



Personal, Social Health Education Policy **including Relationships, Sex and Health** **Education**

Brooklands Primary School

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Introduction

At Brooklands Primary School, through our ethos of Kind, Safe and Proud we provide a safe, friendly, stimulating and challenging environment where children's individuality is celebrated and respected. We strive to ensure that every child has dreams, aspiration and reaches for their goals.

We believe that the relationships we create and maintain throughout our lives are fundamental to our emotional well-being therefore we aim for all children to be able to build positive, successful and healthy relationships in all aspects of their life. By teaching quality PSHE and RSHE at Brooklands, this will help our children grow into active citizens who have a respect for our school and our local, national and global communities. As such, the PSHE and RSHE curriculum promote the teaching of British values and challenges stereotypes, promoting empathy, tolerance and acceptance of diversity in all forms.

Many children use the internet regularly therefore we must ensure that principles of positive relationships and safety, including consent, are taught in the context of both face to face and online interactions. We address online safety and behaviour in a way that is relevant to our pupils' lives. Children will sensitively explore aspects of child sexual exploitation, radicalisation and online bullying, learning strategies to spot risks and keep themselves safe in their virtual interactions. We address online safety issues in the classroom through the teaching of Online Safety through the Education For A Connected World scheme and using Project Evolve. We also have a team of trained I-Venger children who are our online safety heroes for school.

Everyone faces difficult situations in their lives therefore our pupils will be provided with the opportunity to develop resilience, to know how and when to ask for help, and to know where to access support. Children will have the opportunity to explore mental health, developing knowledge of self-help strategies, knowing where to go for support. The successful implementation of our PSHE and RSHE curriculum will help our pupils to develop feelings of self-respect, confidence and emotional literacy. We endeavour to teach children skills to allow them to grow up with strategies to help them overcome challenges which they may be faced by. This is helped by our team of Resilience Leaders in School.

The successful implementation of PSHE and RSHE throughout Brooklands begins in the Early Years Foundation Stage with the delivery of the Early Years Guidance (2021) through the strands of Self-Regulation, Managing Self and Building Relationships and building the characteristics of effective learning. With the new changes to the EYFS, PSED is broken down into three areas of learning:

- Self confidence and self awareness
- Managing feelings and behaviours
- Making relationships

Here and throughout school, PSHE and RSHE will be implemented through the use of the highly accredited “Jigsaw” scheme of work (see the Jigsaw RSHE overview in appendix 1).

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [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))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

Aims of the Policy

The aims of PSHE and RSHE at Brooklands are:

- To provide our pupils with the fundamental building blocks and characteristics of positive, healthy relationships.
- To provide our pupils with a framework in which sensitive discussions can take place.
- To provide our pupils with the ability to take turns, and to treat each other with kindness, consideration and respect.
- To provide our pupils with an understanding of the importance of honesty and truthfulness.
- To provide our pupils with an understanding of personal privacy both in person and online.
- To prepare our pupils for both their physical and mental developmental journey as they grow.

- To provide our pupils with an understanding of the importance of good health and hygiene and an understanding of sexual development.
- To provide our pupils, from youngest to oldest, with an understanding of consent and how this is exercised.
- To provide our pupils with an understanding of the differences between appropriate and inappropriate or unsafe contact.
- To equip our pupils with the correct vocabulary to describe themselves and their bodies and to articulate themselves and their feelings clearly.
- To challenge thinking around protected characteristics promoting acceptance of diversity and difference in all its forms.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

What do we teach when and who teaches it?

Whole-school approach

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 Brooklands Primary School we allocate 1 hour each week to PSHE / RSHE in order to teach the knowledge and skills outlined above in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Class Charter and Brooklands Expectations, CREW time, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

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 Brooklands Primary School, we believe children should understand the facts about human reproduction before they leave primary school so we define Sex Education as understanding human reproduction.

We intend to teach this through the 'Changing Me' section of the Jigsaw. The RSE will be taught as part of Jigsaw RSE lessons in which case parents have the right to withdraw their child.

Parents' right to request their child be excused from Sex Education

"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 Brooklands School, 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 4 (Conception, birth)

The school will inform parents of this right by a letter/ Dojo post in the Summer Term before the Changing Me Puzzle is taught. The teachers delivering the RSE Changing Me Puzzle unit will be available to discuss with parents before hand of any questions or queries which they may have.

Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE /RSE programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

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 Brooklands Primary School 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 PSHE and 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 development

This policy has been developed in consultation with the staff, pupils and parents of Brooklands Primary School. The consultation and policy development process included the following steps:

- Review – A working group scrutinising all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity review the policy and make recommendations. This took place in a virtual capacity.
- Parent/stakeholder consultation – information was sent to all parents through email they were asked to respond through a dedicated consultation email. Responses were collated and analysed.
- Pupil consultation – we investigated what exactly pupils want from their RSHE.
- Governor's consultation.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition of Relationships, Sex and Health Education (RSHE)

RSHE is about the emotional, social and cultural development of pupils, and involves learning about:

- Healthy relationships including friendships, family and beyond

- Healthy lifestyles including mental wellbeing
- Health and hygiene related to growing up and puberty
- Personal identity including LGBTQ+
- Consent
- Safety in all areas of life, including online
- Diversity

RSHE involves a combination of sharing information, and exploring issues and values. Each of the above are taught sensitively and in the context of healthy relationships.

Curriculum

The Jigsaw scheme of work is used from Nursery through to Year 6 and is also used to support the delivery of assemblies. Jigsaw is a spiral, progressive and effective scheme of work, aiming to prepare children and young people for life, helping them to really know and value who they are and understand how they relate to their peers, family and wider community.

We will ensure that all teaching is sensitive, age-appropriate, and developmentally appropriate. This may mean some minor adaptations are made to the curriculum to ensure all children have appropriate access to learning. Any changes made to the curriculum will be discussed with the RSHE lead.

At Brooklands Primary School, in line with the national curriculum, sex education will focus on the following:

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

Delivery of RSHE

The delivery of RSHE begins in Early Years through PSED. The revised framework explains that:

“Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in

their own abilities, to persist and wait for what they want and direct attention as EYFS reforms early adopter framework necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.”

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Teaching of RSHE at Brooklands is undertaken by class teachers, who are familiar and sensitive to the needs of the children within their class. Biological aspects of RSHE are taught within the science curriculum, and other aspects can be included in religious education (RE), CREW time and assemblies. Teaching of biological concepts is supported by sex education sessions sensitively delivered by the class teacher. Other external partners may support the teaching by delivering bespoke sessions collaboratively planned with teachers e.g. NSPCC, School Health etc.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships in all situations
- Online relationships, and staying healthy and safe online
- Being safe in all aspects of life

SEND pupils

At Brooklands, we ensure that RSHE is accessible for all of our pupils. This is particularly significant when planning teaching for pupils with special educational needs (SEND) and disabilities. High quality teaching that is differentiated and personalised will always be the starting point to ensure appropriate access to learning.

We know that some of our pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their needs. RSHE can also be a particularly important subject for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are always taken into consideration in the design and teaching of RSHE lessons at Brooklands. For example, by providing the opportunity for extra discussion/ exploration.

At Brooklands, we tailor our teaching of RSHE to meet the specific needs of our pupils at different developmental stages. We ensure that all of our teaching is sensitive, age-appropriate, and

developmentally appropriate; delivered with reference to the law. Our teaching is also closely aligned to our school ethos of safe, kind and proud.

Diversity

Within our teaching of RSHE, we give due consideration to the complexity of our children's home circumstances. We recognise that families can include single parents, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers and other structures. We also reflect sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). Our teaching is reflective of this and also reactive to any relevant issues related to RSHE that arise within our school, our local community, and beyond (nationally or internationally).

Curriculum support materials

The following books will be used to support the delivery of RSHE at Brooklands:

Reception:

The Family Book (Todd Parr)

Year One:

The Smelly Book (Babette Cole)

Year Two:

Amazing Grace (Mary Hoffman/Caroline Binch)

It's Okay To Be Different (Todd Parr)

Year Three:

Cinderella's Bum (Nicholas Allan)

Tell Me Again About The Night I Was Born (Jamie Lee Curtis)

Year Four:

Where Willy Went (Nicholas Allan)

Hair In Funny Places (Babette Cole)

And Tango Makes Three (Justin Richardson/ Peter Parnell)

Year Five:

The Boys' Guide to Growing Up (Anita Naik)

The Girls' Guide to Growing Up (Phil Wilkinson)

Amazing You (Gail Saltz)

Year Six:

Growing Up For Boys (Alex Frith)

Growing Up For Girls (Susan Meredith)

What's Happening to Me? (girls) (Susan Meredith)

What's Happening to Me? (boys) (Alex Frith)

Roles and responsibilities

Governors

The governing body will:

- Agree the contents of the RSHE policy and ensure its implementation.
- Offer support and challenge for Headteacher and leaders to ensure implementation is in line with policy.
- Make sure all staff are aware of this policy and understand their role in its implementation alongside the head teacher.
- Make sure staff are suitably trained and equipped to deliver the content of RSHE across the school.
- Evaluate the effectiveness of the RSHE curriculum in conjunction with the head teacher.

Headteacher

The Headteacher will:

- Ensure that RSHE is taught consistently across the school.
- Manage requests to withdraw pupils from non-statutory/non-science components of RSHE.
- Ensure staff have appropriate knowledge and training to effectively teach the elements of RSHE.
- Take overall responsibility for ensuring equality, diversity and safety are represented in teaching.
- Developing, adapting and amending policy, in conjunction with the Governing Body.
- Ensure systems are in place for the rigorous monitoring of the curriculum content and delivery.

PHSE / RSHE Lead

The PSHE/ RSHE lead will:

- Be responsible for the successful delivery of the RSHE curriculum.
- Lead the implementation of Jigsaw across the school ensuring coverage of statutory requirements.
- Provide advice and support to staff.
- Communicate with parents regarding curriculum content and aims of RSHE in school.
- Identify training gaps and deliver/arrange appropriate training sessions.
- Provide regular updates for staff.
- Undertake monitoring activities to help build a picture of the effectiveness of PSHE/ RSHE education in school.
- Undertake planning discussions with staff.

Staff

It is hoped that teaching staff will approach the teaching of PSHE/ RSHE in a positive and proactive manner, however we understand there may be times when concerns arise. Staff who have concerns about teaching PSHE and RSHE are encouraged to discuss this with the PSHE/RSHE lead in the first instance.

Staff will:

- Receive sufficient and suitable training.
- Ensure they have read and understood the policy and curriculum provided, seeking clarification where needed.
- Take into account the individual needs of pupils they teach, adapting materials as appropriate.
- Conduct respectful and sensitive conversations with children which promote inclusivity in all forms.
- Actively promote equal opportunities and positive attitudes to all.
- Plan sequential learning opportunities building on prior knowledge.
- Seek advice and support from RSHE lead to ensure all elements of RSHE are effectively taught.

- Liaise parents and other agencies as necessary, responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE.
- Monitoring the progress of pupils through the use of internal assessment and report to the RSHE lead.

Pupils

Pupils will:

- Have access to a high quality PSHE and RSHE curriculum
- Engage fully in PSHE and RSHE within our ethos of Kind, Safe and Proud
- Treat others with respect and sensitivity
- Know that diversity is a positive element of society
- Know about healthy choices for mind and body
- Have a knowledge of strategies to help them make healthy choices
- Know how to be safe online
- Be challenged to think about healthy and unhealthy relationships and provided with skills to assess a variety of situations
- Know about consent and its meaning in a variety of situations both face to face and online

Parents

Parents will:

- Consult with school on the policy and its contents
- Ensure their children engage with relationships education, supporting the positive messages given
- Support their child in making healthy choices for body and mind
- Engage with staff before considering whether withdrawal from the non-statutory/non-science components of sex education within RSHE is beneficial for their child's learning.
- Write to school informing of any reasons why withdrawal from non-statutory elements is necessary. Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of PSHE and RSHE as part of their induction and it is included in our continuing professional development calendar. The Headteacher will also invite visitors from

outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE. Training for safety elements e.g. child sexual exploitation, online bullying, homophobia etc. will take place under the safeguarding training calendar and will be reviewed frequently.

Monitoring arrangements

This policy will be reviewed by the PSHE/ RSHE lead and the headteacher annually. At every review, the policy amendments will be approved by the school's governing body.

Appendix 1: Jigsaw RSHE Overview



Changing Me Puzzle Map - F2 (Reception) - Ages 4-5

Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change (see Piece 2)

Weekly Celebration	Pieces	Learning Intentions	Resources
Understand that everyone is unique and special	1. My Body	I can name parts of the body	Large paper big enough to fit the outline of a child on Post-its or labels of body parts Book: 'Look Inside Your Body' by Louie Stowell Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Can express how they feel when change happens	2. Respecting My Body	I can tell you some things I can do and foods I can eat to be healthy	Jigsaw Song sheet: 'Make a Good Decision' Selection of pictures that show healthy/less healthy activities/food 2 containers/hoops for sorting Magazines/food leaflets for child-initiated Paper Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Understand and respect the changes that they see in themselves	3. Growing Up	I understand that we all grow from babies to adults	Jigsaw Song sheet: 'A New Day' Book: 'Tell Me What It's Like To Be Big', by Joyce Dunbar Book: 'I Wonder Why Kangaroos Have Pouches', by Jenny Wood Picture cards showing different developmental stages of life ranging from baby to elderly (Teachers to find more) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Understand and respect the changes that they see in other people	4. Fun and Fears Part 1	I can express how I feel about moving to Year 1	Jigsaw Song sheet: 'A New Day' Book: 'The Huge Bag of Worries' by Virginia Ironside Book: 'I Wonder Why Kangaroos Have Pouches', by Jenny Wood Book: 'The Very Hungry Caterpillar', by Eric Carle Box or bag for worries/looking forward to ideas Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know who to ask for help if they are worried about change	5. Fun and Fears Part 2	I can talk about my worries and/or the things I am looking forward to about being in Year 1	Jigsaw Jenie Music Jigsaw Jerrie Cat Jigsaw Chime
Are looking forward to change	6. Celebration	I can share my memories of the best bits of this year in Reception	Paper A special box Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime

Puzzle 6 - Changing Me

Puzzle Map - Ages 5-6



Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change display
Piece 5 Flowers

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. Life cycles	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK	Jigsaw Jack, Find your pair cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Song: A New Day, Teacher's photos., series of photos from baby to adult, YouTube clip of frog's lifecycle (teacher to source), Life cycle cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Changing Me	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Life cycle cards, Paper for concertina booklets, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'A New Day', Jigsaw Jack, Baby photo of the teacher, Baby photos brought in by the children in a box, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies	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	Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, Male/female animal PowerPoint, PE hoops or flipchart paper, Body parts cards, PowerPoint of body parts, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Learning and Growing Puzzle Outcome: Piece 5 Flowers	I understand that every time I learn something new I change a little bit	I enjoy learning new things	Jigsaw Song: 'A New Day', Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, Picture cards, Flower shape and petals for flipchart, Flower templates, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Are looking forward to change	6. Coping with Changes Assessment Opportunity ★	I can tell you about changes that have happened in my life	I know some ways to cope with changes	Jigsaw Chime, 'Calm Me' script, Story and PowerPoint: 'All change for Jack', Jigsaw Jack, Bag of items for Changes Game e.g. baby item, a piece of school uniform, holiday item, name of next teacher etc., Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.

Puzzle 6 - Changing Me

Puzzle Map - Ages 6-7



Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change display
(Pieces 2 and 6: Leaf Mobile)

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	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	Find your pair cards, Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, PowerPoint slides of seasonal changes, PowerPoint of lifecycle images, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Growing from Young to Old	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, PowerPoint - young to old, Photos from home, Card leaf templates A4 size - one per child, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. The Changing Me	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	Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Timeline labels: Baby, Toddler, Child, Teenager, Adult, A box or bag of collected items to represent different stages of growing up (see below for details), Timeline template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies	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	Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Body parts cards (2 sets so you have duplicates of some cards), A bag or laundry-type basket containing a collection of girls' and boys' clothes including underwear and swim suits, Flip chart, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Assertiveness	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Feely bag 1 (containing e.g. pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects), Feely bag 2 (containing soft material like velvet, satin or silk, a soft toy) Poem: 'What about you?', Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★	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	Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Card leaf templates on A4, PowerPoint slide of leaf mobile instructions, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.

Puzzle 6 - Changing Me

Puzzle Map - Ages 7-8

Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change display
Piece 6: Ribbon Mobiles



Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. How Babies Grow	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby	I can express how I feel when I see babies or baby animals	Jigsaw Chime, 'Calm Me' script, Baby/mother pair cards, PowerPoint of baby animal pictures, Jigsaw Jino, Mini-whiteboards and pens (or paper and pens), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Babies	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	Jigsaw Chime, 'Calm Me' script, Baby PowerPoint slide, Mini-whiteboards/ pens (or paper and pens), Baby growing PowerPoint, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jino, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. Outside Body Changes	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	Jigsaw Chime, 'Calm Me' script, Outline figure of a body on large flipchart paper, Set of Body Change cards, PowerPoint slides: Body Changes, My Life, My Changes' sheet, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jino, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Inside Body Changes	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	Parent/Child pairs cards (from lesson/Piece 1), Jigsaw Chime, 'Calm Me' script, PowerPoint slides: Body Changes from Piece (lesson) 3, PowerPoint slides: Changes on the Inside, Animations (moving diagrams): Male and Female Reproductive Systems, 'The Great Growing Up Adventure' sheet, Jigsaw Journals, Post-it notes/small slips of paper, Jigsaw Jino, Jigsaw Jino's post box, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Family Stereotypes	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	Charades cards, Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, Task card resource sheet, Flipchart paper/pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★ Puzzle Outcome: Ribbon Mobiles	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	Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, PowerPoint slide for 'Ribbon mobiles', Wooden batons/sticks, Different coloured paper strips (6 per child), Tape, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Puzzle 6 - Changing Me

Puzzle Map - Ages 8-9



Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change display

Piece 4: Circles of Change

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. Unique Me	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	Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Kitten and cat cards, Photo of teacher with parents, 'Parents and children' templates, Jigsaw Jaz's post box (teacher to make), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Having a Baby	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	Making Things cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Flashcard pictures of sperm and egg, PowerPoint slides - Changes on the inside, Animation: The Female Reproductive System, Printed copies of PowerPoint slides, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jaz's Post box (from last lesson), Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. Girls and Puberty	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	How do I feel about puberty?' cards, Jigsaw Chime, 'Calm Me' script, A 'bag of tricks' – a mystery bag containing a collection of items relating to puberty and growing up- see lesson plan for suggestions, Animation: The Female Reproductive System, PowerPoint slide of internal female organs, Sets of Menstruation Cards for card-sort and/ or sticking into Jigsaw Journals, Jigsaw Journals, Jigsaw Jaz, Jigsaw Jaz's post box, My Jigsaw Journey, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Circles of Change Puzzle Outcome: Circles of Change	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	Jigsaw Song: 'A New Day', Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Season tree pictures, Sofia and Levi PowerPoint, Circle of Change diagram/template, Split pins, Cardboard arrows, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Accepting Change	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	Emotions cards, PowerPoint slides of environmental change, Change Scenario cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Are looking forward to change	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	Jigsaw Jaz, Jigsaw Chime, The same objects used for the 'Bag of Tricks' activity in lesson 3, laid out on a tray or the floor, A piece of cloth, 'Calm Me' script, Jigsaw Jaz's post box, Circle of Change templates, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Puzzle 6 - Changing Me

Puzzle Map - Ages 9-10

Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change display
Piece 5: Change Cards



Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. Self and Body Image	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Self-image cards, Emoji face classroom labels, Airbrushed images (teacher sourced), PowerPoint slide 'Self-image prompts', Frame card template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Puberty for Girls	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, PowerPoint slides of male and female bodies, Animation: The Female Reproductive System, Menstruation Card Match, A range of sanitary products, The Great Growing Up Adventure resource sheet, A set of Menstruation Worries cards If available: some examples of published information leaflets about puberty, Jigsaw Jez's Private Post Box (teacher to make), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. Puberty for boys	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	Tennis ball, Jigsaw Chime, 'Calm Me' script, Puberty: Points of View statements, Agree and Disagree labels, Animation: The Male Reproductive System, PowerPoint slide: Male organs, Boys 'n' Puberty Quiz - either single sheets or cut up into sets of cards, Materials as necessary to produce a colourful information leaflet or PowerPoint presentation, If available: some examples of published information leaflets about puberty, Jigsaw Journals, Jigsaw Jez's post box, My Jigsaw Journey, Jigsaw Jez, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Conception	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	Relationships Cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Animations: The Female Reproductive System and The Male Reproductive System, Having A Baby, Diamond 9 cards, PowerPoint slides: A Baby in the Womb, The Truth About Conception and Pregnancy card sort – statements, true/false cards, explanation cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jez's post box, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Looking Ahead 1 Puzzle Outcome: Change Cards	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	Jigsaw Song sheet: 'A New Day', Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Selection of pages from teen magazines, Flip chart paper, Paper or card for card designs, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Are looking forward to change	6. Looking Ahead 2	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.	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Spinning top template, Circle of Change template, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Puzzle 6 - Changing Me

Puzzle Map - Ages 10-11



Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change display
Piece 6: T-shirts

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. My Self Image	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	Classroom labels (letter A- D), 'Time and Money' PowerPoint slides, Facts About Fashion PowerPoint slide, Jigsaw Chime, 'Calm me' script, Flip chart and pens, Unhelpful/helpful resource, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Puberty	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	Growing-Up Bingo cards, Jigsaw Chime, 'Calm Me' script, Puberty Flashcards, PowerPoint slides of male and female organs, PowerPoint slides: female and male body changes, Animation: Female and Male Reproductive Systems, Puberty Truth or Myth cards, enough for each working group to have one complete set, Boy worries / Girl worries cards, Teacher notes page (Boy/Girl worries), Advice on personal hygiene for teens (can be from leaflets or sourced online by the TEACHER for appropriateness), Blank paper, Jigsaw Jem's Private Post Box, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. Babies: Conception to Birth Assessment Opportunity ★	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	Tennis ball, Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, PowerPoint slides of a baby developing in the womb, A set of 'Baby Can...' cards, cut up and shuffled, Animations: Female and Male Reproductive Systems, From Conception to Birth resource sheet, Conception to Birth card sort template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Boyfriends and Girlfriends	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Should I/ Shouldn't I? resource, Diamond 9 Cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Real self and ideal self	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'	Jigsaw Chime, 'Calm me' script, Cosmetic items: a tube of toothpaste, a hair product for men, an item of make-up, PowerPoint slides 'Ideal bodies', 'Real' self/'ideal' self templates – 2 copies per child, Different coloured pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jerrie Cat.
Are looking forward to change	6. The Year Ahead	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 how to prepare myself emotionally for the changes next year.	Jigsaw Jem, Jigsaw Chime, 'Calm Me' script, PowerPoint slide - Bungee run, Paper and pens, Optional: Blank T-shirts, Optional: Fabric pens, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.