December 2025

Changing Me Puzzle Map - Ages 5-6

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Life cycles		GW: 8 DB: 1	**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 lifecycle cards and discussing how everyone develops at their own pace, children build a foundation for understanding that change is normal and can be viewed positively. This learning supports children in developing confidence when facing changes in their own lives.	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 OK
2. Changing Me	FPWCFM: 1, 2. 4	DB: 1	-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 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.	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 OK and that sometimes they will happen whether I want them to or not
3. My Changing Body		GW: 8 DB: 1	-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

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4. Boys' and Girls' Bodies	RKR: 11 BS: 1, 2, 3, 6, 7	GW: 4, 5 DB: 1, 2	-Have removed vagina from vocabulary as this is not an external body part. -Enhanced teacher notes about which words schools should include and clarified explanation about testicles diagram colours to emphasise that private parts match overall skin tone	Children learn the correct anatomical names for external private body parts: penis, testicles, vulva and anus. Through visual resources showing different skin tones, they understand that private parts reflect the same skin tone as the rest of the body. The lesson establishes that private parts are special and belong to them, and that nobody has the right to touch them or do anything that makes them feel hurt, uncomfortable or scared. Children learn when and how to talk about their bodies with trusted adults, understanding that whilst we might feel embarrassed discussing these topics, it's always right to ask questions or share concerns. They sort body parts as male, female or both, reinforcing appropriate use of anatomical terminology alongside an understanding that families may use different names at home.	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
5. Learning and Growing Puzzle Outcome: Piece 5 Flowers	RKR: 8	GW: 3, 4, 5, 8 DB: 1	-Added additional discussion question 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.	Learn New 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 Assessment Opportunity	RKR: 8 BS: 7	GW: 3, 4, 5, 8, 9 DB: 1	-Added question about what other feelings Jack may have felt during the story to deepen emotional understanding and discussion	Children reflect on changes they have experienced in their own lives, exploring the range of feelings that changes can bring, including excitement, worry and anxiety. Through a story about feelings surrounding end-of-year transitions, they learn that it's perfectly normal to feel uncertain about changes and that everyone experiences these feelings. The lesson focuses on developing coping strategies for managing feelings during times of change, such as talking to trusted adults, expressing worries and looking for positive aspects of new situations. Children understand that whilst some changes feel better than others, change itself is a natural part of life, and that friends and special people remain in our hearts and memories even when circumstances change.	Change Feelings Anxious Worried Excited Coping	I can tell you about changes that have happened in my life	I know some ways to cope with changes

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Changing Me Puzzle Map - Ages 6-7

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Life Cycles in Nature		GW: 4, 8 DB: 1	**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 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	FPWCFM: 1, 2, 3 RKR: 8, 10	GW: 3, 4, 5, 8, DB: 1	**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 respect in older people, challenging stereotypes about aging and connecting their learning about natural life cycles to the human aging process.	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 that this is not in my control	I can identify people I respect who are older than me
3. The Changing Me	RKR: 8	GW: 3, 4, 5, 8 DB: 1	-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 that have occurred since birth. Through exploring objects associated with different life stages, they understand that growing up brings increased abilities, independence, freedom and responsibilities. Children create personal timelines identifying what they could do at different ages and what they will be able to do in the future. The lesson acknowledges that growing up naturally brings mixed emotions and that it's normal to feel excited, worried or nervous about changes. Children develop pride in their growing independence whilst understanding that the growing process happens naturally and is outside their control.	Baby Toddler Child Teenager Adult 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

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4. Boys' and Girls' Bodies	RKR: 8, 10, 11 BS: 2, 3, 7	GW: 4 HP: 5 DB:2	-Updated learning intention -Updated explanation about testicles to clarify that different shading is just to show their position and that skin colour is consistent across the body -Enhanced content about keeping clean, and telling a trusted adult if anything feels sore or uncomfortable	Children learn the correct anatomical names for private body parts: penis, testicles, vulva, vagina and anus, understanding which parts of the body are private and why. The lesson challenges gender stereotypes by exploring assumptions about what boys and girls do, wear and enjoy, establishing that whilst private body parts differentiate males from females, many perceived differences are simply personal preferences rather than determined by being a boy or girl. Children understand that private parts are special and belong to them, that they should tell a trusted adult if any part of their body feels sore or uncomfortable, and that good hygiene includes washing all parts of the body. The lesson celebrates individuality and helps children appreciate who they are regardless of gender.	Male Female Penis Testicles Vulva Vagina Anus Public Private	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private	I can describe what I enjoy about being a boy or girl whilst understanding we are all different
5. Assertiveness	FPWCFM: 1, 6 CF: 6, 7 RKR: 2, 3, 4, 5, 6, 8, 11 BS:1, 2, 3, 4,5, 6, 7	GW: 3, 4, 5, 9 DB: 2	- 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 that it's important to respect others' wishes. The lesson emphasises that children have the right to say 'no' to 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 Assessment Opportunity	RKR: 8 BS: 6, 7	GW: 3, 4, 5, 8, 9 DB: 1	-Added more on who to talk to if feeling worried about changes, emphasising they can always talk to another trusted adult if the first person is busy -Added reinforcement that it's natural to feel several emotions at once about moving classes and that trusted adults are available for support	Children consolidate their learning about growing up and change by looking ahead to moving to their next class. They identify what they're looking forward to about the transition whilst acknowledging that it's natural to feel a mixture of emotions including excitement, nervousness and anxiety at the same time. The lesson reinforces that everyone feels differently about changes and that it's important to talk to trusted adults when feeling worried. Children reflect on their learning throughout the unit, celebrating their understanding of how bodies grow and change, and develop confidence in knowing they can seek support during times of transition. The lesson emphasises that being different from others is positive and that mixed feelings about change are completely normal.	Change Looking forward Excited Nervous Anxious Cope	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this

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Changing Me Puzzle Map - Ages 7-8

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. How Babies Grow	FPWCFM: 1, 2, 3, 4	GW: 3, 4 DB: 1	-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	RKR: 8 BS: 2, 3, 6, 7	GW: 3, 4, 5, 8 DB: 1, 2	-Updated and 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 identify which physical changes apply to girls, boys, or both, learning vocabulary for body parts and discussing their feelings about growing up.	**Main Vocabulary** Change Puberty Control Breasts Pubic hair Penis Testicles **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 those feelings
3. Inside Body Changes	BS: 2, 3, 6, 7	GW: 3, 4, 8, 9 DB: 1, 2	-Updated and moved from Piece 4 -Vocabulary split into two lists (main and emotion) -Added: Scrotum -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, and the female reproductive system including ovaries, eggs, womb and vagina. The lesson emphasises that puberty starts between ages 8-15, usually earlier for girls, and that everyone experiences it differently. Children express feelings about these changes and understand that trusted adults can provide support and advice as they've been through puberty themselves.	**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

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4. Keeping Ourselves Clean	BS: 2, 3, 6, 7	GW: 2, 3, 4, 9 HP: 4, 5 DB: 1, 2	**New lesson for 2026** Previous lesson 'Babies' removed	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.	Change Puberty Personal hygiene Genitals Unwell Infections	I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy I know some simple ways of keeping clean which can keep me healthy and protect me from some infections	I have started to think about the ways to keep my body clean as I grow up and how I feel about this
5. Family Stereotypes	FPWCFM: 1, 2, 3, 4, 6 RKR: 1, 3, 5, 6, 10	GW: 3, 4, 5, 9	-Significant changes to content -New focus on why families do caring tasks and characteristics of caring families -New activities	This lesson helps children recognise and challenge stereotypical ideas about parenting and family roles. Children explore household tasks and question assumptions about who typically does what, learning that any family member can take on any role. The lesson introduces stereotypes and emphasises that families show care through different tasks and behaviours. Children analyse family scenarios to identify caring and supportive behaviours whilst challenging stereotypical ideas, understanding that what matters most is how families support and look after each other.	Stereotypes Task Roles Challenge	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
6. Looking Ahead Assessment Opportunity Puzzle Outcome: Ribbon Mobiles	FPWCFM: 1, 2 RKR:1, 3, 8, 10	GW: 2, 3, 4, 8, 9 HP: 5 DB: 1	-Updated ribbon 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

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Changing Me Puzzle Map – Ages 8-9
Note: Sex Education has been removed from this age group

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Unique Me	FPWCFM: 1, 3 RKR: 8	GW: 1 DB: 1	-New lesson and learning intentions (same title) -Completely restructured from genetics/conception focus to identity and personal development -New vocabulary focused on identity development rather than biological inheritance	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.	Identity Choices Hobbies Interests Skills Self-respect Proud Values Unique Characteristics Personality	I understand that lots of things make up a person's identity and this is what makes them unique	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
2 Puberty and Menstruation	BS: 2, 3, 7	GW: 3, 4, 9 DB: 1, 2, 3	-Lesson moved from P3 and updated -Lesson on having a baby removed -Extended Jigsaw charter for puberty lessons -Renamed lesson from "Puberty for Girls" to "Puberty and Menstruation" -Added charter extension slides -Updated vocabulary -Added teaching about period discomfort being normal but shouldn't prevent activities, and when to see a doctor	Children learn how the female body changes internally during puberty to enable reproduction, understanding that menstruation is a natural monthly process. They explore the menstrual cycle, learning about ovaries, eggs, the womb lining and how this results in a period. The lesson introduces different period products including menstrual towels, tampons, period pants and menstrual cups, explaining their purpose and use. Children understand that whilst periods are a normal part of puberty, the age when they begin varies and some discomfort is natural, though significant pain should be discussed with a doctor. The lesson emphasises that talking to trusted adults about puberty-related worries is important and provides strategies for managing both physical and emotional changes during this time.	Puberty Menstruation Menstrual Cycle Periods Menstrual Cup Sanitary towel (menstrual towel, panty liner, period pad) Period Pants Fallopian Tube Period Product Tampons Vagina Vulva Ovaries Hormone Womb	I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this	I have strategies to help me cope with the physical and emotional changes I will experience during puberty

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3. Being Part of a Family	FPWCFM: 3, 4 RKR: 11 BS: 2, 3, 4, 7	GW: 1, 3, 4, 8, 9 DB: 1, 3	**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 and support as I grow up and go through puberty	I know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me
4. Circles of Change Puzzle Outcome: Circles of Change	FPWCFM: 1, 2, 3, 4, 5, 6 RKR: 1, 3, 5, 6	GW: 3, 4, 5, 8, 9	-Developed content on diverse families based on love and care -Expanded story reflection questions focusing on emotions, respect, and seeking support -Added content on asking for help from trusted adults	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.	Circle Seasons Change Control	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me
5. Accepting Change	RKR: 11 OSA: 2, 6	GW: 3, 4, 5, 8, 9 WO: 7	-Significantly expanded main activity with detailed modelling approach and scaffolded reflection questions -Added where to access support for difficult changes and how to identify reliable versus unreliable online information	Children explore changes outside their control, examining both environmental changes and personal life changes. They understand that whilst humans can influence but not completely control nature and life circumstances, we can control how we respond. Children reflect on past changes, examining how their feelings evolved and what helped them cope. The lesson emphasises accepting unavoidable changes whilst recognising which aspects remain within our control. The lesson reinforces turning to their inner circle and trusted adults during challenging changes and considers how to distinguish between reliable and unreliable sources of support online.	Control Change Acceptance Reliable Unreliable Trustworthy Support Inner circle Trusted adult *Range of emotions on emotion resources*	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively

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6. Looking Ahead Assessment Opportunity	FPWCFM: 1, 2 RKR: 5, 6, 11 BS: 7	GW: 3, 4, 5, 8, 9 DB: 1	-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

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Changing Me Puzzle Map - Ages 9-10

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Self-image and Body-image	RKR: 8, OSA: 2, 6	GW: 1, 2, 3, 4, 5, 9, 10 WO: 3, 7, 11	-Updated images demonstrating filtered/edited content -Added how images online aren't always real and why comparing ourselves to media is unfair -Added sources of support if worried about body image, eating or how they feel about themselves	Children explore self-image and body image, understanding how their perception of themselves affects self-esteem. They learn that images in media and online are often edited, filtered and professionally prepared, making them unrealistic comparisons that can negatively impact mental health and wellbeing. The lesson emphasises that body image concerns affect both males and females and that comparing ourselves to altered images is unfair. Children identify trusted adults to speak with if they have worries about body image or eating. Through creating personal self-image profiles, they recognise aspects they feel confident about alongside those they'd like to develop. Children learn to use positive affirmations - authentic statements in first person, present tense - to transform negative self-perceptions into positive ones, understanding this technique can help develop healthier self-esteem.	Self Self-image Body image Self-esteem Perception Characteristics Aspects Affirmation Filter Edited Media Influencer Authentic Mental health/wellbeing	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
2. Puberty for Girls		GW: 3, 4, 5, 8, 9 DB: 1, 2, 3	-Extended Jigsaw charter for puberty lessons -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, -Updated images, including images that could be used in place of animations for schools not wishing to use these.	Children learn in detail about the menstrual cycle, understanding how the female body prepares monthly for potential pregnancy and how this results in menstruation when an egg isn't fertilised. They explore the female reproductive system including ovaries, fallopian tubes, womb and how hormones like oestrogen control the cycle. The lesson introduces different period products including menstrual pads, period pants, tampons and menstrual cups, with particular focus on external products most suitable for younger girls. Children learn strategies for managing emotions during puberty, understanding that feeling embarrassed or anxious about body changes is natural. The lesson addresses common worries about periods, explains school procedures for accessing period products, and reinforces that menstruation is a normal, healthy process affecting all females during puberty years.	Puberty Menstruation Periods Menstrual towels Menstrual pads Menstrual cups Tampons Ovary/Ovaries Vagina Oestrogen Vulva Womb/Uterus Hormones	I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be OK for me

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3. Puberty for boys	BS: 7	GW: 3, 4, 5, 8, 9 DB: 1, 2	-Extended Jigsaw charter for puberty lessons -Updated images that could be used in place of animation for schools not wishing to use them. -Small tweaks to resources throughout to bring up to date, (including quiz) and removed content that may be more likely to be close to a school's definition of sex education -'Ejaculation' removed from activity sheet allowing easier choice to remove this from lesson (is now only in animation H as part of sex education)	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 *Non-statutory Sex Ed*	FPWCFM: 1, 2, 4, 5 RKR: 5 BS: 3, 7 Sex Education	DB: 1, 2	-Changed learning intention -Updated references from IVF to broader "fertility treatment" to be more inclusive -Some new images -Added content on consent and where to go for support and accurate information	This sex education lesson teaches children how babies are conceived through sexual intercourse whilst acknowledging alternative routes to parenthood. Children explore different types of relationships and use diamond ranking to prioritise considerations before having a baby, discussing factors like financial stability, loving relationships and readiness for responsibility. The lesson explains conception as the fertilisation of an egg by sperm during sexual intercourse, emphasising this occurs between consenting adults in loving relationships, with the age of consent being 16 in England. Children learn that contraception exists as a way to prevent pregnancy and that there are fertility treatments for those who need medical assistance to conceive. Through card sorting activities, children consolidate understanding of pregnancy development over nine months, learning about the embryo's growth in the womb connected via umbilical cord. The lesson ensures all children feel valued regardless of how they were conceived.	Relationships Conception Making love Sexual intercourse Fallopian tube Fertilisation Pregnancy Embryo Contraception Fertility treatment	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	I appreciate how amazing it is that human bodies can reproduce in these ways

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5. Looking Ahead 1 Puzzle Outcome: Change Cards	CF: 2 RKR: 1, 5, 8, 11 OSA: 2, 6 BS: 7	GW: 2, 3, 4, 5, 9 WO: 1, 7, 9 DB: 1	Added example images of teen life being represented to support teachers looking for examples from their pupils' current interests/programmes	This lesson helps children develop realistic perceptions of teenage life by critically considering media representations they may see in magazines, TV programmes and social media content. Children distinguish between realistic depictions and unrealistic stereotypes that may show risky behaviours or enforce harmful messages about appearance and conduct. Children learn that media often presents idealised versions aimed at maximising sales and engagement rather than authentic teenage experiences. They create graffiti walls identifying both positive and negative aspects of being a teenager, then explore the responsibilities that accompany growing freedoms. The lesson introduces age restrictions including the age of consent (16 in the UK) as protective measures.	Teenager Milestone Perceptions Puberty Responsibilities Consent Media influences Reliable sources	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring
6. Looking Ahead 2	FPWCFM: 2, 4 RKR: 8, 11	GW: 3, 4, 5, 8, 9 DB: 1	-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.

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Changing Me Puzzle Map - Ages 10-11

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1.My Self Image	RKR: 8, 10	GW: 2, 3, 4, 5, 9, 10 WO: 7, 9 DB: 1	- Significant update to activities - Specific emotional literacy language - Enhanced content relating to finding information online - Updated activity and language to support acceptance and management of emotions that can have a negative impact on self-image	This lesson explores how children perceive themselves through examining the relationship between self-image and body image, with particular focus on media influences and consumer pressures. Children consider the spending choices people make around fashion, technology and personal care product, how we receive messages about the use of these and the impact the messages can have on our self-esteem and inner thoughts. Children use the Safety Star as a way to stop and consider their responses to these thoughts, and practice using positive affirmations as a strategy to counter negative messages, boost self-esteem and maintain positive mental health during the emotional changes of puberty.	**Core Vocabulary** Self-image Self-esteem Criticise Real self Celebrity **Emotion Vocabulary** Anxious Awkward Confused Self-conscious Worried Rejected Conflicted Confident Calm Loved Respected Safe Motivated Hopeful	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
2. Puberty	RKR: 8 BS: 2, 7	GW: 1, 2, 3, 4, 8, 9, HP: 5 DB: 1, 2	-Significant changes to activities -Extended Jigsaw charter for puberty lessons -Includes content on personal hygiene -Updated slide images and resource sheets -Additional content on seeking help	This lesson consolidates understanding of physical and emotional changes during puberty for both boys and girls, and a longer lesson time is recommended if possible. Children explore how new freedoms connect with new responsibilities, then identify whether some changes apply to males, females or all people. The lesson reviews both male and female reproductive systems using animations and diagrams, explaining new vocabulary in an age-appropriate way (with explanations for introducing masturbation and clitoris suggested but clearly optional for schools to include according to their policy). Children get to clarify misconceptions about puberty, and in the suggested additional time this can be followed by single-sex discussion groups where they address gender-specific worries with support from same-sex staff members. Children are reminded of reliable sources of information and that trusted adults are always available for ongoing support.	Opportunities Freedoms Responsibilities Puberty vocabulary as represented on flashcards	I can explain how girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty

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3. Babies: Conception to Birth *Non-statutory Sex Ed*	FPWCFM: 1 Sex Education	GW: 3, 4 DB: 1, 2	-Extended Jigsaw charter for puberty/sex ed lessons -Updated teaching notes throughout to emphasise that mother's body grows and changes with baby -Added new t about who to talk to if children have questions, reinforcing support sources	This sex education lesson teaches children about conception through to birth, and if possible it is recommended as a two-hour session or split across two lessons. Children discover facts about foetal capabilities including hearing, responding to light and recognising voices as part of the nine-month pregnancy journey as babies develop from embryo to foetus, connected to the mother through the placenta and umbilical cord. Children learn about labour, contractions and birth through the vagina, and that some babies are born by Caesarean sections. Activities include sequencing conception to birth cards and discussing the mixed emotions parents experience, from joy and pride to exhaustion and anxiety, helping children appreciate the miraculous yet commonplace nature of human reproduction.	Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby
4. Boyfriends and Girlfriends	CF: 1, 2, 4, 7 RKR: 1, 2, 3, 4, 5, 6, 8, 9, 11 OSA: 1, 4, 5 BS: 1, 2, 3, 5, 6, 7	GW: 3, 4, 5, 7, 9 WO: 1, 2, 4, 5, 8, 10, 11	-Updated discussion about card sorting to explicitly ask if boys and girls might sort differently and 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	This lesson explores romantic relationships and the responsibilities that accompany physical attraction, addressing the issue of sexting. Children consider reasons why people might want romantic relationships, distinguishing between positive motivations and peer pressure. Through a story, children learn about consent, respect and the permanent nature of digital content. The lesson explains that sharing intimate images of minors is illegal and prosecutable regardless of gender, and that true consent must be voluntary rather than pressured. Children develop understanding of healthy relationship boundaries whilst identifying where to access support if they experience pressure or need guidance about relationships.	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
4a. Adolescent Friendships (alternative to Piece 4)	CF: 1, 2, 3, 4, 5, 7 RKR: 1, 2, 3, 4, 5, 6, 7, 8 OSA: 3 BS: 7	GW: 1, 3, 4, 5, 6, 8, 9 WO: 2, 5, 7, 9	-Revised teaching to emphasise that being on one's own sometimes is preferable to compromising values, and that spending time alone is natural and healthy -Updated explanation about gaining respect through assertiveness and finding authentic friendships by being true to oneself -Content on who to talk to if new or changing friendships are difficult	This alternative Piece 4 lesson focuses on maintaining personal identity and values within friendships during adolescence, particularly as children transition to larger school environments. Children identify core values and beliefs they would never want to compromise due to peer pressure and discuss whether unanimous agreement matters when individual conviction is strong. The lesson addresses the reality that close friends may not always be physically present in new school settings, challenging children to consider how they might maintain their principles without immediate peer support. Through assertiveness practice and scenario work, children learn diplomatic ways to disagree whilst maintaining self-respect, understanding that sometimes being alone temporarily is better than compromising core values. The lesson emphasises that standing firm on important issues often gains respect from peers and that healthy relationships support mental health.	Independence Identity Values Relationships Pressure Adolescent Compromise	I know myself well enough to maintain positive relationships with others whilst still keeping my own identity	I can be assertive when appropriate

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5. Real Self and ideal self	FPWCFM: 2 CF: 4 RKR: 8 OSA: 2	GW: 2, 3, 4, 5, 9 WO: 1, 3, 7, 9	-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. The Year Ahead Assessment Opportunity	CF: 3 RKR: 6, 8, 11 BS: 7	GW: 2, 3, 4, 5, 6, 8, 9	-Enhanced teaching about sharing concerns helping children feel less lonely and more supported -Added looking after themselves through physical activity, time outdoors, helping others, rest, time with friends and family, and pursuing hobbies during transitions	This final lesson prepares children for transition to their next school or class, addressing both excitement and worries about upcoming changes. They share highlights from the current year and anticipate positive aspects of the future, sharing worries about transition whilst offering reassurance and practical suggestions to peers. Worries that remain significant can be placed in a container for later discussion with trusted adults or taken home to share with parents. The lesson includes visualisation exercises that focus on positive emotions about changes and reminds them that support materials and trusted adults remain available. Children are reassured that looking after themselves through physical activity, outdoor time, helping others, rest, friendships and hobbies will support their wellbeing during transitions.	Transition Secondary Looking forward Journey Worries	I can identify what I am looking forward to when I move to my next class	I know how to prepare myself emotionally for the changes next year

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