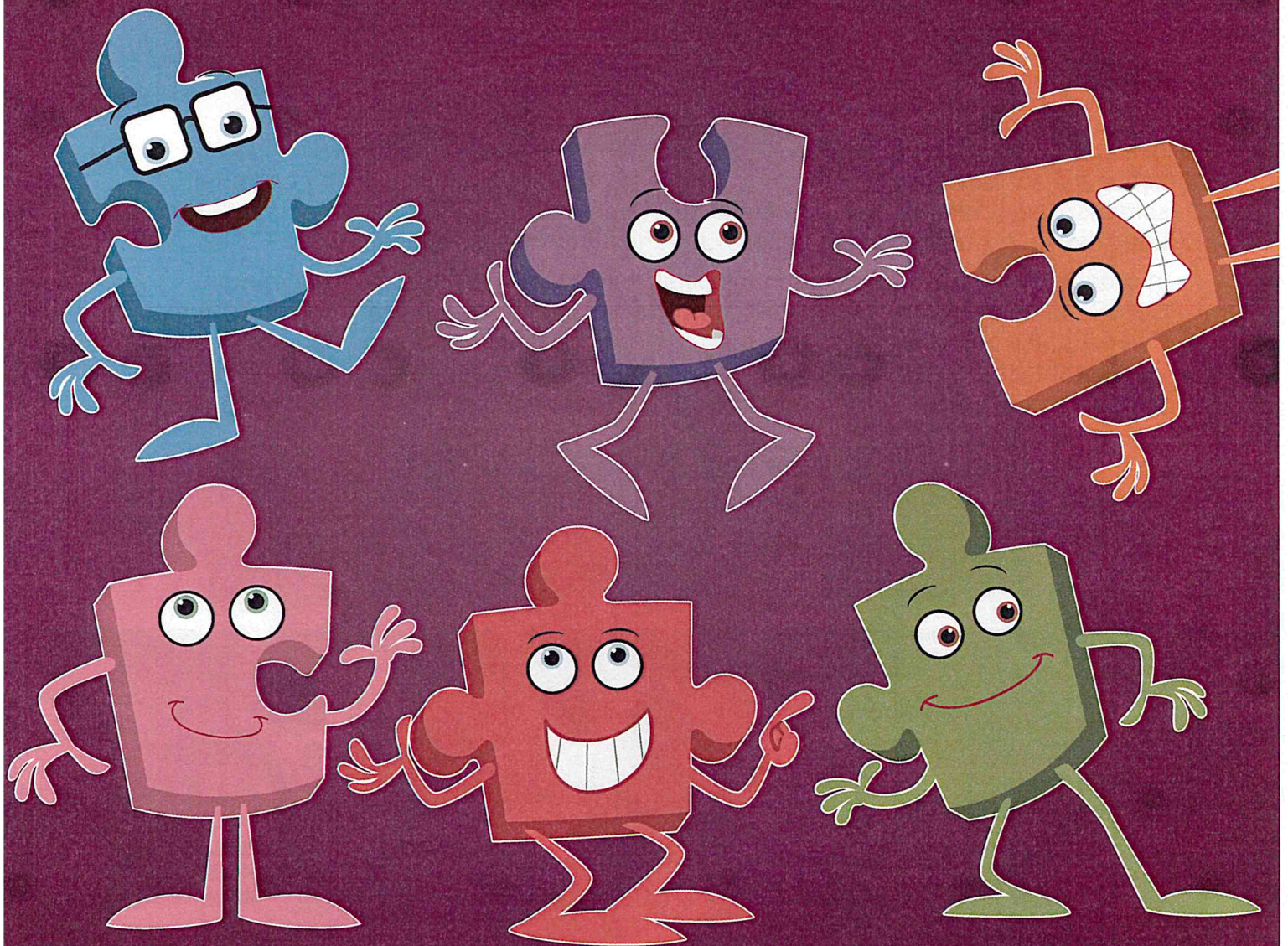


Jigsaw!®

The mindful approach to PSHE

Information for parents and carers



www.jigsawpshe.com

What is PSHE Education?

PSHE Education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

What do schools have to teach in PSHE Education?

According to the latest guidance from the government, via the National Curriculum, every schools needs to have a broad and balanced curriculum that

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'
- promotes British values

Jigsaw supports our ethos and values and everything we are trying to teach the children.

(Head teacher, Bournemouth primary school)

Schools also have statutory responsibilities to promote pupil well-being and pupil safeguarding (Children Act, 2004) and community cohesion (Education Act, 2006). PSHE Education plays an important part in fulfilling all of these responsibilities.

In order to fulfil its duties relating to social/moral/spiritual/cultural development (SMSC), behaviour and safety, and to provide a broad and balanced curriculum which meets pupils' needs and prepares them for the challenges and opportunities of adult life, "a school's best approach is to ensure that a comprehensive programme of PSHE Education is in place" – according to the PSHE Association (2014).

As a parent, it's lovely to get an insight into what children want to do. The set up with Jigsaw is fantastic.

(Parent, Dorset primary school)



What is Jigsaw, and how does it work?

Jigsaw is a comprehensive and completely original PSHE Education programme for the whole primary school from Years F1 and 2 through to Year 6 (ages 3-11). It was launched in July 2013 and hundreds of schools across the country are using it.

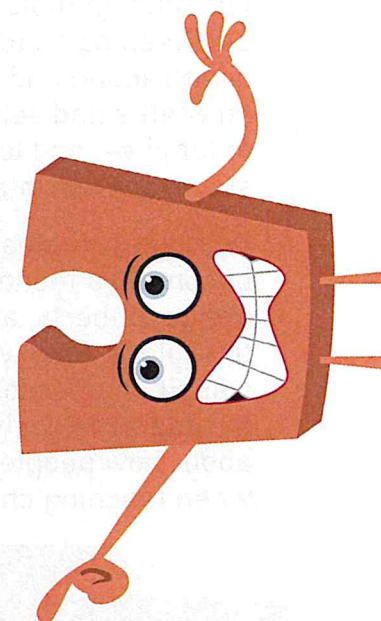
Jigsaw has two aims for all children:

- To build their capacity for learning
- To equip them for life

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. A variety of teaching strategies are used and are mindful of each child's preferred learning style. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. There is a Weekly Celebration that highlights a theme from that week's lesson across the school, and encourages children to reflect that learning in their behaviour and attitudes.

It's great for children to have this experience, to think ambitiously, and to have aspirations.

[Parent, Dorset first school]



What will Jigsaw teach my child?

There are six Puzzles (half-term units of work) each with six Pieces (lessons). Every year group studies the same Puzzle at the same time (sequentially ordered from September to July), allowing for whole school themes and the end of Puzzle product, for example, a display or exhibition (like the Garden of Dreams and Goals) to be shared and celebrated by the whole school. Each year group is taught one lesson per week and all lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

The Puzzles and what children learn

Being Me In My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'; bullying – what it is and what it isn't, including cyber and homophobic bullying – is an important aspect of this Puzzle.

Dreams and Goals aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for the world.

Healthy Me covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid) in order for children to learn that health is a very broad topic.

Relationships has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

Changing Me deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. Self and body image, puberty, attraction and accepting change are diverse subjects for children to explore. Each year group thinks about looking ahead, moving year groups or the transition to secondary school. Life cycles and how babies are made and grow are treated sensitively and are designed to meet children's needs. All year groups learn about how people and bodies change. This Puzzle links with the Science curriculum when teaching children about life cycles, babies and puberty.

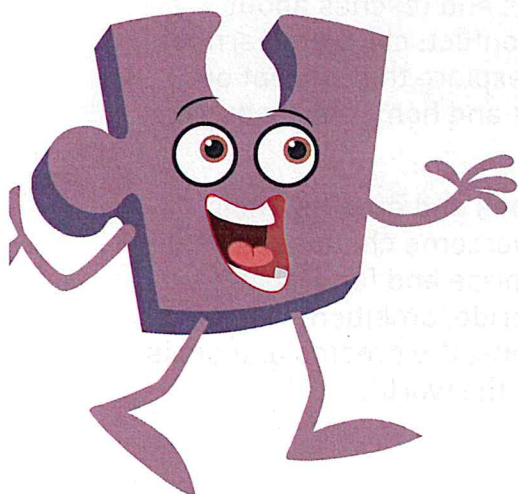
It's fun because we learn about different things each time.

(Year 4 pupil, Buckinghamshire primary school)

What else is included?

There are numerous additional aspects of the Jigsaw programme, including the Jigsaw Friends (jigsaw-shaped soft toys), Jigsaw chimes (used to help and encourage calming techniques) and the Jigsaw Journal, which is a portfolio of children's work as well as an opportunity for each child to celebrate his learning journey and self-development.

The Jigsaw Approach is underpinned by mindfulness. Mindfulness is being able to observe your own thoughts and feelings as they happen, in the present moment, applying no judgement. Jigsaw teaches children to understand their thoughts and feelings and through both taught lessons and the Calm Me time exercises (using the Jigsaw chime), helping to develop their awareness, and their capacity to be mindful human beings. Learning is thus enhanced as emotions are regulated, behaviour managed and calmness generated.



Children love the chime! Everyone has taken it on board.

(PSHE Lead, Dorset primary school)

How can I find out more information about Jigsaw and how it is taught in my child's school?

The best thing to do is to talk to your child's teacher about how Jigsaw is taught in school. Alternatively, you can talk to the school's head teacher. If there are some very specific questions that the head teacher or class teacher thinks would be answered best by the Jigsaw team, the school can contact the team directly. Parents and carers are very welcome to visit the Jigsaw website www.jigsawpshe.com.



Since the school started Jigsaw, children are more supportive of each other. They look out of each other and are more caring.

(Parent, Reading primary school)

Jigsaw has made us more visible, we used to not want to talk about things, we were a bit scared to talk, but now we have learned about it we know more and it's OK to talk about it with our class.

(Year 5 pupil, Reading primary school)

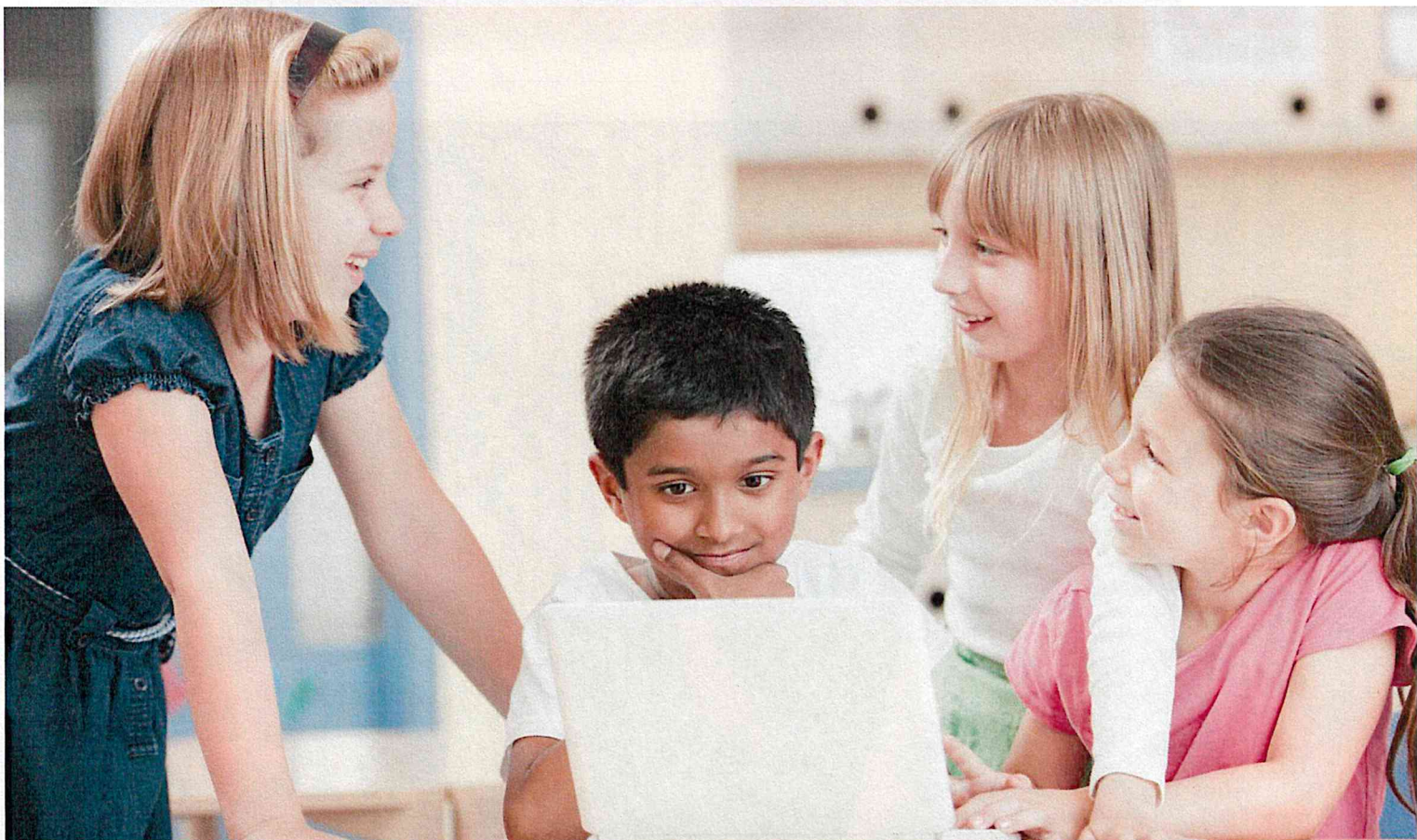
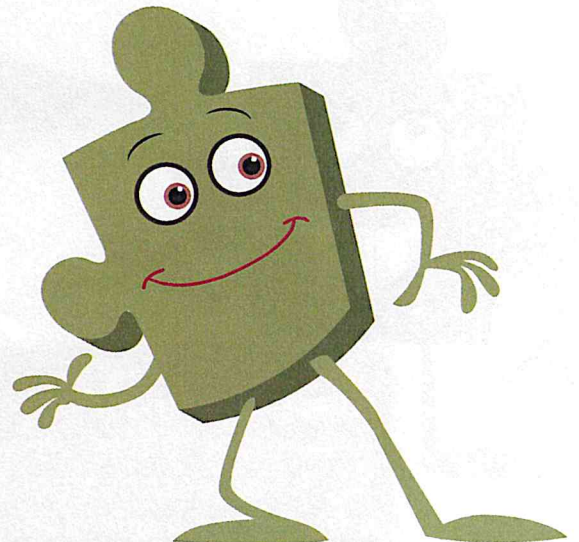
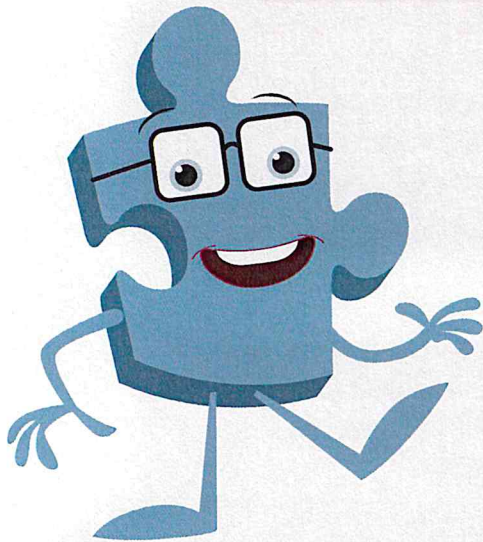


I love Jigsaw. We have learned games, we learned about vaginas, fingerprints, skeletons, on a Friday afternoon, it's all nice and calm. We can be kind and caring.

[Year 1 pupil, Bournemouth primary school]

Jigsaw is AWESOME!

[Year 4 pupil, Poole primary school]



www.jigsawpshe.com

Jigsaw Assessment Overview

Comprising the 'Working at' descriptor for each Puzzle in every year group (except Being Me in My World)

At the beginning of each Puzzle (after the Puzzle Overview) you will find:

- 1) 'My Jigsaw Learning Record.' This shows each child the attainment descriptors for this particular Puzzle and gives the child and the teacher a way of discussing and recording progress.
- 2) 'My Learning Progress This Year.' This shows all the attainment descriptors for each Puzzle across the year and provides a record of progress for each child.

	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	<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>	<p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p> <p>I know how to store the feelings of success in my internal treasure chest</p>	<p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>I can recognise how being healthy helps me to feel happy</p>	<p>I can tell you why I appreciate someone who is special to me</p> <p>and express how I feel about them</p>	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</p> <p>I respect my body and understand which parts are private</p>
Year 2	<p>I can identify some ways in which my friend is different from me</p> <p>I can tell you why I value this difference about him/her</p>	<p>I can explain some of the ways I worked cooperatively in my group to create the end product</p> <p>I can express how it felt to be working as part of this group</p>	<p>I can make some healthy snacks and explain why they are good for my body</p> <p>I can express how it feels to share healthy food with my friends</p>	<p>I can identify some of the things that cause conflict between me and my friends</p> <p>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends</p>	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I can tell you what I like/don't like about being a boy/girl</p>
Year 3	<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>	<p>I can evaluate my own learning process and identify how it can be better next time</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>I can express how being anxious or scared feels</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life</p> <p>and can show an awareness of how this could affect my choices</p>	<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p>



	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4	<p>I can tell you a time when my first impression of someone changed as I got to know them</p> <p>I can explain why it is good to accept people for who they are</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed</p> <p>I know what it means to be resilient and to have a positive attitude</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p>	<p>I can explain different points of view on an animal rights issue</p> <p>and express my own opinion and feelings on this</p>	<p>I can identify what I am looking forward to when I am in Year 5</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>
Year 5	<p>I can explain the differences between direct and indirect types of bullying</p> <p>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</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine</p> <p>and can reflect on how these relate to my own</p>	<p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I respect and value my body</p>	<p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others</p>	<p>I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p>
Year 6	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration</p> <p>and can show empathy with people in either situation</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I can identify why I am motivated to do this</p>	<p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this</p>	<p>I can recognise when people are trying to gain power or control</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and</p> <p>I recognise how I feel when I reflect on the development and birth of a baby</p>

Jigsaw Attainment Descriptors

Puzzle 2 Celebrating Difference

	Working towards	Working at	Working Beyond
Year 1	<p>I can talk about one thing that makes me different from my friends</p> <p>I can tell you one thing that is special about me</p>	<p>I can talk about one thing that makes me different from my friends</p> <p>I understand these differences make us all special and unique</p>	<p>I can describe a variety of ways that I am different from my friends</p> <p>I can tell you why I am proud of the things that make me special</p>
Year 2	<p>I can name one way that my friend is different from me</p> <p>I can give a reason why my friend is special to me</p>	<p>I can identify some ways in which my friend is different from me</p> <p>I can tell you why I value this difference about him/her</p>	<p>I can compare myself with a friend and describe the similarities and differences between us</p> <p>I can express how I feel about our similarities and differences</p>
Year 3	<p>I can tell you something I've said that made someone happy or unhappy</p> <p>I know how to give a compliment</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>	<p>I can recognise and describe a time when my words affected someone's feelings and explain the effect this had on our relationship</p> <p>I can give and receive genuine compliments and know how this feels and affects me and the other person</p>
Year 4	<p>I can tell you about my first impressions of someone</p> <p>I know it is good to try to get to know someone before making judgements about them</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them</p> <p>I can explain why it is good to accept people for who they are</p>	<p>I can use a variety of examples to show how first impressions can be misleading</p> <p>I can consider how I form my opinions of people and explain why it is good to accept people for who they are</p>
Year 5	<p>I can give some examples of bullying behaviours including direct and indirect types</p> <p>I can tell you why bullying is hurtful and wrong</p>	<p>I can explain the differences between direct and indirect types of bullying</p> <p>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</p>	<p>I can consider a range of bullying behaviours and understand the impact these may have</p> <p>I can recognise some of the reasons and feelings that motivate some children to bully and suggest why some children are the victims of bullying</p>
Year 6	<p>I can tell you some ways that difference can be a source of conflict in people's lives</p> <p>and can express how I feel about this</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration</p> <p>and can show empathy with people in either situation</p>	<p>I can talk about one thing that makes me different from my friends</p> <p>I can express how I feel about this</p>

Jigsaw Attainment Descriptors

Puzzle 3 Dreams and Goals

	Working towards	Working at	Working Beyond
Year 1	<p>I can tell you about a challenge that I succeeded in</p> <p>I can tell you why this made me feel good about myself</p>	<p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p> <p>I know how to store the feelings of success in my internal treasure chest</p>	<p>I can tell you about what helped me to succeed in a new challenge and describe how I felt about my success</p> <p>I can choose how to celebrate my success and know how to store it in my internal treasure chest</p>
Year 2	<p>I can tell you what I did to help my group create the end product</p> <p>I can say how I felt about working in the group</p>	<p>I can explain some of the ways I worked cooperatively in my group to create the end product</p> <p>I can express how it felt to be working as part of this group</p>	<p>I can explain how my own and other people's contributions helped the group to create the end product</p> <p>I can explain what felt good and what felt difficult about working in our group</p>
Year 3	<p>I can tell you something I did well in a learning challenge and something I want to get better at</p> <p>I am happy to talk about what I did well and use it to make me feel good about myself</p>	<p>I can evaluate my own learning process and identify how it can be better next time</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest</p>	<p>I can recognise and express my strengths in tackling a learning challenge and I can plan steps to help me do better next time</p> <p>I am confident to share with others both my success and the difficulties I faced, and I know how to store my feelings of success in my internal treasure chest</p>
Year 4	<p>I know that things I try to do can go wrong and can tell you why it is good to try again</p> <p>I can overcome disappointment and look ahead to the next time</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed</p> <p>I know what it means to be resilient and to have a positive attitude</p>	<p>I can deal with disappointment by analysing what went wrong and I can use the lessons from a bad experience to help me plan new goals</p> <p>I can explain how resilience and a positive attitude contribute to a greater chance of success</p>
Year 5	<p>I can suggest examples of dreams and goals a young person might have in a culture different from mine</p> <p>and compare these with my own</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine</p> <p>and can reflect on how these relate to my own</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine and account for the similarities and differences with my own dreams and goals</p> <p>I can evaluate the ways in which our opportunities and life chances are different</p>
Year 6	<p>I can tell you about something I can do, working with other people, to help make the world a better place</p> <p>I can tell you how I feel about people in the world who face hardship in their lives</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I can identify why I am motivated to do this</p>	<p>I can describe a range of ways in which I can work with other people to make the world a better place, and explain and justify my group's chosen course of action</p> <p>I can show how our choice is based on an awareness of the experience and the needs of the people affected</p>

Jigsaw Attainment Descriptors

Puzzle 4 - Healthy Me

	Working towards	Working at	Working Beyond
Year 1	<p>I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy</p> <p>I know that my body is special and I need to take care of it</p>	<p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>I can recognise how being healthy helps me to feel happy</p>	<p>I can describe many ways that my body is amazing and I can talk about ways to keep it safe and healthy, and some things that might harm it if I am not careful</p> <p>I know that healthy choices make me feel good about myself and I can tell you how being healthy helps me to feel happy</p>
Year 2	<p>I can make a healthy snack with help, and I can tell you why it is good for my body</p> <p>I can say how I feel about eating healthy food</p>	<p>I can make some healthy snacks and explain why they are good for my body</p> <p>I can express how it feels to share healthy food with my friends</p>	<p>I can identify and prepare snacks that are healthy, and explain my choice by saying why they are good for my body</p> <p>I can compare my own and my friends' choices and can express how it feels to make and share healthy food together</p>
Year 3	<p>I can name some things I need to keep myself safe from and I can tell you who I can go to for help if I feel unsafe</p> <p>I know how to tell someone if I feel scared</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>I can express how being anxious or scared feels</p>	<p>I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe, including knowing how to seek help and from whom</p> <p>I can express and respond appropriately to feelings of anxiety or fear</p>
Year 4	<p>I can tell you how I would say 'no' if someone tries to make me do something that I know is wrong or bad for me</p> <p>I can say how it feels when someone else is pushing me to do something</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p>	<p>I can explain, with a variety of examples, situations where I may experience peer pressure and I can suggest a number of strategies for dealing with this</p> <p>I can identify feelings of anxiety and fear associated with peer pressure and I know how to manage these feelings when making healthy choices</p>
Year 5	<p>I can give some reasons why people may worry about how their bodies look, and I can compare healthy and unhealthy ways that people use food in their lives</p> <p>I can tell you why my body is good the way it is</p>	<p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I respect and value my body</p>	<p>I can describe and evaluate the different roles food can play in people's lives, and I can explain the links between body image pressures and the various eating disorders people can develop</p> <p>I respect and value my body and I understand the part this plays in maintaining my self confidence</p>
Year 6	<p>I can give examples of safe and unsafe ways in which people can use alcohol</p> <p>I can tell you how I feel about using alcohol when I am older</p>	<p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this</p>	<p>I can give an account of the different ways in which people in our society use alcohol as part of their lifestyle and distinguish between responsible use, anti-social use and misuse</p> <p>I can reflect on my own feelings about alcohol use and consider what my attitude may be when I am older</p>

Jigsaw Attainment Descriptors

Puzzle 5 - Relationships

	Working towards	Working at	Working Beyond
Year 1	I can name someone who is special to me and tell you why I like them	I can tell you why I appreciate someone who is special to me and express how I feel about them	I can talk about someone who is special to me and I can tell you why I appreciate them and why I think we get on well together I can tell you how I feel about my relationship with this person
Year 2	I can give an example of something that causes conflict between me and my friends I can say how we could settle this conflict using the positive problem solving technique	I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends	I can identify a range of things that cause conflict between me and my friends and explain why these conflicts arise I can demonstrate how to use the positive problem solving technique to resolve these conflicts and consider how effective it might be
Year 3	I can name some examples of things I use every day that have been produced by people in other parts of the world I know I depend on other people and other people depend on me	I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices	I can explain how some of the actions and work of people around the world help and influence my life, and how the things we buy and use affect their livelihood I can express a sense of the responsibility we have for each other because of these connections
Year 4	I can express what I think and feel about an animal rights issue and I can tell you at least one point of view that is different from mine	I can explain different points of view on an animal rights issue and express my own opinion and feelings on this	I can explain and weigh up different points of view people may hold on an animal rights issue and I can take these into account in expressing and justifying my own opinions and feelings on this
Year 5	I can tell you some basic rules about how to stay safe when using technology to communicate with my friends I can tell you some reasons why using technology to communicate could lead to harm for myself or others	I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others	I can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe I can explain the pressures that might make me or others use technology in risky or harmful ways and consider how best to resist those pressures
Year 6	I can give an example of a situation where someone tries to 'boss' or control other people I can suggest a good way of standing up to someone who behaves like that	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	I can analyse and explain some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways I can consider ways of standing up for myself and my friends in such situations, and judge between those likely to be effective and those that may aggravate the problem

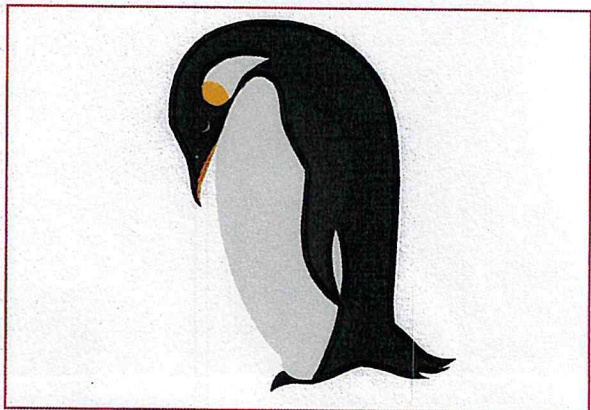
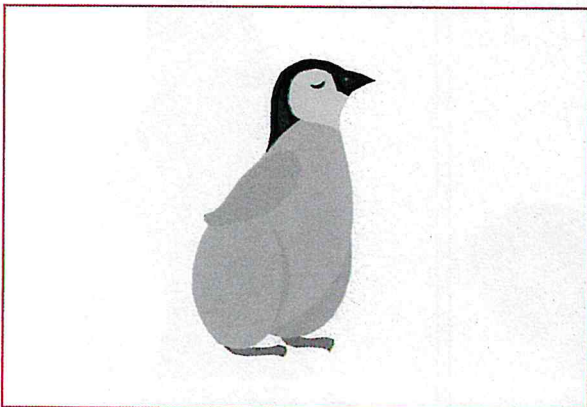
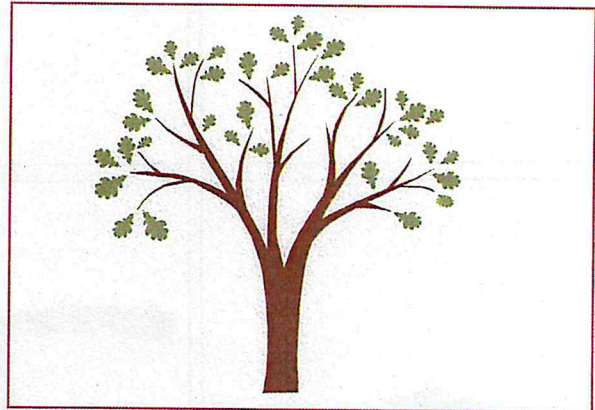
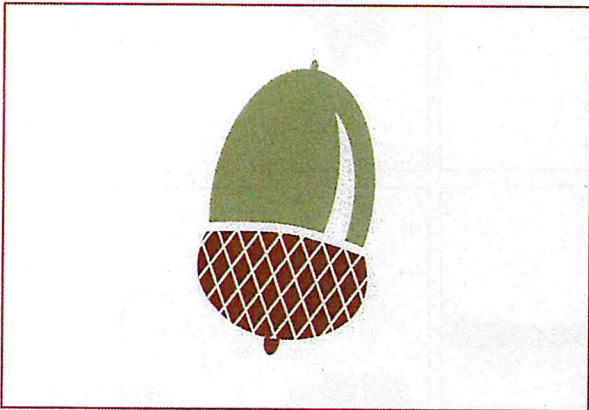
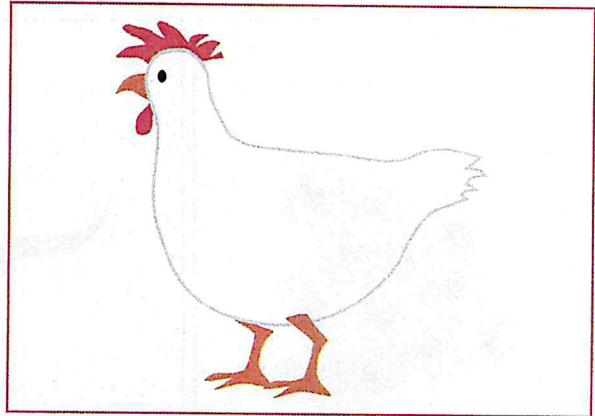
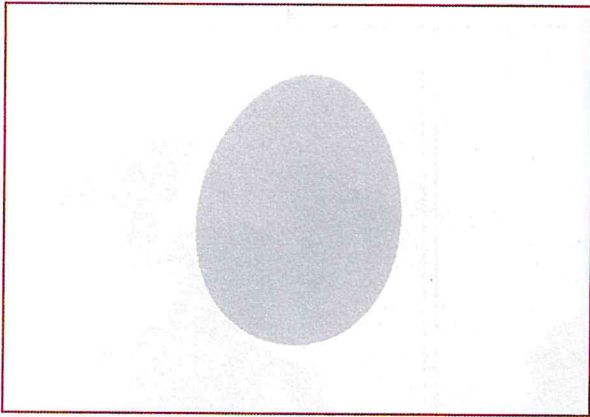
Jigsaw Attainment Descriptors

Puzzle 6 - Changing Me

	Working towards	Working at	Working Beyond
Year 1	<p>I know the main body parts that make boys and girls different and I recognise the correct names for these</p> <p>I know that some parts of my body are private</p>	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</p> <p>I respect my body and understand which parts are private</p>	<p>I can talk about the similarities and the differences between boys' and girls' bodies and can use the correct terms to describe the differences: penis, testicles, vagina</p> <p>I respect my body and I understand how to keep certain parts private, and I can tell you when I should and should not talk about these</p>
Year 2	<p>I can correctly name the main parts of the body that make boys and girls different and I know these are parts we keep private</p> <p>I can tell you something that I either like or dislike about being a boy/girl</p>	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I can tell you what I like/don't like about being a boy/girl</p>	<p>I can talk about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy</p> <p>I can explain how I feel about being a boy/girl and talk about what I like and dislike about it</p>
Year 3	<p>I can tell you some of the ways that boys' and girls' bodies change on the inside as they grow up, and I know these changes are connected to making babies</p> <p>I can tell you something I like and something that worries me about the idea of growing up</p>	<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p>	<p>I can describe fully the changes that take place inside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up</p> <p>I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and I understand how to manage these feelings</p>
Year 4	<p>I can describe something I am looking forward to when I am in Year 5</p> <p>I can tell you something that I think I can change for myself when I am in Year 5</p>	<p>I can identify what I am looking forward to when I am in Year 5</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>	<p>I can explain the changes I am looking forward to when I am in Year 5, and I can identify which changes are within my control</p> <p>I can consider and prioritise the changes I would like to make in Year 5 and can plan the approaches I will use to tackle these changes</p>
Year 5	<p>I can identify some changes that happen to girls' and boys' bodies during puberty</p> <p>I know my body will change during puberty and I can tell you how I feel about that</p>	<p>I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p>	<p>I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty, and I understand the emotional changes that may take place at the same time</p> <p>I can consider how these changes will affect me and prepare myself for the feelings I may experience</p>
Year 6	<p>I can identify the main stages by which a baby develops through conception, pregnancy and birth</p> <p>and I can tell you some words that describe my feelings about this</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and</p> <p>I recognise how I feel when I reflect on the development and birth of a baby</p>	<p>I can explain the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth</p> <p>I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it</p>

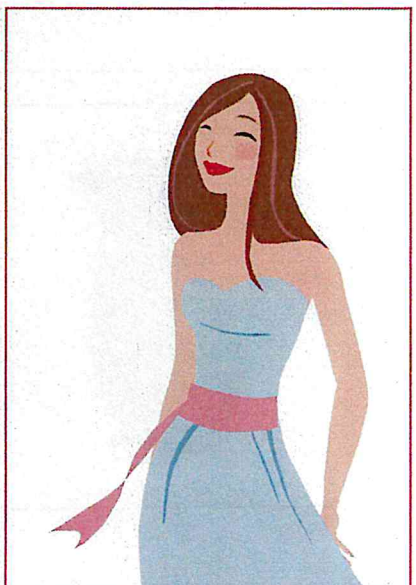
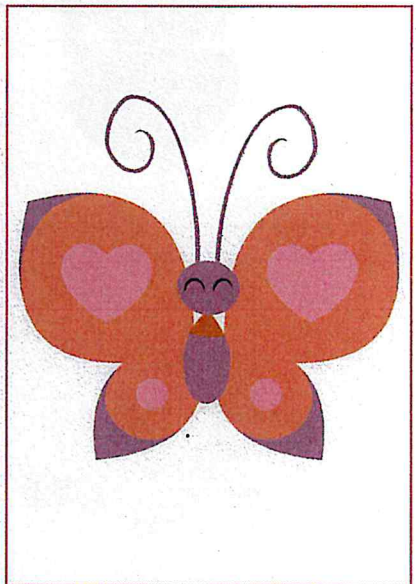
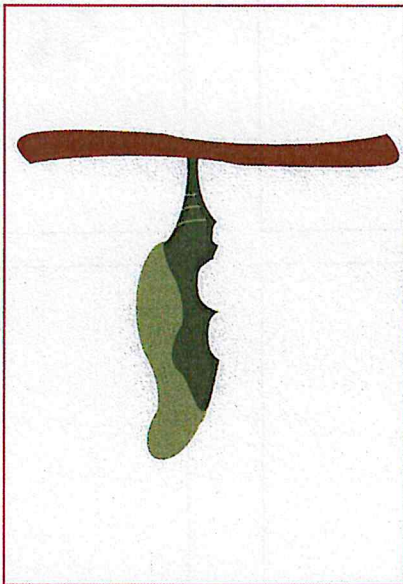
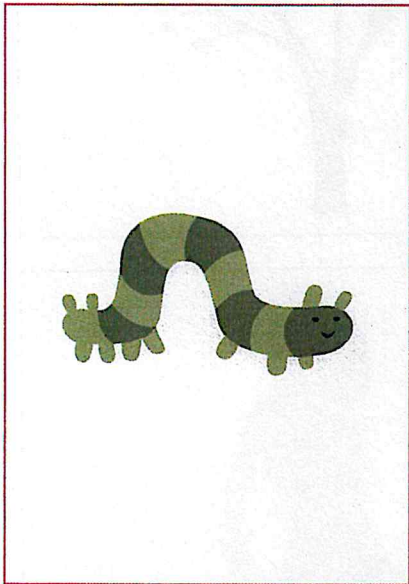
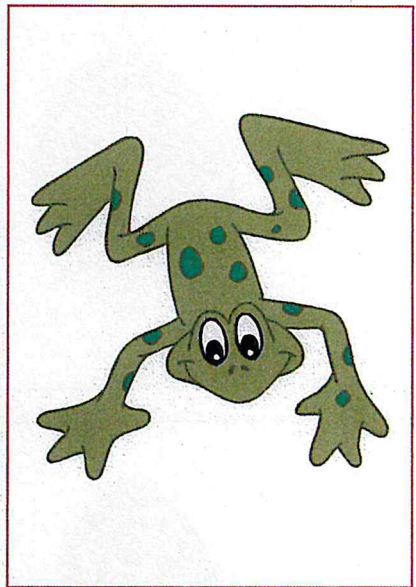
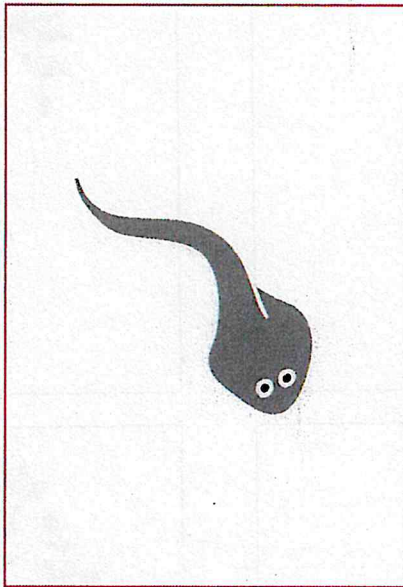
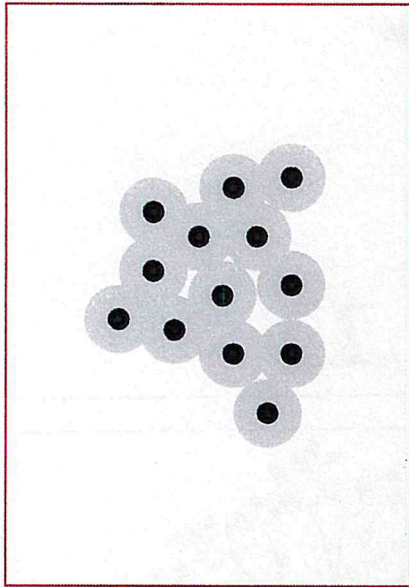
Changing Me

Find Your Pair - Year 1 - Piece 1



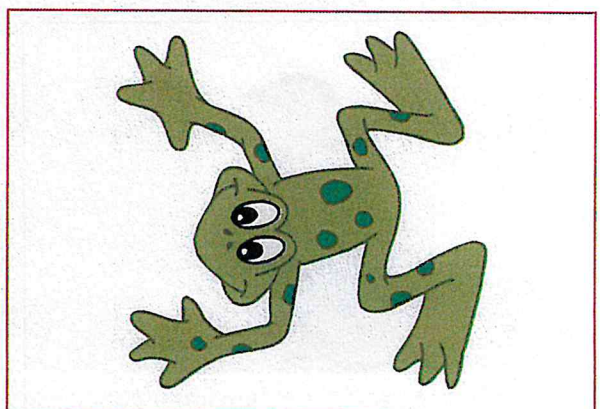
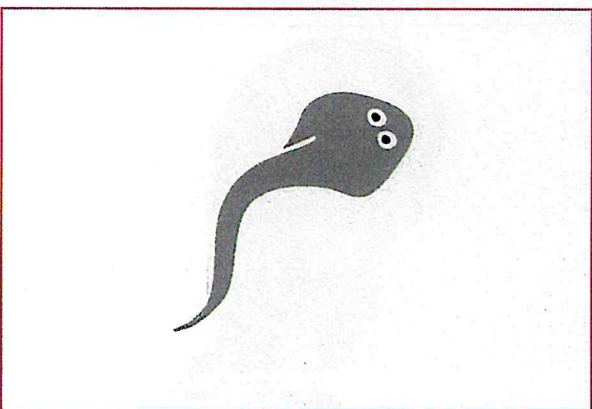
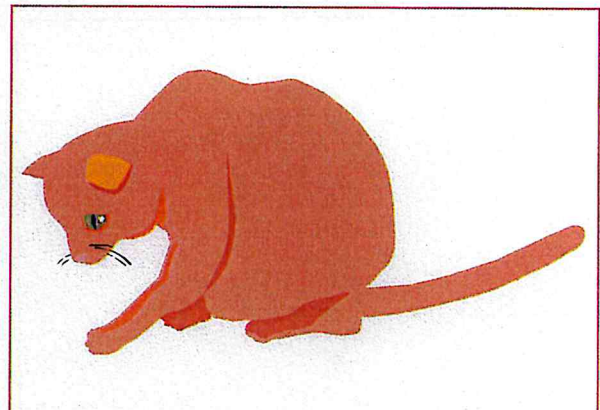
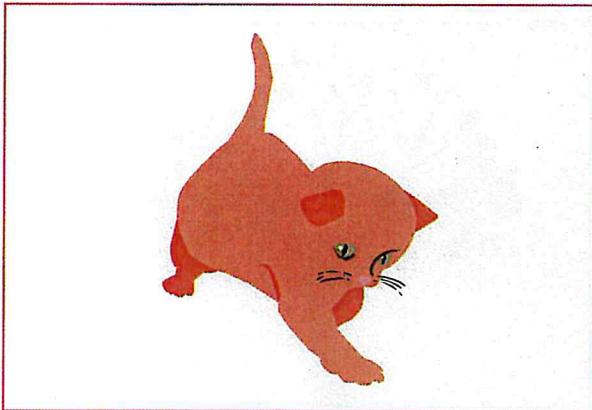
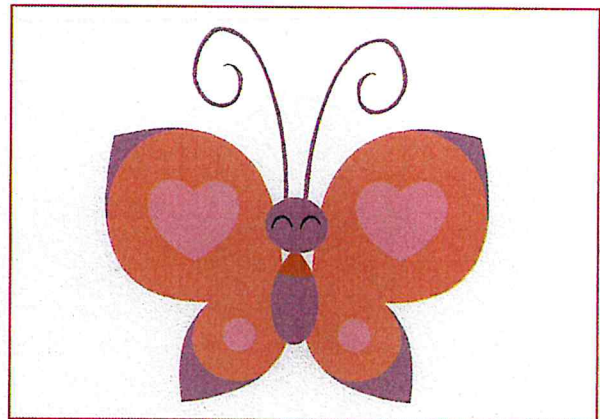
Changing Me

Life Cycle Cards - Year 1 - Piece 1



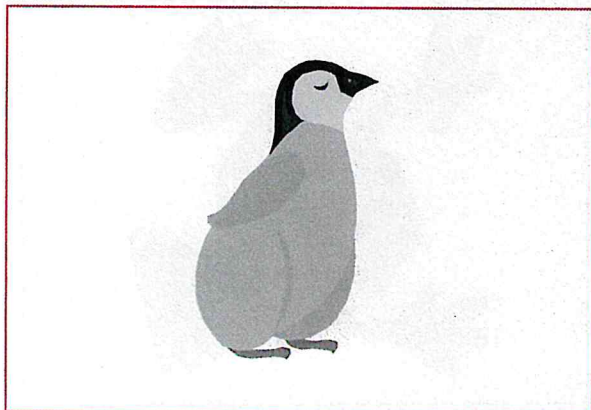
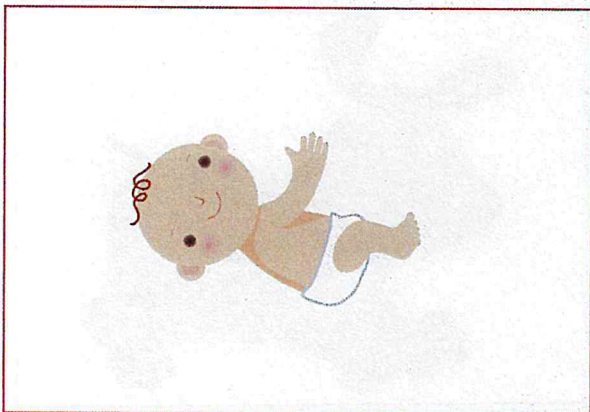
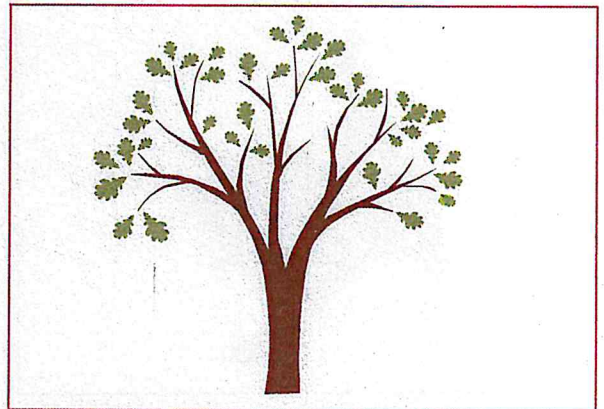
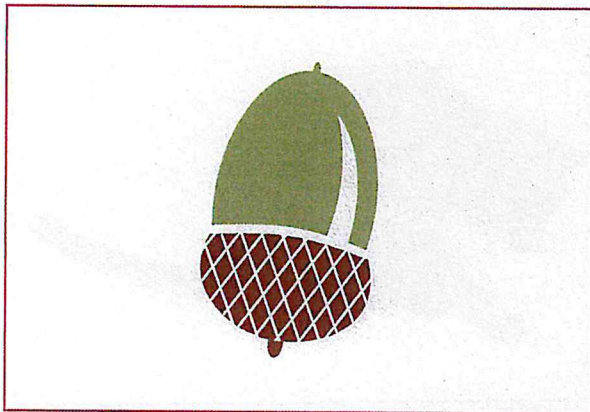
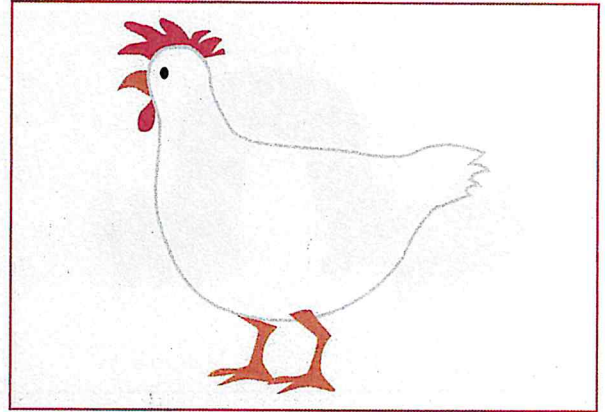
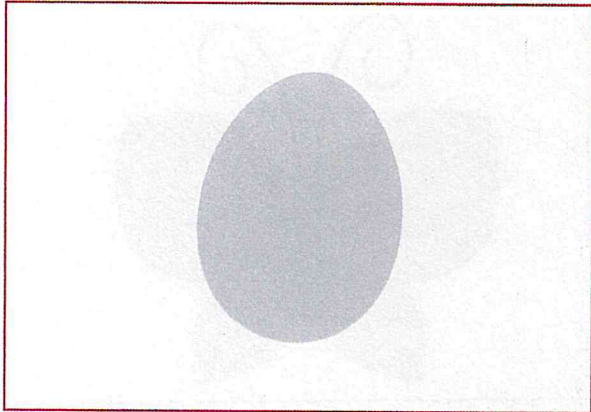
Changing Me

Find Your Pair - Year 2 - Piece 1



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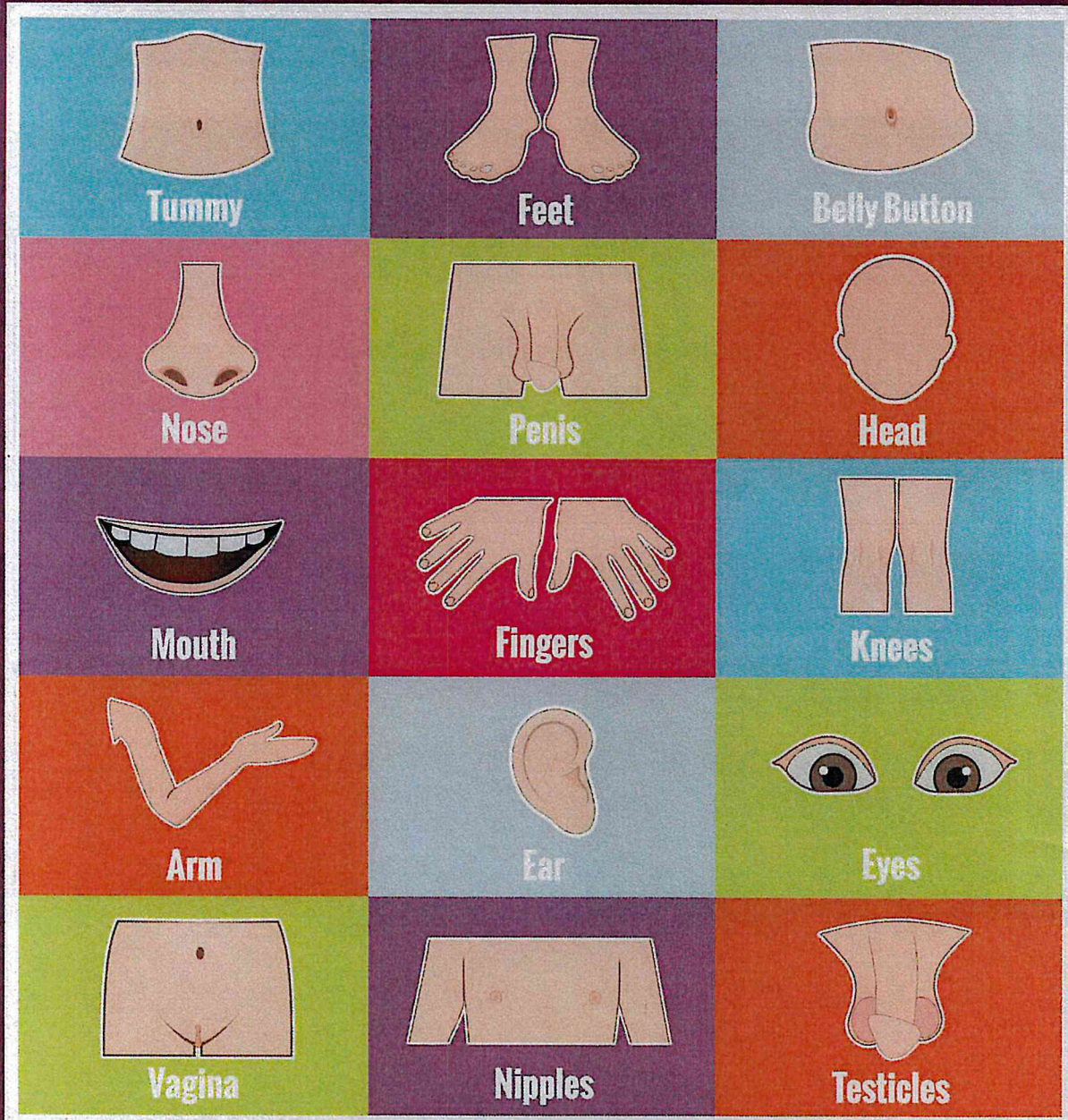
Find Your Pair - Year 2 - Piece 1



Changing Me

Body Parts Cards - Year 2 - Piece 4

Body Parts



Changing Me

Young to Old in PowerPoint - Year 2 - Piece 2

