

Maiden Erlegh Trust
**RELATIONSHIPS AND SEX
EDUCATION POLICY
(PRIMARY)**



**MAIDEN ERLEGH
TRUST**

Including local annexes for:

GREAT HOLLANDS PRIMARY SCHOOL

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1. Aims

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

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

2. Statutory requirements

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

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

In our school we teach RSE as set out in this policy.

3. Policy development

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

1. Review – all relevant information including relevant national and local guidance was collated and reviewed centrally by Maiden Erlegh Trust.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

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

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

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Some biological aspects of RSE are taught within the science curriculum, and other aspects may be included within religious education curriculum (RE).

The school will make sure that:

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

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

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- How I change as I grow including preparing children for the physical and emotional changes that growing up brings

Sex education will be taught in years 5 & 6 and will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born, including consent & contraception.

- The journey of an embryo from conception to birth

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

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

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

Our mainstream primary schools use the Jigsaw PSHE and RSE programme as the core resource to deliver high quality, ageappropriate Relationships and Sex Education. Jigsaw provides a carefully sequenced, progressive curriculum that supports pupils' personal development, emotional literacy, and understanding of healthy relationships. The materials are fully aligned with the statutory DfE 2026 RSE and Health Education guidance, ensuring coverage of all required learning while promoting safeguarding, respect, and inclusion.

Jigsaw lessons are structured to create a safe, supportive learning environment, with consistent routines, mindfulness elements, and clear ground rules that help pupils engage sensitively with potentially challenging topics. Content is delivered in a valuesled, nonjudgemental way, reflecting our school ethos and reinforcing our commitment to equality and the protected characteristics. Resources are adapted where necessary to meet the needs of all learners, including SEND pupils.

Our special primary schools follow the PSHE association framework for children with SEND.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner.

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

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

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

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

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

7. Use of external organisations and materials

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

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

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

8. Roles and responsibilities

8.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to the Educational Standards Committee.

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

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

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where appropriate.

11. Monitoring arrangements

Monitoring and evaluation of the programme is undertaken by the Senior Leadership Group.

This policy will be reviewed every 3 years subject to statutory changes. At every review, the policy will be approved by Educational Standards Committee.

APPENDIX 1: CURRICULUM MAP

Relationships and sex education curriculum map



Summer 2 Curriculum Maps Relationships Puzzle Map – Ages 5-6 (Year 1)

Piece (Lesson)	Key Updates	Lesson Overview	Key Vocabulary	PSHE Outcomes	Social & Emotional Outcomes
1. Families	Added small adaptations to support discussion about different types of families further	This lesson introduces children to the concept of families and explores the diversity of family structures through the story 'Welcome to the 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.	Family Belong Different Same	I can identify the members of my family and understand that there are lots of different types of families.	I know how it feels to belong to a family and care about the people who are important to me.
2. Making Friends	Small adaptations to encourage further discussion on friendships	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.	Friends Friendships Qualities Kind	I can identify what being a good friend means to me.	I know how to make a new friend.

3. Greetings	Strengthened asking for help	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.	Greeting Touch Feel Texture Like Dislike	I know appropriate ways of physical contact to greet my friends and know which ways I prefer.	I can recognise which forms of physical contact are acceptable and unacceptable to me.
4. People Who Help Us	Strengthened asking for help and keeping asking Extended scenarios to include some safety options	This lesson helps children identify who can help them in their school community and practise asking for help more 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.	Help Helpful Community Feelings	I know who can help me in my school community.	I know when I need help and know how to ask for it.
5. Being My Own Best Friend	Strengthen supporting others and asking for help	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	Confidence Praise Qualities Skills Incredible Proud	I can recognise my qualities as a person and a friend.	I know ways to praise myself.

		personal qualities is taught whilst acknowledging that talking to trusted people can help when feeling down or lonely.			
6. Celebrating My Special Relationships	No changes for 2026	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.	Celebrate Relationships Special Appreciate Feelings	I can tell you why I appreciate someone who is special to me.	I can express how I feel about them.

Relationships Puzzle Map – Ages 6-7 (Year 2)

Piece (Lesson)	Key Updates	Lesson Overview	Key Vocabulary	PSHE Outcomes	Social & Emotional Outcomes
1. Families	Enhanced content on recognising unhappiness and disagreements in families as normal and identifying trusted adults for support.	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.	Family Different Diverse Special Stereotype Relationship Important Cooperate	I can identify the members of my family, understand my relationship with each of them and know why it’s important to cooperate and share.	I accept that everyone’s family is different and understand that most people value their family.
2. Keeping Safe – exploring	Enhanced content to reflect how	Children explore appropriate and inappropriate physical contact within families and relationships, identifying which types of touch feel comfortable	Touch Physical contact Communication	I understand that there are lots of forms of physical	I know which types of physical

physical contact	violence is never right, responding to adults and proportionate feelings	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.	Hugs Like / Dislike Acceptable Not acceptable	contact within a family and that some of this is acceptable and some is not.	contact I like and don't like and can talk about this.
3. Friends and Conflict	Strengthen appropriate feelings and where to go for help	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.	Friends Likes / Dislikes Conflict Point of view Positive problem solving	I can identify some of the things that cause conflict with my friends.	I can demonstrate how to use the positive problem solving techniques to resolve conflicts.
4. Secrets	Strengthened scenarios to include versions of an adult asking to keep a secret Draw out assertive and controlling	This lesson helps children distinguish between 'good secrets' (surprise secrets like birthday presents) and 'worry secrets' (secrets that make us 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	Secret Surprise Good secret Worry secret Adult Trust Happy Sad Frightened	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.	I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.

	relationships and asking for help.	doesn't help, they should keep telling trusted adults until someone listens.			
5. Trust and Appreciation	Strengthened understanding of what trust means. Added age appropriate introduction to online trust and personal information sharing.	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.	Trust Trustworthy Honesty Reliability	I recognise and appreciate people who can help me in my family, my school and my community.	I understand how it feels to trust someone.
6. Celebrating My Special Relationships Puzzle	Small updates to review learning to reflect changes across the Puzzle.	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.	Compliments Celebrate Positive Negative Appreciate	I can express my appreciation for the people in my special relationships.	I am comfortable accepting appreciation from others.

Relationships Puzzle Map – Ages 7-8 (Year 3)

Piece (Lesson)	Key Updates	Lesson Overview	Key Vocabulary	PSHE Outcomes	Social & Emotional Outcomes
1. Family Roles and Responsibility	Enhanced content emphasising that love, care and support in families (and all relationships) can be provided by anyone regardless of sex/gender.	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.	Male & female sex (M/F) Unisex Role Job Responsibilities Differences Respect Careers Stereotype	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.	I can describe how taking some responsibility in my family makes me feel.
2. Friendship	Enhanced content normalising loneliness. Explicit emphasis on courtesy and manners, both in-person and online. Acknowledgement of online friendship challenges.	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.	Conflict Solution Problem solving Friendship Win-win	I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener.	I know how to negotiate in conflict situations to try to find a win-win situation.
3.	Enhance social media age limits	Children develop critical thinking about online safety by investigating a fake gaming app,	Safe / Unsafe Risky	I know and can use some	I know who to ask for help if

<p>Global Connections and Thinking Critically</p>	<p>and UK laws to protect children online. Teaching on privacy, location settings & personal information. Strengthened guidance on inappropriate content and where to get help.</p>	<p>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, Access, React) and identify trusted adults they can turn to for help.</p>	<p>Internet Social media Gaming / Apps Age limit Privacy Personal info Location settings Trusted adult In-app purchases</p>	<p>strategies for keeping myself safe online.</p>	<p>I am worried or concerned about anything online.</p>
<p>4. Rights, Needs and Wellbeing</p>	<p>New title, learning and focus. Added media literacy content – critical thinking about photos, information and stereotypes. Reflection on different cultures helps and own.</p>	<p>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, recognising 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.</p>	<p>Global Interconnected Trade Inequality Media Stereotype Culture Information / Photos</p>	<p>I understand how people around the world help and influence my life and that media doesn't always show complete information.</p>	<p>I can appreciate different cultures, and question stereotypes I might see in photos or information.</p>

<p>5. Being a Global Citizen</p>	<p>New learning intentions. Added content on wellbeing. Normalising feelings of loneliness, worry, sadness. Emphasised talking about feelings as healthy. Strengthened help-seeking. Linked self-respect to asking for help and valuing our own wellbeing.</p>	<p>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.</p>	<p>Needs Wants Rights Support Deprivation United Nations Equality Justice Wellbeing Feelings Emotions</p>	<p>I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes.</p>	<p>I can empathise with children whose lives are different to mine and know who I can talk to when I need help.</p>
<p>6. Celebrating My Web of Relationships Puzzle Outcome: Appreciation Streamers</p>	<p>Added content on courtesy and manners across contexts (face to face and online). Reinforced respecting differences and challenging stereotypes.</p>	<p>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</p>	<p>Happiness Celebrating Relationships Friendship Family Stereotype Appreciation Respect Manners</p>	<p>I know how to express my appreciation to my friends and family.</p>	<p>I enjoy being part of a family and friendship groups.</p>

	<p>Emphasised speaking positively about others as foundation for good relationships</p>	<p>stereotypes, and that speaking positively about others helps build strong relationships.</p> <p>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.</p>			
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Relationships Puzzle Map – Ages 8-9 (Year 4)

Piece (Lesson)	Key Updates	Lesson Overview	Key Vocabulary	PSHE Outcomes	Social & Emotional Outcomes
1. Jealousy	<p>Explanation of jealousy for teachers to support confident delivery – links between jealousy & conflict in relationships. Signposting to support services for managing difficult feelings. Critical thinking about online and real-life content.</p>	<p>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.</p> <p>The lesson emphasises that jealousy is a common emotion everyone experiences but requires careful management to maintain healthy relationships.</p>	<p>Relationship Close Jealousy Problem-solve Emotions Reality Positive Negative Conflict Manage Support Critical thinking</p>	<p>I can recognise situations which can cause jealousy in relationships.</p>	<p>I can identify feelings associated with jealousy and suggest strategies to problem solve when this happens.</p>
2. Love and Loss	<p>Structured vocabulary into core and feelings (grief cycle) groups for easier pupil understanding. Strengthened content about</p>	<p>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.</p>	<p>Core: Vulnerable Loss Insecure Love Feelings (grief cycle): Denial Anger</p>	<p>I can identify someone I love and can express why they are special to me.</p>	<p>I know how most people feel when they lose someone or something, they love.</p>

	family support during loss. Emphasised that all feelings are temporary and change over time.	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 of school when managing loss or difficult feelings.	Pain Sadness Depression Acceptance Hopelessness		
3. Memories Puzzle Outcome: Memory Box	Strengthened content around loneliness when friendships change. Added explicit messaging that there's no shame in feeling lonely, more on who to talk to when feeling lonely.	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.	Souvenir Memento Loss Memories Special Remember Lonely Loneliness Support	I can tell you about someone I know that I no longer see.	I understand that we can remember people even if we no longer see them.
4. Getting On and Falling Out	Added brief acknowledgement that friendship changes can bring difficult feelings, with reminder to talk to trusted adults.	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,	Friendships Negotiate Compromise Trust Loyalty Anger Betrayal Empathy	I can recognise how friendships change, know how to make friends and how to manage when I fall out with my friends.	I know how to stand up for myself and how to negotiate and compromise.

		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.			
5. Girlfriends and Boyfriends	Added content encouraging pupils to question media and peer messages about needing a boyfriend / girlfriend.	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.	Boyfriend Girlfriend Attraction Pressure Personal Comfortable	I understand what having a boyfriend / girlfriend might mean and that it is a special relationship for when I am older.	I understand that boyfriend / girlfriend relationships are personal and special & there is no need to feel pressurised.
6. Celebrating My Relationships with People and Animals	Strengthened focus on family relationships and their importance.	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	Special Love Appreciation Symbol Care	I know how to show love and appreciation to the people and animals who are special to me.	I can love and be loved.

		creative activity help pupils articulate how strong relationships help us and why showing love and appreciation matters.			
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Relationships Puzzle Map – Ages 9-10 (Year 5)

Piece (Lesson)	Key Updates	Lesson Overview	Key Vocabulary	PSHE Outcomes	Social & Emotional Outcomes
1. Recognising Me	Added interests and hobbies as part of identity and friendship-building. Strengthened messaging that friendships change and feeling lonely is common. Integrated family alongside friends as key support.	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.	Characteristics Personal qualities Self-esteem Self-perception Interests Hobbies Lonely	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.	I know to keep building my own self-esteem.
2. Safety with Online Communities	Updated to July 2025 Online Safety Act and age 13 restriction. New content on assertive vs. controlling and	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 discussions about age restrictions, they understand these rules exist to protect young people until they're mature	Responsibility Being responsible Age restriction Assertive Controlling Bullying	I understand that belonging to an online community can have positive and negative consequences.	I can recognise when an online community feels unsafe or

	<p>kind vs. neglecting needs. Strengthened asking for help. Included foundation positive masculinity messaging about standing up against unkind behaviour.</p>	<p>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 each other's reactions. Children consider responsible online behaviour and when to seek help from trusted adults.</p>			<p>uncomfortable.</p>
<p>3. Being in an Online Community</p>	<p>New content on image-sharing risks and loss of control once images are shared online. Integrated location settings safety and risks of sharing location information. Embedded reporting mechanisms throughout. Maintained focus on critical thinking about online hoaxes & AI-generated content.</p>	<p>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.</p>	<p>Social network Community Online Offline Responsibility Rights Risky Fake online Location settings Reporting hoaxes</p>	<p>I understand there are rights and responsibilities in an online community or social network.</p>	<p>I can recognise when an online community is helpful or unhelpful to me.</p>

<p>4. Online Gaming</p>	<p>Expanded content on addiction and time consumption. Added gambling and monetisation concepts including loot boxes and in-game purchases. Integrated data collection, tracking and targeting by games. Strengthened personal information protection and data sharing risks. Enhanced group activity with prompts about data safety and anti-addiction features.</p>	<p>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.</p> <p>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.</p> <p>Pupils design safety features and advice for games, considering data protection, time management and alternatives to pressuring players to spend money.</p>	<p>Age restriction Community Appropriate Grooming Gambling / Betting Trustworthy Troll Responsibility Risky Data Data Protection Addiction Rights Loot boxes</p>	<p>I know there are rights and responsibilities when playing an online game.</p>	<p>I can recognise when an online game is becoming unhelpful or unsafe.</p>
<p>5. My Relationship with Technology</p>	<p>Strengthened links between physical health signs and emotional wellbeing. Added content on mental health impacts of</p>	<p>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</p>	<p>Devices Screen time Social Offline Mental health Physical health Wellbeing</p>	<p>I can recognise when I am spending too much time using devices (screen time).</p>	<p>I can identify things I can do to reduce screen time, so my health isn't affected.</p>

	<p>excessive screen time.</p> <p>Normalised seeking support for mental health difficulties as positive and responsible.</p> <p>Reframed solutions activity to focus on promoting wellbeing, not just reducing harm.</p>	<p>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.</p> <p>Children develop practical solutions for managing screen time and understand the importance of seeking support when struggling.</p>			
<p>6. Using Technology Responsibly Assessment Opportunity Puzzle</p>	<p>New learning intentions – Rights regarding personal data, privacy, consent and saying ‘no’.</p> <p>How search engines select and rank results, how content is targeted, what ‘filter bubbles’ are, how to think critically about online information, including applying the Safety STAR</p>	<p>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.</p> <p>They develop critical digital literacy, understanding how search engines select results, how content is targeted at them, and how to question information reliability.</p> <p>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.</p> <p>They apply the Safety STAR framework to online decision-making and create SMARRT</p>	<p>Personal information Data privacy Safe Online choices Vulnerable Risk Grooming Rights Responsibilities Targeting Reliable</p>	<p>I can explain how to stay safe when using technology to communicate with my friends. I understand I have rights about my personal data.</p>	<p>I can use strategies to help me stay safer online including confident questioning information and saying ‘no’ when I feel uncomfortable.</p>

	framework to online decisions. Enhanced SMARRT rules.	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.			
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Relationships Puzzle Map – Ages 10-11 (Year 6)

Piece (Lesson)	Key Updates	Lesson Overview	Key Vocabulary	PSHE Outcomes	Social & Emotional Outcomes
1. What is Mental Health?	Added content on isolation and loneliness as mental health challenges. Early warning signs children can recognise in themselves. Benefits of seeking support. Enhanced situation cards to include isolation, loneliness and help-seeking	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 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.	Mental health Ashamed Stigma Stress Anxiety Support Isolation Loneliness Early warning signs	I know that it is important to take care of my mental health.	I can understand that people can get problems with their mental health and that it is nothing to be ashamed of.
2. My Mental Health	New scenario addressing changes in self-	Children learn about the thought-feelings-actions cycle, understanding how negative thoughts can spiral and tip mental health out of	Mental health Worried Signs	I know how to take care of my mental health.	I can help myself and others when

	<p>care, hygiene and basic needs as warning signs. Enhanced strategies to include seeking help for others, not just ourselves. Reinforced that children cannot solve friends' big problems alone – adult support is essential.</p>	<p>balance. They explore how thought influences feelings, which affects 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 early signs 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.</p>	<p>Stress Anxiety Warning Support Self-care</p>		<p>worried about a mental health problem.</p>
<p>3. Love and Loss</p>	<p>Emphasis on seeking proportionate early support throughout grief process. Enhanced scenario work to consider when and what type of support helps at different grief stages. Reinforcement that seeking support for self and others</p>	<p>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</p>	<p>Emotions Feelings Sadness Loss Grief Despair Denial Guilt Shock Anger Acceptance Support</p>	<p>I understand there are different stages of grief and that there are different types of loss that cause people to grieve.</p>	<p>I can recognise when I am feeling those emotions and have strategies to manage them.</p>

	during loss is important.	it's important to check in with people over time not just immediately after loss, and helps maintain mental health during difficult times.			
4. Power and Control	<p>Focus on assertive communication.</p> <p>Sentence stem cards providing children with polite but firm language for standing up for themselves.</p> <p>Emphasis that courtesy and good manners make assertive responses more effective.</p> <p>Seeking adult when situations feel too big or unsafe.</p>	<p>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 the 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.</p> <p>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.</p>	<p>Power Control Authority Bullying Assertive Strategies Courtesy Respect</p>	I can recognise when people are trying to gain power or control.	I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.
5. Being Online: Real or Fake? Safe or Unsafe?	<p>Social media awareness and AI content</p> <p>Streamlined SMARRT rules including digital rights and</p>	<p>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.</p> <p>Through activities comparing drawings to AI-generated images, they build critical thinking to distinguish real from fake content, recognising</p>	<p>Risks Pressure Influences Self-control Real / Fake True / Untrue</p>	I can judge whether something online is safe and helpful to me.	I can resist pressure to do something online that might hurt myself or others.

	<p>enhanced 'Tell' section.</p> <p>Updated Online Safety Act content reflecting current legislation</p> <p>Added risks of sharing / circulating inappropriate materials.</p> <p>Enhanced focus on seeking help with online concerns for self and friends.</p>	<p>that AI technology can create realistic looking images, video and audio of things that never happened. They explore risks of fake content including online hoaxes, false information and content designed to frighten.</p> <p>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.</p>	<p>AI (Artificial Intelligence)</p> <p>Age restrictions</p> <p>Digital rights</p>		
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Summer 2 Curriculum Maps
Changing Me Puzzle Map – Ages 5-6 (Year 1)

Piece (Lesson)	Key Updates	Lesson Overview	Key Vocabulary	PSHE Outcomes	Social & Emotional Outcomes
1. Life Cycles	No changes for 2026	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 life cycle 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.	Changes Life cycle Baby Adulthood Growth Change	I am starting to understand the life cycles of animals and humans.	I understand that changes happen as we grow and that this is okay.
2. Changing Me	Added emphasis on families being an important source of support as children learn and grow.	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 Life cycle Baby Adult Grown up	I can tell you some things about me that have changed and some things about me that have stayed the same.	I know that changes are okay and that sometimes they will happen whether I want them to or not.

		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.			
3. My Changing Body	Updated PSHE Learning Intention	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.	Baby Growing up Adult Change	I can tell you how my body has changed since I was a baby.	I understand that growing up is natural and that everybody grows at different rates.
4. Boys' and Girls' Bodies	Have removed vagina from vocabulary. Enhanced teacher notes about words schools should include and clarified explanations.	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.	Male Female Penis Testicles Vulva Anus	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus.	I respect my body and understand which parts are private.

		<p>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.</p> <p>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.</p>			
5. Learning and Growing Puzzle Outcome: Piece 5 Flowers	Added additional discussion exploring the range of feelings associated with change to deepen emotional awareness.	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.	Grow Change Excited Proud Worried Happy Nervous Curious	I understand that every time I learn something new, I change a little bit.	I enjoy learning new things.
6. Coping with Changes	Added question about what other feelings Jack may have felt during the	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.	Change Feelings Anxious Worried	I can tell you about changes that have	I know some ways to cope with changes.

<p>Assessment Opportunity</p>	<p>story to deepen emotional understanding and discussion.</p>	<p>Through a story about feelings surrounding end-of-year transitions, they learn it's perfectly normal to feel uncertain about changes and that everyone experiences these feelings. The lesson focuses on 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.</p>	<p>Excited Coping</p>	<p>happened in my life.</p>	
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Changing Me Puzzle Map – Ages 6-7 (Year 2)

Piece (Lesson)	Key Updates	Lesson Overview	Key Vocabulary	PSHE Outcomes	Social & Emotional Outcomes
1. Life Cycles in Nature	No changes for 2026	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 of 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.	Change Grow Life cycle Control Baby Adult Fully grown	I can recognise cycles of life in nature.	I understand there are some changes that are outside my control and can recognise how I feel about this.
2. Growing from Young to Old	No changes for 2026	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	Growing up Old Older Young Elderly Change Respect Physical	I can tell you about the natural process of growing from young to old and understand this is not in my control.	I can identify people I respect who are older than me.

		respect in older people, challenging stereotypes about aging and connecting their learning about natural life cycles to the human aging process.			
3. The Changing Me	Added 'control' to vocabulary. Added new content to support emotional literacy around growing up.	Children map their position on the human life cycle continuum from baby through to adult, recognising physical and developmental changes 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 independence whilst understanding that the growing process happens naturally and is outside their control.	Baby Toddler Child Adult Teenager Independent Timeline Freedom Responsibilities Control	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.	I feel proud about becoming more independent.
4. Boys' and Girls' Bodies	Updated learning intention. Updated explanation about testicles diagram. Enhanced content about keeping clean and telling a trusted adult if	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	Male Female Penis Testicles Vulva Vagina Anus Public Private	I can recognise the physical differences between boys and girls, use correct names for parts of the body and appreciate that	I can describe what I enjoy about being a boy or girl whilst understanding we are all different.

	anything feels sore or uncomfortable.	preferences rather than being 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.		some parts of my body are private.	
5. Assertiveness	Added emphasis on having more than one trusted adult to talk to, and to keep telling until someone helps.	Children explore different types of touch, identifying which touches feel comfortable and which feel uncomfortable. They learn that everyone has different preferences about touch and it's important to respect others' wishes. The lesson emphasises that children have the right to say 'no' not any touch that feels hurtful, frightening or uncomfortable, even from friends, family members or adults. Children identify trusted adults they can talk to if they experience uncomfortable touch, understanding the importance of telling someone until they get help and feel safe. The lesson reinforces that asking for help is always the right thing to do and that children are never in trouble for seeking support about something that makes them feel unsafe.	Touch Texture Hug Like Dislike Comfortable Uncomfortable	I understand there are different types of touch and can tell you which ones I like and don't like.	I am confident to say what I like and don't like and can ask for help.
6. Looking Ahead	Added more on who to talk to if	Children consolidate their learning about growing up and change by looking ahead to moving to their next class. They identify what	Change Looking forward Excited	I can identify what I am looking forward to when I	I can start to think about changes I will

<p>Assessment Opportunity</p>	<p>feeling worried about changes. Added reinforcement that it's natural to feel several emotions at once about moving classes.</p>	<p>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.</p>	<p>Nervous Anxious Cope</p>	<p>move to my next class.</p>	<p>make when I am in Year 3 and know how to go about this.</p>
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Changing Me Puzzle Map – Ages 7-8 (Year 3)

Piece (Lesson)	Key Updates	Lesson Overview	Key Vocabulary	PSHE Outcomes	Social & Emotional Outcomes	
1. How Babies Grow	Added teaching about different family types and what matters is babies having adults who love and care for them.	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.	Male / Female Changes Birth Animals Babies Mother Growing up Family Care	I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby.	I can express how I feel when I see babies or baby animals.	
2. Outside Body Changes	Updated & moved from Piece 3 Extended charter with additional rules. Added emotion vocabulary list. Extended content on seeking support.	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	Main Vocabulary Change Puberty Control Breasts Pubic hair Penis Testicles	Emotion Vocabulary Excited Nervous Curious Unsure Frightened Anxious	Can identify how boys' & girls' bodies change on the inside during the growing up process and why these changes are necessary so their bodies can make babies when they grow up.	Recognise how I feel about these changes happening to me and know how to cope with those feelings.

		identify which physical changes apply to girls, boys, or both, learning vocabulary for body parts and discussing their feelings about growing up.				
3. Inside Body Changes	Updated & moved from Piece 4 Vocabulary split into two lists New slides 16-20 with updated male/female reproductive system graphics. Updated slide images.	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 & 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.	Main Vocabulary Puberty Male/Female Testicles Scrotum Sperm/Penis Ovaries/Egg Ovum/Ova Womb/Uterus Vagina	Emotion Vocabulary Excited Nervous Curious Unsure Frightened Anxious	Can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up.	Recognise how I feel about these changes happening to me and know how to cope with these feelings.

<p>4. Keeping Ourselves Clean</p>	<p>New lesson for 2026 Previous lesson 'Babies' removed</p>	<p>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.</p>	<p>Change Puberty Personal hygiene Genitals Unwell Infections</p>	<p>I understand that as boys' and girls' bodies change at puberty they need to think more about keeping clean and healthy I know some simple ways of keeping clean which can keep me healthy and protect me from some infections.</p>	<p>I have started to think about the ways to keep my body clean as I grow up and how I feel about this.</p>
<p>5. Family Stereotypes</p>	<p>Significant changes to content. New focus on why families do caring tasks and characteristics of caring families.</p>	<p>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</p>	<p>Stereotypes Task Roles Challenge</p>	<p>I can start to recognise stereotypical ideas I might have about parenting and family roles.</p>	<p>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes</p>

		that what matters most is how families support and look after each other.			
6. Looking Ahead Assessment Opportunity Puzzle Outcome: Ribbon Mobiles	Updated topics and assessment questions to include: personal hygiene, caring families/challenging stereotypes. New optional ribbon template resource.	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.	Change Looking forward Worries	I can identify what I am looking forward to when I move to my next class.	I can start to think about changes I will make next year and know how to go about this.

Changing Me Puzzle Map – Ages 8-9 (Year 4)

Note: Sex Education has been removed from this age group

Piece (Lesson)	Key Updates	Lesson Overview	Key Vocabulary	PSHE Outcomes	Social & Emotional Outcomes
1. Unique Me	<p>New learning intentions (same title).</p> <p>Completely restructured focus to identity and personal development.</p> <p>New vocabulary focused on identity development.</p>	<p>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.</p>	<p>Identity</p> <p>Choices</p> <p>Hobbies</p> <p>Interests</p> <p>Skills</p> <p>Self-respect</p> <p>Proud</p> <p>Values</p> <p>Unique</p> <p>Characteristics</p> <p>Personality</p>	<p>I understand that lots of things make up a person's identity and this is what makes them unique.</p>	<p>I can describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am.</p>
2. Puberty and Menstruation	<p>Lesson on having a baby removed.</p> <p>Renamed lesson to 'Puberty and Menstruation'.</p> <p>Updated vocabulary.</p>	<p>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</p>	<p>Puberty</p> <p>Menstruation</p> <p>Menstrual Cycle</p> <p>Periods</p> <p>Menstrual Cup</p>	<p>I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that</p>	<p>I have strategies to help me cope with the physical and emotional changes I will</p>

	Added teaching about period discomfort being normal but should not prevent activities.	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.	Sanitary towel (panty liner, menstrual towel, period pad) Period Pants Fallopian Tube Period Product Tampons Vagina Vulva Womb Ovaries Hormone	menstruation (having periods) is a natural part of this.	experience during puberty.
3. Being Part of a Family	New Lesson for 2026	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.	Family Inner circle Belonging Support Trusted adult Puberty Periods Menstruation Anxiety Anxious Care Love Reassurance	I know there are many types of family and that often our family members form part of our inner circle. I know there are trusted people I can turn to if I need help.	I know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me.

<p>4. Circles of Change Puzzle Outcome: Circles of Change</p>	<p>Developed content on diverse families based on love/care. Expanded questions focusing on emotions, respect and seeking support. Added content on asking for help.</p>	<p>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.</p>	<p>Circle Seasons Change Control</p>	<p>I know how the circle of change works and can apply it to changes I want to make in my life.</p>	<p>I am confident enough to try to make changes when I think they will benefit me.</p>
<p>5. Accepting Change</p>	<p>Significantly expanded main activity with modelling and questions. Added where to access support for difficult changes and how to identify reliable online information.</p>	<p>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</p>	<p>Control Change Acceptance Reliable Unreliable Trustworthy Support Inner circle Trusted adult</p>	<p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</p>	<p>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p>

		between reliable and unreliable sources of support online.			
6. Looking Ahead Assessment Opportunity	Added content on proportionate feelings and when to seek additional support.	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.	Change Looking forward Characteristics Puberty Support Inner circle Trusted adult Proportionate	I can identify what I am looking forward to when I move to a new class.	I can reflect on the changes I would like to make next year and describe how to go about this.

Changing Me Puzzle Map – Ages 9-10 (Year 5)

Piece (Lesson)	Key Updates	Lesson Overview	Key Vocabulary	PSHE Outcomes	Social & Emotional Outcomes
1. Self-image and Body-image	Updated images demonstrating filtered/edited content. Added how	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,	Self Self-image Body-image Self-esteem	I am aware of my own self-image and how my	I know how to develop my own self-esteem.

	<p>images online aren't always real and why comparing ourselves to media is unfair.</p> <p>Added sources of support if worried about body image, eating or how they feel about themselves.</p>	<p>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.</p>	<p>Perception Characteristics Aspects Affirmation Filter Edited Media Influencer Authentic Mental health Wellbeing</p>	<p>body-image fits into that.</p>	
<p>2. Puberty for Girls</p>	<p>Small tweaks to resources throughout to bring up to date and remove content that may be more likely to be close to a school's definition of sex education.</p> <p>Updated images including images that could be used in place of animations</p>	<p>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.</p> <p>Children learn strategies for managing emotions during puberty, understanding that feeling</p>	<p>Puberty Menstruation Periods Menstrual towels Menstrual pads Menstrual cups Tampons Ovary / Ovaries Vagina Oestrogen Vulva Womb / Uterus Hormones</p>	<p>I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally.</p>	<p>I understand that puberty is a natural process that happens to everybody and that it will be OK for me.</p>

	for schools not wishing to use these.	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.			
3. Puberty for Boys	Updated images that could be used in place of animations for schools not wishing to use them. Small tweaks to resources throughout to bring up to date. 'Ejaculation' removed from activity sheet.	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.	Puberty Sperm Semen Testicles/Testes Scrotum Erection Wet dream Larynx Facial hair Growth spurt Hormones Testosterone	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty
4. Conception	Changed learning intention. Updated references from IVF to broader	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 ranking to prioritise	Relationships Conception Making love Sexual intercourse	I understand that sexual intercourse can lead to conception and	I appreciate how amazing it is that human bodies can

<p><i>Non-statutory sex education</i></p>	<p>'fertility treatment' to be more inclusive. Some new images. Added content on consent and where to go for support and accurate information.</p>	<p>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 age of consent being 16 in England. Children learn contraception exists as a way to prevent pregnancy and there are fertility treatments for those who need medical assistance to conceive. Through card sorting activities, children consolidate understanding of pregnancy 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.</p>	<p>Fallopian tube Fertilisation Pregnancy Embryo Contraception Fertility treatment</p>	<p>that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.</p>	<p>reproduce in these ways</p>
<p>5. Looking Ahead 1 Puzzle Outcome: Change Cards</p>	<p>Added example images of teen life being represented to support teachers looking for examples from their pupils' current interests / programmes.</p>	<p>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</p>	<p>Teenager Milestone Perceptions Puberty Responsibilities Consent Media influences Reliable sources</p>	<p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p>	<p>I am confident that I can cope with the changes that growing up will bring</p>

		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.			
6. Looking Ahead 2	Added vocabulary relating to support systems and proportionate responses.	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.	Change Hope Manage Cope Opportunities Emotions Fear Excitement Anxious	I can identify what I am looking forward to when I move to my next class.	I can start to think about changes I will make next year and know how to go about this.

Changing Me Puzzle Map – Ages 10-11 (Year 6)

Piece (Lesson)	Key Updates	Lesson Overview	Key Vocabulary	PSHE Outcomes	Social & Emotional Outcomes																														
1. My Self-image	<p>Significant update to activities.</p> <p>Specific emotional literacy language.</p> <p>Enhanced content relating to finding information online.</p> <p>Updated activity and language to support acceptance and management of emotions that can have a negative impact on self-image.</p>	<p>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.</p>	<table border="0"> <tr> <td style="vertical-align: top;">Core Vocabulary</td> <td style="vertical-align: top;">Emotion Vocabulary</td> </tr> <tr> <td>Self-image</td> <td>Anxious</td> </tr> <tr> <td>Self-esteem</td> <td>Awkward</td> </tr> <tr> <td>Criticise</td> <td>Confused</td> </tr> <tr> <td>Real self</td> <td>Self-conscious</td> </tr> <tr> <td>Celebrity</td> <td>Worried</td> </tr> <tr> <td></td> <td>Rejected</td> </tr> <tr> <td></td> <td>Conflicted</td> </tr> <tr> <td></td> <td>Confident</td> </tr> <tr> <td></td> <td>Calm</td> </tr> <tr> <td></td> <td>Loved</td> </tr> <tr> <td></td> <td>Respected</td> </tr> <tr> <td></td> <td>Safe</td> </tr> <tr> <td></td> <td>Hopeful</td> </tr> <tr> <td></td> <td>Motivated</td> </tr> </table>	Core Vocabulary	Emotion Vocabulary	Self-image	Anxious	Self-esteem	Awkward	Criticise	Confused	Real self	Self-conscious	Celebrity	Worried		Rejected		Conflicted		Confident		Calm		Loved		Respected		Safe		Hopeful		Motivated	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
Core Vocabulary	Emotion Vocabulary																																		
Self-image	Anxious																																		
Self-esteem	Awkward																																		
Criticise	Confused																																		
Real self	Self-conscious																																		
Celebrity	Worried																																		
	Rejected																																		
	Conflicted																																		
	Confident																																		
	Calm																																		
	Loved																																		
	Respected																																		
	Safe																																		
	Hopeful																																		
	Motivated																																		
2. Puberty	<p>Significant changes to activities</p> <p>Extended Jigsaw charter for puberty lessons</p>	<p>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</p>	<table border="0"> <tr> <td>Opportunities</td> <td>Freedsoms</td> </tr> <tr> <td>Responsibilities</td> <td></td> </tr> <tr> <td>Puberty vocabulary as represented on flashcards</td> <td></td> </tr> </table>	Opportunities	Freedsoms	Responsibilities		Puberty vocabulary as represented on flashcards		I can explain how girl's and boys' bodies changes during puberty and	I can express how I feel about the changes that will happen to me during puberty																								
Opportunities	Freedsoms																																		
Responsibilities																																			
Puberty vocabulary as represented on flashcards																																			

	Includes content on personal hygiene Updated slide images and resource sheets Additional content on seeking help	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.		understand the importance of looking after myself physically and emotionally	
3. Babies: Conception to Birth <i>Non-statutory sex education</i>	Extended Jigsaw charter for puberty/sex education lessons Updated teaching notes throughout to emphasise that mother's body	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	Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife	I can describe how a baby develops from the conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby

	grows and changes with baby Added new content about who to talk to if children have questions, reinforcing support sources	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.			
4. Boyfriends and Girlfriends	Updated discussion about card sorting to explore gender-based pressures. Enhanced explanation about sexting and loss of control over personal information. Added new content directing to sources of help if experiencing pressure.	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	Attraction Relationship Pressure Love Sexting Consent	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend / boyfriend	I understand that respect for one another is essential in a boyfriend / girlfriend relationship, and that I should not feel pressured into doing something I don't want to.

		pressured. Children develop understanding of healthy relationship boundaries whilst identifying where to access support if they experience pressure or need guidance about relationships.			
5. Real Self and Ideal Self	Enhanced teaching about sources of influence on body-image. Updated how advertisers and influencers specifically target young people to build future customers and maximise engagement.	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.	Self-esteem Negative body-talk Choice Feelings / emotions Challenge Mental health	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'
6.	Enhanced teaching about sharing	This final lesson prepares children for transition to their next school or class,	Transition Secondary Looking forward Journey	I can identify what I am	I know how to prepare myself

<p>The Year Ahead</p> <p>Assessment Opportunity</p>	<p>concerns helping children feel less lonely and more supported</p> <p>Added looking after themselves through physical activity, time outdoors, helping others, rest, time with friends and family, and pursuing hobbies during transitions</p>	<p>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.</p>	<p>Worries</p>	<p>looking forward to when I move to my next class.</p>	<p>emotionally for the changes next year</p>
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APPENDIX 2: BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care• That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up• That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	<ul style="list-style-type: none"> • The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources

APPENDIX 3: PARENT/CARER FORM REQUESTING THEIR CHILD'S WITHDRAWAL FROM SEX EDUCATION WITHIN RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
TO BE COMPLETED BY PARENTS/CARERS			
Parent/carer signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents/carers	<p><i>Include notes from discussions with parents/carers and agreed actions taken.</i></p> <p><i>E.g: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the year 5 classroom</i></p>		

APPENDIX 4: SCHOOL SPECIFIC INFORMATION AT GREAT HOLLANDS PRIMARY SCHOOL

The person responsible for leading RSE is:

Ms Nicky York, Deputy Headteacher

RSE is taught by:

School staff or an approved external provider

The delivery of RSE is monitored by:

Phase leaders