

Celebrating Difference Puzzle Map - Ages 5-6 Year 1

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. The same as...	RKR: 3, 5, 7		-Enhanced focus on modelling and encouraging courtesy and manners with practical examples during partner work -Added reflection on being thankful for partners	This lesson helps children identify and appreciate similarities between themselves and their classmates. Children explore what they have in common with others through active games and partner work, discovering shared interests, characteristics and experiences. The learning emphasises that finding similarities helps build connections and understanding between classmates. Throughout the lesson, children develop their understanding of courtesy and good manners in social interactions, learning appropriate ways to engage respectfully with peers.	Similarity/similar Same as Courtesy Manners	I can identify similarities between people in my class	I can tell you some ways in which I am the same as my friends
2. Different from...	RKR: 3, 5, 6, 7, 8		-Enhanced focus on courtesy and good manners, including modelling polite responses and respectful resource sharing	This lesson focuses on helping children recognise and celebrate differences between themselves and their classmates. Children learn that being different from others is positive and makes each person unique. Through a game, children identify what makes them different from one another, considering both visible differences and those that might not be immediately obvious such as likes, dislikes and family circumstances. The lesson reinforces that differences valued, whilst continuing to develop children's understanding of courtesy and respectful communication when discussing what makes people different.	Different from Difference Similarity Courtesy Manners	I can identify differences between people in my class	I can tell you some ways I am different from my friends
3. What is 'bullying'?	CF: 6, 7 RKR: 1, 4, 5, 6, 9, 11 BS: 1, 4, 7	GW: 3, 4, 6, 7, 9	-Enhanced content to explore feelings of loneliness when excluded or bullied -Added opportunities for children to explore help-seeking strategies and identify where to go for support	This lesson introduces children to the concept of bullying and helps them understand what bullying is and how it might make someone feel. Through discussion and examining scenarios, children explore the difference between bullying and one-off incidents, whilst recognising that all hurtful behaviour is unacceptable. The lesson emphasises that being bullied can make someone feel lonely, worried or frightened, and teaches children the importance of seeking help from trusted adults. Children learn that everyone has the right to feel safe and not be bullied.	Bullying Bullying behaviour Courage Deliberate On purpose Unfair Lonely Support	I can tell you what bullying is	I understand how being bullied might feel

4. What do I do about bullying?	CF: 6, 7 RKR: 1, 4, 5, 8, 9, 11 OSA: 6 BS: 1, 4, 7	GW: 3, 4, 5, 6, 7, 9	-Added content defining bullying and emphasising help-seeking from trusted adults -Enhanced teaching on persisting with help-seeking until feeling safe, including reflection on support sources	This lesson builds on children's understanding of bullying by focusing on how to respond if they or someone else is being bullied. Through the Jigsaw Song and discussion around Jigsaw Jack's situation, children explore how bullying affects people and consider practical strategies for getting help. The lesson reinforces that bullying is never acceptable and emphasises the importance of telling trusted adults and continuing to ask for help until the situation is resolved. Children learn that everyone has the right to feel safe, happy and included, and that seeking support is the right thing to do when facing harmful behaviour.	Included Bully Bullied Support Safe Harmful	I know some people who I could talk to if I was feeling unhappy or being bullied	I can be kind to children who are bullied
5. Making new friends	CF: 1, 2, 3, 4, 5 RKR: 1, 5, 6, 11 BS: 1	GW: 3, 4, 5, 6, 9	No changes for 2026	This lesson explores friendship and what it means to make new friends. Through the Jigsaw story about Jack and Jenie, children learn that friendships can form between people who are different from each other and that these differences make friendships interesting rather than preventing them. Children consider the qualities and behaviours that make a good friend, such as kindness, sharing, listening and including others. The lesson helps children understand how to offer friendship to others and encourages them to think about what they can contribute to new friendships.	Different from Same as Included	I know how to make new friends	I know how it feels to make a new friend
6. Assessment Opportunity	CF: 2, 4, 6, 7 RKR: 2, 5, 8, 9, 11	GW: 7, 9	No changes for 2026	This final lesson brings together the learning from across the puzzle, celebrating both the similarities and differences children have discovered about themselves and their classmates. Children reflect on the work they have completed, reinforcing understanding of why being special and unique is important. The lesson introduces the concept of being inclusive, helping children understand that all similarities and differences are valued. Children consider how they show kindness to others in their class and consolidate their understanding of bullying and how to respond to it. This celebratory lesson emphasises that our differences make us special whilst our similarities help us connect with others.	Celebration Difference Inclusive Special Unique	I can tell you some ways I am different from my friends	I understand these differences make us all special and unique

Celebrating Difference Puzzle Map - Ages 6-7 Year 2

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Assumptions <i>New lesson name</i>	RKR: 5, 7, 8, 10	GW: 4	-Lesson title changed to 'Assumptions' -Enhanced focus on challenging gender stereotypes through new Jigsaw Jo activity where children correct stereotype mistakes	This lesson helps children understand that people sometimes make assumptions or stereotypes about boys and girls, and that these assumptions are not always accurate or fair. Children learn that boys and girls share many similarities and that everyone should be free to enjoy different activities, regardless of gender expectations. The lesson emphasises the importance of courtesy and respectful listening when discussing these topics.	Similarities Assumptions Shield Stereotypes Courtesy	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	I understand some ways in which boys and girls are similar and feel good about this
2. Stereotypes	RKR: 5, 7, 8, 10		-Enhanced self-respect and courtesy concepts, including reflection on how self-respect helps children be kinder to others -Refreshed Tell Me or Show Me with distinct activities on similarities sharing and challenging stereotypes	This lesson explores both the similarities and differences between boys and girls, helping children understand that whilst there may be some differences, these don't prevent friendship or shared interests. Through activities with Jigsaw Jo, children practise identifying similarities and challenging stereotypes, reinforcing that boys and girls can enjoy the same things and that respecting individual choices is important. The lesson emphasises self-respect and courtesy when working with partners, helping children understand that noticing their own feelings is a way of respecting themselves.	Boys Girls Similarities Differences Assumptions Stereotypes Special Self-respect Courtesy	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	I understand some ways in which boys and girls are different and accept that this is OK
3. Why does bullying happen?	CF: 7 RKR: 4, 5, 9, 10 OSA: 1 BS: 1	GW: 3, 4, 5, 7 WO: 7	-Added three new scenarios addressing name respect, food/cultural differences, and discrimination -Enhanced discussion on boundaries not being respected as a cause of bullying	This lesson helps children understand that bullying is sometimes related to difference and explores how being bullied affects people emotionally. Through scenarios and role play, children identify which situations constitute bullying by applying the three key features: it happens repeatedly, it's deliberate, and it's unfair. The lesson introduces the concept of being inclusive and helps children recognise that bullying can occur because of various differences including home circumstances, accent, name, clothes or language. Children explore how bullying might make someone feel and learn the importance of boundaries being respected.	Bully Purpose Difference Kind Unkind Inclusive Feelings Sad Lonely Help Teasing Respect Belonging Boundary Identity	I understand that bullying is sometimes about difference	I can tell you how someone who is bullied feels I can be kind to children who are bullied

<p>4. Standing up for myself and others</p>	<p>CF: 3, 6, 7 RKR: 1, 3, 5, 6, 7, 9, 11 BS: 1, 7</p>	<p>GW: 5, 6, 7, 9 WO: 2, 4, 7, 11</p>	<p>-Added new content on what to do when seeing or experiencing bullying -Enhanced help-seeking guidance including persisting until heard and identifying support sources</p>	<p>This lesson focuses on developing children's confidence in recognising bullying situations and knowing how to respond appropriately. Through freeze-frame activities using scenario cards, children explore the perspective of witnesses or bystanders and consider what actions they could take when they see bullying happening. The lesson helps children understand their role in supporting others who may feel lonely or left out, and reinforces strategies for getting help when needed. Children learn that it's important to keep telling trusted adults until they are heard and the situation is resolved.</p>	<p>Bully On Purpose Stand up for Help Lonely Bystander</p>	<p>I can recognise what is right and wrong and know how to look after myself</p>	<p>I know when and how to stand up for myself and others I know how to get help if I am being bullied</p>
<p>5. We're All Different <i>New lesson name</i></p>	<p>CF: 2, RKR: 5, 6, 8, 10 BS: 1</p>	<p>GW: 3, 4</p>	<p>-Lesson renamed to 'We're all different' with enhanced diversity focus beyond gender -Redesigned Corner Game -Updated birthday activity to encourage celebrating B's diverse interests and backgrounds</p>	<p>This lesson starts by exploring how Jigsaw Jo is worried about feeling different with the teaching and learning emphasising that being different doesn't prevent friendship and that everyone should feel they belong. Through the story of Billy, Bella and B, children then consider how it's acceptable for girls and boys to like and do different things, and the lesson challenges the idea that certain toys, colours or activities belong to specific genders. Through this the lesson reinforces that fairness and kindness should be shown to everyone regardless of their differences.</p>	<p>Male Female Difference Diversity Fairness Kindness Belong Disability Culture Family</p>	<p>I understand that it is OK to be different from other people and to be friends with them</p>	<p>I understand we shouldn't judge people if they are different I know how it feels to be a friend and have a friend</p>
<p>6. Celebrating difference and still being friends Assessment Opportunity</p>	<p>FPWCFM: 1 CF: 1, 4, 5, 7 RKR: 1, 4, 5, 6, 9, 10, 11</p>	<p>GW: 3, 4, 7, 9</p>	<p>-Enhanced friendship repair strategies throughout lesson, including exploring ways to mend friendships through saying sorry, explaining feelings, and showing kindness Retry</p>	<p>This final celebration lesson brings together the learning from across the puzzle, helping children recognise that whilst they and their friends have differences, these make each person special and unique. The lesson introduces simple strategies for mending friendships including sincere apologies, explaining feelings, and offering kind gestures, helping children understand that friendship difficulties can be overcome with kindness and effort.</p>	<p>Friends Special Unique Different Similarities Value</p>	<p>I can tell you some ways I am different from my friends</p>	<p>I understand these differences make us all special and unique</p>

Celebrating Difference Puzzle Map – Ages 7-8 Year 3

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: 5, 10, 11	GW: 3, 4, 6	<ul style="list-style-type: none"> -Enhanced content on help-seeking when feeling lonely or left out, including modelled language for asking to join in and identifying family support -Updated family picture activity to include writing about when family helps and what to do when feeling lonely 	<p>This lesson explores the diversity of family structures and helps children understand that everybody's family is different and important to them. Children appreciate the people who care for them and recognise that families come in many different forms, all of which are special and valid. The lesson explores feeling included and how families provide love, protection, security and stability, and strategies for asking for help. Stereotypical views about what constitutes a family are challenged with all children's family situations valued and included.</p>	Family Loving Caring Safe Connected Difference	Special Lonely Support Security Protection Stability Love	I understand that everybody's family is different and important to them	I appreciate my family/the people who care for me
2. Family conflict	FPWCFM: 6 CF: 6 RKR: 3, 11 BS: 2, 4, 5, 6, 7	GW: 3, 5, 6, 9 WO: 1	<ul style="list-style-type: none"> -Added content on adult conflict not being children's responsibility -Added guidance on who to talk to if worried, including teachers, family, school staff, and Childline -Enhanced distinction between conflicts children can resolve and those requiring adult help 	<p>This lesson helps children understand that some level of conflict is normal in families and that there are constructive ways to resolve disagreements. Children learn the 'Solve it Together' technique and apply it to family conflict scenarios. They learn that they are not responsible for adult conflict and that if they ever feel unsafe or frightened by what's happening in their family, they should tell a trusted adult and that everyone has the right to feel safe. Sources of support including teachers, family members and helpline are shared.</p>	Family Conflict Solve it together Solutions	Resolve Support Safe Rights	I understand that differences and conflicts sometimes happen among family members	I know how to calm myself down and can use the 'Solve it together' technique
3. Witness and feelings	CF: 2, 6, 7, RKR: 3, 5, 8, 9, 11 OSA: 1 BS: 5, 6, 7	GW: 1, 3, 4, 5, 7, 9 WO: 2, 8	<ul style="list-style-type: none"> -Enhanced teacher guidance on reminding children to tell trusted adults about unsafe or worrying language -Added content on supporting friends being bullied and taking hurt seriously even when called "fun" or "banter" -Updated handprint activity to include both helping friends and asking for help when feeling unsafe 	<p>This lesson looks at witnesses or bystanders in bullying and explores how we can support someone who is being bullied. It explores how what might seem like 'just fun' or 'banter' to some people can be deeply hurtful to others, that no one should deal with bullying alone, that everyone has the right to feel safe, and that the best way to stop bullying is to talk to an adult who can help. The lesson also addresses the proper meaning of the word 'gay' and why using it as an insult is unacceptable.</p>	Witness Bystander Bullying Gay Unkind	Feelings Tell Banter Support Include Kindness	I know what it means to be a witness to bullying	I know some ways of helping to make someone who is bullied feel better

<p>4. Witness and solutions</p>	<p>CF: 2, 6, 7 RKR: 3, 5, 9, 11 OSA: 6 BS: 6, 7</p>	<p>GW: 5, 7, 9</p>	<p>-Enhanced content distinguishing bullying, unkindness, and conflict, with scenario-based learning on conflict resolution strategies -Added focus on 'Solve it Together' technique with self-regulation skills and discussion of how situations might escalate</p>	<p>This lesson deepens children's understanding of the role witnesses and bystanders play in bullying situations and develops their ability to distinguish between bullying, unkindness and conflict between friends. Children explore how bystanders can choose to help, ignore or join in with bullying, and learn that being courageous means standing up to others rather than following along. The lesson introduces and practises the concept of self-regulation, helping children understand skills like taking deep breaths, walking away for a moment, or asking for help before reacting. Through scenario work, children apply the 'Solve it Together' technique to various situations, learning to identify whether each represents bullying, a one-off incident or conflict, and considering how situations could escalate if not resolved appropriately.</p>	<p>Witness Bystander Bullying Gay Unkind Feelings Tell Conflict Self-regulation Incident</p>	<p>I know that witnesses can make the situation better or worse by what they do</p>	<p>I can problem-solve a bullying situation with others</p>
<p>5. Words that harm</p>	<p>CF: 2, 3, 5, 6 RKR: 2, 3, 5, 6, 7, 9, 10, 11 BS: 1, 6, 7</p>	<p>GW: 4, 5, 6, 7, 9</p>	<p>-Enhanced content addressing stereotypes about gender and relationships -Added focus on how name-calling and exclusion lead to loneliness, isolation, and not belonging -Enhanced help-seeking guidance, normalising asking again or seeking another trusted adult if initially unheard</p>	<p>This lesson explores how words can be used in hurtful ways and the consequences of using language to harm others. The lesson starts to address stereotypes about gender and sexuality, helping children understand that making jokes or comments based on these stereotypes isn't fair or true and that feeling upset in response to unkind or discriminatory behaviour is natural and appropriate, and can make people feel isolated and lonely. The lesson reinforces the importance of telling trusted adults about hurtful language and that children should keep asking for help until they feel listened to and safe.</p>	<p>Consequences Hurtful Solve it together Stereotype Discrimination Lonely Isolate</p>	<p>I recognise that some words are used in hurtful ways</p>	<p>I try hard not to use hurtful words (e.g., gay, fat)</p>
<p>6. Celebrating difference: Compliments Assessment Opportunity Puzzle Outcome: Kites</p>	<p>CF: 1, 4, 5, 6, 7 RKR: 1, 2, 3, 4, 5, 6, 7, 11</p>	<p>GW: 3, 4, 5, 9</p>	<p>No changes for 2026</p>	<p>This final celebration lesson brings together the learning from across the puzzle, focusing on the power of compliments and kind words to uplift others. Children reflect on how it feels to give and receive compliments and explore how their words can affect someone's feelings and lead to various consequences. They consider when bystander intervention is helpful and recognise how conflicts can be resolved using the 'Solve it Together' technique. Children learn that whilst conflicts can be difficult, relationships can be repaired and sometimes become stronger through honest communication and mutual understanding.</p>	<p>Compliment Special Unique Difference Similarity</p>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p>	<p>I can give and receive compliments and know how this feels</p>

Celebrating Difference Puzzle Map - Ages 8-9 Year 4

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes	
	Relationships	Health & Wellbeing						
1. Judging by Appearances	RKR: 1, 9, 10 OSA: 6 BS: 7	GW: 4, 5, 7, 9	-Included content exploring how assumptions can lead to bullying, with emphasis on treating people fairly and accepting them -Enhanced help-seeking guidance, including telling trusted adults and persisting until supported	This lesson explores how people make assumptions based on appearance and helps children understand the importance of accepting people for who they truly are. Through the coloured spectacles activity, children discover how our own experiences and assumptions act like filters, influencing how we perceive and judge others. The lesson introduces the concept of 'clear lens spectacles' to represent seeing people without prejudice or assumptions, emphasising that accepting people for who they really are prevents unfair treatment and potential bullying.	Character Assumption Judgement Surprised Protected characteristic	Different Appearance Accept Bullying Hurtful Support	I understand that, sometimes, we make assumptions based on what people look like	I try to accept people for who they are
2. Understanding Influences	RKR: 5, 8, 10 OSA: 2	GW: 4, 5 WO: 1, 7	-Enhanced content on how media, news, and online sources shape thinking, including recognising when messages may not show the full story	This lesson helps children identify what might influence them to make assumptions about people based on appearance. Children explore how different experiences lead to different perceptions of the same thing. Through analysing their own responses to images and situations, children consider some of the sources of their assumptions, including family, friends, media, social media and personal experiences. The lesson addresses how celebrity culture, social media and news media can shape thoughts about others in ways that may not reflect reality, helping children understand that images and messages online may be filtered, edited or inaccurate.	Assumption Influence Appearance	I understand what influences me to make assumptions based on how people look	I can question why I think what I do about other people	
3. Understanding Bullying	CF: 1, 2, 4, 6, 7 RKR: 2, 3, 4, 5, 6, 9, 11 OSA: 1, 2 BS: 6, 7	GW: 3, 4, 5, 7 WO: 1, 2, 4, 8, 11	No changes for 2026	This lesson helps children recognise that bullying can be hard to spot and explores what to do when they suspect bullying is happening but aren't certain. Children learn how bullying can develop gradually and remain hidden from others, building on previous learning about the features that distinguish bullying from one-off incidents. They explore the perspectives of both the target of bullying and witnesses.	Bullying Friend Secret Deliberate On purpose Bystander Witness	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure	I know how it might feel to be a witness to and a target of bullying	

<p>4. Problem-solving</p>	<p>CF: 6, 7 RKR: 4, 5, 9, 11 OSA: 1, 2, 4, 5, 6 BS: 1, 4, 6, 7</p>	<p>GW: 3, 4, 5, 7, 9 WO: 1, 3, 4, 6, 7, 8, 10, 11</p>	<p>-Added content on recognising uncomfortable feelings and emotional responses online as signals that something isn't right -Added guidance on talking to trusted adults and sharing concerns to help keep everyone safer rather than keeping secrets</p>	<p>This lesson develops children's understanding of the role witnesses and bystanders play in bullying situations and teaches strategies for staying safe online. Children explore why bystanders might choose to help, ignore or join in with bullying, and consider what might prevent them from taking action. The lesson addresses internet trolling and the importance of pausing before sending anything online or by phone. Children learn key internet safety messages including not replying to upsetting messages, never sharing personal details online, being careful with photos, and recognising that some people online may not be who they claim to be. The session emphasises that uncomfortable feelings when seeing content online are signals to talk to trusted adults.</p>	<p>Witness Bystander Bully Problem-solve Troll</p>	<p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell</p>	<p>I can problem-solve a bullying situation with others</p>
<p>5. Special Me Puzzle outcome: Frames</p>	<p>RKR: 5, 7, 8</p>	<p>GW: 5</p>	<p>-Enhanced content on describing others with kindness and respect, including expanded photo frame activity and reflection on how differences make the class special</p>	<p>This lesson helps children identify what makes them special and unique and encourages them to value and respect their own physical appearance. Children use mirrors to reflect on aspects of their physical appearance they appreciate, then discuss why being positive about how we look can be challenging when surrounded by images from media showing how we're 'supposed' to look. Through examining class photographs, children practise describing others using kind character-based language. The lesson emphasises showing courtesy, manners, respect and kindness when describing or interacting with others.</p>	<p>Special Unique Different Characteristics Physical features Courtesy Manners Respect Kindness</p>	<p>I can identify what is special about me and value the ways in which I am unique</p>	<p>I like and respect the unique features of my physical appearance</p>
<p>Celebrating Difference: how we look Assessment Opportunity</p>	<p>CF: 2, 4 RKR: 1, 5, 8, 10</p>	<p>GW: 3, 4, 6, 7</p>	<p>-Enhanced content encouraging children to notice how experiences of change affect feelings and behaviour -Added emphasis on understanding background increasing empathy and reducing judgement in first impressions</p>	<p>This final lesson explores how first impressions and assumptions about people can change once we get to know them properly. Through the stories of Brooklyn and Asha, children discover how initial judgements based on limited information can be very different from reality when fuller context is understood. Children consider how conditions like Tourette's syndrome, and experiences such as military family life, could have an impact on behaviour and wellbeing. The lesson emphasises developing empathy by understanding someone's background and accepting people without judging them prematurely.</p>	<p>Impression Changed Judgement Assumption Influence Special Different Accept Empathy</p>	<p>I can tell you a time when my first impression of someone changed when I got to know them</p>	<p>I can explain why it is good to accept people for who they are</p>

Celebrating Difference Puzzle Map - Ages 9-10 Year 5

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Different cultures	FPWCFM: 3 CF: 6 RKR: 5, 7, 10 BS: 1	GW: 4, 5	-Added content explaining how assumptions and stereotypes about cultures can cause unfairness or hurt feelings -Updated scenario resource with additional examples including gender stereotypes and cultural food assumptions	This lesson enables children to consider their own culture and explores how cultural differences sometimes cause conflict. Children share similarities and differences with classmates, learning that even within the same school and country, people's cultural experiences vary. The lesson emphasises that differences should be opportunities for learning rather than sources of conflict.	Culture Conflict Difference Similarity Stereotype Assumptions Protected Characteristic	I understand that cultural differences sometimes cause conflict	I am aware of my own culture
2. Racism	FPWCFM: 3 CF: 2, 4, 7 RKR: 5, 7, 10	GW: 3, 4, 5	-Enhanced content exploring identity and cultural factors that might cause racism or unfair treatment, with focus on challenging racism through kindness, curiosity, and inclusion	This lesson helps children understand what racism is and develop awareness of their attitudes towards people from different races, cultures and ethnicities. Children consider how people might be treated unfairly based on appearance, dress or beliefs and how to make newcomers feel welcomed and included.	Racism Colour Race Discrimination Culture Ribbon Banter Included Respected	I understand what racism is	I am aware of my attitude towards people from different races
3. Rumours and Name-calling	CF: 1, 3, 6, 7 RKR: 5, 9, 11 OSA: 1, 2 BS: 5, 6, 7	GW: 3, 4, 5, 6, 7, 9 WO: 4, 8	-Added Bullying Focus Cards assigning groups specific types of bullying relating to protected characteristics, to explore in board game scenarios	This lesson explores rumour-spreading and name-calling as forms of bullying behaviour and develops understanding of different strategies for managing feelings and problem-solving in bullying situations. Children discuss a scenario about a child experiencing isolation, nasty looks and anonymous text messages, determining whether this constitutes bullying. The lesson introduces various types of bullying relating to some of the Protected Characteristics.	Bullying Rumour Name-calling Racist Homophobic Protected Characteristic Cyber bullying Appearance Texting Banter Problem-solving Disability Sexist	I understand how rumour-spreading and name-calling can be bullying behaviours	I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one

4. Types of Bullying	CF: 6, 7 RKR: 5, 7, 9, 10, 11 OSA: 1	GW: 5, 7, 9	No changes for 2026	This final bullying-focused lesson helps children distinguish between direct and indirect types of bullying. The lesson clarifies that direct bullying includes pushing, hitting, texting, or openly excluding someone, whilst indirect bullying involves spreading rumours, whispering, secretly damaging belongings or making excuses to exclude. Children enhance their board games from the previous lesson by adding examples of both direct and indirect bullying plus additional strategies for encouraging positive behaviour change and supporting targets of bullying.	Bullying Indirect Direct Cyber bullying Texting Banter	I can explain the difference between direct and indirect types of bullying	I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied
5. Does Money Matter? Puzzle outcome: Culture displays	FPWCFM: 3 RKR: 10	GW: 5 WO: 1	-Updated fact sheet and happiness card resources Retry	This lesson helps children compare their lives with children living in in another country, and appreciate that happiness isn't dependent on material wealth. The lesson explores why different cultures and situations lead people to value different things, challenging stereotypes that may be held about children in Ghana.	Happiness Difference Culture Similarity Discrimination Continuum Developing world Racism Direct and indirect bullying	I can compare my life with people in the developing world	I can appreciate the value of happiness regardless of material wealth
6. Celebrating Difference across the world Assessment Opportunity	FPWCFM: 3 CF: 2, 6 RKR: 1, 5, 7, 8, 9, 10	GW: 3, 4, 6, 7, 9	-Updated group tasks to focus on potential unfair treatment, types of bullying, and welcoming actions for newcomers -Enhanced discussion questions on why people treat others differently based on culture and ensuring everyone feels included	This celebration lesson brings together learning about culture, bullying and discrimination by considering how a child from a different culture to their own may be treated when moving to a new school or country, and children develop strategies to welcome and include people from different cultures.	Culture Bullying Direct Indirect Community Respect Difference Discrimination Stereotype Fair	I can understand a different culture from my own	I respect my own and other people's cultures

Celebrating Difference Puzzle Map - Ages 10-11 Year 6

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Am I Normal?	FPWCFM: 5 RKR: 8, 10	GW: 5	-Sets discrimination in context of protected characteristics under UK law	This lesson challenges children's perceptions of what 'normal' means and helps them develop empathy for people who are different. Pupils explore historical and contemporary examples of how perceptions of normal have led to prejudice and discrimination, including the Holocaust, slavery, women's suffrage, LGB rights, girls' education and disability sport. The difference between prejudice (thoughts in someone's head) and discrimination (actions taken based on prejudice) are explained	Normal Disability Perception Prejudice Discrimination Rights Protected characteristic	I understand there are different perceptions about what normal means	I can empathise with people who are different
2. Understanding Difference	FPWCFM: 3 RKR: 5, 10	GW: 4 WO: 1	-Rewritten content to focus on Travelling Showmen and GRT communities as distinct groups protected under Equality Act. -Enhanced content on challenging stereotypes and taking action against racist or unkind behaviour, with updated activity focused on fairness, belonging, and respect	This lesson helps children understand how people from different communities, including Travelling Showmen and Gypsy, Roma and Traveller groups, may have experiences that differ from their own, and how misunderstanding or stereotypes can lead to prejudice or racism. The lesson emphasises that GRT communities are protected under the UK Equality Act 2010 as ethnic groups and that racism against any community is unacceptable. Children develop perspective-taking skills by considering what life might be like for children in these communities, including frequent moves, family businesses, and experiences of discrimination.	Perspective Assumption Belonging Equality Act Rights Community Discrimination Respect Empathy Prejudice Stereotype Racism Equality	I understand how being different could affect someone's life	I am aware of my attitude towards people who are different
3. Power Struggles	CF: 1, 2, 6, 7 RKR: 1, 4, 5, 9 OSA: 1 BS: 1, 5	GW: 3, 4, 5, 7, 9 WO: 1, 4, 8	No changes for 2026	This lesson explores how one person or group can have power over another and helps children understand how it feels to be excluded or treated badly because of difference. The session emphasises recognising power imbalances and understanding how harassment and bullying behaviours often involve one person or group having power over another.	Power Struggle Imbalance Control Harassment Bullying Banter	I can explain some of the ways in which one person or a group can have power over another	I know how it can feel to be excluded or treated badly by being different in some way

4. Why Bully?	CF: 6, 7 RKR: 3, 4, 5, 9 OSA: 1, 5 BS: 6, 7	GW: 3, 4, 5, 7, 9 WO: 2, 4, 8, 11	-Added exploration of feelings in bullying situations for all involved -Added guidance on what to do when experiencing or witnessing bullying, including who to ask for help and persisting if not initially heard	This lesson helps children understand reasons why people might use bullying behaviours and develops a range of strategies for managing feelings and problem-solving in bullying situations. The lesson distinguishes between direct bullying (done openly to the person) and indirect bullying (happening behind someone's back). The lesson emphasises seeking help from trusted adults and persisting until heard and supported.	Bullying behaviour Direct Indirect Argument Recipient	I know some of the reasons why people use bullying behaviours	I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one
5. Celebrating Difference Puzzle Outcome: Admiration Accolades	RKR: 5, 10	GW: 4	No changes for 2026	This lesson helps children appreciate people with disabilities who lead amazing lives, focusing particularly on Paralympic athletes and their achievements and why it's important for people with disabilities to see Paralympic achievements celebrated and shared widely. The lesson emphasises that whilst laws exist to protect people with disabilities from discrimination, this doesn't make life easy for them.	Para Olympian Achievement Accolade Disability Sport Perseverance Admiration Stamina	I can give examples of people with disabilities who lead amazing lives	I appreciate people for who they are
6. Celebrating Difference Assessment Opportunity	RKR: 1, 5	GW: 4	-Replaced content with protected characteristics card activity exploring race, culture, religion, disability, and age -Enhanced focus on UK Equality Act and promoting equality to ensure school is safe, inclusive and valued for everyone	This celebration lesson brings together learning from across the puzzle by helping children understand that difference can be both a source of conflict and a cause for celebration. The lesson focuses on protected characteristics from the UK Equality Act 2010, including race, culture, religion, disability and age. Children create three freeze-frame performances showing a conflict arising from difference, an event that brings people together, and a resolution celebrating their differences being overcome. The lesson emphasises how respecting and valuing difference promotes wellbeing and physical health for individuals, the class and the wider community.	Celebration Difference Conflict Misunderstanding Protected characteristics	I can explain ways in which difference can be a source of conflict and a cause for celebration	I can show empathy with people in either situation