcome: Internet Safety Presentation	FPWCFM: 2 RKR: 2, 3, 4, 5 OSA: 1, 2, 3, 4, 5, 6 BS: 1, 2, 4, 5, 6, 7	GW: 5, 7, 9 WO: 1, 2, 3, 4, 5, 7, 9, 10, 11	AI prevalence in daily life Integrated content on how search engines and AI select and target information Added focus on children's digital rights: personal data, privacy and consent Enhanced assessment prompts to check understanding of AI influence, information targeting and responsible technology use	In this consolidation lesson, children create presentations for parents and carers about using technology and AI responsibly, demonstrating their understanding from the entire Relationships unit. After revising SMARTT rules, they explore how prevalent AI has become in daily life through Jigsaw Gem's typical week, contrasting current technology with what existed when adults were young. Working in groups, children plan presentations covering how AI influences online experiences and information selection, children's digital rights regarding personal data and privacy, strategies for identifying fake and AI-generated content, and when to seek support. The lesson emphasises intergenerational collaboration where families learn together rather than children simply teaching adults, opening conversations where everyone's knowledge contributes.	Communication Technology Safety AI (Artificial Intelligence) Digital rights Personal data Privacy Consent Information selection Targeting	I can use technology positively and safely to communicate with my friends and family	I can take responsibility for my own safety and well-being



April 2026

Changing Me Puzzle Map - Ages 5-6

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Life cycles		GW: 8 DB: 1	No changes for 2026	This lesson introduces children to the concept of life cycles, helping them understand how all living things grow and change from birth to adulthood. Through exploring animal life cycles, particularly the transformation from frogspawn to frog, and examining human growth from baby to adult, children begin to see change as a natural, predictable and positive process. By sequencing lifecycle cards and discussing how everyone develops at their own pace, children build a foundation for understanding that change is normal and can be viewed positively. This learning supports children in developing confidence when facing changes in their own lives.	Changes Life cycle Baby Adulthood Growth Change	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK
2. Changing Me	FPWCFM: 1, 2. 4	DB: 1	-Added emphasis on families being an important source of support as children learn and grow	Children explore how they have changed and grown since they were babies, recognising both physical and developmental changes. They consider what they can do now that they couldn't do as a baby or toddler, understanding that everyone changes at their own pace. Through examining life cycles of different living things, children see that all living things change as they grow. The lesson emphasises that change is a natural and positive part of life, whilst also recognising that some things about us stay the same, and that families play an important role in supporting our learning and growth.	Change Life cycle Baby Adult Grown up	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not
3. My Changing Body		GW: 8 DB: 1	No changes for 2026	Using baby photographs, children identify physical and developmental changes that have occurred as they've grown. They categorise changes into body changes (such as getting taller or stronger) and other changes (such as new abilities and developing personality). The lesson reinforces that growing and changing is a natural part of life, and that whilst we all change, we remain ourselves. Children learn that everyone grows at different rates, and that this variation is normal and positive. They consider both visible changes they can see and the less obvious ways they've developed since they were babies.	Baby Growing up Adult Change	I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates



4. Boys' and Girls' Bodies	RKR: 11 BS: 1, 2, 3, 6, 7	GW: 4, 5 DB: 1, 2	-Have removed vagina from vocabulary as this is not an external body part. -Enhanced teacher notes about which words schools should include and clarified explanation about testicles diagram colours to emphasise that private parts match overall skin tone	Children learn the correct anatomical names for external private body parts: penis, testicles, vulva and anus. Through visual resources showing different skin tones, they understand that private parts reflect the same skin tone as the rest of the body. The lesson establishes that private parts are special and belong to them, and that nobody has the right to touch them or do anything that makes them feel hurt, uncomfortable or scared. Children learn when and how to talk about their bodies with trusted adults, understanding that whilst we might feel embarrassed discussing these topics, it's always right to ask questions or share concerns. They sort body parts as male, female or both, reinforcing appropriate use of anatomical terminology alongside an understanding that families may use different names at home.	Male Female Penis Testicles Vulva Anus	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus	I respect my body and understand which parts are private
5. Learning and Growing Puzzle Outcome: Piece 5 Flowers	RKR: 8	GW: 3, 4, 5, 8 DB: 1	-Added additional discussion question exploring the range of feelings associated with change to deepen emotional awareness.	Through the metaphor of a growing flower adding petals, children discover that every time they learn something new, they change and grow a little bit. They reflect on skills they've developed since babyhood, understanding that learning continues throughout life. The lesson introduces vocabulary for feelings associated with growth and change: excited, proud, worried, happy, nervous and curious. Children recognise that it's natural to have mixed emotions about growing up and that all these feelings are acceptable. They create their own growth flowers, identifying things they've learned and using colours to express their feelings about growing up, reinforcing that both positive and uncertain feelings are a normal part of development.	Learn New Grow Change Excited Proud Worried Happy Nervous Curious	I understand that every time I learn something new, I change a little bit	I enjoy learning new things
6. Coping with Changes Assessment Opportunity	RKR: 8 BS: 7	GW: 3, 4, 5, 8, 9 DB: 1	-Added question about what other feelings Jack may have felt during the story to deepen emotional understanding and discussion	Children reflect on changes they have experienced in their own lives, exploring the range of feelings that changes can bring, including excitement, worry and anxiety. Through a story about feelings surrounding end-of-year transitions, they learn that it's perfectly normal to feel uncertain about changes and that everyone experiences these feelings. The lesson focuses on developing coping strategies for managing feelings during times of change, such as talking to trusted adults, expressing worries and looking for positive aspects of new situations. Children understand that whilst some changes feel better than others, change itself is a natural part of life, and that friends and special people remain in our hearts and memories even when circumstances change.	Change Feelings Anxious Worried Excited Coping	I can tell you about changes that have happened in my life	I know some ways to cope with changes



April 2026

Changing Me Puzzle Map - Ages 6-7

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Life Cycles in Nature		GW: 4, 8 DB: 1	No changes for 2026	Children explore life cycles in nature, observing how living things grow and change from infancy to adulthood in predictable patterns. Through examining seasonal changes and various animal and plant life cycles, they begin to understand that some changes happen around us and to us that are outside our control. The lesson helps children identify and express their feelings about changes they cannot control, such as seasons changing and their own bodies growing. By recognising that change is a natural part of life cycles, children develop a more positive understanding of inevitable changes, supporting them to feel more confident when facing changes in their own lives.	Change Grow Life cycle Control Baby Adult Fully grown	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this
2. Growing from Young to Old	FPWCFM: 1, 2, 3 RKR: 8, 10	GW: 3, 4, 5, 8, DB: 1	No changes for 2026	Children examine the human life cycle from infancy to old age, understanding that growing older is a natural process outside our control. They identify physical changes that occur as people age, whilst also recognising positive changes such as developing wisdom and kindness. Through sharing photographs of older relatives, children identify and celebrate qualities they respect in older people, challenging stereotypes about aging and connecting their learning about natural life cycles to the human aging process.	Growing up Old Older Young Elderly Change Respect Physical	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me
3. The Changing Me	RKR: 8	GW: 3, 4, 5, 8 DB: 1	-Added "control" to vocabulary -Added new content to support emotional literacy around growing up	Children map their position on the human life cycle continuum from baby through to adult, recognising physical and developmental changes that have occurred since birth. Through exploring objects associated with different life stages, they understand that growing up brings increased abilities, independence, freedom and responsibilities. Children create personal timelines identifying what they could do at different ages and what they will be able to do in the future. The lesson acknowledges that growing up naturally brings mixed emotions and that it's normal to feel excited, worried or nervous about changes. Children develop pride in their growing independence whilst understanding that the growing process happens naturally and is outside their control.	Baby Toddler Child Teenager Adult Independent Timeline Freedom Responsibilities Control	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent



April 2026

4. Boys' and Girls' Bodies	RKR: 8, 10, 11 BS: 2, 3, 7	GW: 4 HP: 5 DB: 2	-Updated learning intention -Updated explanation about testicles to clarify that different shading is just to show their position and that skin colour is consistent across the body -Enhanced content about keeping clean, and telling a trusted adult if anything feels sore or uncomfortable	Children learn the correct anatomical names for private body parts: penis, testicles, vulva, vagina and anus, understanding which parts of the body are private and why. The lesson challenges gender stereotypes by exploring assumptions about what boys and girls do, wear and enjoy, establishing that whilst private body parts differentiate males from females, many perceived differences are simply personal preferences rather than determined by being a boy or girl. Children understand that private parts are special and belong to them, that they should tell a trusted adult if any part of their body feels sore or uncomfortable, and that good hygiene includes washing all parts of the body. The lesson celebrates individuality and helps children appreciate who they are regardless of gender.	Male Female Penis Testicles Vulva Vagina Anus Public Private	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private	I can describe what I enjoy about being a boy or girl whilst understanding we are all different
5. Assertiveness	FPWCFM: 1, 6 CF: 6, 7 RKR: 2, 3, 4, 5, 6, 8, 11 BS: 1, 2, 3, 4, 5, 6, 7	GW: 3, 4, 5, 9 DB: 2	- Added new content on assertiveness, with key phrases and body language for saying no clearly and confidently -Added emphasis on having more than one trusted adult, and to keep telling until someone helps	Building on prior learning in Relationships Puzzle about touch, this piece focuses on assertiveness, what it means and how to use it. Children explore concept through a 'feely bag' activity before learning key assertive phrases such as 'No, I don't like that' and 'Please stop', and then practise these with assertive body language. The lesson emphasises that saying no is always acceptable, even to kind or affectionate touch, and that if someone doesn't stop, children should tell a trusted adult — and keep telling until they feel safe.	Touch Texture Hug Like Dislike Comfortable Uncomfortable Assertive	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help
6. Looking Ahead Assessment Opportunity	RKR: 8 BS: 6, 7	GW: 3, 4, 5, 8, 9 DB: 1	-Added more on who to talk to if feeling worried about changes, emphasising they can always talk to another trusted adult if the first person is busy -Added reinforcement that it's natural to feel several emotions at once about moving classes and that trusted adults are available for support	Children consolidate their learning about growing up and change by looking ahead to moving to their next class. They identify what they're looking forward to about the transition whilst acknowledging that it's natural to feel a mixture of emotions including excitement, nervousness and anxiety at the same time. The lesson reinforces that everyone feels differently about changes and that it's important to talk to trusted adults when feeling worried. Children reflect on their learning throughout the unit, celebrating their understanding of how bodies grow and change, and develop confidence in knowing they can seek support during times of transition. The lesson emphasises that being different from others is positive and that mixed feelings about change are completely normal.	Change Looking forward Excited Nervous Anxious Cope	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this



April 2026

Changing Me Puzzle Map - Ages 7-8

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary		PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing						
1. How Babies Grow	FPWCFM: 1, 2, 3, 4	GW: 3, 4 DB: 1	-Added teaching about different family types and what matters is babies having adults who love and care for them	This lesson explores changes from birth to adulthood in animals and humans, establishing that in mammals it is the female who has the baby. Children examine baby animal pictures and discuss emotional responses, then identify what babies cannot do for themselves and why parents provide devoted care. The lesson acknowledges diverse family structures, emphasising that whilst females give birth, males often play important caring roles, and what matters most is that babies have adults who love and care for them regardless of family composition.	Male Female Changes Birth Animals Babies Mother Growing up Family Care		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	I can express how I feel when I see babies or baby animals
2. Outside Body Changes	RKR: 8 BS: 2, 3, 6, 7	GW: 3, 4, 5, 8 DB: 1, 2	-Updated and moved from Piece 3 -Extended charter with additional rules -Added emotion vocabulary list -Extended content on seeking support	This lesson introduces puberty as the gradual collection of changes transforming children's bodies into adult bodies, focusing on external physical changes. Children explore which changes they can and cannot control, understanding that physical puberty changes occur naturally at different times and paces for each person. Through body outline activities, children identify which physical changes apply to girls, boys, or both, learning vocabulary for body parts and discussing their feelings about growing up.	Main Vocabulary Change Puberty Control Breasts Pubic hair Penis Testicles	Emotion Vocabulary Excited Nervous Curious Unsure Frightened Anxious	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process	I recognise how I feel about these changes happening to me and know how to cope with those feelings
3. Inside Body Changes	BS: 2, 3, 6, 7	GW: 3, 4, 8, 9 DB: 1, 2	-Updated and moved from Piece 4 -Vocabulary split into two lists (main and emotion) -Added: Scrotum -New slides 16-20 with updated male/female reproductive system graphics -Updated slide images.	This lesson explores internal reproductive changes during puberty, explaining how boys' and girls' bodies prepare for making babies when grown up. Children learn about the male reproductive system including penis, testicles, scrotum and sperm production, and the female reproductive system including ovaries, eggs, womb and vagina. The lesson emphasises that puberty starts between ages 8-15, usually earlier for girls, and that everyone experiences it differently. Children express feelings about these changes and understand that trusted adults can provide support and advice as they've been through puberty themselves.	Main Vocabulary Puberty Male Female Testicles Scrotum Sperm Penis Ovaries Egg Ovum/Ova Womb/Uterus Vagina	Emotion Vocabulary Excited Nervous Curious Unsure Frightened Anxious	I 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	Recognise how I feel about these changes happening to me and know how to cope with these feelings



April 2026

4. Keeping Ourselves Clean	BS: 2, 3, 6, 7	GW: 2, 3, 4, 9 HP: 4, 5 DB: 1, 2	New lesson for 2026 Previous lesson 'Babies' removed	Children learn about personal hygiene and why keeping clean becomes increasingly important as bodies change during puberty. Through exploring how bacteria and germs spread, they understand the importance of regular handwashing and maintaining cleanliness. The lesson explains that bacteria naturally live on our skin and that warm, damp areas like armpits and genitals can develop body odour during puberty when bacteria mix with increased sweat. Children identify practical ways to maintain good hygiene including regular bathing or showering, brushing teeth, washing hands, cleaning hair, and changing underwear and clothes. The lesson normalises physical changes during puberty and reassures children that questions about growing up are natural, encouraging them to speak with trusted adults for support.	Change Puberty Personal hygiene Genitals Unwell Infections	I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy I know some simple ways of keeping clean which can keep me healthy and protect me from some infections	I have started to think about the ways to keep my body clean as I grow up and how I feel about this
5. Family Stereotypes	FPWCFM: 1, 2, 3, 4, 6 RKR: 1, 3, 5, 6, 10	GW: 3, 4, 5, 9	-Significant changes to content -New focus on why families do caring tasks and characteristics of caring families -New activities	This lesson helps children recognise and challenge stereotypical ideas about parenting and family roles. Children explore household tasks and question assumptions about who typically does what, learning that any family member can take on any role. The lesson introduces stereotypes and emphasises that families show care through different tasks and behaviours. Children analyse family scenarios to identify caring and supportive behaviours whilst challenging stereotypical ideas, understanding that what matters most is how families support and look after each other.	Stereotypes Task Roles Challenge	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
6. Looking Ahead Assessment Opportunity Puzzle Outcome: Ribbon Mobiles	FPWCFM: 1, 2 RKR: 1, 3, 8, 10	GW: 2, 3, 4, 8, 9 HP: 5 DB: 1	-Updated ribbon topics and assessment questions to include: personal hygiene, caring families/challenging stereotypes -New optional ribbon template resource	This final lesson helps children reflect on their learning throughout the Changing Me Puzzle whilst preparing for transition to their next class. Children identify what they're looking forward to about the next school year and consider changes they'd like to make for themselves. Through creating ribbon mobiles, children consolidate their understanding of topics covered including body changes during puberty, personal hygiene, caring families and challenging stereotypes. The activity encourages reflection on both exciting and worrying aspects of growing up whilst identifying strategies to manage concerns and trusted adults who can provide support.	Change Looking forward Worries	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make next year and know how to go about this



Changing Me Puzzle Map – Ages 8-9

Note: Sex Education has been removed from this age group

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Unique Me	FPWCFM: 1, 3 RKR: 8	GW: 1 DB: 1	-New lesson and learning intentions (same title) -Completely restructured from genetics/conception focus to identity and personal development -New vocabulary focused on identity development rather than biological inheritance	Children explore what makes each person unique, beginning with the concept that no two fingerprints are identical. They learn that identity is shaped by multiple factors: characteristics inherited or learned from families (such as physical traits, languages, cultural traditions and values), personal choices (hobbies, interests and activities), skills developed through practice, and experiences throughout life. The lesson emphasises that whilst we inherit and learn some aspects of who we are from our families, we also have increasing power to make choices that shape our developing identity. Children create visual representations of their own identity, celebrating what makes them unique whilst recognising the positive influences of both family and personal choices in becoming who they are.	Identity Choices Hobbies Interests Skills Self-respect Proud Values Unique Characteristics Personality	I understand that lots of things make up a person's identity and this is what makes them unique	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
2 Puberty and Menstruation	BS: 2, 3, 7	GW: 3, 4, 9 DB: 1, 2, 3	-Lesson moved from P3 and updated -Lesson on having a baby removed -Extended Jigsaw charter for puberty lessons -Renamed lesson from "Puberty for Girls" to "Puberty and Menstruation" -Added charter extension slides -Updated vocabulary -Added teaching about period discomfort being normal but shouldn't prevent activities, and when to see a doctor	Children learn how the female body changes internally during puberty to enable reproduction, understanding that menstruation is a natural monthly process. They explore the menstrual cycle, learning about ovaries, eggs, the womb lining and how this results in a period. The lesson introduces different period products including menstrual towels, tampons, period pants and menstrual cups, explaining their purpose and use. Children understand that whilst periods are a normal part of puberty, the age when they begin varies and some discomfort is natural, though significant pain should be discussed with a doctor. The lesson emphasises that talking to trusted adults about puberty-related worries is important and provides strategies for managing both physical and emotional changes during this time.	Puberty Menstruation Menstrual Cycle Periods Menstrual Cup Sanitary towel (menstrual towel, panty liner, period pad) Period Pants Fallopian Tube Period Product Tampons Vagina Vulva Ovaries Hormone Womb	I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this	I have strategies to help me cope with the physical and emotional changes I will experience during puberty



April 2026

3. Being Part of a Family	FPWCFM: 3, 4 RKR: 11 BS: 2, 3, 4, 7	GW: 1, 3, 4, 8, 9 DB: 1, 3	New lesson for 2026	Children explore the diverse nature of families, understanding that families come in many different forms and that what matters most is love, care and support. They learn about the concept of an 'inner circle' - the trusted people they can turn to when they need help or want to share achievements. The lesson emphasises that whilst family members often form part of this inner circle, trusted adults can include teachers, carers or other supportive figures. Children identify sources of support for questions and anxieties about puberty, understanding that feeling anxious about growing up is normal. The lesson reinforces that their bodies belong to them and that trusted adults are there to help them understand changes and stay safe, with signposting to additional support services when needed.	Family Inner circle Belonging Support Trusted adult Puberty Periods Menstruation Anxiety Anxious Care Love Reassurance	I know there are many types of family and that often our family members form part of our inner circle I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty	I know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me
4. Circles of Change Puzzle Outcome: Circles of Change	FPWCFM: 1, 2, 3, 4, 5, 6 RKR: 1, 3, 5, 6	GW: 3, 4, 5, 8, 9	-Developed content on diverse families based on love and care -Expanded story reflection questions focusing on emotions, respect, and seeking support -Added content on asking for help from trusted adults	Children learn about the Circle of Change model - a framework for managing change through five stages: thinking about it, deciding, preparing, taking action and keeping it going. Through exploring seasonal changes and a story about family change, they understand that whilst some changes are outside our control, having a structured approach helps us manage change more effectively. Children distinguish between changes they can and cannot control, recognising that preparation, talking to trusted people and taking things step-by-step makes change feel less overwhelming. They apply the Circle of Change model to plan a positive change they want to make in their own lives, developing confidence in their ability to navigate change successfully.	Circle Seasons Change Control	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me
5. Accepting Change	RKR: 11 OSA: 2, 6	GW: 3, 4, 5, 8, 9 WO: 7	-Significantly expanded main activity with detailed modelling approach and scaffolded reflection questions -Added where to access support for difficult changes and how to identify reliable versus unreliable online information	Children explore changes outside their control, examining both environmental changes and personal life changes. They understand that whilst humans can influence but not completely control nature and life circumstances, we can control how we respond. Children reflect on past changes, examining how their feelings evolved and what helped them cope. The lesson emphasises accepting unavoidable changes whilst recognising which aspects remain within our control. The lesson reinforces turning to their inner circle and trusted adults during challenging changes and considers how to distinguish between reliable and unreliable sources of support online.	Control Change Acceptance Reliable Unreliable Trustworthy Support Inner circle Trusted adult <i>Range of emotions on emotion resources</i>	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively



April 2026

6. Looking Ahead Assessment Opportunity	FPWCFM: 1, 2 RKR: 5, 6, 11 BS: 7	GW: 3, 4, 5, 8, 9 DB: 1	-Added content on proportionate feelings and when to seek additional support	Children consolidate their learning about growing up and change by looking ahead to their next school year. They identify upcoming changes - both those they can control and those they cannot - and use the Circle of Change model to plan how to manage or achieve these changes. The lesson reinforces sources of support including their inner circle, trusted adults and reliable information sources. Children learn to recognise when feelings about change are proportionate (normal worry that doesn't stop daily activities) versus when they might need extra support from trusted adults. The lesson emphasises that asking for help is a strength and that it's important to talk about feelings rather than keeping worries to themselves, celebrating their developing confidence in navigating change.	Change Looking forward Characteristics Puberty Support Inner circle Trusted adult Proportionate	I can identify what I am looking forward to when I move to a new class.	I can reflect on the changes I would like to make next year and describe how to go about this
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Changing Me Puzzle Map - Ages 9-10

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



April 2026

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



April 2026

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



April 2026

Changing Me Puzzle Map - Ages 10-11

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



April 2026

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



April 2026

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

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in school or in the wider world, sometimes look different from their own, but that they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online including how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources

Appendix 3: Parent/carers form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carers signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	