

PSHE Policy

(Personal, Social, Health, Education)

Including Relationships, Sex and Health Education (RSHE) statutory from September 2020

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| Formally adopted by the Governing Board of:- | Halcyon Federation |
| Chair of Governors:- | Holden Cook |
| Brought to Governors & adopted on:- | September 2025 |



OUR VISION

Our school and curriculum empower staff and pupils to be advocates and agents of change for a more sustainable world.

OUR MISSION

- We are imaginative: we dream, read and travel.
- We are inquisitive: we listen, question and challenge.
- We are disciplined: we improve, hone and practise.
- We are collaborative: we share, connect and support.
- We are persistent: we dare, struggle and stick at it.

OUR AIMS

- Prioritise mental health and wellbeing
- Help everyone find joy in learning, feel safe to make mistakes and know when they are successful
- Have a curriculum that represents local, national and global diversity
- Recognise everyone's role in the future of the world and its climate
- Make a place where difference and diversity are valued
- Link learning to the world of work
- Make pupil, family and staff voices integral to our planning
- Nurture creativity through the arts
- Develop a culture of reading for pleasure
- Ensure our pupils play safely, demonstrate our school values and build resilient friendships



Executive Headteacher: Louise McLeod
Chair of Governors: Holden Cook

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Intent

'Halcyon Federation holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. We believe that high-quality Relationships, Sex and Health Education helps to safeguard children, promote their wellbeing, and prepare them for the responsibilities of adult life. With a strong emphasis on developing emotional literacy, building resilience and nurturing mental and physical health, Jigsaw PSHE enables us to deliver engaging and relevant PSHE within a whole school approach. Lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.'

Context

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 must:

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

This policy is informed by the Department for Education statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated July 2025). The 2025 update must be fully implemented by September 2026. Halcyon Federation will phase in changes during 2025–26 to ensure full compliance.

PSHE

At Halcyon Federation, our PSHE and RSHE curriculum is designed to support pupils' personal growth, wellbeing, and preparation for modern life. It equips pupils with the knowledge, skills, and values needed to build positive relationships, make safe and healthy choices, and contribute meaningfully to their community. The curriculum also contributes to safeguarding, equality duties, British Values, and SMSC development, while providing a programme consistent with Ofsted's inspection framework, particularly the areas of Personal Development and Behaviour and Attitudes.

The Jigsaw Programme provides a comprehensive and carefully sequenced scheme of work, ensuring consistency and progression across year groups in this vital area of the curriculum.



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.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

In line with the Department for Education Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, p.11), all schools are required to have a written policy for Relationships Education (primary) and Relationships and Sex Education (secondary).

At Halcyon Federation, this requirement is met through our PSHE policy, which sets out the aims, content, and delivery of Relationships Education and Health Education within our curriculum.

This policy has been developed in consultation with staff, governors, and parents, ensuring that it reflects both statutory requirements and the values of our school community.

What do we teach when and who teaches it?


The Jigsaw Programme provides comprehensive coverage of all areas of PSHE for the primary phase, including statutory Relationships and Health Education. The table below outlines the six core Puzzles (units of work), each with a distinct learning theme. These are taught consistently across the school, with knowledge, skills, and understanding revisited, deepened, and extended progressively each year.

| | | |
|----------|------------------------|--|
| 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 Halcyon Federation, one hour of dedicated curriculum time is allocated each week to the discrete teaching of PSHE, ensuring that knowledge and skills are delivered in a developmental and age-appropriate manner.

Learning from these explicit lessons is reinforced and embedded across the wider school environment, including through assemblies and collective worship, the school's Relationships Policy, and the daily interactions between pupils and staff. In this way, pupils are supported to 'live' what they learn and to apply it meaningfully within the school community.

Weekly PSHE lessons are delivered by class teachers to their own classes. Teachers adapt and supplement the curriculum as appropriate, ensuring that learning is responsive to the specific needs of their pupils.



The Department for Education Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) sets out the knowledge and understanding that all pupils should have gained by the time they leave primary school.

Relationships Education

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

By the end of Year 6, pupils are expected to know about:

- Families and people who care for me – importance of family, different forms families can take, stable and caring relationships.
- Caring friendships – characteristics of healthy friendships including kindness, trust, respect, honesty, and loyalty.
- Respectful relationships – self-respect, respect for others, equality, diversity, and personal boundaries.
- Online relationships – safe use of technology, privacy, consent in sharing information/images, and where to seek help.
- Being safe – recognising unsafe situations, asking for help, and reporting concerns or abuse.

These outcomes are taught progressively and age-appropriately through the Jigsaw PSHE Programme at Halcyon Federation, ensuring pupils build the knowledge, skills, and confidence they need to form healthy, respectful relationships as they move into secondary school and beyond.

Health Education

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

By the end of Year 6, pupils are expected to know about:

- Mental wellbeing – recognising and talking about emotions, positive mental health, resilience, coping with loss and change.
- Internet safety and harms – responsible technology use, risks online (including scams, manipulation, financial harms), consent, and privacy.
- Physical health and fitness – importance of regular activity.
- Healthy eating – principles of nutrition and a balanced diet.
- Drugs, alcohol, tobacco and vaping – facts about legal and illegal substances, risks of use, and the dangers of vaping.
- Health and prevention – hygiene, dental health, sun safety, vaccinations, recognising coercion or harm (including where no visible injury is present).
- Basic first aid – self-care and emergency response.
- Changing adolescent body – puberty, menstrual wellbeing, hygiene, and emotional aspects.
- Personal safety – water, road, rail, and public place safety.

At Halcyon Federation, these outcomes are taught progressively and in age-appropriate ways through the Jigsaw PSHE Programme. This ensures that all children develop the knowledge, skills, and confidence they need to make safe, informed, and healthy choices as they grow.



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.

The DfE statutory guidance makes an important distinction between what must be taught in primary schools and what is recommended but non-statutory.

In primary schools, Relationships Education and Health Education are statutory. Within Health Education, all pupils must learn about the changing adolescent body (puberty).

This includes teaching about:

- the key physical and emotional changes during puberty
- menstrual wellbeing and the key facts about the menstrual cycle
- the importance of personal hygiene during puberty

In Science, pupils are also required to learn about:

- the main external parts of the human body
- the human life cycle, including reproduction in animals and humans
- how offspring grow into adults

Primary schools are encouraged but not required to provide additional sex education that prepares pupils for later learning in secondary school. This may include teaching, in an age-appropriate way, how a baby is conceived and born. If a school chooses to teach this additional content, it must be clearly set out in its RSHE policy.

At Halcyon Federation, we have chosen to teach aspects of Sex Education as part of our PSHE curriculum through the Jigsaw programme, specifically within the Changing Me unit. A unit overview is included at the end of the policy.

In the Early Years and Key Stage 1, pupils are introduced to the correct scientific vocabulary for body parts, including genitalia. This supports safeguarding and lays the foundation for future learning. Children also explore life cycles, how we grow and change, and how to respect and value their own bodies.

In Key Stage 2, pupils learn about puberty, including the changes that take place inside and outside the body, and how these changes prepare the human body for reproduction. In Year 5, reproduction in humans is taught as part of the Science curriculum, and at Drake this includes human reproduction in addition to the statutory animal reproduction content.

Right to Withdrawal: Parents may request in writing to withdraw their child from non-statutory sex education. This does not extend to statutory Relationships or Health Education.



Sex Education

All lessons are taught in an age-appropriate, sensitive manner by the class teacher. Teachers ensure that content does not go beyond what is appropriate for each year group, and that children feel safe and supported to ask questions. Where questions fall outside the planned curriculum, teachers may encourage pupils to discuss them with parents/carers or explain that they will be covered at a later stage.

Lessons are designed to reduce stigma, particularly around mental wellbeing, and to encourage openness through discussion and collaborative activities. The curriculum places a strong emphasis on promoting respect for diversity and challenging stereotypes, particularly in relation to protected characteristics. Pupils are encouraged to express their views, ask questions, and engage in discussion.

Teachers answer questions honestly and sensitively, with regard to pupils' age and maturity. Sensitive issues, such as self-harm or suicide, are addressed with care.

Teachers avoid materials that may appear instructive and instead focus on preventative and supportive approaches.

Pupils are expected to participate respectfully, and class discussions are carefully managed to ensure that no personal or private information is disclosed inappropriately.

Where concerns arise, staff follow the school's Child Protection and Safeguarding Policy. The PSHE & RSHE programme is fully inclusive, with activities planned to involve all pupils. While healthy relationships are a central focus, teaching is delivered with sensitivity to avoid stigmatising pupils whose home circumstances may differ.

Staff Training

All staff involved in delivering PSHE, including Relationships, Sex and Health Education (RSHE), receive appropriate training to ensure they are confident, well-prepared, and able to teach the curriculum effectively. Training is led and coordinated by the PSHE/RSHE subject leader and is designed to:

- Deepen subject knowledge and understanding of statutory requirements.
- Develop confidence in addressing sensitive issues in an age-appropriate manner.
- Share effective pedagogical approaches, including managing discussion and responding to pupils' questions.
- Ensure consistency and progression across year groups.
- Keep staff up to date with current guidance, safeguarding requirements, and emerging issues relevant to pupils' wellbeing.

Professional development is ongoing and may include whole-staff training, access to external providers, and opportunities for teachers to share good practice.



Confidentiality and Safeguarding

Confidentiality in the classroom is a key component of effective Relationships, Sex and Health Education (RSHE).

- Teachers respect pupils' privacy but follow safeguarding procedures for any concerns.
- Pupils are informed that disclosures will be passed to the Designated Safeguarding Lead (DSL).
- RSHE lessons link directly with Keeping Children Safe in Education (KCSIE) and the school's safeguarding policy.

Monitoring and Review

The PSHE/RSHE Subject Leader has overall responsibility for monitoring the quality, consistency, and effectiveness of PSHE and RSHE provision across the school. This includes ensuring that statutory requirements are met and that teaching is responsive to the needs of all pupils.

Monitoring will be carried out regularly and will draw upon a range of evidence, including:

- Learning walks and lesson observations to evaluate the quality of teaching and classroom practice.
- Work scrutiny to review coverage, progression, and the quality of pupils' learning.
- Pupil voice activities to gather feedback on pupils' experiences and the impact of the curriculum on their personal development.
- Staff discussions and feedback to identify strengths and areas for development in curriculum delivery.


Findings from monitoring activities will be used to inform subject development planning, staff training, and any necessary updates to curriculum delivery.

This policy will be reviewed annually by the PSHE/RSHE Subject Leader, in consultation with the Headteacher and Governing Body, to ensure it remains fully compliant with statutory DfE guidance and continues to reflect the needs of our school community.

Equality and Accessibility

At Halcyon Federation, we understand our responsibilities under the Equality Act 2010. We must not unlawfully discriminate against any pupil because of a protected characteristic. These include:

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



We are committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity in our curriculum. Pupils with SEND, or with other needs such as social, emotional or mental health needs, are entitled to full access to Relationships, Sex and Health Education (RSHE), and our programme is designed to be inclusive of all pupils.

Under the Equality Act 2010, schools may take positive action where it is proportionate and supported by evidence, to address particular disadvantages affecting a group with a protected characteristic. For example, if there were evidence that girls were disproportionately subjected to sexual harassment, the school could take steps to provide additional targeted support.

When deciding on appropriate support for pupils with a particular protected characteristic, we consider the needs of our pupils, including age, gender, developmental stage, and SEND. Teachers will adapt their planning, methods and resources to ensure teaching is accessible, clear, accurate and age- and developmentally-appropriate.

To foster respectful peer-to-peer communication and behaviour, the school implements a robust Relationships (Behaviour) Policy and Child Protection and Safeguarding Policy, which set out expectations for staff and pupils.

We also recognise that PSHE/RSHE may raise sensitive issues for staff, including topics that may relate to personal trauma. Staff are encouraged to seek support from their line manager or the school's designated wellbeing lead if needed.

This section of our PSHE policy also informs the school's Equalities Plan. The DfE Statutory Guidance (2025) 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 Halcyon Federation, we promote respect for all and value every individual child. We also respect the right of children, families and staff to hold religious or other beliefs, and understand that sometimes these may be in tension with aspects of RSHE. We are clear, however, that all teaching will reflect the law, including the Equality Act, and will be delivered with sensitivity and respect.

Parents are consulted on the development of our PSHE/RSHE policy and curriculum. The policy is published on our school website. In line with statutory requirements, parents have the right to request withdrawal of their child from some or all of the sex education elements of RSHE, but not from Relationships Education or Health Education.

Appendix

Appendix 1 – Knowledge Content Overview

Jigsaw 3 -11/12 Knowledge Content: Snapshot Overview



| Age Group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|-----------------|---|---|---|---|---|---|
| Ages 3-5 | Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities | Identifying talents Being special Families Where we live Making friends Standing up for yourself | Challenges Perseverance 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) (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 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 |

| Age Group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|-------------------|--|---|---|--|---|--|
| 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 and vaping Assertiveness Peer pressure Celebrating inner strength | Jealousy Love and loss Memories of loved ones Getting 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 year ahead 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 Materials 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 and vaping 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 SMARRT 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 |

Appendix

Appendix 2 – Changing Me Unit

Changing Me Puzzle Map - Ages 5-6

| Piece (lesson) | RSHE guidance reference | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions |
|--|------------------------------|---|--|
| 1. Life cycles | R1, R6 | I can recognise cycles of life in nature | I understand that changes happen as we grow and that this is OK |
| 2. Changing Me | R12 | I can tell you some things about me that have changed and some things about me that have stayed the same | I know that changes are OK and that sometimes they will happen whether I want them to or not |
| 3. My Changing Body | | I can tell you how my body has changed since I was a baby | I understand that growing up is natural and that everybody grows at different rates |
| 4. Boys' and Girls' Bodies | R19, R25, R26, R27, R29, H34 | I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus | I respect my body and understand which parts are private |
| 5. Learning and Growing Puzzle Outcome: Piece 5 Flowers | R15 | I understand that every time I learn something new I change a little bit | I enjoy learning new things |
| 6. Coping with Changes Assessment Opportunity | R32, H2, H3 | I can tell you about changes that have happened in my life | I know some ways to cope with changes |

Changing Me Puzzle Map - Ages 6-7

| Piece (lesson) | RSHE guidance reference | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions |
|--|--|--|---|
| 1. Life Cycles in Nature | | I can recognise cycles of life in nature | I understand there are some changes that are outside my control and can recognise how I feel about this |
| 2. Growing from Young to Old | R12 | I can tell you about the natural process of growing from young to old and understand that this is not in my control | I can identify people I respect who are older than me |
| 3. The Changing Me | H34 | I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old | I feel proud about becoming more independent |
| 4. Boys' and Girls' Bodies | R26, R27, R29, H34 | I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private | I can tell you what I like/don't like about being a boy/girl |
| 5. Assertiveness | R15, R19, R25, R26, R29, R30, R31, R32 | I understand there are different types of touch and can tell you which ones I like and don't like | I am confident to say what I like and don't like and can ask for help |
| 6. Looking Ahead Assessment Opportunity | H2, H3 | I can identify what I am looking forward to when I move to my next class | I can start to think about changes I will make when I am in Year 3 and know how to go about this |

Changing Me Puzzle Map - Ages 7-8

| Piece (lesson) | RSHE guidance reference | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions |
|--|-----------------------------|--|---|
| 1. How Babies Grow | H2, H3 | I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby | I can express how I feel when I see babies or baby animals |
| 2. Babies | H2, H3 | I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow | I can express how I might feel if I had a new baby in my family |
| 3. Outside Body Changes | H2, H3, H34 | I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process | I recognise how I feel about these changes happening to me and know how to cope with those feelings |
| 4. Inside Body Changes | R27, H2, H3, H34 | I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up | I recognise how I feel about these changes happening to me and know how to cope with these feelings |
| 5. Family Stereotypes | R1, R2, R3, R4, R18, H2, H3 | I can start to recognise stereotypical ideas I might have about parenting and family roles | I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes |
| 6. Looking Ahead Assessment Opportunity Puzzle Outcome: Ribbon Mobiles | H2, H3 | identify what I am looking forward to when I move to my next class | start to think about changes I will make next year and know how to go about this |



Changing Me Puzzle Map - Ages 8-9

| Piece (lesson) | RSHE guidance reference | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions |
|---|--------------------------|--|---|
| 1. Unique Me | R1, R2, R3, R4, R27 | I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm | I appreciate that I am a truly unique human being |
| 2. Having a Baby | R1, R2, R3, R4, R26, H34 | I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby | I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult |
| 2a Having a Baby (alternative lesson) | R1, R2, R4 R5 | I understand what responsibilities there are in parenthood and the joy it can bring I can consider what has influenced my life and what might influence the lives of other people | I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult |
| 3. Girls and Puberty | R26, H34, H35 | I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this | I have strategies to help me cope with the physical and emotional changes I will experience during puberty |
| 4. Circles of Change Puzzle Outcome: Circles of Change | H4 | I know how the circle of change works and can apply it to changes I want to make in my life | I am confident enough to try to make changes when I think they will benefit me |
| 5. Accepting Change | H2, H3 | I can identify changes that have been and may continue to be outside of my control that I learnt to accept | I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively |
| 6. Looking Ahead Assessment Opportunity | | I can identify what I am looking forward to when I move to a new class | I can reflect on the changes I would like to make next year and can describe how to go about this |



Changing Me Puzzle Map - Ages 9-10

| Piece (lesson) | RSHE guidance reference | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions |
|--|--------------------------------------|--|--|
| 1. Self and Body Image | R15, R25, R26, R27, H5, H6, H10, H18 | I am aware of my own self-image and how my body image fits into that | I know how to develop my own self esteem |
| 2. Puberty for Girls | H34 | I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally | I understand that puberty is a natural process that happens to everybody and that it will be ok for me |
| 3. Puberty for boys | H2, H3, H34 | I can describe how boys' and girls' bodies change during puberty | I can express how I feel about the changes that will happen to me during puberty |
| 4. Conception | H34 | I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby | I appreciate how amazing it is that human bodies can reproduce in these ways |
| 5. Looking Ahead 1 Puzzle Outcome: Change Cards | H4, H34 | I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) | I am confident that I can cope with the changes that growing up will bring |
| 6. Looking Ahead 2 | H1, H4 | I can identify what I am looking forward to when I move to my next class. | I can start to think about changes I will make next year and know how to go about this. |

Changing Me Puzzle Map - Ages 10-11

| Piece (lesson) | RSHE guidance reference | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions |
|--|---|--|--|
| 1. My Self Image | R15, R27, H1, H4, H6, H7, H9, H10 | I am aware of my own self-image and how my body image fits into that | I know how to develop my own self esteem |
| 2. Puberty | R30, R32, H9, H34, H35 | I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally | I can express how I feel about the changes that will happen to me during puberty |
| 3. Babies: Conception to Birth Assessment Opportunity | R1, R4, R32, H9, H35 | I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born | I can recognise how I feel when I reflect on the development and birth of a baby |
| 4. Boyfriends and Girlfriends | R4, R7, R8, R9, R13, R19, H9 | I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend | I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to |
| 4a. Adolescent Friendships | R7, R8, R10, R11, R12, R13, R15, R16, R19, R21, R25, H6 | I know myself well enough to maintain positive relationships with others whilst still keeping my own identity | I can be assertive when appropriate |
| 5. Real self and ideal self | R13, R15, R16, R19, R27, H1, H4, H6 H9, H10 | I am aware of the importance of a positive self-esteem and what I can do to develop it | I can express how I feel about my self-image and know how to challenge negative 'body-talk' |
| 6. The Year Ahead | H2, H3, H4, H6, H9, H10 | I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. | I know know how to prepare myself emotionally for the changes next year. |



Appendix

Appendix 3 – Key Vocabulary



Jigsaw PSHE 3-11 vocabulary progression map

| Being Me in My World Puzzle – Autumn 1 | | | | | | | |
|--|--|--|---|--|--|--|---|
| Vocabulary | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | Consolidate EYFS | Consolidate EYFS & Yr 1 | Consolidate KS1 | Consolidate KS1 & Yr 3 | Consolidate KS1, Yrs 3 & 4 | Consolidate KS1 & KS2 |
| | Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns | Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration | Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving | Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong | Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC) | Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective | Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision |

| Celebrating Difference Puzzle – Autumn 2 | | | | | | | |
|--|--|--|---|--|---|--|---|
| Vocabulary | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | Consolidate EYFS | Consolidate EYFS & Yr 1 | Consolidate KS1 | Consolidate KS1 & Yr 3 | Consolidate KS1, Yrs 3 & 4 | Consolidate KS1 & KS2 |
| | Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family | Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique | Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value | Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment | Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed | Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation | Male, Female, Biological sex, Stereotype, Individuality, Diverse, Identity, Equality, Fairness, Identity, Gender Identity, Transgender, Non-binary, Courage, Fairness, Rights |

| Dreams and Goals Puzzle – Spring 1 | | | | | | | |
|------------------------------------|--|---|---|---|--|---|--|
| Vocabulary | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | Consolidate EYFS | Consolidate EYFS & Yr 1 | Consolidate KS1 | Consolidate KS1 & Yr 3 | Consolidate KS1, Yrs 3 & 4 | Consolidate KS1 & KS2 |
| | Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage | Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve | Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product | Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate | Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise | Feeling, Money, Grow Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference | Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition |

| Healthy Me Puzzle – Spring 2 | | | | | | | |
|------------------------------|--|---|--|---|--|---|---|
| Vocabulary | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | Consolidate EYFS | Consolidate EYFS & Yr 1 | Consolidate KS1 | Consolidate KS1 & Yr 3 | Consolidate KS1, Yrs 3 & 4 | Consolidate KS1 & KS2 |
| | Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare | Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletory items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait | Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious | Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice | Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong | Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation | Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure |

| Relationships Puzzle – Summer 1 | | | | | | | |
|---------------------------------|--|---|---|--|---|--|--|
| Vocabulary | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | Consolidate EYFS | Consolidate EYFS & Yr 1 | Consolidate KS1 | Consolidate KS1 & Yr 3 | Consolidate KS1, Yrs 3 & 4 | Consolidate KS1 & KS2 |
| | Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing | Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate | Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, | Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food Journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude | Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love. | Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARTT rules | Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety |

Changing Me Puzzle – Summer 2

| | EYFS | Year 1 Consolidate EYFS | Year 2 Consolidate EYFS & Yr 1 | Year 3 Consolidate KS1 | Year 4 Consolidate KS1 & Yr 3 | Year 5 Consolidate KS1, Yrs 3 & 4 | Year 6 Consolidate KS1 & KS2 |
|------------|--|---|--|---|---|--|--|
| Vocabulary | Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories | Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping | Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy | Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge | Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance | Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights | Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement |