

TGMS PSHE (Jigsaw) PROGRESSION OF KNOWLEDGE & SKILLS

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

INTENT: *Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation.*

IMPLEMENTATION: *Jigsaw 3-11 offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.*

IMPACT: *This can be established through assessment identified in the key learning.*

Being Me in My World Puzzle – Autumn 1

About this Puzzle

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

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

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

Wider curriculum and enrichment

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

Jigsaw+ and further resources

- Mapping overviews for [British Values](#) and [UNCRC](#) content
- Articles mapping non-statutory Citizenship Guidance and financial education to Jigsaw PSHE
- Additional teaching materials in [the Citizenship area](#) of Jigsaw+, including Democracy assemblies and whole-school focus ideas
- [Belonging content](#) and [Pupil Voice](#) materials in Jigsaw+

- [Additional lesson](#) on Fireworks in Jigsaw+
- Assemblies on Fireworks and Vaccinations coming Summer 2026
- Puzzle-specific [weekly assemblies](#) available in Whole School Resources

Statutory mapping

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

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

Puzzle overview	Year 3	Year 4	Year 5	Year 6
Being Me in My World	In this Puzzle, children reflect on their worth and achievements, set personal goals, and learn how to make others feel welcome. They explore emotions linked to worries and fears and think about what helps a school feel safe and supportive. Children compare nightmare and dream schools, develop an understanding of rights and responsibilities, and consider how behaviour and choices affect others. They work together to create and follow their Learning Charter, focusing on teamwork, fairness and inclusion. By the end of the Puzzle, children recognise how their actions impact others, consider different viewpoints, and take responsibility for following the whole-school Learning Charter.	In this Puzzle, children explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others. They learn about roles in school and how to contribute to their community. Across the six Pieces, children explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas. They consider how rewards and consequences influence behaviour and practise empathy. By the end of the Puzzle, children understand how responsible choices and participation benefit their school community, with the Learning Charter as the shared outcome.	In this Puzzle, children look ahead to the year, setting personal goals and reflecting on what they value about their school community. They explore leadership, motivation and how to approach challenges positively. Across the six Pieces, children learn about rights and responsibilities as citizens and develop empathy for people whose lives are different from their own. They consider fairness, privilege and disadvantage, and how choices affect themselves and others. Children examine how rewards and consequences influence behaviour and work together to create and follow their Learning Charter, focusing on cooperation and having a voice. By the end of the Puzzle, children understand how democracy and shared expectations support a positive school community, with the whole-school Learning Charter as the shared outcome.	In this Puzzle, children reflect on the year ahead, identifying goals, worries and fears and exploring how to feel welcome and valued. Across the six Pieces, children explore what it means to be a global citizen, comparing wants and needs, learning about children's rights, and considering how their choices affect people locally and worldwide. Children then explore how rights, responsibilities, rewards and consequences connect to the Learning Charter, working collaboratively to agree shared expectations and safe behaviour. By the end of the Puzzle, children understand how democracy and modelling positive choices support a strong school community, with the whole-school Learning Charter as the shared outcome.

Taught knowledge	Knowledge - I recognise my worth and can identify positive things about myself and my achievements - I can set personal goals - I know how to use my Jigsaw Journal - I can face new challenges positively, make responsible choices and ask for help when I need it - I understand why rules are needed and how they relate to rights and responsibilities - I understand that my actions affect myself and others and I care about other people's feelings - I can make responsible choices and take action - I understand my actions affect others and try to see things from their points of view	Knowledge - I know my attitudes and actions make a difference to the class team - I know how to use my Jigsaw Journal - I understand who is in my school community, the roles they play, how I fit in and how I can contribute - I understand how democracy works through the School Council - I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them - I understand how groups come together to make decisions - I understand how democracy and having a voice benefits the school community	Knowledge - I can face new challenges positively and know how to set personal goals - I know how to use my Jigsaw Journal - I understand my rights and responsibilities as a citizen of my country - I understand my rights and responsibilities as a citizen of my country and as a member of my school - I can make choices about my own behaviour because I understand how rewards and consequences feel - I understand how an individual's behaviour can impact on a group - I understand how democracy and having a voice benefits the school community and know how to participate in this	Knowledge - I can identify my goals for this year, understand my fears and worries about the future and know how to express them - I know how to use my Jigsaw Journal - I know that there are universal rights for all children but for many children these rights are not met - I understand that my actions affect other people locally and globally - I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities - I understand how an individual's behaviour can impact on a group - I understand how democracy and having a voice benefits the school community
Social and Emotional skills	Social and Emotional Skills - I value myself and know how to make someone else feel welcome and valued - I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions - I know how to make others feel valued - I understand that my behaviour brings rewards/consequences - I can work cooperatively in a group - I am choosing to follow the Learning Charter	Social and Emotional Skills - I know how good it feels to be included in a group and understand how it feels to be excluded - I try to make people feel welcome and valued - I can take on a role in a group and contribute to the overall outcome - I can recognise my contribution to making a Learning Charter for the whole school - I understand how rewards and consequences motivate people's behaviour - I understand why our school community benefits from a Learning Charter and can help others to follow it	Social and Emotional Skills - I know what I value most about my school and can identify my hopes for this school year - I can empathise with people in this country whose lives are different to my own - I understand that my actions affect me and others - I can contribute to the group and understand how we can function best as a whole - I understand why our school community benefits from a Learning Charter and can help others to follow it	Social and Emotional Skills - I feel welcome and valued and know how to make others feel the same - I understand my own wants and needs and can compare these with children in different communities - I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them - I can contribute to the group and understand how we can function best as a whole - I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself

Vocabulary

Year group	Year 3 Consolidate EYFS & KS1	Year 4 Consolidate KS1 & Yr 3	Year 5 Consolidate KS1, Yrs 3 & 4	Year 6 Consolidate KS1 & KS2
Puzzle vocabulary	achievements actions acknowledge	authority charter choices	appreciation asylum challenge	behaviour choice choices

	affirm assertive behaviour belong challenge choices controlling courtesy consequences dream emotions exclude fairness feelings fears friendship group dynamics ideal school include kind learning learning charter loneliness lonely manners nightmare personal goal pleased praise pride proud responsibilities rewards rights self-respect solutions support team work valued view point welcome wellbeing worries	community conflict consequence contribution courtesy decisions democracy democratic excluded friend friendship healthy help included job description learning charter observer proud responsibility responsibilities respect rights role school self-respect solution team trusted adult un convention on rights of the child valued violence voting welcome wellbeing	choices citizen collaboration cooperation conflict consequences courtesy deprive denied education empathise goals hopes leadership learning charter manners migrant motivation opportunities participation persecution poverty prejudice privilege refugee responsibilities rewards rights self-respect vision wealth	collaboration community comparison consequences cooperation cocoa plantation cocoa pods courtesy decision democracy discernment education empathise empathy fears Ghana goals hazard/risk illegal lawful laws learning charter legal manners Maslow motivation needs obstacles opportunities participation proud report resilience responsibilities rewards rights trusted adult value welcome wants west Africa worries
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Celebrating Difference Puzzle – Autumn 2

About this Puzzle

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

Key evidence

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

Wider curriculum and enrichment

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

Jigsaw+ and further resources

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

Statutory mapping

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

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

Puzzle overview Celebrating Difference	Year 3	Year 4	Year 5	Year 6
	In this Puzzle, children explore different types of families and why they are important, learning how to manage disagreements calmly and solve problems together. They develop an understanding of what it means to be a witness to bullying and how their actions and words may help or harm others. Across the six Pieces, children practise using kind language, challenging stereotypes, and offering support to those who feel excluded. They learn how to give and receive compliments and reflect on how the words we choose affect feelings. By the end of the Puzzle, children create a shared Hall of Fame display using kite templates, celebrating difference and positive relationships.	In this Puzzle, children explore how first impressions and appearance can influence assumptions, learning to accept others for who they are and question their own judgements. They develop a deeper understanding of bullying, including the roles of bystanders and witnesses, and practice how to seek help and solve problems safely. Protected characteristics are introduced including age, disability, race and sex. Across the six Pieces, children reflect on what makes them special and unique, learn to value physical differences, and practice kindness, respect and empathy. They explore how opinions can change when people get to know one another. By the end of the Puzzle, children create a shared Hall of Fame display using photo frames, celebrating individuality and inclusion.	In this Puzzle, children explore cultural similarities and differences, reflect on their own identities, and consider how assumptions and stereotypes can lead to conflict. They develop an understanding of racism, discrimination and different forms of bullying, including rumours, name-calling and cyberbullying. Across the six Pieces, children practise problem-solving, managing feelings and supporting others who experience bullying. They explore how wealth and happiness are not the same and compare lives across the world, developing empathy and respect for different communities. By the end of the Puzzle, children will be able to contribute their culture class work to the whole school Hall of Fame display, celebrating diversity and fairness across the world.	In this Puzzle, children explore what “normal” can mean and develop empathy for people who are different. They examine prejudice, discrimination and protected characteristics, reflecting on their own attitudes and the importance of equality and respect. Across the six Pieces, children learn about power imbalances, why bullying might happen, and how to manage feelings and solve problems safely. They explore inspirational individuals, including disabled athletes, and reflect on perseverance and achievement. At the end of the Puzzle, children’s admiration accolades can contribute to the a shared Hall of Fame display that values diversity, empathy and inclusion.
Taught knowledge	Knowledge • I understand that everybody's family is different and important to them • I understand that differences and conflicts sometimes happen among family members • I know what it means to be a witness to bullying • I know that witnesses can make the situation better or worse by what they do • I recognise that some words are used in hurtful ways • I can tell you about a time when my words affected someone's feelings and what the consequences were	Knowledge • I understand that, sometimes, we make assumptions based on what people look like • I understand what influences me to make assumptions based on how people look • I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure • I can tell you why witnesses sometimes join in with bullying and sometimes don't tell • I can identify what is special about me and value the ways in which I am unique • I can tell you a time when my first impression of someone changed when I got to know them	Knowledge • I understand that cultural differences sometimes cause conflict • I understand what racism is • I understand how rumour-spreading and name-calling can be bullying behaviours • I can explain the difference between direct and indirect types of bullying • I can compare my life with people in the developing world • I can understand a different culture from my own	Knowledge • I understand there are different perceptions about what normal means • I understand how being different could affect someone's life • I can explain some of the ways in which one person or a group can have power over another • I know some of the reasons why people use bullying behaviours • I can give examples of people with disabilities who lead amazing lives • I can explain ways in which difference can be a source of conflict and a cause for celebration

Social and Emotional skills	Social and Emotional Skills • I appreciate my family/the people who care for me • I know how to calm myself down and can use the 'Solve it together' technique • I know some ways of helping to make someone who is bullied feel better • I can problem-solve a bullying situation with others • I try hard not to use hurtful words (e.g., gay, fat) • I can give and receive compliments and know how this feels	Social and Emotional Skills • I try to accept people for who they are • I can question why I think what I do about other people • I know how it might feel to be a witness to and a target of bullying • I can problem-solve a bullying situation with others • I like and respect the unique features of my physical appearance • I can explain why it is good to accept people for who they are	Social and Emotional Skills • I am aware of my own culture • I am aware of my attitude towards people from different races • I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one • I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied • I can appreciate the value of happiness regardless of material wealth • I respect my own and other people's cultures	Social and Emotional Skills • I can empathise with people who are different • I am aware of my attitude towards people who are different • I know how it can feel to be excluded or treated badly by being different in some way • I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one • I appreciate people for who they are • I can show empathy with people in either situation
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Vocabulary

Year group	Year 3 Consolidate EYFS & KS1	Year 4 Consolidate KS1 & Yr 3	Year 5 Consolidate KS1, Yrs 3 & 4	Year 6 Consolidate KS1 & KS2
Puzzle vocabulary	banter bullying bystander caring compliment conflict connected consequences difference discrimination family feelings gay hurtful include incident isolate kindness lonely love loving protection resolve rights safe security self-regulation similarity solve it together special stability stereotype support tell unique unkind witness	accept appearance assumption bully bullying bystander changed character characteristics courtesy deliberate different empathy friend hurtful impression influence judgement kindness manners on purpose physical features problem solve protected characteristics respect secret special surprised troll unique witness	appearance assumptions banter bullying colour community continuum culture cyber bullying difference direct developing world disability discrimination fair happiness homophobic indirect included name-calling race racist racism respected respect rumour sexist similarity stereotype texting	achievement accolade admiration argument assumption banter belonging bullying bullying behaviour celebration community conflict control difference direct disability discrimination empathy equality equality act harassment imbalance indirect misunderstanding normal paralympian perception perseverance power prejudice protected characteristics racism recipient respect rights sport stamina struggle stereotype

Dreams and Goals Puzzle – Spring 1

Dreams and Goals – Spring 1

About this Puzzle

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

Key evidence

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

Wider curriculum and enrichment

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

Jigsaw+ and further resources

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

Statutory mapping

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

Strongest RSHE 2025 Relationships contributions	CF1 – How important friendships are in making us feel happy and secure; characteristics of friendships. CF4 – That healthy friendships make people feel included, valued and respected.	CF6 – How to resolve disputes and reconcile differences. RKR1 – Paying attention to other people's feelings and treating them with sensitivity.	RKR5 – Expecting to be treated with respect; respecting those who are different. RKR8 – Self-respect and its link to happiness.
Strongest RSHE 2025 Health contributions	GW1 – Helping others in need (contributing, via fundraising and enterprise content). GW2 – Helping other people with their mental health.	GW3 – Range and scale of emotions including those around success and disappointment. GW4 – Vocabulary to describe feelings to others. –	GW5 – Benefits of community participation. WO10 – How online content can be targeted at users and designed to attract attention.

Puzzle overview Dreams and Goals	Year 3	Year 4	Year 5	Year 6
	In this Puzzle, children explore people who have overcome challenges and reflect on their own dreams and ambitions. They consider how goals, motivation and a positive attitude support success, and learn to respect differences and build self-esteem. Across the six Pieces, children break goals into steps, work collaboratively on new challenges and make responsible choices that support wellbeing and safety. They practise overcoming obstacles, managing frustration and helping others to succeed. By the end of the Puzzle, children will have contributed their garden designs to the shared Garden of Dreams and Goals, celebrating learning, resilience and achievement.	In this Puzzle, children explore their hopes and dreams and learn how feelings such as excitement, anxiety and disappointment can accompany them. They develop resilience by reflecting on setbacks, coping strategies and how support from others can help them move forward. Across the six Pieces, children practise creating new plans, setting achievable goals and working collaboratively on group challenges. They reflect on the importance of perseverance, positive attitudes and self-belief whilst helping themselves and others to succeed. By the end of the Puzzle, children celebrate shared achievements by sharing their Potato people to the Garden of Dreams and Goals, recognising effort, wellbeing and teamwork.	In this Puzzle, children explore the lifestyles they hope for as adults and consider how money, careers and personal values can shape future choices. They investigate different jobs, think critically about information online and reflect on how goals can change over time. Across the six Pieces, children compare aspirations with young people in other cultures, learning about rights, opportunities and barriers. They explore ways to support others through teamwork, fundraising and community action. By the end of the Puzzle, children work together to rally support for shared causes and share these ideas, developing motivation, empathy and responsibility within the Garden of Dreams and Goals whole school puzzle outcome.	In this Puzzle, children set ambitious but realistic personal learning goals and identify steps to success, reflecting on motivation, strengths and perseverance. They explore global issues that matter to them and consider how these affect people's lives. Across the six Pieces, children work collaboratively to plan fundraising and awareness projects, developing empathy, leadership and teamwork while learning how to make a positive difference in the world. By the end of the Puzzle, children recognise their own and others' achievements in their shared planning for a school event and share this work in , the shared Garden of Dreams and Goals outcome.
Taught knowledge	Knowledge • I can tell you about a person who has faced difficult challenges and achieved success • I can identify a dream / ambition that is important to me • I enjoy facing new challenges. I'm working out the best ways need to achieve them • I am motivated and enthusiastic about achieving a new challenge • I can recognise obstacles which might hinder my achievements and can take steps to overcome them • I can evaluate my own learning process and identify how it can be better next time	Knowledge • I can tell you about some of my hopes and dreams • I understand that sometimes hopes and dreams do not come true and that this can hurt and recognise how resilience and support from others can help • I know how to cope with disappointment and find ways to move forward • I know how to make a new plan and set new goals even if I have been disappointed • I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group • I can identify the contributions made by myself and others to the group's achievement	Knowledge • I understand that I will need money to help me achieve some of my dreams • I recognise that there are different ways that people's spending decisions can affect others and the environment, and that things have different values • I can explore a range of different jobs and think critically about the information I see about them online • I can describe the dreams and goals of young people in a culture different to mine • I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other • I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship	Knowledge • I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) • I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these • I can identify problems in the world that concern me and talk to other people about them • I can work with other people to help make the world a better place • I can describe some ways in which I can work with other people to help make the world a better place • I know what some people in my class like or admire about me and can accept their praise

Social and Emotional skills	Social and Emotional Skills • I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability) • I can imagine how I will feel when I achieve my dream / ambition • I can break down a goal into a number of steps and know how others could help me to achieve it • I know that I'm responsible for my own learning and can use my strengths as a learner to achieve the challenge • I can manage the feelings of frustration that may arise when obstacles occur • I am confident in sharing my success with others and can store my feelings in my internal treasure chest	Social and Emotional Skills • I know how it feels to have hopes and dreams • I know how disappointment feels and identify when I have felt that way, recognising the roles people (including myself) take in groups and how these can support or challenge me • I can respect myself and notice how coping builds my self-esteem and resilience • I know what it means to be resilient and to have a positive attitude • I can enjoy being part of a group challenge • I know how to share in the success of a group and how to store this success experience in my internal treasure chest	Social and Emotional Skills • I can identify what I would like my life to be like when I am grown up • I recognise that people have different attitudes towards saving and spending money, and towards risk • I can recognise my own strengths and qualities and understand that it's OK for my goals and identity to change as I grow • I can reflect on how these relate to my own • I appreciate the similarities and differences in aspirations between myself and young people in a different culture • I understand why I am motivated to make a positive contribution to supporting others	Social and Emotional Skills • I understand why it is important to stretch the boundaries of my current learning • I can set success criteria so that I will know whether I have reached my goal • I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations • I can empathise with people who are suffering or who are living in difficult situations • I can identify why I am motivated to do this • I can give praise and compliments to other people when I recognise their contributions and achievements
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Vocabulary

Year group	Year 3 Consolidate EYFS & KS1	Year 4 Consolidate KS1 & Yr 3	Year 5 Consolidate KS1, Yrs 3 & 4	Year 6 Consolidate KS1 & KS2
Puzzle vocabulary	ambitions challenge challenges community design differences dream dreams enthusiastic evaluate frustration future garden goal goals healthy identity include learning motivated obstacles outdoors responsible respect review safe choices self-esteem self-review solution strengths success team work teamwork wellbeing water safety	agree/disagree anxious attitude celebrate cope courtesy courage design determination determined disappointed disappointment dream dreams follower goal goals help hope hopeful hopes hurt inspired internal treasure chest leader learning manners motivated plans positive positive attitude problem-solve proud resilience review risk roles safety self-belief self-esteem self-respect setback success wellbeing	adult aspiration attitudes barrier career choice community participation country culture digital spending dream environment financial harm goal grown up identity influence job lifestyle media money motivation opportunity profession rallying reliable rights risk salary save self-care self-esteem society spend spending decisions sponsorship support team work technology values	achieve achievement admire aspirations awareness collaborate compliment concern contribution cooperate dream feeling feelings global goal issue leadership skills learning money motivate personal praise prevention recognition realistic rescue role safety strategy strengths stretch success success criteria suffering support unrealistic

Healthy Me Puzzle – Spring 2

About this Puzzle

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

Key evidence

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

Jigsaw+ and further resources

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

Statutory mapping

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

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

Puzzle overview Healthy Me	Year 3	Year 4	Year 5	Year 6
	In this Puzzle, children learn how exercise and food affect their bodies, exploring energy, fitness and making balanced choices. They consider attitudes towards drugs and reflect on how these make them feel. Across the six Pieces, children learn about ways to keep themselves safe, recognise risk - especially around water - and who to contact in emergencies and how to do this . They practise identifying safe and unsafe situations, managing worried feelings and taking responsibility for their own safety and the safety of others. By the end of the Puzzle, children are able to contribute their ideas on how to keep safe to the whole school Healthy Me Recipe Book.	In this Puzzle, children explore friendships, group dynamics and the emotions linked to belonging, trust and feeling left out. They consider how peer influence can affect choices and learn ways to stay safe with friends, including near railways. Across the six Pieces, children learn key facts about smoking, vaping and alcohol, and practise recognising pressure, managing uncomfortable feelings and acting assertively. They reflect on what makes a healthy friendship and how to resist unsafe situations. By the end of the Puzzle, children celebrate their inner strength and assertiveness and share their ideas in the Happy, Healthy Me Recipe Book about healthy friendships.	In this Puzzle, children learn about the health risks linked to smoking, vaping and alcohol, and practise making informed, pressure-resistant choices. They develop basic emergency aid skills, including how to stay calm and get help. Across the six Pieces, children explore body image, the influence of media and advertising, and reflect on their relationship with food. They learn to respect and value their bodies while considering what supports a healthy lifestyle. By the end of the Puzzle, children contribute to the Happy, Healthy Me Recipe Book focusing on positive body image.	In this Puzzle, children learn to take responsibility for their physical and emotional wellbeing, exploring how choices, prevention and healthy habits support long-term health. They develop understanding of different types of drugs and their effects and discuss safer ways to cope with life's challenges. Across the six Pieces, children learn about exploitation and how pressure can affect decisions. Children learn how to seek help and they explore emotional and mental health, recognise signs of stress and practise strategies for managing pressure. By the end of the Puzzle, children create a Healthy Body, Healthy Mind outcome for the Healthy Me Recipe Book Puzzle Outcome, celebrating resilience

Taught knowledge	Knowledge • I understand how exercise affects my body and know why my heart and lungs are such important organs • I know that the amount of calories, fat and sugar I put into my body will affect my health • I can tell you my knowledge and attitude towards drugs • I can identify things, people and places that I need to keep safe from • I know some strategies for keeping myself safe, who to go to for help and how to call emergency services • I can identify when something feels safe or unsafe • I understand how complex my body is and how important it is to take care of it	Knowledge • I recognise how different friendship groups are formed, how I fit into them and the friends I value the most • I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help • I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape • I understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol • I can recognise when people are putting me under pressure and can explain ways to resist this when I want • I know myself well enough to have a clear picture of what I believe is right and wrong	Knowledge • I know there are health risks with smoking and vaping and can tell you some of the ways that tobacco and nicotine are harmful to the body • I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • I understand how the media, social media and celebrity culture promotes certain body types • I can describe the different attitudes people have to food and how these can be affected by external influences • I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	Knowledge • I can take responsibility for my health and make choices that benefit my health and well-being • I know about different types of drugs and their uses and their effects on the body particularly the liver and heart • I understand that some people can be exploited and made to do things that are against the law • I know why some people join gangs and the risks this involves • I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness • I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse
Social and Emotional skills	Social and Emotional Skills • I can set myself a fitness challenge • I know what it feels like to make a healthy choice • I can identify how I feel towards drugs • I can express how being anxious or scared feels • I can take responsibility for keeping myself and others safe • I respect my body and appreciate what it does for me	Social and Emotional Skills • I can identify the feelings I have about my friends and my different friendship groups • I can recognise feelings of embarrassment, pressure or wanting to fit in that might stop me making safe choices, and know how to manage these feelings to keep myself safe • I can recognise negative feelings in peer pressure situation (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others • I can identify feelings of anxiety and fear associated with peer pressure • I can tap into my inner strength and know how to be assertive	Social and Emotional Skills • I can make an informed decision about whether or not I choose to smoke or vape and know how to resist pressure • I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure • I know how to keep myself calm in emergencies • I can reflect on my own body image and know how important it is that this is positive, and I accept and respect myself for who I am • I respect and value my body • I am motivated to keep myself healthy and happy	Social and Emotional Skills • I am motivated to care for my physical and emotional health • I am motivated to find ways to be happy and cope with life's situations without using drugs • I can suggest ways that someone who is being exploited can help themselves • I can suggest strategies someone could use to avoid being pressurised • I know how to help myself feel emotionally healthy and can recognise when I need help with this • I use different strategies to manage stress and pressure

Vocabulary

Year group	Year 3 Consolidate EYFS & KS1	Year 4 Consolidate KS1 & Yr 3	Year 5 Consolidate KS1, Yrs 3 & 4	Year 6 Consolidate KS1 & KS2
Puzzle vocabulary	advice ambulance anxious appreciate attitude body calories/kilojoules choice coastguard helicopter complex dangerous drugs emergency emergency services energy fat feelings fire engine fitness harmful heartbeat healthy heart labels lungs oxygen police car responsibility risk safe scared strategy sugar saturated fat unsafe	advice agree/disagree alcohol anxiety assertive believe disease emotions embarrassment fear follower friendship groups friendships guilt healthy leader liver lonely opinion peers pressure puberty relationships right roles smoking trust value vaping wrong	addicted alcohol altered body image calm celebrity choices comparison debate emergency fact healthy behaviour healthy lifestyle informed decision influence level-headed media motivation nicotine obesity opinion pressure procedure recovery position self-respect smoking social media tobacco unhealthy behaviour vaping	anti-social behaviour choice crime criminal drugs effects emotional health exploited gangs gang illegal immunisation managing stress mental health mental illness motivation new psychoactive substances over-the-counter prevention prescribed pressure reputation responsibility restricted strategies stress synthetic highs symptoms triggers unrestricted volatile substances vulnerable

Relationships Puzzle – Summer 1

About this Puzzle

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

Key evidence

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

Wider curriculum and enrichment

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

Jigsaw+ and further resources

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

Statutory mapping

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

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

Puzzle Overview Relationships	Year 3	Year 4	Year 5	Year 6
	In this Puzzle, children explore family roles and responsibilities and develop skills for building positive friendships, including solving conflicts and negotiating fairly. They start to learn how to stay safe online and think critically about information they see through the media and digital platforms. Across the six Pieces, children explore global connections, rights and wellbeing, developing empathy for people in different cultures and understanding how the world is interconnected. By the end of the Puzzle, children celebrate their web of relationships by creating Appreciation Streamers, recognising the importance of respect, kindness and belonging in family and friendship groups.	In this Puzzle, children explore feelings such as jealousy, love and loss, and learn how memories can help us stay connected to people we no longer see. They develop strategies for managing difficult emotions and supporting others through change. Across the six Pieces, children practise negotiating, compromising and repairing friendships, and reflect on what makes healthy relationships. They consider early ideas about romantic relationships and learn not to feel pressured. By the end of the Puzzle, children celebrate relationships with people and animals through a Memory Box outcome, recognising care, appreciation and connection.	In this Puzzle, children build a strong sense of self by reflecting on their qualities, interests and self-esteem. They explore how relationships form online and consider both the benefits and risks of digital communities. Across the six Pieces, children learn how to stay safe when using digital technology for uses such as gaming and the internet. They learn how to balance screen time, protect personal data and recognise unsafe situations. They practise being responsible, respectful and assertive online, and learn how to seek help when worried. By the end of the Puzzle, children create an Internet Safety poster, showing how to stay happy, safe and respectful when using technology in relationships.	In this Puzzle, children explore mental health, learning how to recognise stress, anxiety and early warning signs, and how to seek support for themselves and others. They examine love and loss, understanding grief and developing strategies for managing strong emotions. Across the six Pieces, children learn about power and control in relationships, practise assertive responses, and explore how to stay safe online, including judging what is real or fake and resisting pressure. By the end of the Puzzle, children create an Internet Safety presentation, showing how to use technology responsibly while protecting wellbeing, privacy and relationships.
Taught knowledge	Knowledge • I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females • I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener • I know and can use some strategies for keeping myself safe online • I understand how people around the world help and influence my life and that media doesn't always show complete information • I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes • I know how to express my appreciation to my friends and family	Knowledge • I can recognise situations which can cause jealousy in relationships • I can identify someone I love and can express why they are special to me • I can tell you about someone I know that I no longer see • I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends • I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older • I know how to show love and appreciation to the people and animals who are special to me	Knowledge • I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities • I understand that belonging to an online community can have positive and negative consequences • I understand there are rights and responsibilities in an online community or social network • I know there are rights and responsibilities when playing an online game • I can recognise when I am spending too much time using devices (screen time) • I can explain how to stay safe when using technology to communicate with my friends • I understand I have rights about my personal data	Knowledge • I know that it is important to take care of my mental health • I know how to take care of my mental health • I understand there are different stages of grief and that there are different types of loss that cause people to grieve • I can recognise when people are trying to gain power or control • I can judge whether something online is safe and helpful to me • I can use technology positively and safely to communicate with my friends and family

Social and Emotional skills	Social and Emotional Skills • I can describe how taking some responsibility in my family makes me feel • I know how to negotiate in conflict situations to try to find a win-win solution • I know who to ask for help if I am worried or concerned about anything online • I can appreciate different cultures, and question stereotypes I might see in photos or information • I can empathise with children whose lives are different to mine and know who I can talk to when I need help • I enjoy being part of a family and friendship groups	Social and Emotional Skills • I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens • I know how most people feel when they lose someone or something they love • I understand that we can remember people even if we no longer see them • I know how to stand up for myself and how to negotiate and compromise • I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend • I can love and be loved	Social and Emotional Skills • I know to keep building my own self-esteem • I can recognise when an online community feels unsafe or uncomfortable • I can recognise when an online community is helpful or unhelpful to me • I can recognise when an online game is becoming unhelpful or unsafe • I can identify things I can do to reduce screen time, so my health isn't affected • I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable	Social and Emotional Skills • I can understand that people can get problems with their mental health and that it is nothing to be ashamed of • I can help myself and others when worried about a mental health problem • I can recognise when I am feeling those emotions and have strategies to manage them • I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control • I can resist pressure to do something online that might hurt myself or others • I can take responsibility for my own safety and well-being
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Vocabulary

Year group	Year 3 Consolidate EYFS & KS1	Year 4 Consolidate KS1 & Yr 3	Year 5 Consolidate KS1, Yrs 3 & 4	Year 6 Consolidate KS1 & KS2
Puzzle vocabulary	age restriction appreciation careers celebrating conflict culture deprivation differences fairness family feelings/emotions female friendship gaming/apps global happiness influence inequality in-app purchases internet interconnected job location settings male manners media messaging needs personal information privacy problem solving relationships respect responsibilities rights risky role safe/unsafe sex (male and female) social media solution	anger appreciation attraction betrayal boyfriend care close comfortable compromise conflict critical thinking emotions empathy envy friendships girlfriend jealousy lonely / loneliness loss love loyalty manage memories memento negotiate negative personal positive pressure problem-solve reality relationship remember souvenir special support symbol trust vulnerable	addiction age restriction appropriate assertive being responsible bullying characteristics choices community controlling data data protection devices fake online hoaxes gambling / betting grooming harassed hobbies interests location settings lonely loot boxes mental health offline online personal information personal qualities physical health privacy reliable reporting responsibility responsibilities rights risk risky safe screen time self-esteem self-perception social	age restrictions ai (artificial intelligence) anxiety ashamed assertive authority bullying communication consent control courtesy digital rights early warning signs emotions feelings grief influences isolation loneliness mental health personal data power pressure privacy real / fake respect risks safety self-care self-control signs stigma strategies stress support targeting technology true / untrue warning

	stereotype support trade trusted adult trust united nations unisex wants wellbeing win-win		social network targeting troll trustworthy vulnerable wellbeing	
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Changing Me Puzzle – Summer 2

About this Puzzle

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

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

Key evidence

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

Wider curriculum and enrichment

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

Jigsaw+ and further resources

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

Statutory mapping

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

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

Puzzle Overview Changing Me	Year 3	Year 4	Year 5	Year 6
	In this Puzzle, children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty. They develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change. Across the six Pieces, children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They also think about future transitions and how to cope with them. By the end of the Puzzle, children create Ribbon Mobiles to celebrate growth and looking ahead.	In this Puzzle, children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They consider the role of families, trusted adults, and inner circles in providing care and support. Across the six Pieces, children develop strategies for coping with change, managing worries, and accepting things beyond their control. They practise reflecting on personal goals and positive changes they would like to make. By the end of the Puzzle, children use Circles of Change to think about future transitions and celebrate growth and resilience.	In this Puzzle, children explore self-image and body confidence while learning about physical and emotional changes during puberty for girls and boys. They develop understanding of menstruation, male puberty, and how media influences perceptions of appearance and wellbeing. This Puzzle includes one non-statutory sex education lesson where children learn about conception, fertility support, and how babies are made. Across the six Pieces, pupils practise identifying trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up. By the end of the Puzzle, children reflect on upcoming transitions using Circles of Change and consider how to manage feelings about future changes with confidence and resilience.	In this Puzzle, children explore self-image and self-esteem while learning about physical and emotional changes during puberty. Across the six Pieces, children reflect on identity, adolescent friendships, and the pressures linked to appearance and growing independence. They practise challenging negative self-talk and identifying trusted adults for support, alongside discussing attraction, consent, and respectful relationships. This Puzzle includes a non- statutory sex education lesson where develop understanding of reproduction, pregnancy, and birth. By the end of the Puzzle, children consider the transition to secondary school, using Circles of Change to reflect on worries, hopes, and how to prepare confidently for the year ahead.
Taught knowledge	Knowledge • I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby • Can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up • I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy • I know some simple ways of keeping clean which can keep me healthy and protect me from some infections • I can start to recognise stereotypical ideas I might have about parenting and family roles • I can identify what I am looking forward to when I move to my next class	Knowledge • I understand that lots of things make up a person's identity and this is what makes them unique • I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • I know there are many types of family and that often our family members form part of our inner circle • I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty • I know how the circle of change works and can apply it to changes I want to make in my life • I can identify changes that have been and may continue to be outside of my control that I learnt to accept • I can identify what I am looking forward to when I move to a new class	Knowledge • I am aware of my own self-image and how my body image fits into that • I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally • I can describe how boys' and girls' bodies change during puberty • I understand that sexual intercourse can lead to conception and that is how babies are usually made • I also understand that sometimes people need IVF to help them have a baby • I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities • I can identify what I am looking forward to when I move to my next class	Knowledge • I am aware of my own self-image and how my body image fits into that • I can explain how girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born • I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend • I am aware of the importance of a positive self-esteem and what I can do to develop it • I can identify what I am looking forward to when I move to my next class

Social and Emotional skills	Social and Emotional Skills			
	Year 3	Year 4	Year 5	Year 6
	- I can express how I feel when I see babies or baby animals - Recognise how I feel about these changes happening to me and know how to cope with those feelings - I have started to think about the ways to keep my body clean as I grow up and how I feel about this - I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes - I can start to think about changes I will make next year and know how to go about this	- I can describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am - I have strategies to help me cope with the physical and emotional changes I will experience during puberty - I know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me - I am confident enough to try to make changes when I think they will benefit me - I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively - I can reflect on the changes I would like to make next year and describe how to go about this	- I know how to develop my own self esteem - I understand that puberty is a natural process that happens to everybody and that it will be OK for me - I can express how I feel about the changes that will happen to me during puberty - I appreciate how amazing it is that human bodies can reproduce in these ways - I am confident that I can cope with the changes that growing up will bring - I can start to think about changes I will make next year and know how to go about this	- I know how to develop my own self esteem - I can express how I feel about the changes that will happen to me during puberty - I can recognise how I feel when I reflect on the development and birth of a baby - I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to - I can express how I feel about my self-image and know how to challenge negative 'body-talk' - I know how to prepare myself emotionally for the changes next year Alternative Piece 4a: Adolescent Friendships - Knowledge: I know myself well enough to maintain positive relationships with others whilst still keeping my own identity - Social and Emotional: I can be assertive when appropriate

Vocabulary

Year group	Year 3 Consolidate EYFS & KS1	Year 4 Consolidate KS1 & Yr 3	Year 5 Consolidate KS1, Yrs 3 & 4	Year 6 Consolidate KS1 & KS2
			If you are teaching Jigsaw PSHE in England, please check your school's policy on teaching Sex Education before planning for and teaching Piece 4 (Year 5) and Piece 3 (Year 6) and to take into account the arrangements for any pupils whose parents have chosen to withdraw them from this lesson.	
Puzzle vocabulary	animals babies birth breasts care challenge change changes control	acceptance anxious belonging care characteristics change choices circle control	affirmation anxious aspects authentic body image change characteristics cope conception	adolescent assertive attraction baby caesarean celebrity cervix challenge choice

	egg family female genitals growing up looking forward male mother ovaries ovum / ova penis personal hygiene puberty pubic hair roles scrotum sperm stereotypes task testicles vagina womb / uterus worries	family fallopian tube hobbies hormone identity inner circle interests love looking forward menstrual cup menstrual cycle menstrual pads menstrual towel menstruation ovaries panty liner period pants period products periods personality proud proportionate puberty reliable seasons skills support tampons trusted adult trustworthy unique values vagina vulva womb	contraception consent erection edited embryo emotions excitement facial hair fallopian tube fear fertilisation fertility treatment (IVF) filter growth spurt hormone hope hormones influences larynx making love manage media media influencer menstrual cycle menstrual pads menstrual towels menstruation mental health/wellbeing milestone opportunities oestrogen ovary ovaries perception perceptions periods pregnancy puberty relationships reliable sources responsibilities scrotum self self-esteem self-image sexual intercourse semen	contractions consent criticise embryo feelings/emotions foetus freedoms identity independence journey labour looking forward love mental health midwife negative body-talk opportunities placenta pregnancy pressure puberty real self relationship relationships responsibilities secondary self-esteem self-image sexting transition umbilical cord values worries
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			sperm teenager testicles testes testosterone vagina vulva wet dream womb/uterus	
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