



Jigsaw knowledge and skills progression: Changing Me

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 key vocabulary introduced this year and suggestions for Family Learning. Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some content and vocabulary may have been changed or be taught in a different year group..

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
EYFS	<ul style="list-style-type: none"> • Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on 	<ul style="list-style-type: none"> • Can identify how they have changed from a baby • Can say what might change for them as they get older • Recognise that changing class can elicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify positive memories from the past year in school/ home 	<ul style="list-style-type: none"> • Which parts of your body do you know the name of? • Who can you talk to if you ever feel worried or frightened? (at school / at home) • Can you tell me about a time when you felt really happy?
<p>Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</p>			
<p>Key vocabulary that may be introduced Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories, Healthy, Grow.</p>			



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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 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? • What is the best part about being your age?
	<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. 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 or making them feel uncomfortable.</p>		
	<p>Key vocabulary that may be introduced Changes, Life cycles, Baby, Adult, Growing up, Mature, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.</p>		



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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 some body parts are private 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?
<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 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 that may be introduced Control, Life cycle, Adult, Fully grown, Old, Young, Respect, Appearance, Physical, Toddler, Child, Teenager, Independent, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Excited, Nervous, Anxious, Happy.</p>			



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CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Year 3	<ul style="list-style-type: none"> • Know that in animals and humans lots of changes happen between conception and growing up • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops • Know that babies need love and care from their parents/carers • Know some of the changes that happen between being a baby and a child • <i>Know the correct names for private body parts</i> • <i>Know that some body parts are private and that no one has the right to hurt these</i> • <i>Know who to ask for help if they are worried or frightened</i> 	<ul style="list-style-type: none"> • Can express how they feel about babies • Can describe the emotions that a new baby can bring to a family • Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry • Can identify changes they are looking forward to in the next year • Can suggest ways to help them manage feelings during changes they are more anxious about • <i>Can say who they would go to for help if worried or scared</i> • <i>Can say what types of touch they find comfortable/ uncomfortable</i> • <i>Be able to confidently ask someone to stop if they are being hurt or frightened</i> 	<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? • <i>Which parts are your private parts?</i> • <i>Who is allowed to see them?</i> • <i>What would you do if someone was touching you and you didn't like it?</i> • <i>Who can you talk to if you ever feel worried or frightened? (at school / at home)</i>
	<p>This Puzzle (Puzzle) begins with an exploration about babies and what they need to grow and develop including parenting. Children learn that it is the female mammals (including humans) that carry the baby in nature.</p>		
	<p>Key vocabulary that may be introduced Birth, Animals, Babies, Mother, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Cope, Stereotypes, Task, Roles, Challenge, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private.</p>		

Notes for: Keyingham Primary School

To close gaps in learning during curriculum development and 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). They are also reminded that nobody has the right to hurt these parts of the body and they discuss how to get help if worried or frightened.



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CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Year 4	<ul style="list-style-type: none"> • Know that personal characteristics are inherited from birth parents • 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 • <i>Know the correct names for private body parts</i> • <i>Know that some body parts are private and that no one has the right to hurt these</i> • <i>Know who to ask for help if they are worried or frightened</i> 	<ul style="list-style-type: none"> • Can appreciate their own uniqueness and that of others • Can express how they feel about having children when they are grown up • Can apply the circle of change model to themselves to have strategies for managing change • Have strategies for managing the emotions relating to change • <i>Can say who they would go to for help if worried or scared</i> • <i>Can say what types of touch they find comfortable/ uncomfortable</i> • <i>Be able to confidently ask someone to stop if they are being hurt or frightened</i> 	<ul style="list-style-type: none"> • Which of your characteristics did you get from your birth parents? • <i>Which parts are your private parts?</i> • <i>Who is allowed to see them?</i> • <i>What would you do if someone was touching you and you didn't like it?</i> • <i>Who can you talk to if you ever feel worried or frightened? (at school / at home)</i>
	<p>In this Puzzle pupils look 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 that may be introduced Personal, Unique, Characteristics, Parents, Gene, Control, Emotions, Acceptance, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private.</p>		

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To close gaps in learning during curriculum development and 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). They are also reminded that nobody has the right to hurt these parts of the body and they discuss how to get help if worried or frightened.



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CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Year 5	<ul style="list-style-type: none"> • Know that our self-image is important to our mental well-being, and that there are things we can do to affirm this • Know that becoming a teenager involves various changes and also brings growing responsibility 	<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 • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them • Can ask questions about puberty to seek clarification • Can express how they feel about becoming a teenager • Can say who they can talk to if concerned about puberty or becoming a teenager/adult 	<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 think it will be like when you are a teenager? • What kinds of things do you think you will be allowed to do when you are a teenager that you're not allowed to do now? • What do you enjoy about being your age now?
<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. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.</p>			
<p>Key vocabulary that may be introduced Body-image, Self-image, Personality, Perception, Self-esteem, Affirmation, Comparison, Hygiene, Age appropriateness, Legal, Laws, Consent, Responsible, Teenager, Manage, Milestones.</p>			

Notes for: Keyingham Primary School

In Year 5, the School Nursing Team will visit in the summer term to deliver a specific session for our female pupils about specific changes in puberty regarding menstruation.

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CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Year 6	<ul style="list-style-type: none"> Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally 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 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>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. 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 that may be introduced /repeated Body-image, Self-image, Characteristics, Looks, Personality, Perception, Real-self, Assertive, Comparison, Negative body-talk, Mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, 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, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Opportunities, Freedoms, Responsibilities, Attraction, Relationship, Love, Sexting, Transition, Secondary, Looking forward, Journey, Worries, Anxiety, Excitement.</p>			

Notes for: Keyingham Primary School

In Year 6, the School Nursing Team will visit in the summer term to deliver specific sessions for our pupils about changes that happen physically and emotionally in puberty.