Relationships 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. Families	FPWCFM: 1, 2, 3, 4		-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 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	CF: 1, 2, 3, 4, 5, 7 RKR: 2, 5, 6, 11	GW: 3, 4, 5, 6	-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 Friendship Qualities Kind	I can identify what being a good friend means to me	I know how to make a new friend
3. Greetings	FPWCFM: 6 RKR: 1, 2, 3, 4, 5, 6, 7, 11 BS: 1, 2, 3, 4, 7	GW: 4, 5, 9	-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

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4. People Who Help Us	RKR: 11 OSA: 2 BS: 4, 6, 7	GW: 4, 5, 9 PS: 1	-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 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	RKR: 1, 6, 8	GW: 3, 4	-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 personal qualities is taught whilst acknowledging that talking to trusted people can help when feeling down or lonely.	Confidence Praise Qualities Skills Incredible Proud	I can recognise my qualities as person and a friend	I know ways to praise myself
6. Celebrating My Special Relationships Puzzle Outcome: Balloons Assessment Opportunity	FPWCFM: 3, 4 CF: 1, 2, 4	GW: 4	**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

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Relationships 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. Families	FPWCFM: 1, 2, 3, 4, 5, 6 RKR: 1, 11 BS: 5, 7	GW: 3, 9	-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 is important to share and cooperate	I accept that everyone's family is different and understand that most people value their family
2. Keeping Safe - exploring physical contact	FPW: 6 CF: 6, 7 RKR: 1, 2, 3, 4, 5, 6, 7, 8, 11 BS: 1, 2, 3, 4, 5, 6, 7	GW: 3, 5	-Enhanced content to reflect how violence is never right, responding to adults and proportionate feelings.	Children explore appropriate and inappropriate physical contact within families and relationships, identifying which types of touch feel comfortable or uncomfortable to them. They learn that everyone has different preferences about touch, that these feelings are valid, and that they have the right to say no to any touch they don't like. The lesson reinforces that violence is never the right way to solve problems and emphasises telling a trusted adult if someone touches them inappropriately or won't stop. This safeguarding lesson supports essential awareness about bodily autonomy.	Touch Physical contact Communication Hugs Like Dislike Acceptable Not acceptable	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 know which types of physical contact I like and don't like and can talk about this
3. Friends and Conflict	CF: 1, 2, 5, 6, 7 RKR: 1, 2, 3, 5, 6, 11 BS: 1, 7	GW: 3, 4, 5, 9	-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 technique to resolve conflicts

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4. Secrets	CF: 4, 6, 7 RKR: 2, 4, 5, 9, 11 OSA: 1, 4 BS: 1,2, 4, 6, 7	GW: 4, 5 PHF: 4 HP: 1	-Strengthened scenarios: to include version of adult asking to keep a secret -Draw out assertive and controlling relationships and asking for help - could include scenario with Jigsaw friend	This lesson helps children distinguish between 'good secrets' (surprise secrets like birthday presents) and 'worry secrets' (secrets that make us feel sad, scared, or confused). Children explore why worry secrets can be hard to tell and identify trusted adults they can talk to. Children learn that adults should never ask them to keep secrets from their parents or carers, and that if the first person doesn't help, they should keep telling trusted adults until someone listens.	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
5. Trust and Appreciation	FPWCFM: 1, 4 CF: 1, 4, 7 RKR: 1, 2, 5, 11 OSA: 1, 2, 4 BS: 2, 4, 5, 6, 7	GW: 3, 4, WO: 7, 10, 11	-Strengthened understanding of what trust means and how people we trust can help us with our worries and problems, supporting safeguarding -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 Outcome: Relationship Flag/Bunting	FPWCFM: 1, 2, 4 CF: 1, 2, 4, RKR: 1, 2, 3, 4, 5, 7, 11 OSA: 1, 2 BS: 1, 2, 3, 5, 6, 7	GW: 3, 4, 5, 9, WO: 7	-Small updates to review of 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

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Relationships 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. Family Roles and Responsibilities	FPWCFM: 1, 2, 3, 4 RKR: 1, 10, 11 BS: 7	GW: 3	-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 (male and female) Unisex Role Job Responsibilities Differences Respect Stereotype Careers	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	CF: 1, 2, 3, 4, 5, 6, 7 RKR: 1, 2, 3, 4, 6, 7, OSA: 1 BS: 1	GW: 3, 4, 5, 6,	-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 solution
3. Global Connections and Thinking Critically	RKR: 9,11 OSA: 1,2, 3, 4, 6 BS: 1, 2, 4, 6	GW: 3, 4, 9 WO: 1, 2, 5, 6, 7, 8, 9, 10, 11	-New title and change in focus. -Enhanced social media age limits and UK laws protecting children online -Explicit teaching on privacy, location settings, and personal information protection -Strengthened guidance on inappropriate content and where to get help, including Safety STAR -More interactive, discussion-based approach	Children develop critical thinking about online safety by investigating a fake gaming app, learning that things online aren't always as they seem. They explore UK laws requiring users to be 13+ for social media, discussing the protections these provide around inappropriate content, stranger danger, privacy and financial pressures from in-app purchases. Understanding what counts as personal information, children practise responding to worrying online scenarios using the Safety STAR framework (Stop, Think, Assess, React) and identify trusted adults they can turn to for help.	Safe/Unsafe Risky Internet Social media Gaming/Apps Age limit Privacy Personal information Location settings Trusted adult In-app purchases	I know and can use some strategies for keeping myself safe online	I know who to ask for help if I am worried or concerned about anything online

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4. Rights, Needs and Wellbeing	RKR: 5, 8, 10 OSA: 2	GW:4, 5 WO: 7, 9	-New title, learning intentions and change in focus. -Added media literacy content exploring how we learn about other countries and places through various sources -Introduced critical thinking about photos, information and stereotypes -Reflection on different cultures helps and own	This lesson explores global interconnectedness through trade, examining where everyday items come from and the people who produce them. Children learn we depend on workers around the world, just as they depend on us. The lesson introduces media literacy by discussing how we learn about other countries through photos, videos, and news. Children practice critical thinking, recognizing that images show only one moment of someone's life and can lead to stereotypes. Building on Piece 1's work on gender stereotypes, children understand we can form stereotypes about countries and cultures too and learn to question what images show and what they don't show.	Global Interconnected Trade Inequality Media Stereotype Culture Information/Photos	I understand how people around the world help and influence my life and that media doesn't always show complete information	I can appreciate different cultures, and question stereotypes I might see in photos or information
5. Being a Global Citizen	FPWCFM: 3 CF: 3 RKR: 4, 5, 8, 11 BS: 6, 7	GW: 1, 4, 6, 9	-New learning intentions -Added content on wellbeing and the importance of feeling safe -Normalising feelings of loneliness, worry and sadness -Emphasised talking about feelings as healthy and important -Strengthened persistent help-seeking and identifying trusted adults for support -Linked self-respect to asking for help and valuing our own wellbeing	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.	Needs Wants Rights Deprivation United Nations Equality Justice Wellbeing Feelings/Emotions Support	I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes	I can empathise with children whose lives are different to mine and know who I can talk to when I need help
6. Celebrating My Web of Relationships Puzzle Outcome: Appreciation Streamers	FPWCFM: 1, 2, 3, 4 CF: 1, 2, 4, 5 RKR: 1, 3, 5, 6, 7, 8 OSA: 1 BS: 1	GW: 1, 2, 3, 4	-Added content on courtesy and manners across contexts (face-to-face and online) -Reinforced respecting differences and challenging stereotypes, -Emphasised speaking positively about others as foundation for good relationships	This celebration lesson reviews learning from the Relationships Puzzle through appreciation and reflection. Children practise giving and receiving compliments, reinforcing positive relationship skills. They explore how to show respect in all relationships - understanding that kindness and good manners matter both face-to-face and online, that different cultures and lives are all valuable and we can challenge stereotypes, and that speaking positively about others helps build strong relationships. Children reflect on their learning about friends, family, online communities, people around the world, and those facing challenges. They create appreciation streamers for a friend, a family member, and a child they respect, articulating why each person is special.	Happiness Celebrating Relationships Friendship Family Stereotype Appreciation Respect Manners	I know how to express my appreciation to my friends and family	I enjoy being part of a family and friendship groups

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Relationships Puzzle Map – Ages 8-9

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Jealousy	CF: 3, 4, 5, 6, 7 RKR: 1, 3, 4, 5, 6, 11	GW: 3, 4, 5, 6, 8, 9 WO: 2, 7	-Explanation of jealousy for teachers to support confident delivery -Links between jealousy and conflict in relationships -Signposting to support services for managing difficult feelings -Critical thinking about online and real-life content, helping pupils question curated social media and filtered information	Children explore the emotion of jealousy, identifying situations that trigger jealous feelings and how it can negatively affect relationships and lead to conflict. They learn to distinguish between wanting what others have and fearing loss of something important to them. Through problem-solving scenarios, children develop strategies for managing jealous feelings, including talking to trusted adults, questioning whether what they see (particularly on social media) represents the full picture, and using calming techniques. The lesson emphasises that jealousy is a common emotion everyone experiences but requires careful management to maintain healthy relationships.	Relationship Close Jealousy Problem-solve Emotions Reality Positive Negative Conflict Manage Support Critical thinking	I can recognise situations which can cause jealousy in relationships	I can identify feelings associated with jealousy and suggest strategies to problem solve when this happens
2. Love and Loss	FPWCFM: 1, 2, 4 RKR: 3, 6, 11 BS: 7	GW: 3, 4, 8, 9	-Structured vocabulary into Core and Feelings (grief cycle) groups for easier pupil understanding -Strengthened content about family support during loss -Emphasised that all feelings are temporary and change over time	In this sensitive lesson, children explore different types of loss including people, pets, objects and places, understanding that loss is a normal part of life that everyone experiences. They learn about the grief cycle and the range of feelings people might experience when losing someone or something special, recognising that these emotions follow a pattern from denial through anger and sadness to acceptance. The lesson emphasises that families and trusted adults provide important support during difficult times, and children identify people they can talk to both in and outside school when managing loss or difficult feelings.	**Core:** Loss Love Vulnerable Insecure **Feelings (grief cycle):** Denial Anger Sadness Pain Hopelessness Acceptance Depression	I can identify someone I love and can express why they are special to me	I know how most people feel when they lose someone or something, they love
3. Memories Puzzle outcome: Memory Box	FPWCFM: 2 CF: 3	GW: 3, 4, 5, 6, 8	-Strengthened content around loneliness when friendships change or end -Added explicit messaging that there's no shame in feeling lonely or talking about it -More on who to talk to when feeling lonely, reinforcing benefits of seeking support	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

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4. Getting on and Falling Out	CF: 1, 2, 3, 4, 5, 6, 7 RKR: 1, 2, 3, 4, 5, 6, 7 BS: 1	GW: 1, 3, 4, 5, 9	-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, 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.	Friendships Negotiate Compromise Trust Loyalty Anger Betrayal Empathy	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	I know how to stand up for myself and how to negotiate and compromise
5. Girlfriends and Boyfriends	FPWCFM: 5 CF: 2, 3, 4 RKR: 2, 5 BS: 1	GW: 3, 4, 5 DB: 1	-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, and there is no need to feel pressurised into having a boyfriend/ girlfriend
6. Celebrating My Relationships with People and Animals	FP: 1, 2, 3, 4 CF: 1, 2, 4 RKR: 1, 2, 5, 6	GW: 1, 3, 4	-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 creative activity help pupils articulate how strong relationships help us and why showing love and appreciation matters.	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

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Relationships 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. Recognising Me	FPWCFM: 4 CF: 3 RKR: 3, 4, 8, 11	GW: 1, 2, 3, 4, 5, 6, 9, 10	-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	CF: 2, 6, 7 RKR: 3, 4, 5, 6, 7, 9, 11 OSA: 1, 2, 3, 4, 5 BS: 1, 2, 4, 5, 6, 7	GW: 3, 5, 7 WO: 1, 2, 3, 4, 5, 7, 8, 10, 11	-Updated to July 2025 Online Safety Act and age 13 legal restriction for social media, and online bullying. -New content on assertive vs controlling, and kind vs neglecting needs -Strengthened asking for help messaging -Reorganised activity -Included foundation positive masculinity messaging about standing up against unkind behaviour as a strength	Children explore how belonging to online communities can have both positive and negative consequences, learning to recognise when situations feel unsafe or uncomfortable. Through activities and discussion about age restrictions, they understand these rules exist to protect young people until they're mature enough to navigate risks responsibly. The lesson distinguishes between being assertive (standing up for yourself respectfully) and being controlling online, addressing how bullying can occur more easily online when we can't see others' reactions. Children consider responsible online behaviour and when to seek help from trusted adults.	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 uncomfortable
3. Being in an Online Community	RKR: 2 OSA: 1, 2, 3, 4, 5, 6 BS: 1, 2, 4, 5, 6	GW: 7,9, WO: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11	-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, including optional slide for local support systems -Maintained focus on critical thinking about online hoaxes and AI-generated content	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.	Social network Community Online Offline Responsibility Rights Risky Fake online hoaxes Location settings (new) Reporting (new)	I understand there are rights and responsibilities in an online community or social network	I can recognise when an online community is helpful or unhelpful to me

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4. Online Gaming	RKR: 2, 3, 4, 5, 9, 11 OSA: 1, 2, 3, 6 BS: 1, 4, 6, 7	GW: 3, 4, 5, 6, 9 WO: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	-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	This lesson explores rights and responsibilities when playing games online, and when online gaming becomes unhelpful or unsafe. Through Mia's scenario, pupils identify warning signs and risks including grooming, trolling, being asked for personal information, and games tracking player data. The lesson introduces the concepts of addiction, time consumption, how games are designed to keep players engaged and spending money including features like in-game purchases, loot boxes, and gambling mechanics that can develop problematic habits. Pupils design safety features and advice for games, considering data protection, time management, and alternatives to pressuring players to spend money.	Age restriction Community Appropriate Grooming Troll Gambling/betting Trustworthy Responsibility Rights Risky Data/Data protection Addiction Loot boxes	I know there are rights and responsibilities when playing an online game	I can recognise when an online game is becoming unhelpful or unsafe
5. My Relationship with Technology	FPWCFM: 2, 6 CF: 5 RKR: 1, 3, 5, 6	GW: 1, 2, 3, 4, 5, 9, 10 WO: 1, 2, 3, 6 PHF: 1, 4 HP: 1, 3	-Strengthened links between physical health signs and emotional wellbeing -Added content on mental health impacts of excessive screen time -Normalised seeking support for mental health difficulties as positive and responsible -Reframed solutions activity to focus on promoting wellbeing, not just reducing harm	Children learn to recognise physical, social and emotional warning signs of excessive screen time, understanding how device use can affect their physical health, mental health, relationships and overall wellbeing. Through scenarios and discussion, they identify consequences of too much screen time including sleep problems, reduced physical activity, strained relationships and difficulty concentrating. The lesson emphasises finding balance between screen use and activities that support wellbeing such as time with family and friends, physical activity and hobbies. Children develop practical solutions for managing screen time and understand the importance of seeking support when struggling.	Devices Screen time Social Offline Mental health Physical health Wellbeing	I can recognise when I am spending too much time using devices (screen time)	I can identify things I can do to reduce screen time, so my health isn't affected
6. Using Technology Responsibly Assessment Opportunity Puzzle outcome: Internet Safety Poster (staying safe and happy online)	CF: 7 RKR: 2, 4, 11 OSA: 1, 2, 4, 5, 6 BS: 1, 2, 4, 5. 6, 7	GW: 3, 4, 5 WO: 1, 2, 3, 5, 7, 8, 9, 10, 11	-New learning intentions. Added: -Rights regarding personal data - privacy, consent, and saying 'no' - immediately 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 framework to online decisions. -Enhanced SMARRT rules.	In this consolidation lesson, children explore personal information boundaries and learn explicitly about their data rights including privacy, consent and saying no to sharing information. They develop critical digital literacy, understanding how search engines select results, how content is targeted at them, and how to question information reliability. Through an age-appropriate grooming scenario, children recognise how people can deceive others online by building trust, understanding that people may not be who they claim. They apply the Safety STAR framework to online decision-making and create SMARRT posters demonstrating their understanding of staying safe online. The lesson emphasises seeking trusted adult support even when embarrassed, reinforcing that staying safe is always more important than any rule broken.	Personal information/data Privacy Safe Online Choices Vulnerable Risk Grooming Rights Responsibilities Targeting Reliable	I can explain how to stay safe when using technology to communicate with my friends I understand I have rights about my personal data	I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable

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Relationships 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. What is Mental Health	CF: 2, 3 RKR: 5, 8, 11 BS: 7	GW: 2, 3, 4, 5, 6, 10 HP: 1, 3	-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's challenges (including loneliness) need to be balanced by supports to maintain wellbeing. Early warning signs such as changes in sleep, appetite, mood and social engagement are introduced helping children recognise when we might need support. The 'Elf' game helps children understand stigma and why people sometimes hide difficulties. Children learn that mental health difficulties are nothing to be ashamed of and that seeking help from trusted adults is a sign of strength.	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	FPWCFM: 2, 6 CF: 3, 4 RKR: 1, 8, 11 BS: 2, 6, 7	GW: 1, 2, 3, 4, 5, 6, 8, 9, 10 WO: 2, 3, 11 PHF: 4 HE: 1 HP: 1	-New scenario addressing changes in self-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	Children learn about the thought-feelings-actions cycle, understanding how negative thoughts can spiral and tip mental health out of balance. They explore how thoughts influence feelings, which affect actions, which then reinforce the original thoughts. Through scenarios, children identify warning signs including changes in behaviour, sleep, eating, mood, social withdrawal and self-care. The lesson emphasises that whilst some stress and anxiety are normal, recognising signs early enables action through strategies to break negative cycles. Children learn the importance of seeking support for themselves and friends, understanding that telling a trusted adult about concerns is being a good friend not breaking trust, and that children should never try to manage big worries alone.	Mental health Worried Signs Stress Anxiety Warning Support Self-care	I know how to take care of my mental health	I can help myself and other when worried about a mental health problem
3. Love and Loss	FPWCFM: 1, 2 CF: 1, 3 RKR: 11 BS: 7	GW: 3, 4, 5, 8, 9, 10	-Emphasis on seeking early, proportionate 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 during loss is important	In this sensitive lesson, children explore different types of loss and change, understanding that grief is one of the biggest challenges to mental health balance. They revisit the stages of grief (shock, denial, anger, guilt, despair and acceptance) taught in earlier year groups, recognising that everyone experiences these differently and at their own pace. Through scenarios, children consider how seeking appropriate, proportionate support early helps people move through grief more healthily, and that different types of support may be needed at different stages. The lesson emphasises that talking about feelings and memories makes the process less isolating, that it's important to check in with people over time not just immediately after loss, and helps maintain mental health during difficult times.	Emotions Feelings Sadness Loss Grief Denial Despair Guilt Shock Anger Acceptance Support	I understand there are different stages of grief and that there are different types of loss that cause people to grieve	I can recognise when I am feeling those emotions and have strategies to manage them

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4. Power and Control	CF: 2, 4, 6, 7 RKR: 1, 2, 3, 4, 5, 6, 7, 8, 9 OSA: 1, 2, 5, 6 BS: 1, 4, 5, 6, 7	GW: 3, 4, 5, 7, 9 WO: 5,7, 9, 11	-Focus on assertive communication -Sentence stem cards providing children with polite but firm language for standing up for themselves -Emphasis that courtesy and good manners make assertive responses more effective -Seeking adult when situations feel too big or unsafe	Children explore power and control, recognising when these are exercised legitimately versus when someone inappropriately tries to gain power over others. In Connect Us, children experience what it feels like to have no control and to be the person with power. They examine newspaper headlines showing different situations and layers of power, understanding that people might seek control for various reasons including unhappiness, low self-esteem or compensation, and that this might be deliberate or unconscious. Children practise assertive responses that are both firm and courteous, learning that standing up for yourself this way is often more effective than aggressive responses.	Power Control Authority Bullying Assertive Strategies Courtesy Respect	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?	FPWCFM: 2 CF: 7 RKR: 2, 3, 4, 5, 8, 11 OSA: 1, 2, 3, 4, 5, 6 BS: 1, 2, 4, 5, 6, 7	GW: 5, 7, 9 WO: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11	-Social media awareness and AI content. -Streamlined SMARRT rules including digital rights and enhanced "Tell" section -Updated Online Safety Act content reflecting current legislation -Added risks of sharing/circulating inappropriate materials -Enhanced focus on seeking help with online concerns for self and friends	Children develop skills in judging online safety and resisting pressure in digital spaces, understanding why age restrictions (13+) and the Online Safety Act exist to protect them. Through activities comparing drawings to AI-generated images, they build critical thinking to distinguish real from fake content, recognising that AI technology can create realistic-looking images, videos and audio of things that never happened. They explore risks of fake content including online hoaxes, false information and content designed to frighten. Using SMARRT rules and realistic scenarios, children identify when content shouldn't be shared, recognise when online experiences cause isolation or worry, and learn to support friends by seeking adult help.	Risks Pressure Influences Self-control Real/Fake True/untrue AI (Artificial Intelligence) Age restrictions Digital rights	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
6. Using Technology Responsibly Puzzle outcome: Internet Safety Presentation	FPWCFM: 2 RKR: 2, 3, 4, 5 OSA: 1, 2, 3, 4, 5, 6 BS: 1, 2, 4, 5, 6, 7	GW: 5, 7, 9 WO: 1, 2, 3, 4, 5, 7, 9, 10, 11	AI prevalence in daily life Integrated content on how search engines and AI select and target information Added focus on children's digital rights: personal data, privacy and consent Enhanced assessment prompts to check understanding of AI influence, information targeting and responsible technology use	In this consolidation lesson, children create presentations for parents and carers about using technology and AI responsibly, demonstrating their understanding from the entire Relationships unit. After revising SMARRT rules, they explore how prevalent AI has become in daily life through Jigsaw Jem's typical week, contrasting current technology with what existed when adults were young. Working in groups, children plan presentations covering how AI influences online experiences and information selection, children's digital rights regarding personal data and privacy, strategies for identifying fake and AI-generated content, and when to seek support. The lesson emphasises intergenerational collaboration where families learn together rather than children simply teaching adults, opening conversations where everyone's knowledge contributes.	Communication Technology Safety AI (Artificial Intelligence) Digital rights Personal data Privacy Consent Information selection Targeting	I can use technology positively and safely to communicate with my friends and family	I can take responsibility for my own safety and well-being

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