

Relationship, Health and Sex Education(RHSE) Policy



Responsibility: Headteacher

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In this document the terms parents / carers are used to describe all those that hold parental responsibility for a child. This may include wider family members.

1. Aims

The aims of relationships and sex education (RHSE) at our school are to:

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

RHSE strongly supports the **Barford Values** by helping children develop the attitudes and understanding needed to thrive in a diverse community.



2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RHSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate

discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Barford Primary School, we teach RHSE as set out in this policy.

3. Policy Development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RHSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

For the purpose of this policy:

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RHSE involves a combination of sharing information and exploring issues and values.

RHSE is not about the promotion of sexual activity.

5. Curriculum

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

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RHSE (see curriculum overview)

RHSE is taught within the personal, social, health and economic (PSHE) education curriculum. The school uses **Jigsaw PSHE Scheme**. Biological aspects of RHSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

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

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

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

Online safety and awareness

Pupils will learn about emerging online risks, including misleading or manipulated online content, artificial intelligence-generated media, online coercion, scams and harmful online influences. Teaching will encourage critical thinking and provide strategies for seeking help where concerns arise.

Puberty

The school will follow DfE 2025 guidance about the teaching of puberty (including the physical and emotional changes that occur during adolescence, menstruation and the correct names for body parts) as part of Health Education. Under the guidance parents do not have the right to withdraw their children.

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

Throughout the year groups (Early Years to Y6) children will learn about the correct biological vocabulary for body parts in line with the EYFS Framework and National Curriculum expectations.

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

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

The school will ensure that RHSE is accessible for all pupils, including those with special educational needs and disabilities (SEND). Teaching will be appropriately adapted to meet individual needs and developmental stages whilst maintaining high expectations. Additional support, adapted resources and alternative approaches will be provided where necessary to ensure all pupils can access the curriculum safely and meaningfully. The school uses up to date resources to support teaching and learning alongside agencies including medical professionals such as the school nurse.

JIGSAW PSHE update their resources online and are compliant with the most up to date DfE guidance.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. As a result, what will be taught and how will be planned in conjunction with parents and carers.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Safeguarding, Confidentiality and Pupil Questions

RHSE may lead to disclosures or safeguarding concerns being raised by pupils. All staff will follow the school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education (KCSIE 2026).

Staff cannot offer unconditional confidentiality to pupils. Where a child discloses information indicating that they may be at risk of harm, staff have a duty to share this information with the Designated Safeguarding Lead (DSL).

Teachers will create a safe learning environment where pupils are encouraged to ask questions. Questions will be answered honestly, sensitively and in an age-appropriate manner. If a question raises a safeguarding concern or falls outside the planned curriculum, staff will use their professional judgement and may discuss the matter individually with the pupil or refer the matter to the DSL.

RHSE teaching will promote positive mental wellbeing, resilience and emotional literacy, helping pupils recognise emotions, seek support when needed and develop healthy coping strategies.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them.
- is sensitive to all pupils' experiences.

During lessons, it makes pupils feel:

- Safe and supported
- Able to engage with the key messages.

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed.

6.2 Use of resources

We will consider whether any resources we plan to use:

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

We will make sure that when we consult parents, we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RHSE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with pupils' developmental stage

Comply with:

- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.

- Review any case-study materials and look for feedback from other people the agency has worked with.

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing body

The governing body will approve the RHSE policy and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for making sure that RHSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from components of RHSE.

8.3 Staff

Staff are responsible for:

- Delivering RHSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the components of RHSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Staff must report any safeguarding concerns or disclosures arising from RHSE lessons in accordance with the school's safeguarding procedures and to the Designated Safeguarding Lead (DSL) or Deputy DSL without delay.

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

8.4 Pupils

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

9. Right to withdraw

Parents/carers do not have the right to withdraw their child from statutory Relationships Education, Health Education or the science curriculum.

Parents/carers may request withdrawal from any non-statutory sex education taught beyond the National Curriculum for Science. Such requests should be made in writing to the Headteacher using the withdrawal form contained within this policy. The Headteacher will discuss the request with parents/carers and explain the curriculum content before any final decision is made.

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

10. Training

Staff are trained on the delivery of RHSE 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 nurse to provide support and training to staff teaching RHSE.

11. Monitoring arrangements

The delivery of RHSE is monitored by SMT and the RHSE Lead.

This policy will be reviewed annually by SMT and the RHSE Lead. At every review, the policy will be approved by the governing body.

links

DfE frequently asked questions (Parents)

[DfE master short document template](#)

Appendix 1: What Primary Schools Teach (JIGSAW)

This should be read alongside the DfE guidance which can be found [here](#).



Introduction: RSHE within the broader curriculum

This overview should be read alongside the full programme materials and the DfE's Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (July 2025).

Relationships, Sex and Health Education (RSHE) does not exist in isolation. It forms a vital part of a school's wider curriculum offer, sitting naturally within Personal, Social, Health and Economic education (PSHE) and contributing significantly to every school's Personal Development expectations.

Effective RSHE supports children to:

- Develop the knowledge and skills they need to keep themselves safe
- Build positive, healthy relationships with family, friends and the wider community
- Understand their own physical and emotional development
- Make informed decisions about their health and wellbeing
- Prepare for the opportunities, responsibilities and experiences of later life

This learning about themselves and the world around them is essential. It underpins children's ability to achieve their goals, stay safe, navigate challenges and thrive – both now and as they grow into adulthood.

Ofsted's inspection framework recognises this, with RSHE contributing to judgements about pupils' personal development, behaviour, welfare, and spiritual, moral, social and cultural development.

There are three distinct strands. One of the most common sources of confusion is the interchangeable use of terms. These are:

- **Relationships Education**
- **Health Education**
- **Sex Education**



<u>Relationships Education</u>	Statutory. No parental right to withdraw
What it is:	Teaching children about the building blocks of positive, healthy relationships – with family, friends, peers and others. It covers topics including families, friendships, respect, boundaries, conflict resolution, online safety and recognising when relationships are unhealthy or unsafe.
What it is NOT:	Relationships Education does not involve teaching children about sexual activity. It can, and should, address sensitive safeguarding topics (such as recognising abuse or inappropriate online contact) without describing intimate physical relationships that are not age appropriate.
Parental withdrawal:	Parents do NOT have the right to withdraw their children from Relationships Education as it is statutory content at primary.

<u>Health Education</u>	Statutory. No parental right to withdraw
What it is:	Teaching children to make good decisions about their own health and wellbeing. Includes physical health (including changing adolescent body and puberty), mental wellbeing, healthy eating, drugs/alcohol/tobacco awareness, basic first aid, online wellbeing and personal safety.
Puberty sits here	The 2025 DfE guidance is clear that teaching about puberty (including the physical and emotional changes that occur during adolescence, menstruation, and the correct names for body parts) is part of Health Education.
Parental withdrawal:	Parents do NOT have the right to withdraw their children from Relationships Education as it is statutory content at primary.

<u>Sex Education</u>	Non-statutory. Parental right to withdraw when taught as part of PSHE/RSHE.
What it is:	In the primary context, Sex Education means teaching about human reproduction – specifically, what happens in order for babies to be conceived and born. Although sex education is not compulsory in primary schools, the DfE recommends that primary schools teach Sex Education in Years 5 and/or 6, aligned with the National Curriculum for Science content on reproduction. Jigsaw PSHE considers this content to be in 2 lessons in the programme: one in Year 5 and one in Year 6. • Ages 9-10, Changing Me, Piece 4 – Conception • Ages 10-11, Changing Me, Piece 3 – Babies: Conception to Birth
What it is NOT	Sex Education does not include puberty (which is statutory Health Education) or teaching about families and relationships (which is Relationships Education).
Parental withdrawal:	Parents do have the right to withdraw their children from Sex Education within RSHE <i>See more detailed explanation on parental right to withdraw from RSHE or Science on page 6.</i>

Sensitive and often misunderstood areas

Different types of families

Where this sits: Relationships Education (statutory, no withdrawal).

The 2025 guidance states that schools should illustrate "a wide range of family structures in a positive way" and take care to ensure children are not stigmatised based on their home circumstances.

This includes single-parent families, same-sex parents, families living with grandparents, blended families, kinship carers, adoptive parents, foster families and other arrangements.

Jigsaw's approach: Different family compositions are represented naturally throughout the programme – in images, stories and discussion prompts – reflecting our communities, society and laws. This allows children to see their own families represented, understand healthy family relationships, and feel that all families are valued. Children also have opportunities to share their own experiences, thoughts and feelings, helping them process their ideas while allowing peers to hear different perspectives, reinforcing how we are all different and similar too.

LGBT

Where this sits: Relationships Education (statutory, no withdrawal).

Relationships:

The 2025 guidance "strongly encourages" primary schools to teach about healthy loving relationships and include same-sex parents alongside other family arrangements when discussing families. Schools must comply with the Equality Act 2010, under which sexual orientation is a protected characteristic.

Jigsaw's approach:

Same-sex relationships are represented in lessons about families from Reception onwards, presented as one of many types of loving family. The terms 'gay' and 'heterosexual' are introduced from Year 3 in the context of who adults love and may choose to spend their lives with, and in lessons about bullying, where topics of difference are explored. These terms are not taught in the context of sexual activity. This approach values and includes all children and all family compositions.

Gender identity

The 2025 guidance takes a cautious approach to this area. By the end of **secondary** school, schools should teach the facts and the law about biological sex and gender reassignment, recognising that people with the protected characteristic of gender reassignment should be treated with respect and dignity, **but there is no expectation included in the guidance that this should be explicitly taught in primary schools.**

With this in mind, schools should:

- Be mindful that beyond the facts and law, there is significant debate

- Not teach contested views as fact (e.g. not teach as fact that all people have a gender identity)
- Avoid language and activities that reinforce gender stereotypes
- Avoid any suggestion that social transition is a simple solution to distress
- Consult parents on external resources and make all materials available on request

Jigsaw's approach: Jigsaw's philosophy values every child as a unique human being. The primary PSHE programme focuses on celebrating difference and challenging stereotypes. Specific terminology relating to gender identity is not introduced at primary level. There are opportunities for teachers to address questions sensitively if they arise, and to support and value the families of pupils who may include transgender or gender questioning individuals, but this is at the school's discretion and in line with their policy. At no point does Jigsaw relay a 'wrong body' narrative.

Puberty and the changing body

Where this sits: Health Education (statutory, no withdrawal).

This is Health Education, not Sex Education. This distinction matters because parents cannot withdraw children from Health Education.

Puberty content includes:

- How bodies grow and change during adolescence
- The menstrual cycle and periods (including period products)
- Physical changes for boys and girls
- Emotional changes during puberty
- Personal hygiene
- Correct terminology for body parts

The DfE guidance notes that although the average age for periods to begin is 12, they can start as early as 8 so it is important that schools cover this topic before girls' periods start so that they understand what to expect and have time to ask questions before menstruation begins. In order to do this, children will also need to know the correct names of body parts and understand who they can go to for reliable information and support.

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

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

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

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

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RHSE.

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

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

Appendix 4: Jigsaw overview of content for each year group



December 2025

PSHE 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 Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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 Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	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 Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Personal hygiene 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 Peer influences Railway safety Staying safe with friends 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 Girls and puberty Being part of a family 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 Spending, saving and value 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/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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 Reflections about change Physical attraction Respect and consent Transition

Appendix 4: JIGSAW Parent Knowledge Organisers (Relationships)

Ages 3-5	Puzzle overview: Relationships	
	Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.	
	Knowledge	Social and emotional skills
	• I understand what a family is • I know that different people in a family have different responsibilities (jobs) • I understand some of the characteristics of healthy and safe friendships • I understand that friends sometimes fall out • I know some ways to mend a friendship • I understand that unkind words can never be taken back and they can hurt • I know how to use Jigsaw's Calm Me to help when feeling angry • I understand some reasons why others get angry	• I can identify what jobs they do in their family and those carried out by parents/carers and siblings • I can suggest ways to make a friend or help someone who is lonely • I understand there are different ways to mend a friendship • I can recognise what being angry feels like • I know how to use Calm Me when angry or upset
	Vocabulary	
	angry, argue, calm, family, friend, feelings, jobs, lonely, relationships, upset	

Ages 3-5	Talking Together: suggested questions to support Relationships learning at home		
	Families and caring relationships - Who is in your family? - How do families help and care for each other? - What do you like doing with your family?	Making friends - What makes someone a good friend? - How can you make a new friend? - What does being kind to friends look like?	Looking after friendships - Do friends always agree? - What can you do if you fall out with a friend? - How can you make things better again?
	Kind words and hurt feelings - How do kind words make people feel? - How do unkind words make people feel? - Why is it important to think carefully about the words we use?	Understanding feelings - How does your body feel when you are... angry, upset or happy? - What might make someone feel angry, upset or angry? - How can you tell when someone else is upset?	Calm Me and managing feelings - What helps you feel calm? - Can you show me how you use Calm Me? - Who can help you when you have big feelings?
	Resources and additional support for families		
	NSPCC - Early Years Resources – guidance and resources for families ‘Look, Say, Single and Play’ BBC Tiny Happy People – resources to support emotional development and communication - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Relationships theme.		

Ages 5-6	Puzzle overview: Relationships	
	In this Puzzle, children explore families, friendships and what it means to belong and help others feel included. They learn how to make friends, solve problems and when to seek help or support. Across the six lessons, children practise appropriate ways to greet others, learn who can help them in their school community, and reflect on how to ask for support when they feel upset. They also build confidence by recognising their own qualities and learning how to praise themselves.	
	Knowledge	Social and emotional skills
	- I can identify the members of my family and understand that there are lots of different types of families - I can identify what being a good friend means to me - I know appropriate ways of physical contact to greet my friends and know which ways I prefer - I know who can help me in my school community - I can recognise my qualities as a person and a friend - I can tell you why I appreciate someone who is special to me	- I know how it feels to belong to a family and care about the people who are important to me - I know how to make a new friend - I can recognise which forms of physical contact are acceptable and unacceptable to me - I know when I need help and know how to ask for it - I know ways to praise myself - I can express how I feel about them
	Vocabulary	
	appreciate, belong, celebrate, community, confidence, different, dislike, family, feel, feelings, friendship, friends, greeting, help, helpful, incredible, kind, like, praise, proud, qualities, relationships, same, skills, special, texture, touch	

Ages 5-6	Talking Together: suggested questions to support Relationships learning at home		
	Families and belonging - Who are the important people in your family? - How do families help us feel safe and cared for? - What makes you feel like you belong?	Friendship and being a good friend - What does being a good friend mean to you? - How can you help someone feel included? - What can you do if someone is lonely?	Greeting others and personal boundaries - Can you tell me some ways we can greet people politely? - What types of touch feel comfortable to you? e.g. holding hands, high five, linking arms, hugs - Why is it important to respect other people's boundaries?
	Getting help at school - Who are the adults at school who help you? - When might you need to ask for help? - Why is it important to tell someone you trust if you feel worried about something?	Recognising qualities and building confidence - What are you good at? - How can you praise yourself for trying your best? - How do you feel when someone praises you?	Appreciating others and expressing feelings - Who is special to you and why? - How can you show someone you appreciate them? - How do you feel when someone is kind to you?
	Resources and additional support for families		
	BBC Bitesize – resources about relationships including friendships, feelings and belonging Kidscape Parent Advice – guidance, tips and advice to help children build healthy friendships and manage challenges within friendships - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Relationships theme.		

Ages 6-7	Puzzle overview: Relationships	
	In this Puzzle, children explore different types of families and learn why cooperation and care are important in relationships. They develop understanding about safe and unsafe physical contact and practise expressing what feels comfortable to them. Across the six lessons, children learn how to manage friendship conflicts, recognise the difference between good and worrying secrets, and identify trusted adults who can help them. They reflect on trust, honesty and appreciation in relationships.	
	Knowledge	Social and emotional skills
	• I can identify the members of my family, understand my relationship with each of them and know why it is important to share and cooperate • I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • I can identify some of the things that cause conflict with my friends • I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • I recognise and appreciate people who can help me in my family, my school and my community • I can express my appreciation for the people in my special relationships	• I accept that everyone's family is different and understand that most people value their family • I know which types of physical contact I like and don't like and can talk about this • I can demonstrate how to use the positive problem-solving technique to resolve conflicts • I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this • I understand how it feels to trust someone • I am comfortable accepting appreciation from others
	Vocabulary	
	acceptable, adult, appreciate, celebrate, communication, compliments, conflict, cooperate, different, dislike, diverse, family, frightened, friends, good secret, happy, honesty, hugs, important, like, likes/dislikes, negative, not acceptable, physical contact, point of view, positive, problem solving, relationship, reliability, sad, secret, special, stereotype, surprise, touch, trust, trustworthy, worry secret	

Talking Together: suggested questions to support Relationships learning at home			
Ages 6-7	Families and caring relationships - Who are the important people in your family? - How do families work together to help each other? - Why is it important to share and cooperate at home?	Safe and unsafe physical contact - What types of touch feel comfortable to you? - Why is it important to respect other people's boundaries? - Who can you talk to if something makes you feel uncomfortable?	Friendship, conflict and problem solving - What kinds of things can cause disagreements between friends? - How can you solve a problem calmly? - What could you say if you have fallen out with a friend?
	Secrets - What is the difference between a good secret and a worrying secret? - How might you feel if someone asks you to keep a secret that worries you? - Why is it important to always tell a trusted adult about worrying secrets?	Trust and honesty - What does it mean to trust someone? - Why is honesty important in relationships? - Who are the people you trust the most and why?	Trusted adults and getting help - When might you need to ask for help? - How can you ask for support if you feel worried or frightened about something? - Why is it important to speak to someone you trust?
	Resources and additional support for families		
	NSPCC – advice for families on boundaries, secrets, safety and relationships Kidscape Parent Advice – guidance, tips and advice to help children build healthy friendships and manage challenges within friendships - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Relationships theme.		

Ages 7-8	Puzzle overview: Relationships	
	In this Puzzle, children explore family roles and responsibilities and develop skills for building positive friendships, including solving conflicts and negotiating fairly. They start to learn how to stay safe online and think critically about information they see through the media and digital platforms. Across the six lessons, children explore global connections, rights and wellbeing, developing empathy for people in different cultures and understanding how the world is interconnected.	
	Knowledge	Social and emotional skills
	• I can identify the roles and responsibilities of each member of my family • I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener • I know and can use some strategies for keeping myself safe online • I understand how people around the world can help and influence my life and that media doesn't always show complete information • I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes • I know how to express my appreciation to my friends and family	• I can describe how taking some responsibility in my family makes me feel • I know how to negotiate in conflict situations to try to find a win-win solution • I know who to ask for help if I am worried or concerned about anything online • I can appreciate different cultures, and question stereotypes I might see in photos or information • I can empathise with children whose lives are different to mine and know who I can talk to when I need help • I enjoy being part of a family and friendship groups
	Vocabulary	
	age restriction, appreciation, careers, celebrating, conflict, culture, deprivation, differences, fairness, family, feelings/emotions, female, friendship, gaming/apps, global, happiness, influence, inequality, in-app purchases, internet, interconnected, job, location settings, male, manners, media, messaging, needs, personal information, privacy, problem solving, relationships, respect, responsibilities, rights, risky, role, safe/unsafe, , social media, solution, stereotype, support, trade, trusted adult, trust, united nations, wants, wellbeing, win-win	

Ages 7-8	Talking Together: suggested questions to support Relationships learning at home		
	Family roles, responsibilities and fairness - What responsibilities do people have in our family? - How does helping at home make you feel? - Why is it important that jobs in families are shared fairly?	Friendship skills and solving conflicts - What makes someone a good friend? - How can you solve disagreements fairly? - How can listening help resolve conflicts?	Staying safe online (incl. apps and tv) - What personal information should you keep private online? - What should you do if something online makes you feel worried? - Why are age restrictions important?
	Media, influence and thinking critically - Do you think everything we see online is true? Why or why not? - What are stereotypes and why can they be unfair? - How can we check if information is reliable?	Global connections, rights and empathy - How are children around the world similar to you? - How might their lives be different? - What rights do all children share? - Why is it important to understand other cultures?	Belonging, wellbeing and appreciation - How does it feel to belong to a group or family? - How can you show appreciation to others? - Who can you talk to if you feel worried?
	Resources and additional support for families		
	NSPCC – advice for families on boundaries, secrets, safety and relationships UK Safer Internet – practical guidance for families on keeping children safe online - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Relationships theme.		
	School-based and local resources (editable box for teachers):		

Ages 8-9	Puzzle overview: Relationships	
	In this Puzzle, children explore feelings such as jealousy, love and loss, and learn how memories can help us stay connected to people we no longer see. They develop strategies for managing difficult emotions and supporting others through change. Across the six lessons, children practise negotiating, compromising and repairing friendships, and reflect on what makes healthy relationships. They consider early ideas about romantic relationships and learn not to feel pressured.	
	Knowledge	Social and emotional skills
	- I can recognise situations which can cause jealousy in relationships - I can identify someone I love and can express why they are special to me - I can tell you about someone I know that I no longer see - I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends - I know how to show appropriate love and appreciation to the people and animals who are special to me	- I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens - I know how most people feel when they lose someone or something they love - I understand that we can remember people even if we no longer see them - I know how to stand up for myself and how to negotiate and compromise - I can love and be loved
	Vocabulary	
	anger, appreciation, care, close, comfortable, compromise, conflict, critical thinking, emotions, empathy, envy, friendships, jealousy, lonely / loneliness, loss, love, loyalty, manage, memories, memento, negotiate, negative, personal, positive, pressure, problem-solve, reality, relationship, remember, souvenir, special, support, symbol, trust, vulnerable	

Ages 8-9	Talking Together: suggested questions to support Relationships learning at home		
	Jealousy and friendship emotions - What situations might make someone feel jealous? - How can jealousy affect friendships? - What can you do if you notice jealous feelings?	Love and appreciation - What makes someone special to you? - How can you show care and appreciation to others? - How does it feel to give and receive love?	Loss, memories and staying connected - How might someone feel when they no longer see someone they care about? - What can help us remember special people? - Why are memories important?
	Friendship changes, conflict and repair - Why do friendships sometimes change? - What can you do if you fall out with a friend? - What does it mean to compromise? - How can negotiation help solve conflicts fairly?	Standing up to pressure and healthy boundaries - What does it mean to stand up for yourself? - How can you respond if you feel pressured? - Who can you talk to if you feel uncomfortable?	Relationships and respect - What does it mean for a relationship to be important or special? - What makes any relationship healthy and respectful? - Why is it important to respect other people's choices?
	Resources and additional support for Families		
	NSPCC – advice for families on boundaries, secrets, safety and relationships Child Bereavement UK – support and advice about helping children cope with loss - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Relationships theme.		

Ages 9-10	Puzzle overview: Relationships	
	In this Puzzle, children build a strong sense of self by reflecting on their qualities, interests and self-esteem. They explore how relationships form online and consider both the benefits and risks of digital communities. Across the six lessons, children learn how to stay safe when using digital technology for uses such as gaming and the internet. They learn about how we can balance screen time, protect personal data and recognise unsafe situations. They practise being responsible, respectful and assertive online, and learn how to seek help when worried.	
	Knowledge	Social and emotional skills
	• I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities • I understand that belonging to an online community can have positive and negative consequences • I understand there are rights and responsibilities in an online community or social network • I know there are rights and responsibilities when playing an online game • I can recognise when I am spending too much time using devices (screen time) • I can explain how to stay safe when using technology to communicate with my friends • I understand I have rights about my personal data	• I know to keep building my own self-esteem • I can recognise when an online community feels unsafe or uncomfortable • I can recognise when an online community is helpful or unhelpful to me • I can recognise when an online game is becoming unhelpful or unsafe • I can identify things I can do to reduce screen time, so my health isn't affected • I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable
	Vocabulary	
	addiction, age restriction, appropriate, assertive, being responsible, bullying, characteristics, choices, community, controlling, data, data protection, devices, fake online hoaxes, gambling / betting, grooming, harassed, hobbies, interests, location settings, lonely, loot boxes, mental health, offline, online, personal information, personal qualities, physical health, privacy, reliable, reporting, responsibility, responsibilities, rights, risk, risky, safe, screen time, self-esteem, self-perception, social, social network, targeting, troll, trustworthy, vulnerable, wellbeing	

Ages 9-10	Talking Together: suggested questions to support Relationships learning at home		
	Self-esteem and identity - What makes you unique as a person? - What are some of your strengths and interests? - How does positive self-talk help build confidence?	Online communities – benefits and risks - What are some positive things about being part of an online community? - What signs might show an online space is unsafe? - How can online spaces affect how people feel?	Online games, rights and responsibilities - What responsibilities do players have in online games? - How can you behave respectfully when gaming? - Why are age restrictions important?
	Screen time, balance and wellbeing - How can you tell when you've spent too long on a device? - How does too much screen time affect your body or mood? - Why is balance important for wellbeing?	Personal data online, privacy and staying safe - What types of personal information should stay private? - How can location settings affect safety? - What should you do if someone asks for personal information?	Being assertive and responsible - What does it mean to be assertive online? - How can you respond if something makes you uncomfortable? - Who can you report concerns to?
	Resources and additional support for Families		
	NSPCC Keeping children safe online – advice on staying safe online, gaming and social media UK Safer Internet – practical guidance for families on keeping children safe online - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Relationships theme.		
	School-based and local resources (editable box for teachers):		

Ages 10-11	Puzzle overview: Relationships	
	In this Puzzle, children explore mental health, learning how to recognise stress, anxiety and early warning signs, and how to seek support for themselves and others. They examine love and loss, understanding grief and developing strategies for managing strong emotions. Across the six lessons, children learn about power and control in relationships, practise assertive responses, and explore how to stay safe online, including judging what is real or fake and resisting pressure.	
	Knowledge	Social and emotional skills
	• I know that it is important to take care of my mental health • I know how to take care of my mental health • I understand there are different stages of grief and that there are different types of loss that cause people to grieve • I can recognise when people are trying to gain power or control • I can judge whether something online is safe and helpful to me • I can use technology positively and safely to communicate with my friends and family	• I can understand that people can get problems with their mental health and that it is nothing to be ashamed of • I can help myself and others when worried about a mental health problem • I can recognise when I am feeling those emotions and have strategies to manage them • I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control • I can resist pressure to do something online that might hurt myself or others • I can take responsibility for my own safety and well-being
	Vocabulary	
	age restrictions, AI (artificial intelligence), anxiety, ashamed, assertive, authority, bullying, communication, consent, control, courtesy, digital rights, early warning signs, emotions, feelings, grief, influences, isolation, loneliness, mental health, personal data, power, pressure, privacy, real / fake, respect, risks, safety, self-care, self-control, signs, stigma, strategies, stress, support, targeting, technology, true / untrue, warning	

Talking Together: suggested questions to support Relationships learning at home			
Ages 10-11	Mental health, self-care and wellbeing - What things help you look after your mental wellbeing? - Why is it important to talk about mental health openly? - Who can you talk to if you feel worried or low?	Stress, anxiety and early warning signs - What does stress or anxiety feel like in your body? - What early warning signs can help you notice when you need support? - What strategies help you feel calmer?	Grief, loss and managing emotions - What does loss mean, and how might people feel when they experience it? - Why do people grieve in different ways? - What can help someone cope with grief?
	Power, control and assertiveness - Why might someone try to control or pressure you? - How can you stand up for yourself respectfully? - Who can help if you feel unsafe or uncomfortable?	Online safety and digital responsibility - How can you tell if something online is real or fake? - What should you do if you see something upsetting online? - What tips do you know to help you use technology safely and positively?	Support, responsibility and seeking help - Why is it important to ask for help when you need it? - Who are trusted adults you can talk to? - What does taking responsibility for your wellbeing mean?
	Resources and additional support for Families		
	YoungMinds – support for children’s mental health and emotional wellbeing NSPCC – advice for families on safety, relationships, pressure and online risks NHS Every Mind Matters – advice on managing stress, anxiety and wellbeing - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Relationships theme.		

Appendix 4: Parent Knowledge Organisers (Changing Me)

Ages 3-5	Puzzle overview: Changing Me	
	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.	
	Knowledge	Social and emotional skills
	• I know the names and functions of some parts of the body • I understand that we grow from baby to adult • I know who to talk to if I am feeling worried • I understand that sharing how I feel can help solve a problem or worry • I understand that remembering happy times can help us move on	• I recognise that changing class can elicit happy and/or sad emotions • I know I can say how I feel about changing class or growing up • I can identify how I have changed from a baby • I understand what might change as I get older and explore how this makes me feel • I can identify positive memories from the past year in school/home
	Vocabulary	
	angry, argue, calm, family, feelings, friends, jobs, lonely, relationships, upset	

Ages 3-5	Talking Together: suggested questions to support Changing Me learning at home		
	Growing and changing - How were you different when you were a baby? - What can you do now that you couldn't do before? - What are you looking forward to as you get older?	Knowing our bodies - What are some parts of your body and what do they help you do? - How does your body help you play and learn? - Why is it important to take care of our bodies?	Talking about feelings - How do you feel about growing up? - What can you do when you feel worried or upset? - Who can you talk to if you need help?
	Getting help and solving problems - Who helps you when you have a problem? - What can you do if something is worrying you? - How can sharing your feelings help solve problem?	Happy memories - What are some happy memories from this year? - How can remembering happy times help when we feel sad? - What special things do you remember doing?	Feelings about change - How can change make us feel happy and sad at the same time? - What changes are happening for you soon? - What can help you feel calm about change?
	Resources and additional support for Families		
	NSPCC - Early Years Resources – guidance to help children understand feelings and transitions BBC Tiny Happy People – resources to support emotional development and communication Anna Freud Common difficulties for under fives - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Changing Me theme.		

Ages 5-6	Puzzle overview: Changing Me	
	In this Puzzle, children learn about life cycles and the changes that happen as humans and animals grow. They reflect on how their own bodies have changed and develop understanding that everyone grows at different rates. Across the six Pieces, children learn the correct names for private body parts, explore how boys' and girls' bodies can be different, and practise respecting their own bodies and those of others. They also think about feelings linked to change, such as excitement and worry, and learn ways to cope.	
	Knowledge	Social and emotional skills
	• I am starting to understand the life cycles of animals and humans • I can tell you some things about me that have changed and some things about me that have stayed the same • I can tell you how my body has changed since I was a baby • I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus • I understand that every time I learn something new, I change a little bit • I can tell you about changes that have happened in my life	• I understand that changes happen as we grow and that this is OK • I know that changes are OK and that sometimes they will happen whether I want them to or not • I understand that growing up is natural and that everybody grows at different rates • I respect my body and understand which parts are private • I enjoy learning new things • I know some ways to cope with changes
	Vocabulary	
	adult, adulthood, anus, anxious, baby, change, changes, coping, curious, excited, feelings, female, grow, growing up, growth, happy, learn, life cycle, male, nervous, new, penis, proud, testicles, vulva, worried	

Ages 5-6	Talking Together: suggested questions to support Changing Me learning at home		
	Life cycles and growing - How do animals and people change as they grow? - What can you do now that you couldn't do when you were a baby? - Why does everyone grow at their own pace?	Changes from a baby to now - What has changed about you since you were a baby? - What new skills have you learned recently? - How does learning new things help you grow?	Understanding body changes - How does your body change as you grow? - Why do bodies need care and respect? - What helps your body stay healthy? - Why is it good for our bodies to grow and change?
	Private body parts and respect - Which parts of the body are private? - Why is it important to respect our own and other people's' bodies? - If someone makes you feel unsafe, what could you do?	Feelings about change - How can change make us feel excited or worried? - What changes are happening for you now? - Why is it okay to have different feelings to others about change?	Coping with change and growing confidence - What can help you feel calm when things change? - Who can you talk to if you feel worried? - How can learning new things build confidence?
	Resources and additional support for Families		
	NSPCC 'PANTS' – guidance on body safety, privacy and growing up conversations BBC Bitesize KS1 – resources to learn more about life cycles, growth and change - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Changing Me theme.		

Ages 6-7	Puzzle overview: Changing Me	
	In this Puzzle, children explore life cycles in nature and how humans grow from young to old, learning that some changes are outside their control. They reflect on how their own bodies and independence change over time and develop respect for differences in themselves and others. Across the six Pieces, children learn correct names for body parts, understand privacy, and practise being assertive about touch and personal boundaries. They also think about feelings linked to future change, such as excitement and worry, and learn ways to cope.	
	Knowledge	Social and emotional skills
	• I can recognise cycles of life in nature • 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 recognise how my body has changed since I was a baby and where I am on the continuum from young to old • 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 understand there are different types of touch and can tell you which ones I like and don't like • I can identify what I am looking forward to when I move to my next class	• I understand there are some changes that are outside my control and can recognise how I feel about this • I can identify people I respect who are older than me • I feel proud about becoming more independent • I can describe what I enjoy about being a boy or girl whilst understanding we are all different • I am confident to say what I like and don't like and can ask for help • I can start to think about changes I will make when I am in Year 3 and know how to go about this
	Vocabulary	
	adult, anus, anxious, assertive, baby, change, child, cope, comfortable, control, dislike, elderly, excited, female, freedom, fully grown, grow, growing up, hug, independent, life cycle, like, looking forward, male, nervous, old, older, penis, physical, private, public, respect, responsibilities, teenager, testicles, texture, timeline, toddler, touch, uncomfortable, vulva, young	

Talking Together: suggested questions to support Changing Me learning at home

Life cycles in nature

- How do living things change as they grow?
- What changes happen around us that we can't control?
- How might someone feel about changes they can't control?

Growing from young to old

- How do people change as they get older?
- In our family, who are the older people you respect and why?
- What positive things happen as people get older?

Your changing body and independence

- What has changed about you since you were a baby?
- What can you do more independently now than before?
- How does your body help you to learn and do new things?

Boys' and girls' bodies

- Which parts of your body are private?
- What are the correct names for private body parts?
- If any part of your body felt sore or uncomfortable, who could you tell?

Touch and boundaries

- What types of touch feel comfortable? What types don't?
- Why is it important to respect what other people like and don't like?
- If someone's touch made you uncomfortable, what should you do?

Looking ahead to change

- What are you looking forward to in your next class?
- When someone feels worried about changes, what might help?
- In our family, who can you talk to about worries?

Resources and additional support for Families

- [NSPCC](#) – advice for families on boundaries, secrets, safety and Changing Me
- [Kidscape Parent Advice](#) – guidance, tips and advice to help children build healthy friendships and manage challenges within friendships
- Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Changing Me theme.

School-based and local resources (editable box for teachers):

Ages 7-8	Puzzle overview: Changing Me	
	In this Puzzle, children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty. They develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change. Across the six Pieces, children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They also think about future transitions and how to cope with them.	
	Knowledge	Social and emotional skills
	• I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby • Can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up • I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy • I know some simple ways of keeping clean which can keep me healthy and protect me from some infections • I can start to recognise stereotypical ideas I might have about parenting and family roles • I can identify what I am looking forward to when I move to my next class	• I can express how I feel when I see babies or baby animals • Recognise how I feel about these changes happening to me and know how to cope with those feelings • I have started to think about the ways to keep my body clean as I grow up and how I feel about this • I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes • I can start to think about changes I will make next year and know how to go about this
	Vocabulary	
	animals, babies, birth, care, challenge, change, changes, control, egg, family, female, growing up, looking forward, male, mother, penis, personal hygiene, puberty, roles, stereotypes, task, worries	

Talking Together: suggested questions to support Changing Me learning at home

How babies grow and families

- What different jobs do people in families do to care for babies?
- In our family, who does what to help look after everyone?
- What makes a family loving and caring, no matter who is in it?

Understanding body changes during puberty

- What are some changes that happen to bodies as people grow up?
- How might someone feel about their body changing during puberty?
- If you had questions about your body changing, who would you talk to?

Keeping clean and healthy

- Why does keeping clean become more important as we grow up?
- What are some ways you can look after your body as it grows and changes?
- In our family, who can you ask if you have questions about hygiene or growing up?

Challenging stereotypes about families

- Can anyone in a family do any job at home? Why or why not?
- In our family, how do we share jobs and responsibilities?
- What stereotypes have you heard about what boys or girls "should" do?

Feelings about growing up

- What excites you about growing up? What worries you?
- Is it natural to have mixed feelings about changes? Why?
- Who are the trusted adults in your life you can talk to about growing up?

Looking ahead and managing worries

- What are you looking forward to in your next class?
- When someone feels worried about changes, what might help them?
- Why is it important to share worries rather than keep them to yourself?

Resources and additional support for Families

- [NSPCC](#) – advice for families on boundaries, secrets, safety and Changing Me
- [Cambridgeshire NHS](#) advice around personal hygiene for children
- Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Changing Me theme.

Ages 8-9	Puzzle overview: Changing Me	
	In this Puzzle, children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They consider the role of families, trusted adults, and inner circles in providing care and support. Across the six Pieces, children develop strategies for coping with change, managing worries, and accepting things beyond their control. They practise reflecting on personal goals and positive changes they would like to make.	
	Knowledge	Social and emotional skills
	• I understand that lots of things make up a person's identity and this is what makes them unique • I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • I know there are many types of family and that often our family members form part of our inner circle • I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty • I know how the circle of change works and can apply it to changes I want to make in my life • I can identify changes that have been and may continue to be outside of my control that I learnt to accept • I can identify what I am looking forward to when I move to a new class	• I can describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am • I have strategies to help me cope with the physical and emotional changes I will experience during puberty • I know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me • I am confident enough to try to make changes when I think they will benefit me • I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively • I can reflect on the changes I would like to make next year and describe how to go about this
	Vocabulary	
	acceptance, anxious, belonging, care, characteristics, change, choices, circle, control, family, hobbies, hormone, identity, inner circle, interests, love, looking forward, menstruation, ovaries, panty liner, period pants, period products, periods, personality, proud, proportionate, puberty, reliable, seasons, skills, support, trusted adult, trustworthy, unique, values, vulva, womb	

Ages 8-9	Talking Together: suggested questions to support Changing Me learning at home		
	What makes you unique • What things about you come from our family? What things are from your own choices? • How do your interests and hobbies help make you who you are? • What are you proud of about yourself?	Puberty and menstruation • What have you learnt about puberty at school? • What is menstruation and why does it happen? • Why do periods start at different ages for different girls?	Families and your inner circle • Who are the people in your inner circle that you trust? • In our family, who are the people you know you can always turn to? • What makes someone a trusted adult?
	Managing change in your life • What changes can people control? What changes can't they control? • What helps you cope when things change in your life? • How can planning ahead make change feel less scary?	Accepting changes you can't control • How can someone respond positively to changes they can't stop? • What's the difference between worrying a normal amount and needing extra support? • If you needed reliable information about something, where would you look?	Looking forward and asking for help • What changes are you looking forward to next year? • When might someone need to ask a trusted adult for support? • In our family, how do we ask for help when we need it?
	Resources and additional support for Families		
	• NSPCC – advice for families on boundaries, secrets, safety and Changing Me • Always Advice on how to discuss periods with your child • BBC Operation Ouch clip explaining main changes of puberty • Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Changing Me theme.		
	School-based and local resources (editable box for teachers):		

Ages 9-10	Puzzle overview: Changing Me	
	In this Puzzle, children explore self-image and body confidence while learning about physical and emotional changes during puberty for girls and boys. They develop understanding of menstruation, male puberty, and how media influences perceptions of appearance and wellbeing. Pupils practise identifying trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up.	
	Knowledge	Social and emotional skills
	• I am aware of my own self-image and how my body image fits into that • I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally • I can describe how boys' and girls' bodies change during puberty • I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities • I can identify what I am looking forward to when I move to my next class	• I know how to develop my own self esteem • I understand that puberty is a natural process that happens to everybody and that it will be OK for me • I can express how I feel about the changes that will happen to me during puberty • I am confident that I can cope with the changes that growing up will bring • I can start to think about changes I will make next year and know how to go about this
	Vocabulary	
	affirmation, anxious, aspects, authentic, body image, change, characteristics, cope, , edited, emotions, excitement, facial hair , filter, growth spurt, hormone, hope, hormones, influences, larynx, manage, media, media influencer, menstrual cycle, menstrual pads, perception, perceptions, puberty, relationships, reliable sources, responsibilities, self, self-esteem, self-image, vagina, vulva, womb/uterus	

Ages 10-11	Puzzle overview: Changing Me	
	In this Puzzle, children explore self-image and self-esteem while learning about physical and emotional changes during puberty. Children reflect on identity, adolescent friendships, and the pressures linked to appearance and growing independence. They practise challenging negative self-talk and identifying trusted adults for support, alongside discussing attraction, consent, and respectful relationships. This Puzzle includes non-statutory sex education in Piece 3 (conception and how babies are made). Schools should check their policy and parental withdrawal arrangements before teaching.	
	Knowledge	Social and emotional skills
	• I am aware of my own self-image and how my body image fits into that • I can explain how girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally • <i>I know myself well enough to maintain positive relationships with others whilst still keeping my own identity</i> • I am aware of the importance of a positive self-esteem and what I can do to develop it • I can identify what I am looking forward to when I move to my next class	• I know how to develop my own self esteem • I can express how I feel about the changes that will happen to me during puberty • <i>I can be assertive when appropriate</i> • I can express how I feel about my self-image and know how to challenge negative 'body-talk' • I know how to prepare myself emotionally for the changes next year
	Vocabulary	
	adolescent, assertive, attraction, baby, feelings/emotions, freedoms, identity, independence, journey, labour, looking forward, love, mental health, midwife, negative body-talk, opportunities, , pressure, puberty, real self, relationship, relationships, responsibilities, , self-esteem, self-image, transition, values, worries	

Ages 10-11	Talking Together: suggested questions to support Changing Me learning at home		
	Self-esteem and media influence - How do adverts and influencers try to make people feel about themselves? - What's the difference between your 'real self' and an 'ideal self'? - In our family, how do we support each other's confidence and self-esteem?	Puberty - bringing it all together - What questions do you have about puberty? - Why is looking after yourself physically and emotionally important during puberty? - If someone needed accurate, reliable information about growing up, where should they look?	How babies develop and are born (Sex Ed) Not taught in School - How does a baby develop during pregnancy? - What different ways can babies be born? - Why is reproduction amazing but also completely natural?
	Relationships, attraction and respect - What makes a relationship healthy and respectful? - What does consent mean and why is it important? - If someone felt pressured to do something, what should they do?	Challenging negative body-talk - Why is negative body-talk harmful to ourselves and others? - How can someone challenge body-focused comments in their friendship group? - In our family, how can we support each other to feel good about ourselves?	Preparing emotionally for next year - What strategies help you manage big changes and transitions? - How can young people look after their mental wellbeing during times of change? - Who will be there to support you in your new school, and how can our family help?
	Alternative Piece 4: Friendships + staying true to yourself - How can someone keep their own identity even when friends might disagree? - When is it important to stand up for what you believe in?		
	Resources and additional support for Families		
	NSPCC – advice for families on safety and changing bodies, and resources to children with learning disabilities Childline – puberty advice for children that you could look select from and look at with your child Anna Freud information about how puberty can affect children Children’s Commissioner Guide for talking to your child about online sexual harassment as they approach secondary school age		
	School-based and local resources (editable box for teachers):		

