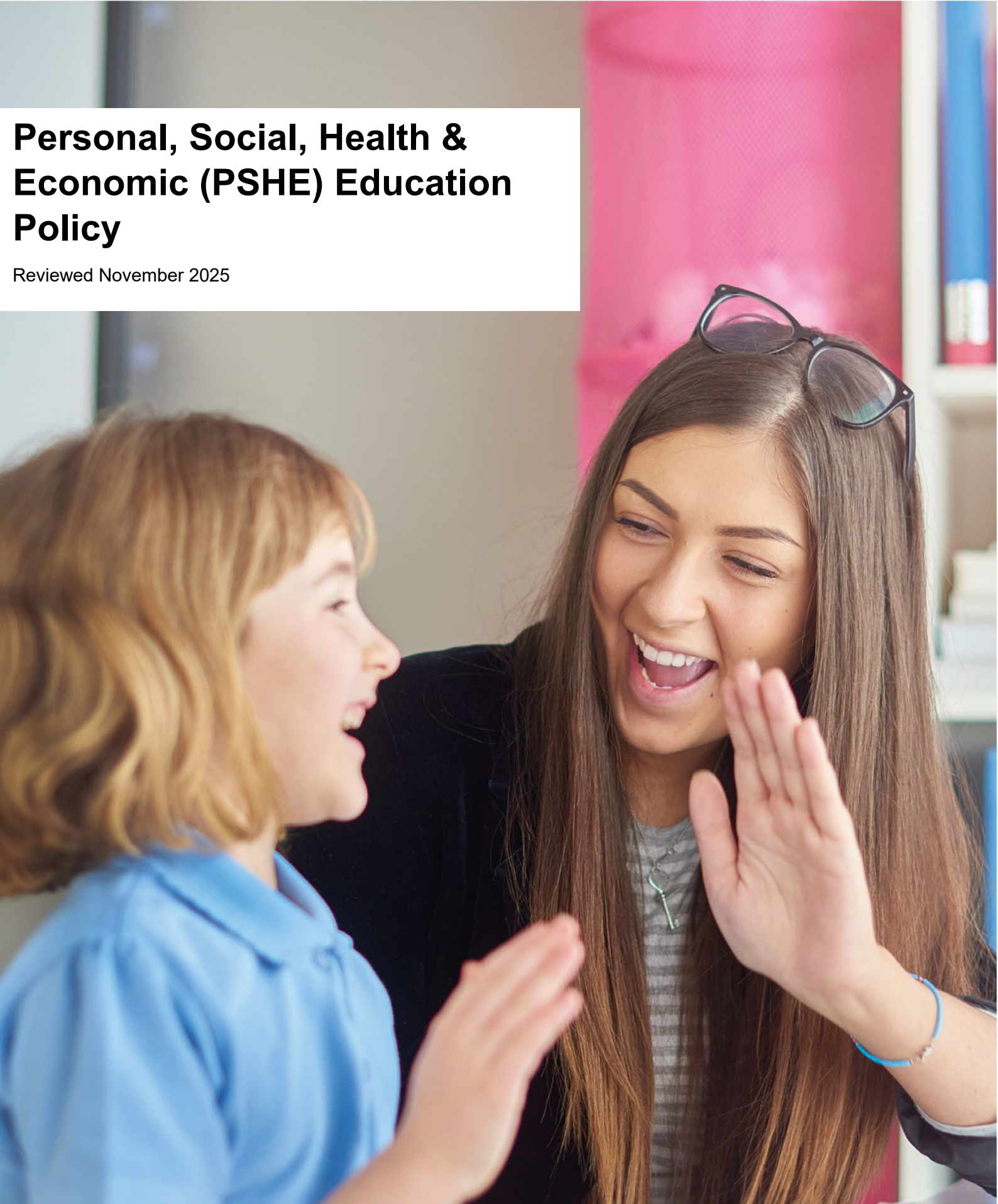


Personal, Social, Health & Economic (PSHE) Education Policy

Reviewed November 2025



The Stour Academy Trust

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Trust Vision

We are:

A Multi Academy Trust at the forefront of providing a 21st century education for children.

We have a vision for education that gives children the necessary skills to thrive in our modern, 21st century world.

Our pedagogical model combined with the intentional deployment of technology will help us deliver personalised learning. Through the innovative use of digital technology we will create a level playing field for all children, irrespective of their language skills, reading ability or any other factors that may present learning challenges.

Technology will accelerate our progress but will not be the driver of our vision. We will develop both the cognitive and social-emotional skills necessary for children to succeed in their personal and professional lives.

There will be no barriers to achievement within our learning community and our teachers will build strong relationships that facilitate the learning of others.

Traditional classrooms will evolve to allow the vision to be fully embraced. Our enabling environments will be child-centred and designed to allow for flexibility, collaboration and independence. The aim is to shape our environment to better reflect a 21st century workspace that promotes social interaction, communication and self-regulation.

Trust Values

We are:

Collaborative

Nurturing

Inclusive

Ambitious

Innovative

Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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

This policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

At The Stour Academy Trust, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#). We must teach health education under the same statutory guidance.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

At The Stour Academy Trust, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

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

This policy also complies with the terms of our funding agreement.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline) [Respectful School Communities Self-Review and Signposting Tool \(educateagainsthate.com\)](#)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- [Equality Act 2010 and schools](#) [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)
- [Alternative Provision](#) (statutory guidance) [Alternative provision - GOV.UK \(www.gov.uk\)](#)
- [Mental Health and Behaviour in Schools](#) (advice for schools) [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) [Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE](#)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](#)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying) [Preventing bullying - GOV.UK \(www.gov.uk\)](#)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts) [Advice and guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) [Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](#)
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). [Regulating independent schools - GOV.UK \(www.gov.uk\)](#)

Intent

A robust PSHE curriculum enables our children to become independent, confident, healthy and responsible members of society; as well as developing the "whole child" intellectually, morally, socially and spiritually. Through our whole-school, accessible to all, approach, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life; maximising outcomes for every child. Through our discreet lessons and immersive approach to teaching PSHE, children are taught how to keep themselves safe and healthy, physically and emotionally, which then enables children to access the wider

curriculum. We provide our children with opportunities to learn about personal and societal rights and responsibilities and aim to further social justice through carefully chosen cross curricular topics. With an ever-changing society, we provide our children with a strong understanding of the diverse world around them and support them in contributing to the school and the wider community.

As a trust, we have adopted the Jigsaw scheme of work to deliver our PSHE curriculum.

Implementation

Whole-school approach- Nursery to Y6

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term Puzzle (Unit) Content

Autumn 1: Being Me in My World Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.

Autumn 2: Celebrating Difference Includes anti-bullying (cyber and homophobic bullying included) and understanding

Spring 1: Dreams and Goals Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society

Spring 2: Healthy Me Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise

Summer 1: Relationships Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss

Summer 2: Changing Me Includes Relationships and Sex Education in the context of coping positively with change

At The Stour Academy Trust, we recommend the following:

Ages 3-5yrs: 20-minute group input (may be whole class or smaller groups) followed by pupil led and adult initiated activities throughout the day or week

Ages 5-7yrs: 45 minutes a week

Ages 7-11yrs: 60 minutes a week

Mixed Aged classes will follow the same term puzzle (unit) content but the scheme has been adapted to cover the required coverage from across the two year groups. This can be found in appendix B.

Relationships Education

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

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

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

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

Health Education

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

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

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

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

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

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

Sex Education

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

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

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At The Stour Academy Trust, we believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as understanding human reproduction and we teach this as part of our PSHE curriculum.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At The Stour Academy Trust, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

The school will inform parents of this right by class newsletters prior to the unit being taught.

Appendix B shows the progression for Mixed Aged classes and what lesson need to be taught.

Assessment, Recording, reporting and Monitoring

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. Assessment should offer the children the opportunity to reflect on their own progress. Within the Foundation Stage, PSHE objectives are documented on Tapestry for individual children. Key Stage One and Two have a class 'big book' on One Note and actual big books where circle time discussions are recorded, pictures of activities that are completed during PSHE lessons and any comments made by children that are relevant to the topic are included.

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement; this is fed back at PSHE team meetings. The trust leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At The Stour Academy Trust we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

Policy Review

This policy is reviewed annually.

Jigsaw Curriculum Map:

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition



Relationships Education in Primary schools (Appendix A) – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	• R1 that families are important for children growing up because they can give love, security and stability. • R2 the characteristics of healthy family life, 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. • R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Caring friendships	• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness,	All of these aspects are covered in lessons within the Puzzles • Being Me in My World

	generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed	• Celebrating Difference • Relationships
Respectful relationships	• R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • R17 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 • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults	All of these aspects are covered in lessons within the Puzzles • Being Me in My World • Celebrating Difference • Dreams and Goals • Healthy Me • Relationships • Changing Me
Online relationships	• R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 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. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference
Being safe	• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	All of these aspects are covered in lessons within the Puzzles

	• R26 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. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources.	• Relationships • Changing Me • Celebrating Difference
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Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference
Internet safety and harms	• H11 that for most people the internet is an integral part of life and has many benefits.	All of these aspects are covered in lessons within the Puzzles

	• H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online.	• Relationships • Healthy Me
Physical health and fitness	• H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Healthy eating	• H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Drugs, alcohol and tobacco	• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	All of these aspects are covered in lessons within the Puzzles • Healthy Me

Health and prevention	• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Basic first aid	• H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Changing adolescent body	• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle.	All of these aspects are covered in lessons within the Puzzles • Changing Me • Healthy Me

End of Guidance Appendix

Appendix B – Mixed Age Planning Sequence

Being Me In My World

This is a split into a 2 year delivery model - Year A and Year B. There are common themes throughout the puzzle and it is designed to set the classroom environment for the year.

For the youngest children, it is most straightforward not to split the 2 year groups, so Year A will be delivery of the Age 5-6 puzzle and Year B will be delivery of the 6-7 puzzle.

The Key Stage 2 groups have been split between the relevant Year groups so that there is suitable challenge for the learners.

All puzzles have assessment and show how the lessons meet the RSHE guidelines and statements.

KS1 - Years 1 and 2

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 5 - 6	1	Special and Safe	H7
Ages 5 - 6	2	My Class	R7,14
Ages 5 - 6	3	Rights and Responsibilities	R9,12,14,16
Ages 5 - 6	4	Rewards and feeling proud	H2,3
Ages 5 - 6	5	Consequences	H4
Ages 5 - 6	6	Owning our Learning Charter Assessment	R12,16

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 6 - 7	1	Hopes and Fears for the Year	H2,3
Ages 6 - 7	2	Rights and Responsibilities	R12,14,16,19,25,32
Ages 6 - 7	3	Rewards and Consequences	R12,14,15,16
Ages 6 - 7	4	Rewards and Consequences	R12,14,15,16
Ages 6 - 7	5	Our Learning Charter	R12,13,14
Ages 6 - 7	6	Owning our Learning Charter Assessment	R12,13,14

Notes

Lesson 1 sets the Jigsaw Charter for the year and also introduces the Jigsaw friend for the year. In Year A this is Jigsaw Jack, in Year B it is Jigsaw Jo. These could be substituted for whichever friends you have if you don't have all of them.

The lessons and aims are very similar for both year groups and so it is probably easiest to run the lessons exactly as planned and rotate each year. There doesn't seem to be any advantage to swap lessons around - particularly as previous lesson material is used throughout the puzzles and referred back to in the assessment lesson (lesson 6).

Lower KS2 - Years 3 and 4

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 7 - 8	1	Getting to know each other	R7,8,9
Ages 7 - 8	2	Our nightmare school	R12,32 H2,3
Ages 7 - 8	3	Our Dream School	R13,16 H2,3
Ages 8 - 9	4	Rewards and Consequences	R14,19
Ages 8 - 9	5	Our Learning Charter	R13,25
Ages 8 - 9	6	Owning our Learning Charter Assessment	

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 8 - 9	1	Becoming a class team	R7,8,9 H2,3
Ages 8 - 9	2	Being a school citizen	R11,12,14
Ages 8 - 9	3	Rights, Responsibilities and Democracy	R12,16
Ages 7 - 8	4	Rewards and Consequences	R21
Ages 7 - 8	5	Our Learning Charter	R14,19
Ages 7 - 8	6	Owning our Learning Charter Assessment	R14,19,25

Notes

Lesson 1 starts with setting the charter and introducing Jigsaw friends. In Year A this is Jigsaw Jino, in Year B this is Jigsaw Jaz.

The lessons follow a very similar pattern. The lessons have been split in a straight 3:3 to allow for the age differences in the class. There will be 3 lessons aimed at the younger Year 3 children, and 3 lessons at Year 4.

Both Year A and Year B have an assessment opportunity that allows for progress to be captured.

Upper KS2 - Years 5 and 6

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 9- 10	1	My Year Ahead	R16 H2,3
Ages 9 - 10	2	Being a Citizen of my Country	R12,14,15
Ages 9 - 10	3	Responsibilities	R12,13,14
Ages 10 - 11	4	The Learning Charter	R12,13,14,25 H4
Ages 10 - 11	5	Our Learning Charter	R7,12,13,16
Ages 10 - 11	6	Owning our Learning Charter Assessment	R12,13,16

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 10 - 11	1	My Year Ahead	
Ages 10 - 11	2	Being a Global Citizen 1	R12 H2,3
Ages 10 - 11	3	Being a Global Citizen 2	R12 H2,3
Ages 9 - 10	4	Rewards and Consequences	R14 H7
Ages 9 - 10	5	Our Learning Charter	R14
Ages 9 - 10	6	Owning our Learning Charter Assessment	R12,13,14

Notes

As with previous years, the lessons are all similar, so the 3:3 split is in place to take into account the different ages within the class.

Half the lessons are Year 5 lessons, half are Year 6.

Both Year A and Year B have an assessment opportunity that allows for progress to be captured.

Celebrating Difference

There is a 2 year delivery model - Year A and Year B

Every puzzle still consists of 6 lessons, split between the relevant year groups where possible.

The lesson numbers refer to the lessons on the portal/in the scheme of work for the relevant year groups.

All years have an assessment which is fit for purpose and will demonstrate progress.

The relevant RSHE references are included in the final column.

KS1 - Year 1 and 2

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 5 - 6	1	The same as...	R5, R12, R16
Ages 5 - 6	2	Different from...	R12, R16, H7, H8
Ages 5 - 6	3	What is bullying?	R17, R29, H7, H8
Ages 5 - 6	4	What do I do about bullying?	R17, R29, R31, R32, H9
Ages 5 - 6	5	Making new friends	R2, R8, R9, R10, R11, R13, R19, R25
Ages 5 - 6	6	Celebrating difference; Celebrating Me Assessment	R12, H2, H3

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 6 - 7	1	Boys and girls	R18, H2, H3
Ages 6 - 7	2	Boys and girls	R18, H17
Ages 6 - 7	3	Why does bullying happen?	R17, R21, R22, H8, H13, H15
Ages 6 - 7	4	Standing up for myself and others	R11, R13, R16, R20, R30, R31, R32, H4, H9
Ages 6 - 7	5	Gender Diversity	R9, R12, R13, R14, R16, R19, R25, H2, H3, H7
Ages 6 - 7	6	Celebrating difference and still being friends Assessment	R7, R8, R10, R12, R14, R16, R19, R25, H2, H3

Notes

The Year 1 (ages 5- 6) scheme for this puzzle asks the children to colour in a different piece of clothing for a gingerbread man template each lesson. The figure is completed in lesson 6. It is therefore very difficult to split the lessons between Year A and Year B so better to deliver each year group in full and alternate each year.

Age 6 - 7 lesson 5 introduces the concept of gender diversity and asks the children to understand that it is okay to be different; to consider stereotyping of genders and learn how to be a good friend. There is no mention of the term trans. The lesson would therefore be suitable for the younger children in a mixed age class when taught in Year B.

Lower KS2 - Years 3 and 4

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 7 - 8	3	Witness and feelings	R11, R17, R31, H8, H9
Ages 7 - 8	4	Witness and solutions	R11, R17, R31, R32, H8, H9
Ages 8 - 9	3	Understanding Bullying	R11, R16, R22, R31, R32, H7, H8, H9, H13
Ages 8 - 9	4	Problem Solving	R30
Ages 7 - 8	5	Words that harm	R9, R10, R12, R13, R14, R16, R17, R18, R20, R21, R23, R25, R30, H7, H8, H13, H15
Ages 7 - 8	6	Celebrating Difference Compliments Assessment	R7, R12, R15, R16, H2, H3

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 7 - 8	1	Boys and girls	R1, R2, R3, R4
Ages 7 - 8	2	Boys and girls	R5, R6, H4, H9
Ages 8 - 9	1	Why does bullying happen?	R13
Ages 8 - 9	2	Standing up for myself and others	R11, R12, R13, R20, R21, R22, R25, H7
Ages 8 - 9	5	Gender Diversity	R15, R16, H4
Ages 8 - 9	6	Celebrating difference and still being friends Assessment	R15, R16, H2, H3

Notes

In order to deliver lessons that combine ages, the 2 years have been split by topic instead. Year A focuses on bullying including the role of witnesses. Year B focuses on different types of families; assumptions we make based on appearances and the importance of trying not to stereotype.

Upper KS2 - Years 5 and 6

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 9 - 10	1	Different Cultures	R12, R16, R18
Ages 9 - 10	2	Racism	R12, R31, H4
Ages 9 - 10	3	Rumours and name-calling	R6, R9, R10, R29, R30, R32, H2, H3, H7, H9
Ages 9 - 10	4	Types of bullying	R9, R10, R17, R32, H7, H8, H9
Ages 9 - 10	5	Does money matter?	H9
Ages 9 - 10	6	Celebrating difference across the world Assessment	R13, R15

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 10 - 11	1	Am I normal?	R15, H4, H7, H10
Ages 10 - 11	2	Understanding Difference/ Gender Identity	R3, R12, R18, R19, H7, H10
Ages 10 - 11	3	Power struggles	R11, R21, R25, R31, R32, H7, H13, H17
Ages 10 - 11	4	Why bully?	R11, R17, R30, R31, H8, H13, H17
Ages 10 - 11	5	Admiration Accolades	R12, R13
Ages 10 - 11	6	Celebrating difference Assessment	R13, R16, H2, H3

Notes

For these age groups the themes are very similar. Both focus on difference, diversity and bullying.

Ages 9 - 10 explores racism and different cultures across the world. Lessons 3 and 4 are linked - lesson 4 uses a resource created in lesson 3.

Ages 10 - 11 explores what 'being normal' means; understanding disability and gender identity

There is no advantage to split these lessons between the year groups. It would be best to deliver this puzzle as the complete 9 - 10 puzzle in Year A and the 10 - 11 puzzle in Year B.

Dreams & Goals

There is a 2 year delivery model - Year A and Year B

Every puzzle still consists of 6 lessons, split between the relevant year groups where possible.

The lesson numbers refer to the lessons on the portal/in the scheme of work for the relevant year groups.

All years have an assessment which is fit for purpose and will demonstrate progress.

The relevant RSHE references are included in the final column.

KS1 - Year 1 and 2

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 5 - 6	1	My treasure chest of success	H1
Ages 6 - 7	2	My learning strengths	R15, R30
Ages 6 - 7	3	Learning with others	R12, R13, R14, R16
Ages 5 - 6	3	Achieving together: Dream Wellies	R12, R16
Ages 5 - 6	4	Stretchy Learning: Stretchy flowers	
Ages 5 - 6	6	Celebrating my success Assessment	H3

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 6 - 7	1	Goals to success	H2, H3
Ages 5 - 6	2	Steps to goals	
Ages 5 - 6	5	Overcoming obstacles	R30 H4
Ages 6 - 7	4	Group challenge: Dream birds	R13, R14, R16, R19
Ages 6 - 7	5	Continuing group challenge	R14, R16, R19, H2, H3
Ages 6 - 7	6	Celebrating our achievement Assessment	R19, H4

Notes

This arrangement offers a 4:2 split between the age groups but allows for continuity and assessments that cover the content taught through the 6 lessons.

It also allows for contributions to the Garden of Dreams and Goals end of puzzle outcome if required.

Lower KS2 - Years 3 and 4

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 8 - 9	2	Broken dreams	
Ages 8 - 9	3	Overcoming disappointment	R12
Ages 7 - 8	3	A new challenge: Garden design	
Ages 7 - 8	4	Our new challenge: Garden design	
Ages 7 - 8	5	Our new challenge: overcoming obstacles	R14, R15, H2, H3
Ages 7 - 8	6	Celebrating my learning Assessment	R13, H2, H3

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 7 - 8	1	Dreams and Goals	H2, H3
Ages 7 - 8	2	My dreams and ambitions	
Ages 8 - 9	1	Hopes and Dreams	R30 H4
Ages 8 - 9	4	Creating new dreams	R13, R14, R16, R19
Ages 8 - 9	5	Achieving goals: potato people	R14, R16, R19, H2, H3
Ages 8 - 9	6	We did it! Assessment	R19, H4

Notes

Some of the lessons in each year group are linked together, so this 2:4 split allows for that and also mixes the age group lessons to allow for the differences within the group.

The focus is on resilience and teamwork across the 2 years.

Upper KS2 - Years 5 and 6

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 9 - 10	1	When I grow up (my dream lifestyle)	H2, H3
Ages 9 - 10	2	Investigate jobs and careers	
Ages 9 - 10	3	My dream job - why I want it and the steps to get there	R15
Ages 10 - 11	4	Helping to make a difference	R12, R13, H7
Ages 10 - 11	5	Helping to make a difference	R16, H4
Ages 10 - 11	6	Recognising our achievements Assessment	R16

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 10 - 11	1	Personal learning goals	R15
Ages 10 - 11	2	Steps to success	
Ages 10 - 11	3	My dream for the world	H2, H3
Ages 9 - 10	4	Dreams and goals of young people in other cultures	R16
Ages 9 - 10	5	How can we support each other?	R12
Ages 9 - 10	6	Rallying support Assessment	R12

Notes

This is a straightforward 3:3 split between the two year groups so should be simple to implement within the two year model. The final 3 lessons in both year A and year B ask the children to devise a fundraising activity/charity event.

Healthy Me

There is a 2 year delivery programme for each group - Year A and Year B

Groups are split into KS1 (Years 1 and 2)

Lower KS2 (Years 3 and 4)

Upper KS2 (years 5 and 6)

All puzzles still consist of 6 lessons

All puzzles have an assessment in lesson 6.

KS1 - Year 1 and 2

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 5 - 6	1	Being Healthy	H1,2,5,6,18,19,28
Ages 5 - 6	2	Healthy choices	H1,3,5,6,18,19,22,23,28
Ages 5 - 6	3	Clean and healthy	H6,18,30
Ages 6 - 7	4	Healthy Eating	H5,6,22,23,24
Ages 6 - 7	5	Healthy Eating	H5,6,18,22,23,24
Ages 6 - 7	6	Happy Healthy Me! Assessment (Food theme)	H5,6,18,20

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 6 - 7	1	Being healthy	H5,6,18,19,20
Ages 6 - 7	2	Being relaxed	H1,2,3,6,12,18,19,28
Ages 5 - 6	3	Medicine safety	H6, H18
Ages 6 - 7	4	Medicine safety	H6,18,21,25
Ages 5 - 6	5	Road safety	H6,18,21
Ages 5 - 6	6	Happy, Healthy Me! Assessment (Ways of keeping healthy)	R15 H5,6,18,24,30

Notes

Year A has a focus on hygiene and healthy eating. The assessment activity leads on from the lessons on healthy eating.

Year B has a focus on medicines and road safety. There are 2 medicines lessons in Year B - one is from the age 5-6 puzzle and the second from the age 6 - 7 puzzle. The assessment looks at a number of ways of keeping healthy linked to the lessons delivered.

Lower KS2 - Years 3 and 4

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 7 - 8	1	Being fit and healthy	H5,6,18,19,20,22,23,24
Ages 7 - 8	2	Being fit and healthy	H5,6,18,19,20,22,23,24,28
Ages 7 - 8	3	What do I know about drugs?	H17,21,25
Ages 8 - 9	3	Smoking	R30,31, H21,25,26
Ages 8 - 9	4	Alcohol	R30,31,32, H21,24,25,26
Ages 7 - 8	6	Happy Healthy Me! Assessment (Food theme)	R15 H1,6,18,19,21

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 8 - 9	1	My friends and Me	R7,8,11,13 H2,3
Ages 8 - 9	2	Group dynamics	R8,10,11,13,19,20,21, 22,25
Ages 7 - 8	4	Being safe	R22,23,24,25,26,28,29, 30,31,32 H2,3,9,11,17,21
Ages 7 - 8	5	Safe or unsafe	R20,21,22,23,24,25,26,28, 29,30,31,32 H9,11,21
Ages 8 - 9	5	Healthy friendships	R8,9,10,11,12,13,16,20, 25,29,32 H1,4
Ages 8 - 9	6	Celebrating my inner strength and assertiveness Assessment	R11,12,14,15,16,19,22,25

Notes

The lessons are split to include both age groups. Year A has a drug education theme. The assessment lesson 6 in Year A leads on from the age 7 - 8 being fit and healthy lessons.

Year B assessment is based on the relationships and friendships lessons in the age 8 - 9 lessons.

Upper KS2 - Years 5 and 6

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 9 - 10	1	Smoking	H21,24,25
Ages 9 - 10	2	Alcohol	H21,24,25
Ages 9 - 10	3	Emergency aid	R31,32 H9,21,32,33
Ages 9 - 10	4	Body image	R12,15,16,18,25,27 H10,21
Ages 9 - 10	5	My relationship with food	R15 H4,10,21
Ages 9 - 10	6	Healthy Me (debate) Assessment	H1,2,3,4,5,6,10,18, 19,21,21

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 10 - 11	1	Taking responsibility for my health and wellbeing	R15,27,31,32 H1,5,6,7,9,10,17,18, 19,21,24,31
Ages 10 - 11	2	Drugs	R31,32 H2,3,8,9,10,17,21,24,25
Ages 10 - 11	3	Exploitation	R7,11,25,31,32 H8,9,10,17,21
Ages 10 - 11	4	Gangs	R7,11,25,31,32 H8,9,10,17,21
Ages 10 - 11	5	Emotional and mental health	H1,4,5,6,7,9,10,12,17,18,1 9,21,28
Ages 10 - 11	6	Managing stress and pressure Assessment	R15,19,27,30,31,32 H1,4,5,6,7,9,10,12,17,18, 19,20,21,28

Notes

Because the lessons in these 2 year groups are so varied, it makes sense to leave them as they are and alternate teaching ages 9 - 10 in Year A and ages 10 - 11 in Year B

Relationships

There is a 2 year delivery model - Year A and Year B

Every puzzle still consists of 6 lessons, split between the relevant year groups.

The lesson numbers refer to the lessons on the portal/in the scheme of work for the relevant year groups.

All years have an assessment which is fit for purpose and demonstrate progress.

KS1 - Years 1 and 2

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 5 - 6	1	Families	R1,2,3,4
Ages 5 - 6	2	Making friends	R7,8,9,10,11,12
Ages 5 - 6	3	Greetings	R14,19,25,26,27,28
Ages 6 - 7	4	Secrets	R6,16,19,20,22,26,31,32 H2,3
Ages 6 - 7	5	Trust and appreciation	R11,12,13,16,31 H2,3
Ages 6 - 7	6	Celebrating my special relationships Assessment	R8 H2,3

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 6 - 7	1	Families	R1,2,3,4,5,6
Ages 6 - 7	2	Keeping safe - exploring physical contact	R16,19,25,27,28,29,30,32
Ages 6 - 7	3	Friends and conflict	R7,9,10,12,16 H15
Ages 5 - 6	4	People who help us	R11,16,19,25,28,32 H4
Ages 5 - 6	5	Being my own best friend	R9,10,11,15,31 H3,6
Ages 5 - 6	6	Celebrating my special relationships Assessment	R12,13,16 H2,6

Notes

The focus in Year A is on different types of families and early, age appropriate, lessons on consent and learning who to trust.

In Year B there are lessons on different types of families and what makes a family, appropriate touch and friendships.

The 3:3 split allows for the age differences within the group.

Lower KS2 - Years 3 and 4

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 7 - 8	1	Family roles and responsibilities	R1,2,3,4
Ages 7 - 8	2	Friendship	R7,8,9,10,12,19 H2,3
Ages 7 - 8	3	Keeping myself safe online	R11,17,20,21,22,23,24,25, 36,32, H9,11,12,13,14,15,16,17
Ages 8 - 9	4	Getting on and falling out	R7,8,9,10,11,12,13,14,16,1 9,25,32 H7
Ages 8 - 9	5	Girlfriends and boyfriends	R8,9,12,13,14,16
Ages 8 - 9	6	Celebrating my relationships with people and animals Assessment	R2,4,9,12,16,19,25

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 8 - 9	1	Jealousy	R6
Ages 8 - 9	2	Love and loss	R6 H2,3,7,9
Ages 8 - 9	3	Memories	H4,10
Ages 7 - 8	4	Being a global citizen 1	
Ages 7 - 8	5	Being a global citizen 2	
Ages 7 - 8	6	Celebrating my web of relationships Assessment	R13,16

Notes

A straightforward 3:3 split of lessons across the 2 years takes into account the spread of ages.

Year A focuses on friendships, getting on and falling out, the start of romantic relationships and keeping safe online.

Year B looks at wider issues around relationships such as loss, bereavement, separation, jealousy and being a global citizen.

Upper KS2 - Years 5 and 6

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 9- 10	1	Recognising Me	R13,15 H2,3,4,7
Ages 9 - 10	2	Safety with online communities	R11,12,13,14,16,17,20,21,22,23,24,25,26,29,31,32 H8,9,10,11,12,13,14,15,16,17
Ages 9 - 10	3	Being in an online community	R12,13,14,16,19,20,21,22,23,24,26,29 H8,9,10,11,12,13,14,15,16,17
Ages 10 -11	4	Power and control	R8,9,10,13,17,19,25,26,28,30,31,32 H8,9,17
Ages 10 -11	5	Being online - real or fake? Safe or unsafe?	R11,13,20,21,22,23,24,25,26,28,29,32 H11,12,13,14,15,16,17
Ages 10 -11	6	Using technology responsibly Assessment	R13,21,22,23,24,25,26,28,32 H11,12,13,14,15,16,17

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 10 - 11	1	What is Mental Health?	R27,32 H1,4,5,6,7,9,10,17,18,21
Ages 10 - 11	2	My Mental Health	R15,27,32 H1,4,5,6,7,9,10,17,18,21
Ages 10 - 11	3	Love and loss	R32 H2,3,4,7,9,10,17
Ages 9 - 10	4	Online gaming	R12,13,14,19,20,21,22,23,24, H11,12,13,14,15,16,17
Ages 9 - 10	5	My relationship with technology: screen time	R12,13,14,20,21,22,23,24 H5,11,12,13,14,15,16,17
Ages 9 - 10	6	Relationships and Technology Assessment	R11,12,13,14,20,21,22,23,24 H1,11,12,13,14,15,16,17

Notes

Another straightforward 3:3 split of lessons.

Year A considers online relationships and safety throughout and teaches children how to be aware of their own use of technology.

Year B also considers some elements of online safety and relationships but also covers how to support mental health.

Changing Me

This is a straightforward split into a 2 year delivery model - Year A and Year B. There is only a small change in Years 5 and 6 to ensure that conception is taught before pregnancy and birth. As conception sits in a Year 5 lesson when the scheme is used in bigger schools, there should not be an issue.

There are a couple of alternative lessons in this puzzle - 'Having a Baby' lesson in Year 4 and 'Boyfriends and Girlfriends' in Year 6. This could allow for flexibility depending on the age split/maturity of classes or school policy.

The 3 Sex Education lessons are highlighted as parents could request their children are withdrawn. There is no right to withdraw children from Statutory Puberty lessons as they are part of the Health Education Statutory Curriculum as of September 2021.

Every puzzle still consists of 6 lessons, split between the relevant year groups and an assessment opportunity to measure progress.

Jigsaw recommend that in the first year of delivery for a small school, they start with the Sex Education lessons so they are delivered prior to starting Secondary School. These lessons are therefore found in Year A.

KS1 - Year 1 and 2

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 5 - 6	1	Life Cycles	R1,6
Ages 5 - 6	2	Changing Me	H4
Ages 5 - 6	3	My changing Body	
Ages 6 - 7	4	Boys' and Girls' bodies	R26,27,29 H34
Ages 6 - 7	5	Assertiveness	R15,19,25,26,29, 30, 31, 32
Ages 6 - 7	6	Looking ahead Assessment	H2,3

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 6 - 7	1	Life Cycles in Nature	
Ages 6 - 7	2	Growing from young to old	
Ages 6 - 7	3	The Changing Me	H34
Ages 5 - 6	4	Boys' and Girls' bodies	R19,25,26,27,29 H34
Ages 5 - 6	5	Learning and Growing Puzzle outcome: Flowers	R15
Ages 5 - 6	6	Coping with changes Assessment	R32 H2,

Notes

Boys' and Girls' bodies lessons (lesson 4 for years A and B) both ask children to learn the names of 'private' parts - penis, testicles, vulva, vagina and anus alongside other body parts, and use the same images in both year groups, so can be interchangeable.

Year B lesson 6 uses Jigsaw Jack (the Year 1 friend) as the example in the story.

Lower KS2 - Years 3 and 4

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 7 - 8	1	How Babies Grow	H2,3
Ages 7 - 8	2	Babies	H2,3
Ages 7 - 8	3	Outside body changes	H2,3,34
Ages 8 - 9	4	Circles of change Puzzle outcome	H4
Ages 8 - 9	5	Accepting Change	H2,3
Ages 8 - 9	6	Looking ahead Assessment	

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 8 - 9	1	Unique Me	R1,2,3,4,27
Ages 8 - 9	2	Having a Baby*	R1,2,3,4,26 H34
Ages 7- 8	3	Inside Body changes	R27, H2,3,34
Ages 8 - 9	4	Girls and Puberty	R26 H34,35
Ages 7- 8	5	Family Stereotypes	R1,2,3,4,18, H2,3
Ages 7- 8	6	Looking Ahead Assessment and Puzzle Outcome - ribbons	H2,3

Notes

*Lesson 2 in Year B (Having a baby). There are 2 versions of this lesson on the Portal. **Lesson 2 refers to sexual intercourse and is therefore a Sex Education lesson.** Parents need to know this as they could request their child is withdrawn from this lesson. Lesson 2a describes the responsibilities of parenthood and decisions that should be made before having a baby. You can choose which lesson to use depending on your school policy, class and the mix of ages they are. Lesson 2a does not describe sexual intercourse so is not a sex education lesson.

Upper KS2 - Years 5 and 6

Year A	Lesson number	Lesson topic	RSHE guidance reference
Ages 10 - 11	1	My Self Image	R15,27, H1,4,6,7,9,10
Ages 10 - 11	2	Puberty**	R30,32 H9,34,35
Ages 9 - 10	4	Conception***	H34
Ages 10 - 11	3	Babies: conception to birth****	R1,4,32 H9,35
Ages 10 -11	5	Real self and Ideal self	R13,15,16,19,27 H1,4,6,9,10
Ages 10 - 11	6	The Year Ahead	H2,3,4,6,9,10

Year B	Lesson number	Lesson topic	RSHE guidance reference
Ages 9 - 10	1	Self and body Image	R15,25,26,27, H5,6,10,18
Ages 9 - 10	2	Puberty for Girls	H34
Ages 9 - 10	3	Puberty for Boys	H2,3,34
Ages 10 -11	4	Boyfriends and Girlfriends*	
Ages 9 - 10	5	Looking Ahead 1 And Puzzle outcome	H4,34
Ages 9 - 10	6	Looking Ahead 2 Assessment	H1,4

Notes

In order to allow for an assessment in both years, and to ensure that the Conception lesson comes before the Pregnancy and birth lesson, just one lesson has been swapped between the Years A and B.

*Lesson 4 in Year B has an alternative available. Lesson 4 deals with sexting. Lesson 4a is about adolescent relationships and assertiveness when starting at Secondary school and could be more suitable depending on the composition of the class.

**Lesson 2 in Year A is designed to last longer than the normal one hour and includes common worries linked to puberty and Q and A.

***Conception lesson is a Sex Education lesson

****Babies - Conception to Birth is a Sex Education lesson

