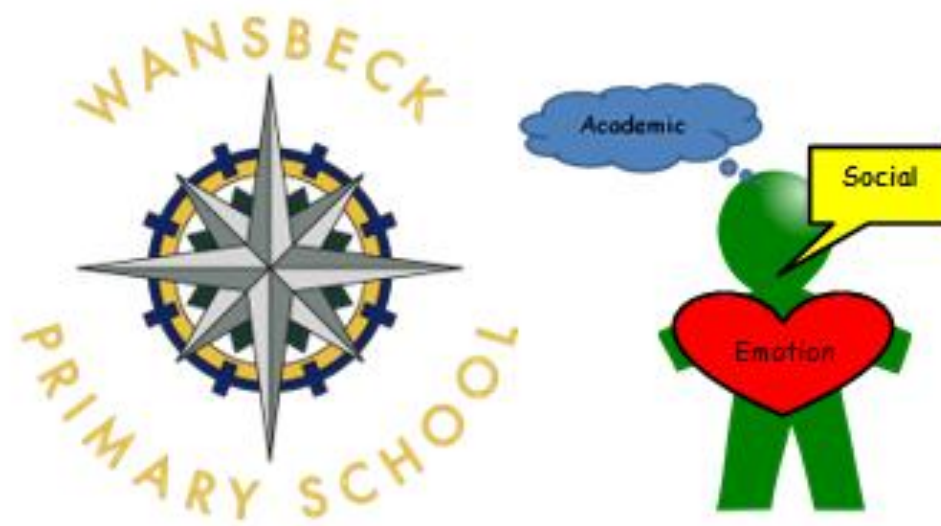


Wansbeck Primary School



PSHE and RSHE

Curriculum Overview

EYFS

Puzzle Piece	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Being Me in My World (Autumn Term 1)	Who Me? Help others to feel welcome and understanding what it feels to belong and how we are similar and different.	How Am I feeling Today? Try to make our Nursery/Pre-school community a better place by recognising and managing feelings.	Being at School Think about everyone's right to learn. Working with others to make school a good place to be.	Gentle Hands Care about other people's feelings. Know what its good to be kind and use gentle hands.	Our Rights Work well with others. Understanding children's rights and this means we should all be allowed to learn and play.	Our Responsibilities Choose to follow the Learning Charter. Learning about what being responsible means.
Celebrating Difference (Autumn Term 2)	What am I good at? Accept that everyone is different. Identifying something they are good at and everyone is good at different things.	I'm Special, I'm Me! Include others when working and playing. Understand that being different makes us all special.	Families Know how to help if someone is being bullied. Understanding and knowing we are all different but in some ways we are the same.	Homes Try to solve problems. Understanding and being able to express why their home is special to them.	Making Friends Use kind words and understand what it means to be a kind friend.	Standing up for Yourself Know how to stand up for yourself when someone says or does something unkind and understanding the importance of being able to give and receive compliments.
Dreams and Goals (Spring Term 1)	Challenge Understanding that if you persevere then you can tackle challenges. Stay motivated when doing something challenging.	Never Giving Up Being able to talk about a time they didn't give up until they achieved their goal and why it's important to keep trying even when it is difficult.	Setting a Goal Know what a goal is and how to work towards it. Work well with a partner or in a group.	Obstacles and Support Understanding the importance of using kind and positive words to encourage people. Have a positive attitude.	Flight to the future Understanding the link between what I learn now and the job I like to do when I'm older. Help others to achieve their goals.	Footprint Awards Are working hard to achieve their own dreams and goals, can say how it feels to achieve a goal and what it means to feel proud.
Healthy Me (Spring Term 2)	Everyone's Body Know that it is important to move our bodies and exercise to keep healthy. Have made a healthy choice.	We like to move it, move it! Understand how moving and resting your body is important. Understand what it means to have a healthy, balanced diet.	Food Glorious Food Know which foods are healthy and not healthy so understand what making healthy eating choices are. Have been physically active	Sweet Dreams Understanding what helps them go sleep and understanding why sleep is good for them. Have tried to keep themselves and others safe.	Keeping Clean Know how to wash hands thoroughly and understand why it is important to keep clean and wash their hands before eating and after going to the toilet. Know how to be a good friend and enjoy healthy friendships	Safe Adults Know who my safe adults are and how to stay safe if they are not close by me. Know how to keep calm and deal with difficult situations
Relationships (Summer Term 1)	My Family and Me! I can identify some of the jobs I do in my family and how I feel like I belong Know how to make friends.	Make friends, make friends, never ever break friends Part 1 Know how to make friends to stop myself from feeling lonely. Try to solve friendship problems when they occur.	Make friends, make friends, never ever break friends Part 2 Think of ways to solve problems and stay friends. Help others to feel part of a group.	Falling Out and Bullying Part 1 Understand the impact of unkind words. Show respect in how they treat others	Falling Out and Bullying Part 2 Know how to use Calm Me time to manage my feelings. Know how to help themselves and others when they feel upset and hurt	Being the best friends we can be Know how to be a good friend and show what makes a good relationship
Changing Me (Summer Term 2)	My Body Name parts of the body. Understand that everyone is unique and special.	Respecting My Body Can tell you some things I can do and foods I can eat to be healthy. Can express how they feel when change happens.	Growing Up Understand that we all grow from babies to adults. Understand and respect the changes that they see in themselves.	Fun and Fears Part 1 Express how I feel about moving to Year 1 and understand and respect the changes that they see in other people.	Fun and Fears Part 2 Talk about my worries and/or the things I am looking forward to about being in Year 1. Know who to ask for help if they are worried about change	Celebration Share my memories of the best bits of this year in Reception. Know how to look forward to change

Year 1

Puzzle Piece	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Being Me in My World	Special and Safe This foundational lesson establishes the safe learning environment essential for Jigsaw lessons. Children are introduced to the Jigsaw Charter, meet Jigsaw Jack as their talking object /character, and learn about confidentiality and respect. The lesson focuses on helping children understand what it means to feel safe and special in their classroom community, with opportunities to reflect on these feelings through drawing in their new Jigsaw Journals.	My Class This lesson deepens children's understanding of belonging to their class community through song and circle activities. Children explore their rights and responsibilities as class members whilst learning about good manners and turn-taking. The lesson establishes foundations for collaborative learning and begins developing the class Learning Charter through discussions about how they can help each other learn effectively.	Rights and Responsibilities Children actively participate in creating their class rules for happy learning through games and discussions about rights and responsibilities. The lesson uses visual scenarios to help children identify what supports positive learning environments. Children contribute their ideas to form the Learning Charter, understanding that these rules apply to everyone and help create a safe space for learning and playing together.	Rewards and Feeling Proud This lesson focuses on recognition and achievement, helping children understand what it means to feel proud and valued. Through personalised 'I am proud of you' tickets, children experience having their achievements acknowledged and learn to recognise pride in themselves and others. The lesson reinforces how individual contributions are valued within the class community and supports the development of intrinsic motivation alongside appropriate external recognition.	Consequences Children explore the concept of choices and consequences through interactive games and scenario discussions. The lesson helps children understand that their choices have outcomes and connects personal decision-making to the Learning Charter. Children learn about feeling proud when making positive choices in both classroom and playground settings, understanding how their decisions affect themselves and others in their learning community.	Owning our Learning Charter The final lesson brings together all previous learning as children take ownership of their class Learning Charter. Through collaborative artwork and reflection, children demonstrate their understanding of classroom rights and responsibilities. The lesson serves as both celebration and assessment, allowing children to show how they understand their role in creating a happy, safe learning environment for everyone in their class.
Celebrating Difference	The Same As... This lesson helps children identify and appreciate similarities between themselves and their classmates. Children explore what they have in common with others through active games and partner work, discovering shared interests, characteristics and experiences. The learning emphasises that finding similarities helps build connections and understanding between classmates. Throughout the lesson, children develop their understanding of courtesy and good manners in social interactions, learning appropriate ways to engage respectfully with peers.	Different From... This lesson focuses on helping children recognise and celebrate differences between themselves and their classmates. Children learn that being different from others is positive and makes each person unique. Through a game, children identify what makes them different from one another, considering both visible differences and those that might not be immediately obvious such as likes, dislikes and family circumstances. The lesson reinforces that differences valued, whilst continuing to develop children's understanding of courtesy and respectful communication when discussing what makes people different.	What is 'Bullying'? This lesson introduces children to the concept of bullying and helps them understand what bullying is and how it might make someone feel. Through discussion and examining scenarios, children explore the difference between bullying and one-off incidents, whilst recognising that all hurtful behaviour is unacceptable. The lesson emphasises that being bullied can make someone feel lonely, worried or frightened, and teaches children the importance of seeking help from trusted adults. Children learn that everyone has the right to feel safe and not be bullied.	What do I do about bullying? This lesson builds on children's understanding of bullying by focusing on how to respond if they or someone else is being bullied. Through the Jigsaw Song and discussion around Jigsaw Jack's situation, children explore how bullying affects people and consider practical strategies for getting help. The lesson reinforces that bullying is never acceptable and emphasises the importance of telling trusted adults and continuing to ask for help until the situation is resolved. Children learn that everyone has the right to feel safe, happy and included, and that seeking support is the right thing to do when facing harmful behaviour.	Making New Friends This lesson explores friendship and what it means to make new friends. Through the Jigsaw story about Jack and Jenie, children learn that friendships can form between people who are different from each other and that these differences make friendships interesting rather than preventing them. Children consider the qualities and behaviours that make a good friend, such as kindness, sharing, listening and including others. The lesson helps children understand how to offer friendship to others and encourages them to think about what they can contribute to new friendships.	Assessment Opportunity - How I am different and what makes me unique This final lesson brings together the learning from across the puzzle, celebrating both the similarities and differences children have discovered about themselves and their classmates. Children reflect on the work they have completed, reinforcing understanding of why being special and unique is important. The lesson introduces the concept of being inclusive, helping children understand that all similarities and differences are valued. Children consider how they show kindness to others in their class and consolidate their understanding of bullying and how to respond to it. This celebratory lesson emphasises that our differences make us special whilst our similarities help us connect with others.
Dreams and Goals	My Treasure Chest of Success Pupils explore what mean by success and how celebrating their own achievements helps children develop self-respect and feel happier about themselves. Children create treasure chests to store reminders of their successes and consider how remembering what they've achieved can help them when things feel difficult.	Steps to Goals Focuses on understanding how to set goals and work out the steps needed to achieve them. Explores different ways they may learn best, whether by watching, listening or doing, and helps them recognise their own learning preferences. Children learn that having a go and trying again shows self-respect and that being kind to ourselves when we're learning something new helps us feel good about ourselves.	Achieving Together Pupils learn about the importance of working well with a partner and celebrating achievements together. They focus on the skills needed for successful teamwork including listening carefully, sharing ideas, taking turns, being polite and recognising each other's feelings and work in pairs to design a welly showing a shared goal they both want to achieve.	Stretchy Learning / Stretchy Flowers Children explore how learning new things requires us to stretch our thinking and skills, just as our bodies can stretch. They discuss the range of feelings that come with facing new challenges and are set a new challenge of making stretchy flowers and consider how trying again and again is how we learn, and that noticing their own effort and success helps them respect themselves and feel confident.	Overcoming Obstacles Children learn how working towards goals involves facing obstacles that can make challenges more difficult and develop ideas about how to overcome them. They revisit the stepping stones idea to represent stages of a journey with obstacles, and explore how being active outdoors, resting, eating well and helping others supports wellbeing when working towards goals.	Celebrating My Success This lesson explores how recalling and celebrating the successes experienced throughout the puzzle, with every child identifying at least one thing they have done well. Focus on understanding how to store feelings of success in an internal treasure chest that can be visualised whenever needed, especially when finding something difficult. Explores how remembering achievements helps children feel good about themselves and shows the skills and interests that make each of them special.
Healthy Me	Being Healthy Children explore the difference between healthy and less healthy choices, learning key ways to keep themselves healthy including balanced diet, sleep, physical activity, hygiene and hydration. Through songs, movement and discussion, children discover why these choices matter for their bodies and minds, helping them feel positive about making healthy choices that support their overall wellbeing.	Healthy Choices Children consolidate their understanding of healthy lifestyle choices by exploring multiple ways to keep themselves healthy, including choosing nutritious foods, staying active, getting enough sleep, protecting their skin from sun damage, and maintaining dental hygiene. Working in pairs, children identify and record the healthy choices they can make,	Clean and Healthy Children learn about bacteria and viruses (germs) and how washing hands with soap and water for 20 seconds effectively removes these microorganisms to keep them healthy. The lesson explores personal hygiene practices and household cleaning products, helping children distinguish between items safe for them to use and those requiring adult supervision,	Medicine Safety Children learn to recognise signs of feeling unwell and explore self-care strategies that can help them feel better, including rest, drinking fluids, eating healthy foods and keeping warm. Medicines are introduced as something that can help our bodies when they need extra support, emphasising safe use with trusted adults following proper instructions, whilst understanding	Road Safety Children learn to assess risks when they are out and about, focusing on road safety by practising the steps for crossing safely(stop, look, listen, think). The lesson explores places and people that help them feel safe, and how to recognise and respond to feeling frightened by asking trusted adults for help.	Happy, Healthy Me Children consolidate their learning from across the Healthy Me unit by reflecting on the various ways to keep their bodies safe and healthy. Children recognise their bodies as amazing and celebrate how making healthy choices helps them feel happy.

		discussing how making these choices makes them feel good about themselves and supports their overall wellbeing.	developing their understanding of keeping themselves safe.	that some people need daily medicine to stay healthy. Through role play and sorting activities, children develop their understanding of what is healthy, unhealthy or OK sometimes.		
Relationships	Families This lesson introduces children to the concept of families and explores the diversity of family structures through the story 'Welcome to Planet Zarg'. Children participate in an animal family grouping game, share who is in their own families, then draw and label their families in their Jigsaw Journals. The lesson emphasises that whilst families may look different, what matters most is the love, care, commitment and stability they provide to help children feel safe and happy.	Making Friends Exploring what makes a good friend, pupils identify qualities they value in friendships and understand that disagreements are normal, with the important thing being knowing how to resolve problems. Pupils learn how to make new friends and be inclusive, recognising that someone alone might be feeling various emotions or simply choosing solitude. Understanding that to have good friends we need to be good friends, pupils sort and discuss friendship qualities.	Greetings Through sensory exploration and role-play, children learn about different types of physical contact and how these make them feel. They discover that everyone has different preferences about touch and that these feelings are valid. The lesson introduces various ways to greet others appropriately and empowers children to recognise and communicate when any type of physical contact feels uncomfortable to them, establishing safeguarding awareness about their right to say no and tell a trusted adult.	People Who Help Us This lesson helps children identify who can help them in their school community and practise asking for help effectively. Children discuss people who have helped them recently, then through role-play activities rehearse how to ask for help clearly and learn the importance of keeping asking if the first person they approach is busy or unable to help. The lesson includes scenarios about everyday problems, friendship difficulties, and recognising hazards that need adult attention. Children learn that asking for help is an important way of taking care of themselves and keeping safe.	Being My Own Best Friend This lesson focuses on helping children recognise and celebrate their own qualities and strengths, sharing things they're good at and enjoy, and praising Jigsaw Jack who is feeling down. They explore how we are incredible in different ways then create 'The Incredible Me' picture frames. The importance of self-praise and recognising personal qualities is taught whilst acknowledging that talking to trusted people can help when feeling down or lonely.	Celebrating My Special Relationships This celebration lesson provides children with an opportunity to reflect on and appreciate the special people in their lives. They create balloon labels featuring a drawing of their special person and complete the sentence "You are special to me because..." expressing their feelings and reasons for appreciation.
Changing Me	Life Cycles This lesson introduces children to the concept of life cycles, helping them understand how all living things grow and change from birth to adulthood. Through exploring animal life cycles, particularly the transformation from frogspawn to frog, and examining human growth from baby to adult, children begin to see change as a natural, predictable and positive process. By sequencing lifecycle cards and discussing how everyone develops at their own pace, children build a foundation for understanding that change is normal and can be viewed positively. This learning supports children in developing confidence when facing changes in their own lives.	Changing Me Children explore how they have changed and grown since they were babies, recognising both physical and developmental changes. They consider what they can do now that they couldn't do as a baby or toddler, understanding that everyone changes at their own pace. Through examining life cycles of different living things, children see that all living things change as they grow. The lesson emphasises that change is a natural and positive part of life, whilst also recognising that some things about us stay the same, and that families play an important role in supporting our learning and growth.	My Changing Body Using baby photographs, children identify physical and developmental changes that have occurred as they've grown. They categorise changes into body changes (such as getting taller or stronger) and other changes (such as new abilities and developing personality). The lesson reinforces that growing and changing is a natural part of life, and that whilst we all change, we remain ourselves. Children learn that everyone grows at different rates, and that this variation is normal and positive. They consider both visible changes they can see and the less obvious ways they've developed since they were babies.	Boys' and Girls' Bodies Children learn the correct anatomical names for external private body parts: penis, testicles, vulva and anus. Through visual resources showing different skin tones, they understand that private parts reflect the same skin tone as the rest of the body. The lesson establishes that private parts are special and belong to them, and that nobody has the right to touch them or do anything that makes them feel hurt, uncomfortable or scared. Children learn when and how to talk about their bodies with trusted adults, understanding that whilst we might feel embarrassed discussing these topics, it's always right to ask questions or share concerns. They sort body parts as male, female or both, reinforcing appropriate use of anatomical terminology alongside an understanding that families may use different names at home.	Learning and Growing Through the metaphor of a growing flower adding petals, children discover that every time they learn something new, they change and grow a little bit. They reflect on skills they've developed since babyhood, understanding that learning continues throughout life. The lesson introduces vocabulary for feelings associated with growth and change: excited, proud, worried, happy, nervous and curious. Children recognise that it's natural to have mixed emotions about growing up and that all these feelings are acceptable. They create their own growth flowers, identifying things they've learned and using colours to express their feelings about growing up, reinforcing that both positive and uncertain feelings are a normal part of development.	Coping with Changes Children reflect on changes they have experienced in their own lives, exploring the range of feelings that changes can bring, including excitement, worry and anxiety. Through a story about feelings surrounding end-of-year transitions, they learn that it's perfectly normal to feel uncertain about changes and that everyone experiences these feelings. The lesson focuses on developing coping strategies for managing feelings during times of change, such as talking to trusted adults, expressing worries and looking for positive aspects of new situations. Children understand that whilst some changes feel better than others, change itself is a natural part of life, and that friends and special people remain in our hearts and memories even when circumstances change.

Year 2						
Puzzle Piece	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Being Me in My World	Hopes and Fears for the Year This lesson establishes the safe learning environment through the Jigsaw Charter and introduces children to managing worries and fears about the new school year. Using Jigsaw Jo as a focal point, children explore what might cause worry and develop strategies for coping, including identifying trusted people for support and learning breathing techniques. The lesson includes a 'Worry Cloud' activity where children can express concerns and identify helpful responses.	Rights and Responsibilities Children explore what it means to belong to their class and school community, learning about rights and responsibilities that come with membership. The lesson introduces important concepts about being assertive versus controlling behaviour, and balances caring for others with looking after one's own needs. Through practical activities and discussions, children develop understanding of how to contribute positively to their learning environment whilst maintaining appropriate boundaries.	Rewards and Consequences This lesson helps children explore the concept of rewards and consequences through practical activities and discussions. Using Jigsaw Jo's prepared bag of various reward items (both realistic and unrealistic), children learn to distinguish between appropriate and inappropriate rewards for school settings. The lesson emphasises that meaningful rewards don't have to be material - words, actions, and thoughtful gestures can be just as valuable. Children work in groups to categorise behaviours as positive or negative and suggest suitable rewards and consequences.	Rewards and Consequences This lesson helps children understand the connection between choices and consequences through interactive activities and scenario-based discussions. Children explore positive and negative behaviours, learning to identify appropriate consequences and rewards. The lesson reinforces that every action has an outcome and helps children develop understanding of fair and proportionate responses to different behaviours within the school community.	Our Learning Charter Children work collaboratively to understand how rights, responsibilities, rewards and consequences fit together to create an effective learning environment. The lesson introduces the concept of boundaries as invisible lines that help people treat each other with respect and kindness. Through group work and discussions, children explore how the Learning Charter supports everyone's right to feel safe and respected whilst taking responsibility for respecting others' boundaries.	Owning Our Learning Charter The final lesson focuses on applying the Learning Charter beyond the classroom setting, helping children understand how their learning translates to playground, lunchtimes, and daily school life situations. Children explore real-world scenarios and consider how the charter principles help build positive relationships and friendships. The lesson serves as both celebration and practical application, supporting children to transfer their understanding to various school environments.
Celebrating Difference	Assumptions This lesson helps children understand that people sometimes make assumptions or stereotypes about boys and girls, and that these assumptions are not always accurate or fair. Children learn that boys and girls share many similarities and that everyone should be free to enjoy different activities, regardless of gender expectations. The lesson emphasises the importance of courtesy and respectful listening when discussing these topics.	Stereotypes This lesson explores both the similarities and differences between boys and girls, helping children understand that whilst there may be some differences, these don't prevent friendship or shared interests. Through activities with Jigsaw Jo, children practise identifying similarities and challenging stereotypes, reinforcing that boys and girls can enjoy the same things and that respecting individual choices is important. The lesson emphasises self-respect and courtesy when working with partners, helping children understand that noticing their own feelings is a way of respecting themselves.	Why does bullying happen? This lesson helps children understand that bullying is sometimes related to difference and explores how being bullied affects people emotionally. Through scenarios and role play, children identify which situations constitute bullying by applying the three key features: it happens repeatedly, it's deliberate, and it's unfair. The lesson introduces the concept of being inclusive and helps children recognise that bullying can occur because of various differences including home circumstances, accent, name, clothes or language. Children explore how bullying might make someone feel and learn the importance of boundaries being respected.	Standing up for myself and others This lesson focuses on developing children's confidence in recognising bullying situations and knowing how to respond appropriately. Through freeze-frame activities using scenario cards, children explore the perspective of witnesses or bystanders and consider what actions they could take when they see bullying happening. The lesson helps children understand their role in supporting others who may feel lonely or left out, and reinforces strategies for getting help when needed. Children learn that it's important to keep telling trusted adults until they are heard and the situation is resolved.	We're all different This lesson starts by exploring how Jigsaw Jo is worried about feeling different with the teaching and learning emphasising that being different doesn't prevent friendship and that everyone should feel they belong. Through the story of Billy, Bella and B, children then consider how it's acceptable for girls and boys to like and do different things, and the lesson challenges the idea that certain toys, colours or activities belong to specific genders. Through this the lesson reinforces that fairness and kindness should be shown to everyone regardless of their differences.	Celebrating difference and still being friends This final celebration lesson brings together the learning from across the puzzle, helping children recognise that whilst they and their friends have differences, these make each person special and unique. The lesson introduces simple strategies for mending friendships including sincere apologies, explaining feelings, and offering kind gestures, helping children understand that friendship difficulties can be overcome with kindness and effort.
Dreams and Goals	Goals to Success This lesson is about the importance of choosing realistic goals and how to achieve them, what success means and how feeling proud of achievements helps build self-esteem. Explores how success looks different for everyone, whether through sports, hobbies, helping others, spending time outdoors or being a kind friend, and how all these successes show who we are and what we enjoy.	My Learning Strengths Focus on understanding what keeps our bodies healthy and exploring motivation to make healthy lifestyle choices such as eating a balanced diet, exercising, drinking water, sleeping well, resting and relaxing, keeping clean and brushing teeth. Children learn that whilst most people know how to keep themselves healthy, sometimes people find it difficult to stay motivated, and that we can try to keep going when things feel tricky and feel proud of our efforts and feel more able to overcome everyday challenges in our lives.	Learning With Others Children reflect on who they work well with, and how working with other people helps learning. They complete the challenges set in Piece 1 in teams, exploring how it feels easier to work towards a goal with someone you get on with well. They recognise how their bodies might feel different when showing their work, and how feelings like nervousness or excitement can show up physically.	A Group Challenge This lesson focuses on developing teamwork and problem-solving skills through creating imaginary dream birds for a "Garden of Dreams and Goals." in groups that represent ways to keep safe, healthy and happy in their community. The lesson emphasises collaboration, reflection on group dynamics, and celebrates how different contributions work together to create something special.	Being Relaxed Children learn how being healthy is being able to unwind, relax and be calm, and how relaxing allows our minds and bodies to be quiet and calm, so we can rest and recover from things that cause us to worry or feel concerned. Explores the concept of stress as a natural response to help address challenges, but that too much stress can make it harder to manage and feel in control. Children learn to identify when feelings are weak and when feelings are strong.	Celebrating Our Achievement Pupils consider how to share success with other people and how contributing to the success of a group feels, storing those proud feelings in their internal treasure chest. They learn about the importance of good manners and courtesy when celebrating group success, learning that manners are the kind words and actions we use to show care for other people, and courtesy means being polite and respectful. Children reflect on their group's achievements during a special Calm Me time.
Healthy Me	Healthy Eating Children learn about the five food and how eating a variety of foods from each group helps keep them healthy. The lesson helps children develop a healthy relationship with food whilst recognising that everyone's dietary needs may be different.	Healthy Eating Children revisit and extend their understanding of balanced diets through making and tasting healthy snacks in groups, learning why nutritious foods provide energy and are good for their bodies. The lesson includes practising hand hygiene before food preparation	Keeping Safe at Home Exploring what it means to be and feel safe at home, focusing on kitchen safety including recognising hazards, treating burns (cold water for 20 minutes), and Stop, Drop, Roll if clothes catch fire. The Jigsaw Safety STAR (Stop, Think, Assess, React) is introduced as a tool to identify risks and make safe choices,	Safe Outside Building on understanding of what it feels like to be safe or unsafe, this lesson applies the Jigsaw Safety STAR to identify risks and make safer choices when outdoors. Through following Jo and Jello's journey, pupils explore safety around roads (revisiting crossing procedures from Ages 5-6), parks,	Medicine Safety Builds on Ages 5-6 learning about self-care and seeking help when unwell, pupils explore how medicines work in our bodies and critical safety rules: never taking medicine without a trusted adult, only using prescribed doses, never sharing medicines, and proper storage. They	Happy, Healthy Me! Consolidates learning from Healthy Me Puzzle, exploring how our physical health and feelings are connected, and how making healthy choices helps us feel more confident and able to manage our emotions. Pupils reflect on what their bodies need to stay healthy and safe - including balanced diet, rest, safety

		and exploring how snacks contribute to overall food balance across the day, whilst experiencing the social benefits of sharing healthy food choices together.	whilst learning to recognise feelings of worry or being unsafe and the importance of telling a trusted adult straight away. This lesson would tie in well with a visit from the fire service if possible.	water hazards and railways, learning how barriers, crossings and safety rules help protect them. The lesson emphasises recognising physical feelings as useful warnings that signal when something is unsafe and knowing which trusted adults to tell when worried.	learn that we cannot always identify what is or isn't medicine, learn to check with trusted adults, and recognise that sometimes we can help ourselves feel better without medicine.	from dangers, and appropriate use of medicine.
Relationships	Families Children learn about the diversity of families, recognising that families come in many different forms and that all types of families are equally valid. They discuss what makes their own families special and explore the concept of marriage as a lifelong commitment between two people who love each other. The lesson helps children understand the importance of cooperation and sharing within families, considering what 'ingredients' contribute to creating a happy home where everyone feels loved and supported.	Keeping Safe Children explore appropriate and inappropriate physical contact within families and relationships, identifying which types of touch feel comfortable or uncomfortable to them. They learn that everyone has different preferences about touch, that these feelings are valid, and that they have the right to say no to any touch they don't like. The lesson reinforces that violence is never the right way to solve problems and emphasises telling a trusted adult if someone touches them inappropriately or won't stop. This safeguarding lesson supports essential awareness about bodily autonomy.	Friends and Conflict This lesson helps children understand that even close friends can fall out exploring common causes of conflict including peer influence, differing opinions, and safe/unsafe situations. Children learn a positive problem-solving approach to mend friendships, focusing on calming feelings, understanding different viewpoints, and moving forward together. They learn to judge how big a problem is - recognising when they can resolve conflicts themselves and when they need adult help.	Secrets This lesson helps children distinguish between 'good secrets' (surprise secrets like birthday presents) and 'worry secrets' (secrets that make us feel sad, scared, or confused). Children explore why worry secrets can be hard to tell and identify trusted adults they can talk to. Children learn that adults should never ask them to keep secrets from their parents or carers, and that if the first person doesn't help, they should keep telling trusted adults until someone listens.	Trust and Appreciation Children learn what trust means and discover how it builds over time through honesty, reliability and supportive behaviour. They identify trusted people in their family, school and community, creating their own 'circle of trust' and recognising that not everyone can be trusted equally. The lesson introduces the important concept that people online might pretend to be someone they're not, helping children understand why they should keep personal information safe and always tell a trusted adult if anyone online makes them feel uncomfortable or asks them to keep secrets.	Celebrating My Special Relationships In this consolidation lesson, children review their learning from the whole Relationships unit, reflecting on families, physical contact, friendship problems, secrets, trust and asking for help. They practise giving and receiving compliments, developing confidence in expressing appreciation and accepting positive feedback from others. Children create a display showing what makes them feel safe and unsafe in relationships, bringing together their understanding of healthy relationships. The lesson celebrates their progress and provides opportunity for any concerns to be addressed.
Changing Me	Life Cycles in Nature Children explore life cycles in nature, observing how living things grow and change from infancy to adulthood in predictable patterns. Through examining seasonal changes and various animal and plant life cycles, they begin to understand that some changes happen around us and to us that are outside our control. The lesson helps children identify and express their feelings about changes they cannot control, such as seasons changing and their own bodies growing. By recognising that change is a natural part of life cycles, children develop a more positive understanding of inevitable changes, supporting them to feel more confident when facing changes in their own lives.	Growing from Young to Old Children examine the human life cycle from infancy to old age, understanding that growing older is a natural process outside our control. They identify physical changes that occur as people age, whilst also recognising positive changes such as developing wisdom and kindness. Through sharing photographs of older relatives, children identify and celebrate qualities they respect in older people, challenging stereotypes about aging and connecting their learning about natural life cycles to the human aging process.	The Changing Me Children map their position on the human life cycle continuum from baby through to adult, recognising physical and developmental changes that have occurred since birth. Through exploring objects associated with different life stages, they understand that growing up brings increased abilities, independence, freedom and responsibilities. Children create personal timelines identifying what they could do at different ages and what they will be able to do in the future. The lesson acknowledges that growing up naturally brings mixed emotions and that it's normal to feel excited, worried or nervous about changes. Children develop pride in their growing independence whilst understanding that the growing process happens naturally and is outside their control.	Boys and Girl's Bodies Children learn the correct anatomical names for private body parts: penis, testicles, vulva, vagina and anus, understanding which parts of the body are private and why. The lesson challenges gender stereotypes by exploring assumptions about what boys and girls do, wear and enjoy, establishing that whilst private body parts differentiate males from females, many perceived differences are simply personal preferences rather than determined by being a boy or girl. Children understand that private parts are special and belong to them, that they should tell a trusted adult if any part of their body feels sore or uncomfortable, and that good hygiene includes washing all parts of the body. The lesson celebrates individuality and helps children appreciate who they are regardless of gender.	Assertiveness Building on prior learning in Relationships Puzzle about touch, this piece focuses on assertiveness, what it means and how to use it. Children explore concept through a 'feely bag' activity before learning key assertive phrases such as 'No, I don't like that' and 'Please stop', and then practise these with assertive body language. The lesson emphasises that saying no is always acceptable, even to kind or affectionate touch, and that if someone doesn't stop, children should tell a trusted adult — and keep telling until they feel safe.	Looking Ahead Children consolidate their learning about growing up and change by looking ahead to moving to their next class. They identify what they're looking forward to about the transition whilst acknowledging that it's natural to feel a mixture of emotions including excitement, nervousness and anxiety at the same time. The lesson reinforces that everyone feels differently about changes and that it's important to talk to trusted adults when feeling worried. Children reflect on their learning throughout the unit, celebrating their understanding of how bodies grow and change, and develop confidence in knowing they can seek support during times of transition. The lesson emphasises that being different from others is positive and that mixed feelings about change are completely normal.

Year 3						
Puzzle Piece	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Being Me in My World	Getting to Know Each Other Establishes the safe learning environment through the Jigsaw Charter whilst introducing children to recognising their worth, setting personal goals, and using their Jigsaw Journal. The lesson focuses on understanding pride as a positive emotion, celebrating achievements, and developing courtesy and good manners. Children create treasure coins with personal achievements and set goals on medal templates, learning to make others feel welcome and valued.	Our Nightmare School Children explore emotions and feelings through Connect Us, before examining what constitutes a "nightmare school" versus a positive learning environment. The lesson helps children identify fears and worries whilst learning who to ask for help, developing empathy through facial expression recognition and understanding that different concerns may require different support sources.	Our Dream School Children work in groups to compare nightmare schools with dream schools, exploring elements that create ideal learning environments. They develop understanding of rights, responsibilities, and how schools can become positive places through collaborative activities. The lesson connects to human rights and the fundamental importance of education for all children.	Rewards and Consequences Children explore how their actions affect others through scenario-based activities, learning about behaviour, rewards, and consequences. The lesson develops understanding of responsible choices, their impact on friendships, and the difference between being assertive and controlling. Children learn about loneliness, exclusion, and the importance of seeking support when needed.	Our Learning Charter Children work cooperatively in groups to create welcome cards for new student Sam, applying their understanding of the Learning Charter practically. The lesson focuses on inclusion, teamwork, and making responsible choices to help others feel valued and welcomed. Children explore group dynamics and effective collaboration through the card-making process.	Owning Our Learning Charter The final lesson emphasises understanding different viewpoints and perspectives whilst applying the Learning Charter consistently. Children complete their welcome cards for Sam while exploring how different people might interpret the same situation differently. The lesson reinforces the importance of shared vision and values in creating a positive school community.
Celebrating Difference	Families This lesson explores the diversity of family structures and helps children understand that everybody's family is different and important to them. Children appreciate the people who care for them and recognise that families come in many different forms, all of which are special and valid. The lesson explores feeling included and how families provide love, protection, security and stability, and strategies for asking for help. Stereotypical views about what constitutes a family are challenged with all children's family situations valued and included.	Family Conflict This lesson helps children understand that some level of conflict is normal in families and that there are constructive ways to resolve disagreements. Children learn the 'Solve it Together' technique and apply it to family conflict scenarios. They learn that they are not responsible for adult conflict and that if they ever feel unsafe or frightened by what's happening in their family, they should tell a trusted adult and that everyone has the right to feel safe. Sources of support including teachers, family members and helpline are shared.	Witness and Feelings This lesson looks at witnesses or bystanders in bullying and explores how we can support someone who is being bullied. It explores how what might seem like 'just fun' or 'banter' to some people can be deeply hurtful to others, that no one should deal with bullying alone, that everyone has the right to feel safe, and that the best way to stop bullying is to talk to an adult who can help. The lesson also addresses the proper meaning of the word 'gay' and why using it as an insult is unacceptable.	Witness and Solutions This lesson deepens children's understanding of the role witnesses and bystanders play in bullying situations and develops their ability to distinguish between bullying, unkindness and conflict between friends. Children explore how bystanders can choose to help, ignore or join in with bullying and learn that being courageous means standing up to others rather than following along. The lesson introduces and practises the concept of self-regulation, helping children understand skills like taking deep breaths, walking away for a moment, or asking for help before reacting. Through scenario work, children apply the 'Solve it Together' technique to various situations, learning to identify whether each represents bullying, a one-off incident or conflict, and considering how situations could escalate if not resolved appropriately.	Words that harm This lesson explores how words can be used in hurtful ways and the consequences of using language to harm others. The lesson starts to address stereotypes about gender and sexuality, helping children understand that making jokes or comments based on these stereotypes isn't fair or true and that feeling upset in response to unkind or discriminatory behaviour is natural and appropriate and can make people feel isolated and lonely. The lesson reinforces the importance of telling trusted adults about hurtful language and that children should keep asking for help until they feel listened to and safe.	Compliments This final celebration lesson brings together the learning from across the puzzle, focusing on the power of compliments and kind words to uplift others. Children reflect on how it feels to give and receive compliments and explore how their words can affect someone's feelings and lead to various consequences. They consider when bystander intervention is helpful and recognise how conflicts can be resolved using the 'Solve it Together' technique. Children learn that whilst conflicts can be difficult, relationships can be repaired and sometimes become stronger through honest communication and mutual understanding.
Dreams and Goals	Dreams and Goals Pupils consider how those who have faced difficult challenges may have achieved success in different ways, developing respect and admiration for those who overcome obstacles and achieve their dreams and goals and how these challenges can look different for people with different abilities, backgrounds or choices. Children consider possible circumstances of people facing challenges, considering their feelings before, during and after achieving success.	My Dreams and Ambitions Pupils identify personal dreams and ambitions and imagine how they might feel when these are achieved. This lesson uses the story of space scientist Maggie Aderin-Pocock to consider how self-respect grows when we keep trying even when things are difficult. Children create flowers representing their dreams and goals as seeds that can grow into the future.	Feeling Safe Helps Me Grow Children work together to design a safe and healthy garden that could promote health and wellbeing aspects such as rest, sleep, exercise, food, calm spaces and time outdoors. They reflect on the benefits of spending time outdoors and how being outside affects body and mind.	Choices that help us grow Children build on their ideas from the previous lesson, developing understanding about ways we can take responsibility for our own learning and how to use our personal strengths as a learner. Children identify safe and healthy choices in daily life such as going to bed on time, playing outdoors, eating fruit and asking for help, considering how these choices help bodies and minds grow. Group work involves designing safe and healthy signs for a community garden, distinguishing between choices that help only themselves and those that help everyone.	Overcoming Obstacles In this lesson, pupils recognise obstacles which might hinder achievement and possible steps to overcome them, developing skills to manage feelings of frustration that may arise when obstacles occur. They use their group work skill to design their Community Garden of Dreams and Goals to support different members of the community, considering water safety, and what community roles or careers might help look after it.	Celebrating My Learning At the end of this Puzzle, children review their Community Garden project, thinking about what they learned, the strengths they used and the successes they had. They explore how learning stretched during the task, which strengths were used most, and what would be done differently next time. They find out how learning can be stretched in different directions, celebrating how their teamwork skills have developed.
Healthy Me	Being Fit and Healthy Learning about the importance of balancing energy intake from food and drink with physical activity to stay healthy. Through exploring how exercise affects our hearts and lungs, pupils	Being Fit and Healthy Focus on healthier and less healthy foods, and how too much sugar, saturated fat and salt is less healthy and looks at food labelling, and how much sugar you find in some types of food. Revisits idea of a healthy balance,	What do I know about drugs? Uses a draw-and-write assessment task to explore existing knowledge and attitudes towards drugs, recognising that the word 'drug' includes medicines which can help us if taken correctly. Pupils learn that not all drugs	Being Safe Learning how and when to call 999 and understanding what each emergency service does. The lesson revisits the Jigsaw Safety STAR (Stop, Think, Assess, React) to help pupils decide whether situations are emergencies	Safe or Unsafe? Drawing on previous learning, pupils learn the Water Safety Code: Stop and Think, Stay Together, Float on Your Back if in Trouble, and Call 999. The lesson	My Amazing Body Consolidating learning from across the Healthy Me unit, pupils evaluate their progress with fitness challenges set at the start and explore fascinating facts about how complex the human body is, understanding the importance of

	discover many different ways to be physically active, including everyday activities like walking to school and helping in the garden. Each child sets their own realistic fitness challenge, recognising that everyone's body is individual and needs at least one hour of activity every day.	and who to talk to if you are worried about your health.	look the same and we cannot always tell if something is safe, emphasising the importance of never touching unknown substances and always checking with a trusted adult. The lesson helps pupils identify their feelings about drugs and know who they can talk to if worried or have questions.	requiring 999 or need a trusted adult's help instead. Pupils practice emergency calls through role play, learn what information the operator needs, and explore how recognising feelings of anxiety or fear helps them make safer decisions and know when to ask for help.	explores serious water risks including cold water shock, hidden depths and currents, emphasising never going near water without adult supervision. Through scenarios, pupils practice using the Safety STAR to identify when situations become unsafe, recognising uncomfortable feelings as important warnings to help make safer choices.	taking care of it. Pupils draw together their learning about balanced diet, exercise, safety strategies and the Safety STAR to create resources about staying safe and healthy. The lesson serves as summative assessment and concludes with children receiving personalised certificates recognising their progress.
Relationships	Family Roles and Responsibilities This lesson explores gender stereotypes in careers and family responsibilities. Children examine whether certain jobs or household tasks are more suitable for males or females, challenging traditional assumptions. They question whether conventional distribution of roles is necessary or simply based on tradition and habit. The lesson introduces the concept of stereotypes and how these can lead to unfair judgements. Children reflect on their own family members' responsibilities and consider fairness in role distribution.	Friendship Children develop practical friendship skills including taking turns, listening and showing good manners both in person and online. Using the 'Solve it together' technique, they learn how to work through friendship conflicts and disagreements to find win-win solutions where everyone feels heard and respected. The lesson acknowledges that feeling lonely or left out happens to most people at some point, encouraging children to talk about these feelings with someone they trust.	Thinking Critically - Online Safety Children develop critical thinking about online safety by investigating a fake gaming app, learning that things online aren't always as they seem. They explore UK laws requiring users to be 13+ for social media, discussing the protections these provide around inappropriate content, stranger danger, privacy and financial pressures from in-app purchases. Understanding what counts as personal information, children practise responding to worrying online scenarios using the Safety STAR framework (Stop, Think, Assess, React) and identify trusted adults they can turn to for help.	Global Connections and Thinking Critically This lesson explores global interconnectedness through trade, examining where everyday items come from and the people who produce them. Children learn we depend on workers around the world, just as they depend on us. The lesson introduces media literacy by discussing how we learn about other countries through photos, videos, and news. Children practice critical thinking, recognizing that images show only one moment of someone's life and can lead to stereotypes. Building on Piece 1's work on gender stereotypes, children understand we can form stereotypes about countries and cultures too and learn to question what images show and what they don't show.	Being a Global Citizen This lesson explores the UN Convention on the Rights of the Child, understanding that all children worldwide share fundamental rights including food, shelter, education, safety and love. Children learn about wellbeing - physical, emotional and social - and that feeling safe is important. Through examining scenarios of children facing various challenges, children develop empathy while learning that feelings like loneliness, worry and sadness are normal for everyone. The lesson emphasises that talking about feelings is healthy, asking for help shows strength, and if the first person can't help, keep asking until someone does.	Celebrating My Wed of Relationships This celebration lesson reviews learning from the Relationships Puzzle through appreciation and reflection. Children practise giving and receiving compliments, reinforcing positive relationship skills. They explore how to show respect in all relationships - understanding that kindness and good manners matter both face-to-face and online, that different cultures and lives are all valuable and we can challenge stereotypes, and that speaking positively about others helps build strong relationships. Children reflect on their learning about friends, family, online communities, people around the world, and those facing challenges. They create appreciation streamers for a friend, a family member, and a child they respect, articulating why each person is special.
Changing Me	How Babies Grow This lesson explores changes from birth to adulthood in animals and humans, establishing that in mammals it is the female who has the baby. Children examine baby animal pictures and discuss emotional responses, then identify what babies cannot do for themselves and why parents provide devoted care. The lesson acknowledges diverse family structures, emphasising that whilst females give birth, males often play important caring roles, and what matters most is that babies have adults who love and care for them regardless of family composition.	Outside Body Changes This lesson introduces puberty as the gradual collection of changes transforming children's bodies into adult bodies, focusing on external physical changes. Children explore which changes they can and cannot control, understanding that physical puberty changes occur naturally at different times and paces for each person. Through body outline activities, children identify which physical changes apply to girls, boys, or both, learning vocabulary for body parts and discussing their feelings about growing up.	Inside Body Changes This lesson explores internal reproductive changes during puberty, explaining how boys' and girls' bodies prepare for making babies when grown up. Children learn about the male reproductive system including penis, testicles, scrotum and sperm production, and the female reproductive system including ovaries, eggs, womb and vagina. The lesson emphasises that puberty starts between ages 8-15, usually earlier for girls, and that everyone experiences it differently. Children express feelings about these changes and understand that trusted adults can provide support and advice as they've been through puberty themselves.	Keeping Ourselves Clean Children learn about personal hygiene and why keeping clean becomes increasingly important as bodies change during puberty. Through exploring how bacteria and germs spread, they understand the importance of regular handwashing and maintaining cleanliness. The lesson explains that bacteria naturally live on our skin and that warm, damp areas like armpits and genitals can develop body odour during puberty when bacteria mix with increased sweat. Children identify practical ways to maintain good hygiene including regular bathing or showering, brushing teeth, washing hands, cleaning hair, and changing underwear and clothes. The lesson normalises physical changes during puberty and reassures children that questions about growing up are natural, encouraging them to speak with trusted adults for support.	Family Stereotypes This lesson helps children recognise and challenge stereotypical ideas about parenting and family roles. Children explore household tasks and question assumptions about who typically does what, learning that any family member can take on any role. The lesson introduces stereotypes and emphasises that families show care through different tasks and behaviours. Children analyse family scenarios to identify caring and supportive behaviours whilst challenging stereotypical ideas, understanding that what matters most is how families support and look after each other.	Looking Ahead This final lesson helps children reflect on their learning throughout the Changing Me Puzzle whilst preparing for transition to their next class. Children identify what they're looking forward to about the next school year and consider changes they'd like to make for themselves. Through creating ribbon mobiles, children consolidate their understanding of topics covered including body changes during puberty, personal hygiene, caring families and challenging stereotypes. The activity encourages reflection on both exciting and worrying aspects of growing up whilst identifying strategies to manage concerns and trusted adults who can provide support.

Year 4						
Puzzle Piece	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Being Me in My World	Becoming a Team This first lesson explores inclusion and exclusion. Children look at pictures showing included and excluded scenarios, developing understanding of how it feels to belong or be left out. The lesson introduces Jigsaw Jaz as the talking object and uses games like Meet and Greet Bingo to build connections. Children create Diamond Nine activities focusing on either teamwork skills or friendship qualities.	Being a School Citizen Children explore their school community, identifying different jobs and responsibilities within it. Using role cards and job descriptions, they learn about various staff members and their contributions to the learning environment. The lesson emphasises that all community members are equally important and discusses who children can approach for different types of help and support.	Rights, Responsibilities and Democracy This lesson introduces children to the United Nations Convention on the Rights of the Child, focusing on Articles 12 and 28. Children learn about democracy through school council systems and explore how having a voice benefits the learning community. They examine visual scenarios about children's rights and discuss how these rights help all children feel valued and respected regardless of their differences.	Rewards and Consequences Children explore how actions affect themselves and others through scenario based activities and freeze-frame exercises. The lesson develops understanding of intrinsic motivation and self-respect, showing how making the right choices can bring internal satisfaction. Children learn about proportionate rewards and consequences while developing empathy for others' feelings and situations.	Our Learning Charter Children work collaboratively to create posters representing their learning charter whilst exploring conflict resolution strategies. The lesson addresses disagreements and emphasises that violence is never an appropriate solution to problems. Children learn about listening, compromising, and finding fair solutions when conflicts arise, developing skills for managing disagreements constructively.	Owning Our Learning Charter The final lesson focuses on democracy, wellbeing, and healthy choices within the learning charter framework. Children complete their poster and the lesson connects having a voice in school decisions with our wellbeing, emphasising the role of healthy choices in supporting learning.
Celebrating Difference	Judging by Appearances This lesson explores how people make assumptions based on appearance and helps children understand the importance of accepting people for who they truly are. Through the coloured spectacles activity, children discover how our own experiences and assumptions act like filters, influencing how we perceive and judge others. The lesson introduces the concept of 'clear lens spectacles' to represent seeing people without prejudice or assumptions, emphasising that accepting people for who they really are prevents unfair treatment and potential bullying.	Understanding Influences This lesson helps children identify what might influence them to make assumptions about people based on appearance. Children explore how different experiences lead to different perceptions of the same thing. Through analysing their own responses to images and situations, children consider some of the sources of their assumptions, including family, friends, media, social media and personal experiences. The lesson addresses how celebrity culture, social media and news media can shape thoughts about others in ways that may not reflect reality, helping children understand that images and messages online may be filtered, edited or inaccurate.	Understanding Bullying This lesson helps children recognise that bullying can be hard to spot and explores what to do when they suspect bullying is happening but aren't certain. Children learn how bullying can develop gradually and remain hidden from others, building on previous learning about the features that distinguish bullying from one-off incidents. They explore the perspectives of both the target of bullying and witnesses.	Problem Solving This lesson develops children's understanding of the role witnesses and bystanders play in bullying situations and teaches strategies for staying safe online. Children explore why bystanders might choose to help, ignore or join in with bullying, and consider what might prevent them from taking action. The lesson addresses internet trolling and the importance of pausing before sending anything online or by phone. Children learn key internet safety messages including not replying to upsetting messages, never sharing personal details online, being careful with photos, and recognising that some people online may not be who they claim to be. The session emphasises that uncomfortable feelings when seeing content online are signals to talk to trusted adults.	Special Me This lesson helps children identify what makes them special and unique and encourages them to value and respect their own physical appearance. Children use mirrors to reflect on aspects of their physical appearance they appreciate, then discuss why being positive about how we look can be challenging when surrounded by images from media showing how we're 'supposed' to look. Through examining class photographs, children practise describing others using kind character-based language. The lesson emphasises showing courtesy, manners, respect and kindness when describing or interacting with others.	How We Look This final lesson explores how first impressions and assumptions about people can change once we get to know them properly. Through the stories of Brooklyn and Asha, children discover how initial judgements based on limited information can be very different from reality when fuller context is understood. Children consider how conditions like Tourette's syndrome, and experiences such as military family life, could have an impact on behaviour and wellbeing. The lesson emphasises developing empathy by understanding someone's background and accepting people without judging them prematurely.
Dreams and Goals	Hopes and Dreams This Puzzle starts with learning about personal hopes and dreams and understanding how it feels to have them. Pupils explore the story of basketball player Michael Jordan and through his story explore the concept of resilience and the importance of having a positive attitude and that it is often hard work and perseverance rather than quick fixes that allow us to achieve dreams. Children reflect on their own dreams and hopes for the future, considering how realistic these are, and the feelings associated with having dreams such as excitement or anxiety.	Broken Dreams This lesson builds understanding about how sometimes hopes and dreams do not come true and that this can hurt, considering how disappointment can feel for people. Children explore different scenarios where hopes and dreams have gone wrong and discuss how people in groups take on different roles such as leading, encouraging and sharing ideas, and how these roles can help solve problems and cope with feelings of disappointment when things go wrong or are difficult.	Overcoming Disappointment Children build on learning in previous lesson to consider practical strategies for dealing with disappointment. There is a focus on using role play to explore scenarios and how we can treat disappointment as an emotion that will pass and as a stepping stone to achieving dreams and goals. Children recognise that each time they show resilience they prove something to themselves about being able to have another go, which builds self-esteem.	Creating New Dreams Focus on understanding how to make a new plan and set new goals even after disappointment, examining how different people react to disappointment and which reactions are helpful. Children consider where self-belief comes from and strategies for letting negative feelings go safely. Develops understanding that staying positive, having determination, resilience and self-belief can help manage disappointment, whilst recognising that negative feelings are natural but can be unhelpful if held onto for too long.	Achieving Goals Children work out the steps to achieve a goal and do this as teams to design, make and create personalities for potato people. They consider how resilience helps when things don't go to plan, how manners and courtesy ensure everyone has a voice and uses their strengths, and how to stay safe when using materials. Children recognise different roles in teamwork and how to adapt positively when working together.	We Did it! In this last lesson, children learn how to share in the success of a group and store this successful experience in an internal treasure chest. They review their team's performance in the Potato Person challenge, reflect on how well they worked together, and recognise that shared laughter, teamwork and creativity are successes they can treasure for their wellbeing.
Healthy Me	My Friends and Me Exploring how different friendship groups are formed and recognising that relationships with friends and family can change over time, as a natural part of life. Pupils learn how different friendships involve different levels of trust and connection, from closest friends and family to acquaintances. The lesson helps pupils identify which friends	Staying Safe with Friends Peer influence and peer pressure are explored in more depth, and children consider how this could have an impact on someone's evaluation of risk when out of the home. The Jigsaw Safety Star is revisited as a tool to help children consider how to manage feelings and information in risky situations so they can make an informed and safer choice	Smoking and Vaping Learning about the effects of smoking and vaping on health, and exploring why people might start smoking or vaping, often due to peer pressure or influence when wanting to be part of a group. Through role-play scenarios, pupils explore different ways of responding to peer influence, recognising negative feelings such as embarrassment, shame	Alcohol Building on previous learning about peer pressure, this lesson explores alcohol's effects on health, and the reasons people might drink, including wanting to fit in with others or believing it helps manage difficult feelings. Pupils use roleplay scenarios to practice assertive responses to peer influence around alcohol, whilst understanding how	Healthy Friendships Through Sam's story about being pressured to go near railway tracks, pupils explore how friendships can change from healthy to unhealthy when pressure, lying and risky behaviour become involved. The lesson examines feelings of anxiety, fear and confusion when wanting to maintain friendships whilst knowing actions are unsafe,	Celebrating My Inner Strength and Assertiveness Concluding Sam's story where he chooses safety over peer pressure, this lesson helps pupils explore their personal beliefs about right and wrong, understanding how these develop and change as they grow older. Through discussing Sam's decisions at different ages and working on assertiveness

	they value most and why, recognising that feeling lonely sometimes is normal for everyone and there are ways to help ourselves and others when experiencing these feelings.	for themselves. Train safety, especially level crossings, are introduced as an example of a safety hazard, and calling 999 is revisited from previous year groups, and the importance of using a phone to call for help, not to film.	or inadequacy that can make it hard to resist pressure. The lesson emphasises healthier ways to manage stress and reinforces knowing which trusted adults to speak to if worried, whilst developing skills to act assertively and make safer choices.	feelings like embarrassment or inadequacy can challenge our ability to make safer choices. The lesson reinforces identifying healthier stress management strategies and knowing which trusted adults can provide support when facing pressured situations.	including risks when alcohol affects people's judgement. Pupils identify features of healthy positive friendships versus less healthy relationships, understanding that real friends don't pressure others to do dangerous things and recognising the importance of allowing friends to say no without making them feel bad.	scenarios including online unkindness, pupils develop skills to tap into their inner strength and act assertively even in difficult situations. The lesson consolidates learning from across the Healthy Me unit, serving as summative assessment and concluding with children receiving personalised certificates recognising their progress.
Relationships	Jealousy Children explore the emotion of jealousy, identifying situations that trigger jealous feelings and how it can negatively affect relationships and lead to conflict. They learn to distinguish between wanting what others have and fearing loss of something important to them. Through problem-solving scenarios, children develop strategies for managing jealous feelings, including talking to trusted adults, questioning whether what they see (particularly on social media) represents the full picture, and using calming techniques. The lesson emphasises that jealousy is a common emotion everyone experiences but requires careful management to maintain healthy relationships.	Love and Loss In this sensitive lesson, children explore different types of loss including people, pets, objects and places, understanding that loss is a normal part of life that everyone experiences. They learn about the grief cycle and the range of feelings people might experience when losing someone or something special, recognising that these emotions follow a pattern from denial through anger and sadness to acceptance. The lesson emphasises that families and trusted adults provide important support during difficult times, and children identify people they can talk to both in and outside school when managing loss or difficult feelings.	Memories Puzzle Builds on previous lesson about loss, exploring how we can remember and honour people and pets we no longer see, for various reasons including death, moving away or changing friendships. They learn how mementos, photos and memory boxes help us keep special people close even when they're not physically present. Pupils learn how feeling lonely when we lose connections is natural and nothing to be ashamed of, reflecting on the importance of talking to trusted adults. Children create tributes for a memory box, understanding that remembering positive experiences can comfort us during times of sadness.	Getting On and Falling Out This lesson explores how friendships naturally change over time and equips pupils with skills to navigate these changes. Pupils discuss positive and negative aspects of friendships, recognising that changes in friendship are a normal part of life. Through scenario work, they practice conflict resolution using the 'Mending Friendships' or 'Solve it Together' techniques, exploring concepts of trust, loyalty, empathy, negotiation and compromise. The lesson acknowledges that sometimes friendships end, and when they do, this should be done honestly and kindly.	Girlfriends and Boyfriends Children explore what boyfriend/girlfriend relationships mean and how they differ from friendships, understanding these are special relationships for when they're older. Through discussion and analysis of different couples (including same-sex relationships), they identify age-appropriate behaviours and learn there's no need to feel pressured into romantic relationships despite what media or peers might suggest. The lesson introduces marriage age laws, explaining these exist to ensure people are mature enough for life partnerships, and emphasises the importance of mutual respect in any romantic relationship.	Celebrating My Relationships with People and Animals Children reflect on the people and animals who are special to them, considering why these relationships matter and how they make them feel safe, happy, supported or understood. They explore different ways to show love and appreciation to those they care about, reinforcing their understanding of healthy relationships, managing feelings when missing someone, and recognising that strong relationships provide important support in their lives. Assessment questions throughout the creative activity help pupils articulate how strong relationships help us and why showing love and appreciation matters.
Changing Me	Unique Me Children explore what makes each person unique, beginning with the concept that no two fingerprints are identical. They learn that identity is shaped by multiple factors: characteristics inherited or learned from families (such as physical traits, languages, cultural traditions and values), personal choices (hobbies, interests and activities), skills developed through practice, and experiences throughout life. The lesson emphasises that whilst we inherit and learn some aspects of who we are from our families, we also have increasing power to make choices that shape our developing identity. Children create visual representations of their own identity, celebrating what makes them unique whilst recognising the positive influences of both family and personal choices in becoming who they are.	Puberty and Menstruation Children learn how the female body changes internally during puberty to enable reproduction, understanding that menstruation is a natural monthly process. They explore the menstrual cycle, learning about ovaries, eggs, the womb lining and how this results in a period. The lesson introduces different period products including menstrual towels, tampons, period pants and menstrual cups, explaining their purpose and use. Children understand that whilst periods are a normal part of puberty, the age when they begin varies and some discomfort is natural, though significant pain should be discussed with a doctor. The lesson emphasises that talking to trusted adults about puberty-related worries is important and provides strategies for managing both physical and emotional changes during this time.	Being Part of a Family Children explore the diverse nature of families, understanding that families come in many different forms and that what matters most is love, care and support. They learn about the concept of an 'inner circle' - the trusted people they can turn to when they need help or want to share achievements. The lesson emphasises that whilst family members often form part of this inner circle, trusted adults can include teachers, carers or other supportive figures. Children identify sources of support for questions and anxieties about puberty, understanding that feeling anxious about growing up is normal. The lesson reinforces that their bodies belong to them and that trusted adults are there to help them understand changes and stay safe, with signposting to additional support services when needed.	Circles of Change Children learn about the Circle of Change model - a framework for managing change through five stages: thinking about it, deciding, preparing, taking action and keeping it going. Through exploring seasonal changes and a story about family change, they understand that whilst some changes are outside our control, having a structured approach helps us manage change more effectively. Children distinguish between changes they can and cannot control, recognising that preparation, talking to trusted people and taking things step-by-step makes change feel less overwhelming. They apply the Circle of Change model to plan a positive change they want to make in their own lives, developing confidence in their ability to navigate change successfully.	Accepting Change Children explore changes outside their control, examining both environmental changes and personal life changes. They understand that whilst humans can influence but not completely control nature and life circumstances, we can control how we respond. Children reflect on past changes, examining how their feelings evolved and what helped them cope. The lesson emphasises accepting unavoidable changes whilst recognising which aspects remain within our control. The lesson reinforces turning to their inner circle and trusted adults during challenging changes and considers how to distinguish between reliable and unreliable sources of support online.	Looking Ahead Children consolidate their learning about growing up and change by looking ahead to their next school year. They identify upcoming changes - both those they can control and those they cannot - and use the Circle of Change model to plan how to manage or achieve these changes. The lesson reinforces sources of support including their inner circle, trusted adults and reliable information sources. Children learn to recognise when feelings about change are proportionate (normal worry that doesn't stop daily activities) versus when they might need extra support from trusted adults. The lesson emphasises that asking for help is a strength and that it's important to talk about feelings rather than keeping worries to themselves, celebrating their developing confidence in navigating change.

Year 5						
Puzzle Piece	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Being Me in My World	My Year Ahead This lesson suggests a visit from the Head teacher to share the school's vision and mission statement with children. Students explore personal goal-setting by for both academic and personal aspects of their lives. The lesson introduces self-respect as part of personal vision, encouraging children to value themselves and set meaningful targets for growth in various aspects of school life.	Bring a Citizen of My Country Children explore their rights and responsibilities as citizens through examining the United Nations Convention on the Rights of the Child. The lesson explores what rights all children should have, introducing concepts of refugees, asylum seekers, and migrants. Students learn about different challenges people face and have the opportunity to develop empathy for those whose lives differ from their own.	Year 5 Responsibilities This lesson deepens understanding of refugee experiences through role-play activities and visual analysis. Children explore concepts of privilege, wealth, and poverty whilst examining what all children need to learn effectively. Through group discussions and list making activities, students identify essential learning requirements and corresponding responsibilities, connecting their ideas to earlier discussions with school leadership.	Rewards and Consequences Children explore different types of rewards and consequences through game-creation activities and group discussions. Using random objects from Jigsaw Jez's bag, students create inclusive games with rules, leading to discussions about why rules exist in society and schools to support the exploration of ideas for the school's shared Learning Charter. The lesson connects classroom agreements to broader concepts of rights, responsibilities, and community harmony.	Our Learning Charter Students explore effective collaboration through newspaper tower challenges, first without guidance, then with assigned roles. The lesson examines how individual behaviour impacts group success and develops understanding of cooperation strategies. Children create classroom rules for group work, emphasising courtesy and manners even during disagreements, and connect their agreements to the whole-school Learning Charter.	Owning Our Learning Charter The final lesson positions children as "Agony Aunts" giving advice through drama activities based on scenario cards. Students work in groups to develop solutions for various social and emotional challenges, then present their advice through role-play. The lesson reinforces democratic participation, empathy, and the practical application of the Learning Charter in supporting community wellbeing.
	Celebrating Difference This lesson enables children to consider their own culture and explores how cultural differences sometimes cause conflict. Children share similarities and differences with classmates, learning that even within the same school and country, people's cultural experiences vary. The lesson emphasises that differences should be opportunities for learning rather than sources of conflict.	Racism This lesson helps children understand what racism is and develop awareness of their attitudes towards people from different races, cultures and ethnicities. Children consider how people might be treated unfairly based on appearance, dress or beliefs and how to make newcomers feel welcomed and included.	Rumours and Name-Calling This lesson explores rumour-spreading and name-calling as forms of bullying behaviour and develops understanding of different strategies for managing feelings and problem-solving in bullying situations. Children discuss a scenario about a child experiencing isolation, nasty looks and anonymous text messages, determining whether this constitutes bullying. The lesson introduces various types of bullying relating to some of the Protected Characteristics.	Types of Bullying This final bullying-focused lesson helps children distinguish between direct and indirect types of bullying. The lesson clarifies that direct bullying includes pushing, hitting, texting, or openly excluding someone, whilst indirect bullying involves spreading rumours, whispering, secretly damaging belongings or making excuses to exclude. Children enhance their board games from the previous lesson by adding examples of both direct and indirect bullying plus additional strategies for encouraging positive behaviour change and supporting targets of bullying.	Does Money Matter? This lesson helps children compare their lives with children living in in another country, and appreciate that happiness isn't dependent on material wealth. The lesson explores why different cultures and situations lead people to value different things, challenging stereotypes that may be held about children in Ghana.	Celebrating Difference This celebration lesson brings together learning about culture, bullying and discrimination by considering how a child from a different culture to their own may be treated when moving to a new school or country, and children develop strategies to welcome and include people from different cultures.
Dreams and Goals	When I Grow Up This Jigsaw PSHE lesson explores children's dreams for their adult lives and helps them understand that whilst money may be needed to achieve some aspirations, other dreams don't require money at all. Children examine various professions and consider the skills, strengths and lifestyles associated with different jobs, before creating a "My Future Self" reflection that connects their dreams to their identity and self-esteem. The lesson emphasises that whilst dreams may change as children grow, their core sense of self remains, and encourages them to recognise the qualities they already possess that could help them achieve their aspirations.	Keeping Track of Money This lesson explores children's attitudes towards spending and saving money, helping them understand that financial decisions can affect others and the environment in different ways. The lesson covers the concept of 'value for money', discusses the risks associated with digital spending (including in-app purchases and online transactions), and emphasises the importance of keeping personal details like PINs and passwords safe. Children work through money decision scenarios in groups, recognising that people have different approaches to managing money and that everyone's financial situation is different.	My Dream Job Learning how to explore a range of different jobs and think critically about information seen about them online. Children are encouraged to recognise their own strengths and qualities and how it is acceptable for goals and our self-identity to change over time. Children research jobs, considering job descriptions, skills needed, salaries, contributions to society and whether information sources are reliable.	Dreams and Gaols of Young People in Other Cultures Focus on describing the dreams and goals of young people in a culture different to your own and reflecting on how these relate to personal dreams. Explores children's lives in different countries and cultures, considering what their aspirations might be and how they might differ from or be similar to our own. Links to the United Nations Convention on the Rights of the Child, considering how rights such as education and play influence dreams and goals. Children reflect on how improvements in technology have opened up new opportunities but can also cause problems like scams or unfair comparisons. Explores barriers and opportunities that affect whether dreams can be achieved.	How can We Support Each Other? The class explores how we share influences from different cultures (such as food, music and sports) and how participating in our community supports both others and our own wellbeing. Children learn that taking part in community activities like fundraising is not just about helping others, but is also an important self-care technique that builds teamwork skills and a sense of belonging. The main activity involves working in groups to plan a fundraising event or activity for charity, emphasising how community participation helps us feel valued, supported and connected to something larger than ourselves.	Rallying Support This concluding Jigsaw PSHE lesson brings together the 'Dreams and Goals' unit as groups present and refine their fundraising project plans from the previous lesson, giving each other constructive feedback. Children explore why they feel motivated to support others, particularly young people in other countries, and reflect on teamwork, leadership skills, and strategies for rallying support for their causes. The lesson serves as a summative assessment opportunity and ends with the class selecting project(s) to carry out in future and receiving personalised certificates recognising their learning and progress.
	Healthy Me Building on Ages 8-9 learning, pupils explore how cigarettes, vapes and nicotine pouches all contain nicotine, creating an addictive cycle of repeated exposure to harmful chemicals. Pupils learn that whilst vaping contains fewer harmful chemicals than smoking, it is still harmful to health, particularly for	Alcohol Children build on learning from previous year about the effects of alcohol on the body and on people's behaviour. They consider choices made in Greg and Lottie's story (updated in 2024) to consider why teens may try alcohol and the potential impact of this on	Emergency Aid In this lesson children consider how they may feel and react in different emergency situations, and the importance of staying calm in order to make informed, safer decisions. The Jigsaw Safety Star is used to support considerations of how to make an	Body Image Exploring body image and how media, social media and celebrity culture promote unrealistic body types through heavily altered images, including automatic phone filters and AI technology that change appearances without users realising. Pupils learn that	My Relationship with Food Revisiting balanced diet from earlier years, pupils explore how people have different relationships with food based on various factors including preferences, energy needs, allergies and medical conditions. The lesson examines external influences on food choices,	Healthy Me Consolidating learning from across the Healthy Me unit, pupils explore what makes a healthy lifestyle including physical health, mental wellbeing and positive relationships, whilst identifying early warning signs when something isn't right. Through a structured debate about whether media and social media

	developing brains and bodies. The lesson analyses how tobacco and vaping companies use marketing tactics, flavours and social media influence to make products appealing, helping pupils make informed decisions and resist pressure.	relationships, safety and other aspects of their lives.	informed decision rather than being taken over by a range of different emotions that could make it harder to keep themselves and others safe. The Recovery Position is taught step-by-step and can be further explored in scenarios in Let Me Learn.	99% of fashion magazine images are digitally retouched and understand there is no such thing as "looking normal" - everyone is different. Through responding to text message scenarios, pupils develop strategies to maintain positive self-image, avoid unfair comparisons, and support others who feel unhappy about their appearance.	particularly how advertising uses persuasive messages targeting specific audiences, and why UK government has restricted junk food advertising to children. Pupils learn obesity in medical terms as when bodies store more energy than used, understanding this can be addressed through healthy eating and activity. Creating "recipes for healthy body image," pupils recognise that treats have a place within balanced diets.	help motivate people to live healthy and safe lifestyles, pupils develop persuasive arguments for both sides before voting on the question. The lesson emphasises responsible and safe media use, distinguishing facts from assumptions.
Relationships	Recognising Me This lesson helps pupils develop self-awareness by exploring personal qualities and characteristics in themselves and others and what we mean by self-esteem, learning practical strategies to build and maintain a positive one. Pupils compare their self-perception with how others see them, discovering that our view of ourselves may differ from others' perspectives. They explore how friendships change over time, how feeling lonely sometimes is common and nothing to be ashamed of, and the importance of interests and hobbies in building self-esteem and connecting with others who share similar passions.	Safety with Online Communities Children explore how belonging to online communities can have both positive and negative consequences, learning to recognise when situations feel unsafe or uncomfortable. Through activities and discussion about age restrictions, they understand these rules exist to protect young people until they're mature enough to navigate risks responsibly. The lesson distinguishes between being assertive (standing up for yourself respectfully) and being controlling online, addressing how bullying can occur more easily online when we can't see others' reactions. Children consider responsible online behaviour and when to seek help from trusted adults.	Being in an Online Community Children investigate rights and responsibilities within online communities and social networks, analysing fake examples to identify potential risks including online hoaxes, image sharing, location settings and financial pressures. They learn that once images are shared online, control is lost over where they go, and that people may not be who they claim to be. The lesson reinforces the 13+ age restriction for social media and emphasises everyone's right to be treated with respect online alongside the responsibility to respect others. Children identify when communities feel unsafe and learn to leave and report concerns to trusted adults.	Online Gaming This lesson explores rights and responsibilities when playing games online, and when online gaming becomes unhelpful or unsafe. Through Mia's scenario, pupils identify warning signs and risks including grooming, trolling, being asked for personal information, and games tracking player data. The lesson introduces the concepts of addiction, time consumption, how games are designed to keep players engaged and spending money including features like in-game purchases, loot boxes, and gambling mechanics that can develop problematic habits. Pupils design safety features and advice for games, considering data protection, time management, and alternatives to pressuring players to spend money.	My Relationship with Technology Children learn to recognise physical, social and emotional warning signs of excessive screen time, understanding how device use can affect their physical health, mental health, relationships and overall wellbeing. Through scenarios and discussion, they identify consequences of too much screen time including sleep problems, reduced physical activity, strained relationships and difficulty concentrating. The lesson emphasises finding balance between screen use and activities that support wellbeing such as time with family and friends, physical activity and hobbies. Children develop practical solutions for managing screen time and understand the importance of seeking support when struggling.	Using Technology Responsibly In this consolidation lesson, children explore personal information boundaries and learn explicitly about their data rights including privacy, consent and saying no to sharing information. They develop critical digital literacy, understanding how search engines select results, how content is targeted at them, and how to question information reliability. Through an age-appropriate grooming scenario, children recognise how people can deceive others online by building trust, understanding that people may not be who they claim. They apply the Safety STAR framework to online decision-making and create SMARRT posters demonstrating their understanding of staying safe online. The lesson emphasises seeking trusted adult support even when embarrassed, reinforcing that staying safe is always more important than any rule broken.
Changing Me	Self-image and Body-image Children explore self-image and body image, understanding how their perception of themselves affects self-esteem. They learn that images in media and online are often edited, filtered and professionally prepared, making them unrealistic comparisons that can negatively impact mental health and wellbeing. The lesson emphasises that body image concerns affect both males and females and that comparing ourselves to altered images is unfair. Children identify trusted adults to speak with if they have worries about body image or eating. Through creating personal self-image profiles, they recognise aspects they feel confident about alongside those they'd like to develop. Children learn to use positive affirmations - authentic statements in first person, present tense - to transform negative self-perceptions into positive ones, understanding this technique can help develop healthier self-esteem.	Puberty for Girls Children learn in detail about the menstrual cycle, understanding how the female body prepares monthly for potential pregnancy and how this results in menstruation when an egg isn't fertilised. They explore the female reproductive system including ovaries, fallopian tubes, womb and how hormones like oestrogen control the cycle. The lesson introduces different period products including menstrual pads, period pants, tampons and menstrual cups, with particular focus on external products most suitable for younger girls. Children learn strategies for managing emotions during puberty, understanding that feeling embarrassed or anxious about body changes is natural. The lesson addresses common worries about periods, explains school procedures for accessing period products, and reinforces that menstruation is a normal, healthy process affecting all females during puberty years.	Puberty for Boys This lesson focuses on physical and emotional changes boys experience during puberty. Children learn about the male reproductive system including testicles, scrotum, epididymis and penis, understanding how testosterone triggers puberty changes such as sperm production, voice deepening, facial and body hair growth, and increased muscle development. The lesson explains erections and wet dreams as natural aspects of male puberty, emphasising individual variation in timing and development. Children create leaflets for younger pupils addressing common worries about puberty, helping them consolidate their understanding whilst developing empathy. The lesson acknowledges that hormonal changes affect emotions and mood swings for both boys and girls, reinforcing the importance of talking to trusted people about feelings and concerns.	Conception This sex education lesson teaches children how babies are conceived through sexual intercourse whilst acknowledging alternative routes to parenthood. Children explore different types of relationships and use diamond ranking to prioritise considerations before having a baby, discussing factors like financial stability, loving relationships and readiness for responsibility. The lesson explains conception as the fertilisation of an egg by sperm during sexual intercourse, emphasising this occurs between consenting adults in loving relationships, with the age of consent being 16 in England. Children learn that contraception exists as a way to prevent pregnancy and that there are fertility treatments for those who need medical assistance to conceive. Through card sorting activities, children consolidate understanding of pregnancy development over nine months, learning about the embryo's growth in the womb connected via umbilical cord. The lesson ensures all children feel valued regardless of how they were conceived.	Looking Ahead 1 This lesson helps children develop realistic perceptions of teenage life by critically considering media representations they may see in magazines, TV programmes and social media content. Children distinguish between realistic depictions and unrealistic stereotypes that may show risky behaviours or enforce harmful messages about appearance and conduct. Children learn that media often presents idealised versions aimed at maximising sales and engagement rather than authentic teenage experiences. They create graffiti walls identifying both positive and negative aspects of being a teenager, then explore the responsibilities that accompany growing freedoms. The lesson introduces age restrictions including the age of consent (16 in the UK) as protective measures.	Looking Ahead 2 Children's transition to their next school year is supported by helping them identify anticipated changes whilst developing strategies to manage associated emotions, exploring changes they're both excited and possibly nervous about, working collaboratively to generate practical strategies for managing them. The lesson validates that it's completely normal to experience mixed emotions simultaneously and children reflect on their learning throughout the Changing Me Puzzle, consolidating understanding about physical and emotional changes whilst building confidence in their ability to cope with transitions. Teaching reinforces that support is always available from trusted adults whilst children are encouraged to recognise their own resilience and growing maturity.

Year 6						
Puzzle Piece	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Being Me in My World	My Year Ahead This lesson uses Malorie Blackman as an inspirational example of resilience and achievement. Children explore goals, fears, and worries through learning about her journey from facing repeated rejection to becoming Children's Laureate. Students create worry spirals and hope flags while discussing their aspirations for the year ahead, including secondary school transitions. The lesson emphasises resilience-building and identifies trusted adults for support.	Bring a Global Citizen 1 Children explore global citizenship through examining cocoa plantation workers in Ghana, contrasting their own experiences with those of child workers. The lesson uses chocolate as an entry point to discuss wants versus needs, privilege, and global inequality. Students complete comparative activities showing how different circumstances affect children's attitudes towards school, work, and chocolate consumption.	Being a Global Citizen 2 This lesson introduces Maslow's hierarchy of needs through practical application and empathy-building activities. Children examine their own needs using Maslow's triangle, then apply this framework to understand the experiences of Ghanaian cocoa plantation workers. The lesson develops empathy and understanding of how unmet needs affect learning and wellbeing.	The Learning Charter Children create learning goals and overcome obstacles through spider diagram activities whilst exploring learning charters, rewards, and consequences. The lesson emphasises courtesy and good manners as essential elements of respectful learning environments. Pupils work collaboratively to develop class learning charters that include safe adult guidance and respectful behaviour expectations.	Our Learning Charter Students engage in role-play activities examining anti-social behaviour scenarios, exploring concepts of legal and illegal actions, hazards and risks. Children take on roles including headteacher, police officer, and fire service personnel to discuss consequences and decision-making. The lesson emphasises trusted adults, safety reporting, and the importance of making responsible choices both in school and online.	Owning Our Learning Charter The final lesson focuses on democratic processes and decision-making through continued role-play activities. Children explore voting, debate, and consensus building whilst completing their antisocial behaviour scenario discussions. The lesson connects classroom democracy to broader civic participation and emphasises the importance of having a voice in community decisions.
Celebrating Difference	Am I Normal? This lesson challenges children's perceptions of what 'normal' means and helps them develop empathy for people who are different. Pupils explore historical and contemporary examples of how perceptions of normal have led to prejudice and discrimination, including the Holocaust, slavery, women's suffrage, LGB rights, girls' education and disability sport. The difference between prejudice (thoughts in someone's head) and discrimination (actions taken based on prejudice) are explained	Understanding Difference This lesson helps children understand how people from different communities, including Travelling Showmen and Gypsy, Roma and Traveller groups, may have experiences that differ from their own, and how misunderstanding or stereotypes can lead to prejudice or racism. The lesson emphasises that GRT communities are protected under the UK Equality Act 2010 as ethnic groups and that racism against any community is unacceptable. Children develop perspective-taking skills by considering what life might be like for children in these communities, including frequent moves, family businesses, and experiences of discrimination.	Power Struggles This lesson explores how one person or group can have power over another and helps children understand how it feels to be excluded or treated badly because of difference. The session emphasises recognising power imbalances and understanding how harassment and bullying behaviours often involve one person or group having power over another.	Why Bully? This lesson helps children understand reasons why people might use bullying behaviours and develops a range of strategies for managing feelings and problem-solving in bullying situations. The lesson distinguishes between direct bullying (done openly to the person) and indirect bullying (happening behind someone's back). The lesson emphasises seeking help from trusted adults and persisting until heard and supported.	Admiration Accolades This lesson helps children appreciate people with disabilities who lead amazing lives, focusing particularly on Paralympic athletes and their achievements and why it's important for people with disabilities to see Paralympic achievements celebrated and shared widely. The lesson emphasises that whilst laws exist to protect people with disabilities from discrimination, this doesn't make life easy for them.	Celebrating Difference This celebration lesson brings together learning from across the puzzle by helping children understand that difference can be both a source of conflict and a cause for celebration. The lesson focuses on protected characteristics from the UK Equality Act 2010, including race, culture, religion, disability and age. Children create three freeze-frame performances showing a conflict arising from difference, an event that brings people together, and a resolution celebrating their differences being overcome. The lesson emphasises how respecting and valuing difference promotes wellbeing and physical health for individuals, the class and the wider community.
Dreams and Goals	Personal Learning Goals Children identify their personal learning strengths and understand the importance of setting challenging but realistic goals that stretch their current abilities. Children explore the difference between realistic and unrealistic goals and hear the teacher (or a guest) share their own aspirations from when they were younger, including the steps taken and obstacles overcome. Each child then sets two specific goals for themselves - one school-based goal and one aspiration for outside school - which they record on goal cards in their Jigsaw Journal.	Steps to Success Pupils learn how to break down big goals into manageable steps and recognise the importance of success criteria as "signposts" that show they're making progress. The lesson explores how feelings about goals can change throughout the journey - from initial excitement to feeling stuck or tired - and that this is a normal part of working towards achievement. The main activity is a team-based grid crossing game that serves as a metaphor for goal setting, where each move represents a step forward, crossed-out squares represent challenges already faced, and success means supporting every team member to reach the goal.	My Dream for the World Pupils identify and discuss global issues that concern them, exploring the emotions they experience when considering people who are suffering or living in difficult situations. News anxiety is discussed, and strategies for managing difficult feelings: talking to a trusted adult, taking breaks from the news, and doing something positive like helping in the community. Children examine various global challenges, consider who provides help during world crises, and create bunting displaying their 'dreams for the world' along with one small action they or their community could take to move towards that dream.	Helping to Make a Difference Exploring charity events and campaigns, children learn how teamwork helps charities make bigger impacts and consider what kinds of suffering different charities try to reduce. Working collaboratively in groups, children plan and design a manageable fundraising event or project (such as sponsorship tasks or bake sales) to support a chosen charity, whether global, national or local. Through this process, children develop empathy with people who are suffering whilst also building their own teamwork and project planning skills, sense of purpose and connection to a wider community, experiencing the satisfaction of working towards shared goals.	Helping to Make a Difference Groups share and refine their charity fundraising project plans, giving and receiving constructive feedback whilst identifying leadership skills demonstrated during collaborative work. The class decides which project(s) to carry out and develops action plans for implementation. Through this process, children build project management, delegation and teamwork skills whilst understanding their own motivation for wanting to make the world a better place.	Recognising Our Achievements This concluding lesson develops children's ability to give meaningful praise and compliments to others when recognising their contributions and achievements, whilst learning to accept positive feedback about themselves. Through reflection on their collaborative work, children identify and celebrate each group member's contributions, then complete Achievement Cards that recognise their own accomplishments throughout the unit. The lesson serves as summative assessment and ends with children receiving personalised certificates celebrating their learning and progress in Dreams and Goals.
Healthy Me	Taking Responsibility for my Health and Well-being This lesson looks at how we can take responsibility for different aspects of physical health and wellbeing, starting with a range of different things that affect our daily health, whilst allowing	Drug Pupils learn what we mean by 'drugs' including unrestricted, restricted, prescribed and illegal and develop understanding that all drugs can be harmful. Reasons people may use drugs is revisited from previous year's learning, and the Jigsaw Safety Star is used to	Exploitation Through Ava and Kiran's story, pupils explore how some people can be exploited and pressured into doing illegal things, understanding the tactics gangs use to recruit and trap children through offers of money or possessions. Pupils	Gangs Exploring different meanings of "gangs" - from harmless friend groups to dangerous criminal organisations - pupils learn to recognise the difference between safe and unsafe groups. Through matching activities, pupils examine various reasons people join	Emotional and Mental Health Using the "emotional well" metaphor, pupils explore mental and emotional health, understanding that just like physical health, everyone experiences times when mental health is better or worse. The lesson explains mental illness	Managing Stress and Pressure Consolidating learning from across the Healthy Me unit, pupils explore stress triggers and understand how pressure can lead some people to adopt unhealthy coping strategies including substance misuse or joining gangs, which may worsen problems long-term. Pupils

	children to discuss and demonstrate what they already know based on previous learning in school and personal experience. Role play scenarios provide a distanced opportunity for pupils to further explore how they could manage health and wellbeing in different situations.	help pupils consider how to make a decision about whether they or themselves are safe in a drug related situation.	identify 'danger points' and 'choice points' in the story where Kiran could have taken action to help himself, recognising warning signs like feeling something isn't right or being told to keep secrets. The lesson emphasises the importance of talking to trusted adults when worried and provides strategies for staying safe if faced with risky or criminal situations.	gangs including peer pressure, financial pressures, protection, status, family problems or loneliness, whilst understanding these aren't good reasons for joining dangerous groups. The lesson provides strategies to avoid pressure, alternatives to gang involvement, and emphasises talking to trusted adults if worried or wanting to leave a risky group.	as common and not shameful, identifying early warning signs such as losing motivation, not enjoying usual activities, or increased tiredness. Pupils develop strategies to maintain positive mental health by recognising what fills their emotional well with positive feelings and how to repair "leaks" caused by negative emotions, whilst knowing when and how to seek help from trusted adults.	learn to recognise early signs of stress and develop positive physical and mental strategies for managing pressure, understanding that seeking help from trusted adults or support services demonstrates strength. Creating strategy cubes, pupils identify practical ways to maintain their emotional wellbeing.
Relationships	What is Mental Health? Children learn what mental health means and that it exists on a continuum from feeling mentally well to experiencing mental health problems. They explore how life's challenges (including loneliness) need to be balanced by supports to maintain wellbeing. Early warning signs such as changes in sleep, appetite, mood and social engagement are introduced helping children recognise when we might need support. The 'Elf' game helps children understand stigma and why people sometimes hide difficulties. Children learn that mental health difficulties are nothing to be ashamed of and that seeking help from trusted adults is a sign of strength.	My Mental Health Children learn about the thought-feelings-actions cycle, understanding how negative thoughts can spiral and tip mental health out of balance. They explore how thoughts influence feelings, which affect actions, which then reinforce the original thoughts. Through scenarios, children identify warning signs including changes in behaviour, sleep, eating, mood, social withdrawal and self-care. The lesson emphasises that whilst some stress and anxiety are normal, recognising signs early enables action through strategies to break negative cycles. Children learn the importance of seeking support for themselves and friends, understanding that telling a trusted adult about concerns is being a good friend not breaking trust, and that children should never try to manage big worries alone.	Love and Loss In this sensitive lesson, children explore different types of loss and change, understanding that grief is one of the biggest challenges to mental health balance. They revisit the stages of grief (shock, denial, anger, guilt, despair and acceptance) taught in earlier year groups, recognising that everyone experiences these differently and at their own pace. Through scenarios, children consider how seeking appropriate, proportionate support early helps people move through grief more healthily, and that different types of support may be needed at different stages. The lesson emphasises that talking about feelings and memories makes the process less isolating, that it's important to check in with people over time not just immediately after loss, and helps maintain mental health during difficult times.	Power and Control Children explore power and control, recognising when these are exercised legitimately versus when someone inappropriately tries to gain power over others. In Connect Us, children experience what it feels like to have no control and to be the person with power. They examine newspaper headlines showing different situations and layers of power, understanding that people might seek control for various reasons including unhappiness, low self-esteem or compensation, and that this might be deliberate or unconscious. Children practise assertive responses that are both firm and courteous, learning that standing up for yourself this way is often more effective than aggressive responses.	Being Online: Real of Fake? Children develop skills in judging online safety and resisting pressure in digital spaces, understanding why age restrictions (13+) and the Online Safety Act exist to protect them. Through activities comparing drawings to AI-generated images, they build critical thinking to distinguish real from fake content, recognising that AI technology can create realistic-looking images, videos and audio of things that never happened. They explore risks of fake content including online hoaxes, false information and content designed to frighten. Using SMARRT rules and realistic scenarios, children identify when content shouldn't be shared, recognise when online experiences cause isolation or worry, and learn to support friends by seeking adult help.	Using Technology Responsibly In this consolidation lesson, children create presentations for parents and carers about using technology and AI responsibly, demonstrating their understanding from the entire Relationships unit. After revising SMARRT rules, they explore how prevalent AI has become in daily life through Jigsaw Jem's typical week, contrasting current technology with what existed when adults were young. Working in groups, children plan presentations covering how AI influences online experiences and information selection, children's digital rights regarding personal data and privacy, strategies for identifying fake and AI-generated content, and when to seek support. The lesson emphasises intergenerational collaboration where families learn together rather than children simply teaching adults, opening conversations where everyone's knowledge contributes.
Changing Me	My Self Image This lesson explores how children perceive themselves through examining the relationship between self-image and body image, with particular focus on media influences and consumer pressures. Children consider the spending choices people make around fashion, technology and personal care product, how we receive messages about the use of these and the impact the messages can have on our self-esteem and inner thoughts. Children use the Safety Star as a way to stop and consider their responses to these thoughts, and practice using positive affirmations as a strategy to counter negative messages, boost self-esteem and maintain positive mental health during the emotional changes of puberty.	Puberty This lesson consolidates understanding of physical and emotional changes during puberty for both boys and girls, and a longer lesson time is recommended if possible. Children explore how new freedoms connect with new responsibilities, then identify whether some changes apply to males, females or all people. The lesson reviews both male and female reproductive systems using animations and diagrams, explaining new vocabulary in an age-appropriate way (with explanations for introducing masturbation and clitoris suggested but clearly optional for schools to include according to their policy). Children get to clarify misconceptions about puberty, and in the suggested additional time this can be followed by single-sex discussion groups where they address gender-specific worries with support from same-sex staff members. Children are reminded of reliable sources of information and that trusted adults are always available for ongoing support.	Babies: Conception to Birth This sex education lesson teaches children about conception through to birth, and if possible it is recommended as a two-hour session or split across two lessons. Children discover facts about foetal capabilities including hearing, responding to light and recognising voices as part of the nine-month pregnancy journey as babies develop from embryo to foetus, connected to the mother through the placenta and umbilical cord. Children learn about labour, contractions and birth through the vagina, and that some babies are born by Caesarean sections. Activities include sequencing conception to birth cards and discussing the mixed emotions parents experience, from joy and pride to exhaustion and anxiety, helping children appreciate the miraculous yet commonplace nature of human reproduction.	Boyfriends and Girlfriends This lesson explores romantic relationships and the responsibilities that accompany physical attraction, addressing the issue of sexting. Children consider reasons why people might want romantic relationships, distinguishing between positive motivations and peer pressure. Through a story, children learn about consent, respect and the permanent nature of digital content. The lesson explains that sharing intimate images of minors is illegal and prosecutable regardless of gender, and that true consent must be voluntary rather than pressured. Children develop understanding of healthy relationship boundaries whilst identifying where to access support if they experience pressure or need guidance about relationships.	Real Self and Ideal Self This lesson develops understanding of self-esteem and strategies for challenging negative body-talk through exploring media influence on body image. Children learn how commercial interests shape beauty standards, looking at 'ideal body' images including shop mannequins, media representations and influencer content promoted to young people. They explore how body-talk between friends and family can emphasise appearance over other qualities. Children map both external appearance aspirations and internal personality characteristics, discovering that gaps between ideal and real selves can indicate potential self-esteem issues, especially if focused solely on appearance. They work collaboratively to develop strategies for reducing negative body-talk within friendship groups.	The Year Ahead This final lesson prepares children for transition to their next school or class, addressing both excitement and worries about upcoming changes. They share highlights from the current year and anticipate positive aspects of the future, sharing worries about transition whilst offering reassurance and practical suggestions to peers. Worries that remain significant can be placed in a container for later discussion with trusted adults or taken home to share with parents. The lesson includes visualisation exercises that focus on positive emotions about changes and reminds them that support materials and trusted adults remain available. Children are reassured that looking after themselves through physical activity, outdoor time, helping others, rest, friendships and hobbies will support their wellbeing during transitions.