

PSHE

Jigsaw Progression

Changing Me

| Year Group | Topics Covered | Key vocabulary and knowledge gained |
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| Nursery | <p>I can name parts of my body and show respect for myself.</p> <p>I can tell you some things I can do and some food I can eat to help me be healthy.</p> <p>I understand that we all start as babies and grow into children and then adults.</p> <p>I know that I grow and change.</p> <p>I can talk about how I feel about moving to school from nursery.</p> <p>I can remember some fun things about nursery this year.</p> | <p>Play heads, shoulders, knees and toes to name body parts. Using pictures of different body parts and labels, children will play a matching game. Can you name different parts of the body? What do they do and why are they important?</p> <p>Eye, ear, knee, finger, foot, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, hand, leg</p> <p>Children play a game to warm up. Children will sit and put their hands on their chest. What do they notice? Can they feel their hearts beating faster? Is this good for your body? Discuss with the children all the different things we do to feel good and that are also good for our bodies. Children share their ideas of what they need to do to keep a healthy happy body.</p> <p>Read a story which has the theme of change over time. Discuss how the characters have changed as they have grown up. Show a picture of a baby and ask what can babies do? What do they need? How are we different from babies? How have we changed? What can we do now that we could not do as babies?</p> <p>Show a range of seeds and discuss what they are. Do they look the same as they grow? What do we need to do to look after seeds and help them grow? Discuss how plants need to be looked after to grow just like us. Explain that plants will go through changes as they grow just like us.</p> <p>Use dance to show you are sad, excited, worried. JJ is feeling sad because he is going to big school soon-what could the children do to cheer him up? Children discuss their feelings about going to school and what they can do to help each other. Is there anything exciting about going to big school? Discuss the children's fears and worries and how they can overcome them.</p> <p>Discuss that JJ is sad because he may lose some friends when he goes to big school. Children will remind JJ of some of the fun things they have done in nursery to help cheer up JJ. Children will take it in turns to discuss their fun memories of nursery. Explain to the children that even though they are moving on and might be feeling a little sad and excited, they can always look back at their fun memories.</p> |

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| <p>Reception</p> | <p>I can name parts of the body.</p> <p>I can tell you some of the things I can do and foods I can eat to be healthy.</p> <p>I understand that we all grow from babies to adults.</p> <p>I can express how I feel about moving to Year 1.</p> <p>I can talk about how I feel about my worries and/or the things I am looking forward to about being in Year 1.</p> <p>I can share my memories of the best bits of this year in reception.</p> | <p>Children name as many different body parts as they can. Children label as many body parts as they can, inside and outside of the body. What does each part do and why is it important? Eye, ear, knee, finger, foot, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, hand, leg</p> <p>Children will sort pictures of different foods into healthy for my body and not healthy for my body. What do we need to do to keep our bodies happy and healthy? What will happen if we eat less healthy food all of the time? How would it make us feel? What would happen to our bodies?</p> <p>Discuss how children have already changed from being a baby to now. Talk about visible changes as well as changes in abilities. Children then order the picture cards showing the different stages in life. How will we change as we grow up? What will we be able to do that we can't do now? What are children excited about doing that they can't do at the moment? How do we look after ourselves as we grow up? Baby, child, old person.</p> <p>Children act out the emotions happy and sad. Explain that children may feel different emotions about moving to Year 1. Discuss the term worries and that the best thing to do is to share them. Explain that it is natural to be feeling different emotions. What are you excited about? Are you nervous about anything? Are you scared about anything?</p> <p>Use dance to show happy, sad, excited and worried. Explain that JJ is feeling scared as he is visiting Year 1 soon, what can we do to cheer him up? Is there anything exciting about going to Year 1 that they can tell him about? Children share things that they are worried or excited about. Discuss any fears or worries and how to overcome these.</p> <p>Children think about and discuss all of the things they have achieved this year. What has been their favourite thing? Grown ups share their favourite memories from this year. What have you learnt to do? Pass round a special memory box for children to add their memories to.</p> |
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KS1& KS2

| Year Group | Topics Covered | Key Vocabulary |
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| Year 1 | <p>1-I can start to understand the life cycles of animals and humans/I understand that changes happen as we grow and that this is okay.</p> <p>2-I can tell you some things about me that have changed and some things about me that have stayed the same/I know that changes are okay and that sometimes they will happen whether I want them to or not.</p> <p>3-I know how my body has changed since I was a baby/ I understand that growing up is natural and that everybody grows at different rates.</p> <p>4-I can identify the parts of the body that make boys different to girls and use the correct names for these parts: penis, testicles, vagina/I respect my body and understand which parts are favourite.</p> <p>5-I understand that every time I learn something new I change a little bit/ I enjoy learning new things.</p> <p>6-I can tell you about changes that have happened in my life/I know some ways to cope with changes.</p> | <p>Changes, life cycle, baby, adulthood</p> <p>Change, life cycle, baby, adult, grown up</p> <p>Baby, growing up, adult, mature, change</p> <p>Male, female, vagina, penis, testicles, vulva, anus</p> <p>Learn, new, grow, change</p> <p>Change, feelings, anxious, worried, excited, coping</p> |
| Year 2 | <p>1-I can recognise cycles of life in nature/ I understand there are some changes that are outside my control and to recognise how I feel about this.</p> <p>2-I can tell you about the natural process of growing from young to old and understand that this is not in my control/ I can identify people I respect who are older than me.</p> <p>3-I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old/ I feel proud about becoming more independent.</p> <p>4-I recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate some parts of my body are private/ I can tell you what I like/don't like about being a boy/girl.</p> <p>5-I understand there are different types of touch and tell you which ones I like and don't like/I can be confident to say what I like and don't like and ask for help.</p> <p>6-I can identify what I am looking forward to when I move to my next class/ I can start thinking about changes I will make in my next year at school and know how to go about this.</p> | <p>Change, grow, life cycle, control, baby, adult, fully grown</p> <p>Growing up, old, young, change, respect, appearance, physical</p> <p>Baby, toddler, child, teenager, adult, independent, timeline, freedom, responsibilities</p> <p>Male, female, vagina, penis, testicles, vulva, anus, public, private</p> <p>Touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable</p> <p>Change, looking forward, excited, nervous, anxious, happy</p> |

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| <p>Year 3</p> | <p>1-I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby/ I can express how I feel when I see babies or baby animals.</p> <p>2-I understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow/ I can express how I might feel if I had a new baby in my family.</p> <p>3-I understand that girls' and boys' bodies need to change so that when they grow up their bodies can make babies/ I can identify how boys' and girls' bodies change on the outside during this growing up process/ I recognise how I feel about these changes happening to me and know how to cope with those feelings.</p> <p>4-I can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up/I recognise how I feel about these changes happening to me and how to cope with these feelings.</p> <p>5-I can start to recognise stereotypical ideas I might have about parenting and family roles/I can express how I feel when my ideas are challenged and be willing to change my ideas sometimes.</p> <p>6-I can identify what I am looking forward to when I move to my next class/ I can start to think about changes I will make next year and know how to go about this.</p> | <p>Changes, birth, animals, babies, mother, growing up</p> <p>Baby, grow, uterus, womb, nutrients, survive, love, affection, care</p> <p>Change, puberty, control</p> <p>Puberty, male, female, testicles, sperm, penis, ovaries, egg, ovum/ova, womb/uterus, vagina</p> <p>Stereotypes, task, roles, challenge</p> <p>Change, looking forward, excited, nervous, anxious, happy</p> |
| <p>Year 4</p> | <p>1-I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm/I appreciate that I am a truly unique human being.</p> <p>2-I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby/ I understand that having a baby is a personal choice and express how I feel about having children when I am an adult.</p> <p>3-I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this/ I know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p> <p>4-I know how the circle of change works and can apply it to changes I want to make in my life/ I am confident enough to try to make changes when I think they will benefit me.</p> | <p>Personal, unique, characteristics, parents</p> <p>Sperm, egg/ovum, penis, testicles, vagina/vulva, womb/uterus, ovaries, making love, having sex, sexual intercourse, fertilise, conception</p> <p>Puberty, menstruation, periods</p> <p>Circle, seasons, change, control</p> |

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| | <p>5-I can identify changes, that have been and may continue to be out of my control that I learnt to accept/ I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p> <p>6-I can identify what I am looking forward to when I move to a new class/I can reflect on the changes I would like to make next year and can describe how to go about this.</p> | <p>Control, change, acceptance, scared, empty, peaceful, happy, sad, nervous, proud, excited, anxious, shy, grumpy, accepting, apprehensive, worried</p> <p>Change, looking forward, excited, nervous, anxious, happy,</p> |
| <p>Year 5</p> | <p>1-I can be aware of my own self-image and how my body image fits into that/I know how to develop my own self-esteem.</p> <p>2-I can explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally/ I understand that puberty is a natural process that happens to everybody and that it will be okay for me.</p> <p>3-I can describe how boys' and girls' bodies change during puberty/I can express how I feel about the changes that will happen to me during puberty.</p> <p>4-I understand that sexual intercourse can lead to conception and that is how babies are usually made/I appreciate how amazing it is that human bodies can reproduce in these ways.</p> <p>5-I can identify what I am looking forward to about becoming a teenager and understand that this brings growing responsibilities (age of consent)/ I can be confident that I will cope with the changes that growing up will bring.</p> <p>6-I can identify what I am looking forward to when I move to my next class/I can think about changes I will make next year and know how to go about this.</p> | <p>Self, self-image, body image, self-esteem, perception, characteristics, aspects, affirmation</p> <p>Puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovary/ovaries, vagina, oestrogen, vulva, womb/uterus</p> <p>Puberty, sperm, semen, testicles/testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones</p> <p>Relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception, fertility treatment (IVF)</p> <p>Teenager, milestone, perceptions, puberty, responsibilities</p> <p>Change, hope, manage, cope, opportunities, emotions, fear, excitement1-I am aware of my own self-image , anxious</p> |

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| <p>Year 6</p> | <p>1-I am aware of my own self-image and how my body image fits into this/ I know how to develop my own self-esteem.</p> <p>2- I can explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally/I can express how I feel about the changes that will happen to me during puberty.</p> <p>3-I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born/I can recognise how I feel when I reflect on the development and birth of a baby.</p> <p>4-I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend or boyfriend/I understand that respect for one another is essential in a boyfriend/girlfriend relationship and that I should not feel pressured into doing something I don't want to.</p> <p>5-I can be aware of the importance of a positive self-esteem and what I can do to develop it/ I can express how I feel about my self-image and know how to challenge negative 'body-talk'</p> <p>6-I can identify what I am looking forward to and what worries me about the transition to secondary school or moving to my next class/I know how to prepare myself emotionally for the changes next year.</p> | <p>Self-image, self-esteem, real self, celebrity</p> <p>Opportunities, freedoms, responsibilities, pubic hair, voice breaks, menstruation, semen, growing taller, hips widen, facial hair, erection, tampon, breasts, hormones, wet dream, ovulation, masturbation, sanitary towel, clitoris, testicles, sperm, underarm hair, penis, feeling moody, vagina, womb, fallopian tube, vulva, Pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife</p> <p>Attraction, relationship, pressure, love, sexting</p> <p>Self-esteem, negative body-talk, choice, feelings/emotions, challenge, mental health</p> <p>Transition, secondary, looking forward, journey, worries, anxiety, hopes, excitement</p> |
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