

Jigsaw knowledge and skills progression: Changing Me Ages 3-11

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Changing Me Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Year 1	<ul style="list-style-type: none"> • Know that animals including humans have a life cycle • Know that changes happen when we grow up • Know that people grow up at different rates and that is normal • Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened • Know that learning brings about change 	<ul style="list-style-type: none"> • Understand and accepts that change is a natural part of getting older • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) • Can express why they enjoy learning • Can suggest ways to manage change e.g. moving to a new class 	<ul style="list-style-type: none"> • What is a life cycle? • How will you change as you grow up? • Who is the tallest / smallest in your class? • Which parts of your body are private? • Who is allowed to see your private body parts? • What should you do if you don't like the way someone is touching you? • Who can you talk to if you ever feel worried or frightened? (at school / at home) • What is the best part about being your age?
What are we learning about?	<p>Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>		
	<p>Key Vocabulary Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.</p>		



CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Year 2	<ul style="list-style-type: none"> • Know that life cycles exist in nature • Know that aging is a natural process including old-age • Know that some changes are out of an individual's control • Know how their bodies have changed from when they were a baby and that they will continue to change as they age • Know the physical differences between male and female bodies • Know the correct names for private body parts • Know that private body parts are special and that no one has the right to hurt these • Know who to ask for help if they are worried or frightened • Know there are different types of touch and that some are acceptable and some are unacceptable 	<ul style="list-style-type: none"> • Can appreciate that changes will happen and that some can be controlled and others not • Be able to express how they feel about changes • Show appreciation for people who are older • Can recognise the independence and responsibilities they have now compared to being a baby or toddler • Can say what greater responsibilities and freedoms they may have in the future • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/ uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened • Can say what they are looking forward to in the next year 	<ul style="list-style-type: none"> • What is a life cycle? • How have you changed since you were a baby? • How will you change over the next year / 5 years / 20 years? • What changes can you / can't you control? • Which parts are your private parts? • Who is allowed to see them? • What would you do if someone was touching you and you didn't like it? • Who can you talk to if you ever feel worried or frightened? (at school / at home) • What is your favourite part of Jigsaw lessons?
What are we learning about?	<p>In this Puzzle children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old -age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p>		
	<p>Key Vocabulary Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.</p>		

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Year 3	<ul style="list-style-type: none"> • Know how their bodies have changed from when they were a baby and that they will continue to change as they age • Know that in animals and humans lots of changes happen between conception and growing up • Know some of the changes that happen between being a baby and a child • Recognise the physical differences between boys and girls • Use the correct names for body parts • Know that some body parts are private • Know that the male and female body changes during puberty • Know some of the outside body changes that happen during puberty 	<ul style="list-style-type: none"> • Can express how they feel about puberty • Can say who they can talk to about puberty if they have any worries • Can identify changes they are looking forward to in the next year • Identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry • Can suggest ways to help them manage feelings during changes they are more anxious about 	<ul style="list-style-type: none"> • Can you tell me about some of the changes that happen to a puppy / kitten / baby as they grow up? • Can we talk about some of the changes that are going to happen to you as you grow up? How do you feel about these changes? • Do you have any questions about the changes that are going to happen to you as you grow up?
What are we learning about?	<p>In this unit the children learn about the differences between boys' and girls' bodies and learn the correct names for parts of the body. They learn that humans and animals change as they grow up which leads onto lessons where puberty is introduced. Children look at the outside body changes in males and females. They learn that puberty is a natural part of growing up. Children begin to think about stereotypes in the family unit and are encouraged to challenge these stereotypes. They discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p>		
	<p>Key Vocabulary Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Toddler, Child, Teenager, Adult, Independent, Grow, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Penis, Vulva, Anus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy, Public, Private.</p>		



CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<p>Year 4</p>	<ul style="list-style-type: none"> • Understand that boys and girls bodies change as they grow up • Identify how boys and girls bodies change on the outside during puberty • Identify how boys and girls bodies change on the inside during puberty • Know how the female and male body change at puberty • Know that personal hygiene is important during puberty and as an adult • Know that change is a normal part of life and that some cannot be controlled and have to be accepted • Know that change can bring about a range of different emotions 	<ul style="list-style-type: none"> • Can appreciate their own uniqueness and that of others • Can express any concerns they have about puberty • Can say who they can talk to about puberty if they are worried • Can apply the circle of change model to themselves to have strategies for managing change • Have strategies for managing the emotions relating to change 	<ul style="list-style-type: none"> • Do you have any questions about the changes that happen to a girl when they grow up? • How do you feel about the changes that will happen to you as you grow?
<p>What are we learning about?</p>	<p>In this Puzzle bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception is introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The unit (Puzzle) ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.</p>		
	<p>Key Vocabulary Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.</p>		



CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<p>Year 5</p>	<ul style="list-style-type: none"> To know the correct names for external and internal parts of males and female body changes during puberty Understand that boys and girls bodies are different and change on the outside and inside as they grow up Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Understand how important hygiene is now I'm growing up Be aware of own self image and how body image fits into that 	<ul style="list-style-type: none"> Can celebrate what they like about their own and others' self- image and body-image Can suggest ways to boost self-esteem of self and others Understand the importance of looking after themselves physically & emotionally Recognise how I feel about puberty and that it is a natural process that happens to everybody and that it will be OK for them Can ask questions about puberty to seek clarification Express feelings associated with puberty Can say who they can talk to if concerned about puberty or becoming a teenager/adult Consider changes they will make next year and how they may go about this 	<ul style="list-style-type: none"> Can you tell me how you feel about yourself? What can people do if they don't feel great about themselves? Can I share with you how I see you and how I care about you? Do you have any worries about puberty? Do you have any questions about puberty? What do you enjoy about being your age now?
<p>What are we learning about?</p>	<p>In this Puzzle the children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and females. Children are encouraged to ask questions and seek clarification about anything they don't understand. The children learn about personal hygiene and cleanliness as well as sanitary products that they will use during menstruation.</p>		
	<p>Key Vocabulary Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Embryo, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, personal, cleanliness, oral, body, bathing, handwashing, brushing teeth, deodorant, sweat</p>		



CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<p>Year 6</p>	<ul style="list-style-type: none"> To know the correct names for external and internal parts of males and female body changes during puberty Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Understand the importance of personal hygiene To understand that sexual intercourse can lead to conception Know how being physically attracted to someone changes the nature of the relationship Know the importance of self-esteem and what they can do to develop it Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class 	<ul style="list-style-type: none"> Recognise ways they can develop their own self-esteem Can express how they feel about the changes that will happen to them during puberty Recognise how they feel when they reflect on the development and birth of a baby Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to Can celebrate what they like about their own and others' self- image and body-image Use strategies to prepare themselves emotionally for the transition (changes) to secondary school 	<ul style="list-style-type: none"> Can we talk about the changes that will happen to your body over the next few years? How do you feel about these changes? What does mutual respect mean? Why is that important in a relationship? What are you excited about in secondary school? What are you worried about in secondary school? What can we do with these worries?
<p>What are we learning about?</p>	<p>In this Puzzle the class learn about puberty in boys and girls and the changes that will happen – they reflect on how they feel about these changes. The children also learn that sexual intercourse can lead to conception and that this is usually how people get pregnant. Children will find out briefly about other ways that conception is possible such as IVF and adoption. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.</p> <p>Key Vocabulary Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement .</p>		