

Jigsaw PSHE 3-11

Skills and Knowledge Progression Map

Jigsaw, the mindful approach to PSHE, is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within all six Puzzles (units of work) including the key vocabulary used in each year group; explicit links to the [DfE statutory Relationships and Health Education outcomes 2026](#) have been made in each Puzzle.

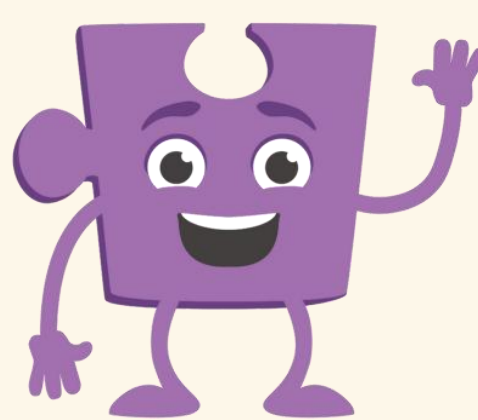
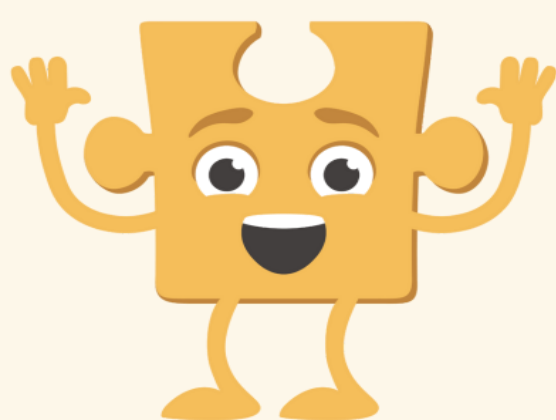
INTENT: Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation. These opportunities for spiritual, moral, social and cultural (SMSC) development and emotional literacy are integral to children's understanding of themselves and others and to increasing their capacity to learn..

IMPLEMENTATION: Jigsaw 3-11 offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Every lesson offers opportunities for SMSC development, clearly mapped and balanced across each year group, alongside structured opportunities to practise and enhance the five skills associated with emotional literacy: self-awareness, social skills, empathy, motivation and managing feelings. We encourage schools to adapt the materials to make them suitable to the needs of the children in their class.

IMPACT: This can be established through assessment identified in the key learning. This can include pupil voice, informal assessment, reviewing behaviour records an attendance.

This progression map illustrates how knowledge, skills and vocabulary develop across the programme from Early Years through to Year 6, showing how learning is revisited and extended year on year. The document is fully editable so that schools can adapt it to reflect how they tailor Jigsaw PSHE for their own school community. The evidence sources and enrichment ideas included for each Puzzle are examples rather than an exhaustive list, and schools may wish to add their own, or get in touch with us for further sources of research and data.

Similarly, the statutory RSHE links provided for each Puzzle indicate the strongest connections but do not represent a complete mapping. For the full mapping of Jigsaw PSHE to each of the [DfE's RSHE July 2025](#) statutory statements, which we have abbreviated for space in this document, please refer to the [RSHE Mapping Documents](#) available in the Community Area on the Jigsaw portal.



Strongest RSHE 2025 Relationships contributions	CF 2 – Importance of friendships, not excluding others. CF 3 – Feeling lonely is normal and not shameful. RKR 1 – Paying attention to other people's feelings and treating them with sensitivity. RKR 2 – How their behaviour affects other people. RKR 4 – Difference between assertive and controlling (enhanced 2026).		
Strongest RSHE 2025 Health contributions	GW 1 – How to help others in an emergency. GW 3 – Range and scale of emotions; worrying and feeling down are normal.		
Puzzle overview Being Me in My World	EYFS In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin by working on recognising and managing and naming their feelings. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.	Year 1 In this Puzzle, children are introduced to their Jigsaw Journals and explore what helps them feel special, safe and calm in their class. They learn what it means to belong and understand their rights and responsibilities as class members. Children think about welcoming others, keeping their classroom safe for learning, and how their views are valued when contributing to the whole-school Learning Charter. They explore feelings linked to rewards and pride, reflect on their choices, and recognise emotions that can arise from consequences. By the end of the Puzzle, children understand their role in creating a positive, respectful and safe school community, with the Learning Charter as the shared outcome.	Year 2 In this Puzzle, children reflect on their hopes and fears for the year and learn how to recognise feelings of worry and seek help. They explore belonging in their class and school community, developing an understanding of rights and responsibilities and making positive contributions. Across the six Pieces, children discuss rewards and consequences, consider how choices affect themselves and others, and explore what makes a classroom safe and fair. Children then learn how the Learning Charter supports learning and boundaries. By the end of the Puzzle, children understand their role in creating a positive school community, with the whole-school Learning Charter as the shared outcome.
Taught knowledge	Knowledge • I belong in my class and am part of a group • I understand that people are similar and different • I am beginning to recognise and talk about different feelings • I understand that my classroom is a place where we learn and play together • I know that working together helps make school a good place to be • I understand why kindness matters and how it affects others • I know what using gentle hands looks like • I know that everyone has the right to learn and play • I understand what being responsible means • I know how we look after our classroom and resources • I can describe how they help everyone feel safe and able to learn	Knowledge • I know how to use my Jigsaw Journal • I understand the rights and responsibilities as a member of my class • I understand the rights and responsibilities for being a member of my class • I know my views are valued and can contribute to the Learning Charter • I can recognise the choices I make and understand the consequences • I understand my rights and responsibilities within our Learning Charter	Knowledge • I can identify some of my hopes and fears for this year • I know how to use my Jigsaw Journal • I understand the rights and responsibilities for being a member of my class and the importance of making contributions • I can listen to other people and contribute my own ideas about rewards and consequences • I understand how following the Learning Charter will help me and others learn • I can recognise the choices I make and understand the consequences

Social and Emotional skills	Social and Emotional Skills • I can name my feelings • I know how work and play with others • I know why it is important to be kind and gentle • I understand why it is important to care about others’ feelings • I can make good choices • I can follow our class rules •	Social and Emotional Skills • I feel special and safe in my class • I know that I belong to my class • I know how to make my class a safe place for everybody to learn • I recognise how it feels to be proud of an achievement • I recognise the range of feelings when I face certain consequences • I understand my choices in following the Learning Charter	Social and Emotional Skills • I can recognise when I feel worried and know who to ask for help • I can help myself and others feel like we belong • I can help make my class a safe and fair place • I can listen to others and share my ideas • I can work co-operatively with others • I can follow our Learning Charter •
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Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1
Puzzle vocabulary	angry choice different excited feelings friend gentle happy kind learn nervous responsibilities rights sad share similar taking turns turn taking unique	achievement belong belonging calm choice choices consequences disappointed feelings learn learning charter proud responsibilities rewards rights safe safe place special upset valued views	actions assertive belong belonging boundaries choices consequence consequences controlling contributions fair fears hopes learning charter negative positive praise problem solving responsible responsibilities reward rewards rights safe worried worries

Strongest RSHE 2025 Relationships contributions	FPCM 2 – Characteristics of healthy family life, including that families may look different. FPCM 3 – Others' families, either in school or wider world, sometimes look different and should be respected. FPCFM 5 – Marriage and civil partnerships represent a formal and legally recognised commitment CF 2 – Importance of not excluding others, making new friends.		
Strongest RSHE 2025 Health contributions	GW 3 – Range and scale of emotions. GW 4 – Vocabulary to describe feelings.		
Puzzle overview Celebrating Difference	EYFS	Year 1	Year 2
	In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in many ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.	In this Puzzle, children explore how people can be similar and different, reflecting on their own similarities and differences while learning to include others, use kind words and recognise what makes them special. They develop an understanding of what bullying is, how it can make people feel, and who they can talk to if they need help. Across the six Pieces, children practise making new friends, giving and receiving compliments, and showing courage by supporting others. They reflect on how differences should be respected and celebrated. By the end of the Puzzle, children will have created gingerbread people to contribute to a shared Hall of Fame display, recognising that everyone is unique and valued.	In this Puzzle, children explore similarities and differences, learning how assumptions and stereotypes can form and why it is important to treat others with courtesy and respect. They develop an understanding of why bullying can happen, how it makes people feel, and how to seek help. Across the six Pieces, children practise standing up for themselves and others and solving problems kindly. They explore diversity in families, cultures and abilities, and reflect on what it means to belong and be a good friend. By the end of the Puzzle, children celebrate what makes everyone unique by creating a shared Trophy of Celebration display.
	Knowledge - What being unique means - The names of some emotions - Why having friends is important - Some qualities of a positive friendship - That they don't have to be "the same as" someone to be a friend - What being proud means, and that people can be proud of different things - That people can be good at different things - Families can be different - People have different homes and why they are important to them - Ways of making friends	Knowledge - I can identify similarities between people in my class - I can identify differences between people in my class - I can tell you what bullying is - I know some people who I could talk to if I was feeling unhappy or being bullied - I know how to make new friends - I can tell you some ways I am different from my friends	Knowledge - I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) - I understand that bullying is sometimes about difference - I can recognise what is right and wrong and know how to look after myself - I understand that it is OK to be different from other people and to be friends with them - I can tell you some ways I am different from my friends
	Social and Emotional Skills - Recognise emotions when they or someone else is upset, frightened or angry - Identify and use skills to make a friend - Identify some ways they can be different and the same as others - Identify and use skills to stand up for themselves - Identify feelings associated with being proud - Identify things they are good at - Be able to vocalise success for themselves and about others successes - Recognise similarities and differences between their family and other families	Social and Emotional Skills - I can tell you some ways in which I am the same as my friends - I can tell you some ways I am different from my friends - I understand how being bullied might feel - I can be kind to children who are bullied - I know how it feels to make a new friend - I understand these differences make us all special and unique	Social and Emotional Skills - I understand some ways in which boys and girls are similar and feel good about this - I understand some ways in which boys and girls are different and accept that this is OK - I can tell you how someone who is bullied feels - I can be kind to children who are bullied - I know when and how to stand up for myself and others - I know how to get help if I am being bullied - I understand we shouldn't judge people if they are different - I know how it feels to be a friend and have a friend - I understand these differences make us all special and unique

Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1
Puzzle vocabulary	differences different friendship frightened family friends happy home kind proud sad similar similarities special unique unkind	bully bullied bullying bullying behaviour celebration courtesy courage deliberate difference different from harmful inclusive included lonely manners on purpose safe same as similarity similar special support unique unfair	assumptions belong belonging boundary boys bully bystander culture courtesy difference different disability fairness family feelings female friends girls help identity included inclusive kind kindness lonely male on purpose purpose respect sad self-respect shield similarities special stereotypes stand up for support teasing unkind unique value

Dreams and Goals Puzzle – Spring 1

Dreams and Goals – Spring 1

About this Puzzle

Dreams and Goals helps pupils to learn how to and practice building their resilience, motivation and ambition. This Puzzle plays an important role in PSHE well beyond RSHE statutory guidance, helping children set goals, develop a growth mindset, and manage the emotions that come with both achievement and disappointment. Pupils consider wants and needs, explore jobs and careers, and learn how teamwork, enterprise and community participation can make a difference. Financial education is woven through, helping children understand how money, spending decisions and career choices shape the lives we build. As they progress, children examine how opportunities and barriers differ across cultures and develop empathy for those whose aspirations look very different from their own.

Key evidence

- **UK Strategy for Financial Wellbeing (Money & Pensions Service)** — wide range of research, including the links between physical health and financial wellbeing and reports on the complexities for children about learning about money, and need for financial education especially for those from low income families.
- **World Economic Forum Future of Jobs 2025 Report** — Top future workplace skills include analytical thinking, creative thinking, resilience, flexibility and agility, along with curiosity and lifelong learning - all developed explicitly through this Puzzle.
- **Children's Commissioner's Big Ask survey** reveals that children prioritise having a good job or career when they grow up.

Wider curriculum and enrichment

- Links to **citizenship** through community participation, enterprise, fundraising and understanding different roles in society
- Invite people from different **voluntary and paid roles** in the community to broaden children's understanding of work and service

Jigsaw+ and further resources

- Additional **financial education** lessons in the Jigsaw+ Citizenship section:
- Puzzle-specific weekly assemblies available in Whole School Resources

Statutory mapping

The most closely linked statutory expectations are summarised below, but for more thorough mapping and the full wording of every standard, go to the [RSHE Mapping Document in the Community Area](#).

Strongest RSHE 2025 Relationships contributions		CF 1 – How important friendships are in making us feel happy and secure; characteristics of friendships. CF 4 – That healthy friendships make people feel included, valued and respected.	CF 6 – How to resolve disputes and reconcile differences. RKR 1 – Paying attention to other people's feelings and treating them with sensitivity.
Strongest RSHE 2025 Health contributions		GW 1 – Helping others in need (contributing, via fundraising and enterprise content). GW 2 - Helping other people with their mental health.	GW 3 – Range and scale of emotions including those around success and disappointment. GW 4 – Vocabulary to describe feelings to others. -
Puzzle overview Dreams and Goals	EYFS	Year 1	Year 2
	In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.	In this Puzzle, children explore what success means to them, learn how to set simple goals and recognise their own strengths. They practise breaking goals into steps, trying new challenges and understanding how learning can feel “stretchy”, with challenge as a sign our brains are growing. Across the six Pieces, children work with others, celebrate achievements and reflect on how perseverance and a positive attitude help them overcome obstacles. They talk about feelings linked to challenge and success and learn how to support friends in reaching their goals. By the end of the Puzzle, children will have created stretchy learning flowers and dream wellies that they can contribute to the whole school Garden of Dreams and Goals, celebrating effort, resilience and confidence.	In this Puzzle, children learn how to set realistic goals, recognise their strengths and reflect on achievements. They explore how healthy choices, motivation and perseverance help them succeed and consider how working with others can support learning. Across the six Pieces, children practise teamwork through group challenges, develop problem-solving skills and learn how relaxation and managing feelings can support wellbeing. They reflect on pride, courtesy and sharing success with others. By the end of the Puzzle, children create a shared Garden of Dreams and Goals with Dream Birds, celebrating effort, cooperation and achievement.
Taught knowledge	Knowledge - Know what a challenge is - Know that it is important to keep trying - Know what a goal is - Know how to set goals and work towards them - Know which words are kind - Know some jobs that they might like to do when they are older - Know that they must work hard now in order to be able to achieve the job they want when they are older - Know when they have achieved a goal	Knowledge - I can set simple goals - I can set a goal and work out how to achieve it - I understand how to work well with a partner - I can tackle a new challenge and understand this might stretch my learning - I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them - I can tell you how I felt when I succeeded in a new challenge and how I celebrated it	Knowledge - I can choose a realistic goal and think about how to achieve it - I know what I need to keep my body healthy - I can recognise who I work well with and who it is more difficult for me to work with - I can work well in a group to create an end-product - I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed - I know how to share success with other people
Social and Emotional skills	Social and Emotional Skills - Understand that challenges can be difficult - Resilience - Recognise some of the feelings linked to perseverance - Recognise how kind words can encourage people - Talk about a time that they kept on trying and achieved a goal - Be ambitious - Feel proud - Celebrate success	Social and Emotional Skills - I can tell you about a thing I do well - I can tell you how I learn best - I can celebrate achievement with my partner - I can identify how I feel when I am faced with a new challenge - I know how I feel when I see obstacles and how I feel when I overcome them - I know how to store the feelings of success in my internal treasure chest	Social and Emotional Skills - I can tell you things I have achieved and say how that makes me feel - I am motivated to make healthy choices that help me to reach my goals - I can tell you how working with other people helps me learn - I can work with others in a group to solve problems - I can tell you when a feeling is weak and when a feeling is strong - I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest

Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1
Puzzle vocabulary	achieve challenge difficult dreams encourage earn frustrated future goal job keep trying kind persevere proud reward skills	achieve achievement active celebrate celebration challenge confidence coins dreams feelings garden goal goals happiness internal learning obstacle overcome proud process rest self-respect special stepping stones stretchy success team work treasure treasure chest working together	achievement calm celebrate challenge community courtesy dream feelings goal group health healthy choices hobbies interest interests learning together lifestyle manners motivation partner product proud realistic relax relaxation safety self-care self-esteem stress success team work tense wellbeing

Strongest RSHE 2025 Relationships contributions	CF 1 – Characteristics of healthy friendships (friendship groups, roles)
Strongest RSHE 2025 Health contributions	GW 1 – How to help others in an emergency. GW 2 – Helping other people with their mental health. GW 3 – Range of emotions. GW 5 – Benefits of physical exercise, time outdoors, community participation. GW 6 – Isolation and loneliness can affect children. GW 9 – Where and how to seek support. GW 10 – Common for people to experience mental ill health. WO 3 – Risks from people online who use technology to bully, manipulate, groom or abuse.

Puzzle overview Healthy Me	EYFS	Year 1	Year 2
	In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss safe adults and what they should do if approached by someone they don't know.	In this Puzzle, children learn what it means to be healthy, exploring food, exercise, sleep and everyday choices that help their bodies and minds. They develop understanding of hygiene, germs and how to keep clean and safe at home. Across the six Pieces, children learn about medicine safety and road safety, practise recognising when they feel worried or unwell, and think about who can help them stay safe. They reflect on how healthy choices can make them feel good about themselves. Pupils share their ideas about how to keep clean and healthy in the whole school Happy, Healthy Me Recipe Book.	In this Puzzle, children learn about healthy eating, balanced diets and making healthier food choices, including nutritious foods. They explore how to keep safe at home and outside, learning to recognise risks and hazards, and how to respond when something feels unsafe. Across the six Pieces, children develop understanding of medicine safety and how to care for their bodies. They reflect on feelings linked to safety and practise making calm, responsible choices that support wellbeing. By the end of the Puzzle, children are able to share ideas for the whole school Happy, Healthy Me Recipe Book, celebrating practical ways to stay healthy and safe every day.

Taught knowledge	Knowledge - I can name some parts of my body and understand that being active helps keep me healthy - I understand that moving my body and resting are both important for my health - I can talk about things I need to do to stay healthy - I know what “healthy” means and can begin to make healthy food choices - I know how to help myself go to sleep and understand why sleep is important - I can wash my hands and understand why this is important, especially before eating and after using the toilet - I know who my safe adults are and how to stay safe if they are not close by	Knowledge - I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy - I know how to make healthy lifestyle choices - I know how to keep myself clean and healthy, and understand how germs cause disease/illness - I know that all household products including medicines can be harmful if not used properly - I understand how medicines can help me if I feel poorly and I know how to use them safely - I know how to keep safe when crossing the road, and about people who can help me to stay safe - I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	Knowledge - I can sort foods into the correct food groups and know which foods my body needs to keep me healthy - I can make some healthy snacks and explain why they are good for my body and give me energy - I can recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe - I can recognise risks and know how to keep safe around roads, railways, and water, and can explain why safety rules help protect me - I understand how medicines work in my body and how important it is to use them safely - I can explain how to keep my body healthy and safe at home and when I'm out
Social and Emotional skills	Social and Emotional Skills - I can notice how my body feels when I am active and understand that moving helps keep me well - I can recognise when my body needs movement or rest - I can talk about some ways I can look after myself and keep my body healthy - I can make simple healthy choices and notice how these help my body and feelings - I can use strategies that help me feel calm and ready for sleep - I can take responsibility for caring for my body by keeping myself clean and healthy - I can identify trusted adults and ask for help when I feel unsafe or unsure	Social and Emotional Skills - I feel good about myself when I make healthy choices - I am special so keep myself safe - I know some ways to help myself when I feel poorly - I can recognise when I feel frightened and know who to ask for help - I can recognise how being healthy helps me to feel happy	Social and Emotional Skills - I have a healthy relationship with food and know which foods I enjoy the most - I can express how it feels to share healthy food with my friends - I can recognise when I feel worried or unsafe and know to tell an adult straight away - I can recognise some of the feelings I get when something feels unsafe and know some ways to manage these to make a safer choice - I feel positive about caring for my body and keeping it healthy - I can make good choices that help me stay healthy and safe

Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1
Puzzle vocabulary	asleep challenge clean exercise germs healthy hygiene less healthy movement rest safe scared sleep stranger stretch teeth unexpected unplanned worried	balanced bacteria body parts choices clean crossing ears exercise eyes germs healthy hygienic keeping clean kerb less healthy listen look medicines nervous pavement safe scared sleep soap traffic traffic lights trust unhealthy	assess balanced diet barriers body choices crossing dangerous energy hazard healthy medicines nutritious portion react risk risks safe scared stop, drop, roll unhealthy unsafe worry

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Strongest RSHE 2025 Relationships contributions	FPCM 1 – Importance of loving, stable families for security, stability and love. FPCM 2 – Characteristics of healthy family life; families may look different. FPCM 3 – Others' families should be respected. FPCM 4 – People who are not part of family who support children (trusted adults).
Strongest RSHE 2025 Health contributions	GW 3 – Range of emotions. GW 6 – Isolation and loneliness. GW 8 – Change, loss and bereavement can affect wellbeing. GW 9 – Where and how to seek support WO 1 – Strategies for managing screen time and recognising signs of too much.

Puzzle Overview Relationships	EYFS	Year 1	Year 2
	Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.	In this Puzzle, children explore families, friendships and what it means to belong and help others feel included. They learn how to make friends, solve problems and when to seek help or support. Across the six Pieces, children practise appropriate ways to greet others, learn who can help them in their school community, and reflect on how to ask for support when they feel upset. They also build confidence by recognising their own qualities and learning how to praise themselves. By the end of the Puzzle, children celebrate people who are special to them, creating a Relationship Fiesta, contributing their balloons and labels from Piece 6	In this Puzzle, children explore different types of families and learn why cooperation and care are important in relationships. They develop understanding about safe and unsafe physical contact and practise expressing what feels comfortable to them. Across the six Pieces, children learn how to manage friendship conflicts, recognise the difference between good and worrying secrets, and identify trusted adults who can help them. They reflect on trust, honesty and appreciation in relationships. By the end of the Puzzle, children celebrate special people in their lives by sharing their compliment bunting to the a Relationship Fiesta Puzzle Outcome.
Taught knowledge	Knowledge - Know what a family is - Know that different people in a family have different responsibilities (jobs) - Know some of the characteristics of healthy and safe friendships - Know that friends sometimes fall out - Know some ways to mend a friendship - Know that unkind words can never be taken back and they can hurt - Know how to use Jigsaw's Calm Me to help when feeling angry - Know some reasons why others get angry	Knowledge - I can identify the members of my family and understand that there are lots of different types of families - I can identify what being a good friend means to me - I know appropriate ways of physical contact to greet my friends and know which ways I prefer - I know who can help me in my school community - I can recognise my qualities as a person and a friend - I can tell you why I appreciate someone who is special to me	Knowledge - I can identify the members of my family, understand my relationship with each of them and know why it is important to share and cooperate - I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not - I can identify some of the things that cause conflict with my friends - I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret - I recognise and appreciate people who can help me in my family, my school and my community - I can express my appreciation for the people in my special relationships

Social and Emotional skills	Social and Emotional Skills - Can identify what jobs they do in their family and those carried out by parents/carers and siblings - Can suggest ways to make a friend or help someone who is lonely - Can use different ways to mend a friendship - Can recognise what being angry feels like - Can use Calm Me when angry or upset	Social and Emotional Skills - I know how it feels to belong to a family and care about the people who are important to me - I know how to make a new friend - I can recognise which forms of physical contact are acceptable and unacceptable to me - I know when I need help and know how to ask for it - I know ways to praise myself - I can express how I feel about them	Social and Emotional Skills - I accept that everyone's family is different and understand that most people value their family - I know which types of physical contact I like and don't like and can talk about this - I can demonstrate how to use the positive problem-solving technique to resolve conflicts - I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this - I understand how it feels to trust someone - I am comfortable accepting appreciation from others
Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1
Puzzle vocabulary	angry argue calm family feelings friends jobs lonely relationships upset	appreciate belong celebrate community confidence different dislike family feel feelings friendship friends greeting help helpful incredible kind like praise proud qualities relationships same skills special texture touch	acceptable adult appreciate celebrate communication compliments conflict cooperate different dislike diverse family frightened friends good secret happy honesty hugs important like likes/dislikes negative not acceptable physical contact point of view positive problem solving relationship reliability sad secret special stereotype surprise touch trust trustworthy worry secret

Strongest RSHE 2025 Relationships contributions	FPCM 1 – Importance of loving, stable families (stable relationships for raising children). FPCM 2 – Characteristics of healthy family life. RKR 8 – Self-respect and its link to happiness. RKR 10 – Understanding and challenging stereotypes		
Strongest RSHE 2025 Health contributions	GW 3 – Range and scale of emotions, particularly around change. GW 4 – Vocabulary to describe feelings. GW 8 – That change, loss and bereavement can affect wellbeing and that everyone reacts differently.		
Puzzle Overview Changing Me	EYFS	Year 1	Year 2
	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.	In this Puzzle, children learn about life cycles and the changes that happen as humans and animals grow. They reflect on how their own bodies have changed and develop understanding that everyone grows at different rates. Across the six Pieces, children learn the correct names for private body parts, explore how boys’ and girls’ bodies can be different, and practise respecting their own bodies and those of others. They also think about feelings linked to change, such as excitement and worry, and learn ways to cope. At the end of the Puzzle, children contribute their flowers of change work to the whole school Tree of Change display, celebrating growth, learning and new beginnings.	In this Puzzle, children explore life cycles in nature and how humans grow from young to old, learning that some changes are outside their control. They reflect on how their own bodies and independence change over time and develop respect for differences in themselves and others. Across the six Pieces, children learn correct names for body parts, understand privacy, and practise being assertive about touch and personal boundaries. They also think about feelings linked to future change, such as excitement and worry, and learn ways to cope. By the end of the Puzzle, children create Leaf Mobiles to celebrate growth and looking ahead.
Taught knowledge	Knowledge - Know the names and functions of some parts of the body (see vocabulary list) - Know that we grow from baby to adult - Know who to talk to if they are feeling worried - Know that sharing how they feel can help solve a worry - Know that remembering happy times can help us move on	Knowledge - I am starting to understand the life cycles of animals and humans - I can tell you some things about me that have changed and some things about me that have stayed the same - I can tell you how my body has changed since I was a baby - I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus - I understand that every time I learn something new, I change a little bit - I can tell you about changes that have happened in my life	Knowledge - I can recognise cycles of life in nature - I can tell you about the natural process of growing from young to old and understand that this is not in my control - I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old - I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private - I understand there are different types of touch and can tell you which ones I like and don't like - I can identify what I am looking forward to when I move to my next class
Social and Emotional skills	Social and Emotional Skills - Recognise that changing class can elicit happy and/or sad emotions - Can say how they feel about changing class/ growing up - Can identify how they have changed from a baby - Can say what might change for them they get older - Can identify positive memories from the past year in school/home	Social and Emotional Skills - I understand that changes happen as we grow and that this is OK - I know that changes are OK and that sometimes they will happen whether I want them to or not - I understand that growing up is natural and that everybody grows at different rates - I respect my body and understand which parts are private - I enjoy learning new things - I know some ways to cope with changes	Social and Emotional Skills - I understand there are some changes that are outside my control and can recognise how I feel about this - I can identify people I respect who are older than me - I feel proud about becoming more independent - I can describe what I enjoy about being a boy or girl whilst understanding we are all different - I am confident to say what I like and don't like and can ask for help - I can start to think about changes I will make when I am in Year 3 and know how to go about this

Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1
Puzzle vocabulary	angry argue calm family feelings friends jobs lonely relationships upset	adult adulthood anus anxious baby change changes coping curious excited feelings female grow growing up growth happy learn life cycle male nervous new penis proud testicles vulva worried	adult anus anxious assertive baby change child cope comfortable control dislike elderly excited female freedom fully grown grow growing up hug independent life cycle like looking forward male nervous old older penis physical private public respect responsibilities teenager testicles texture timeline toddler touch uncomfortable vagina vulva young