

|                                                             | EYFS                                                                                                                                                                                                                                                                                                                                                     | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Year 4                                                                                                                                                                                                                                                                                                                                                                               | Year 5                                                                                                                                                                                                                                                                                                                                                                            | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>Taught knowledge (Key objectives are in bold)</b></p> | <ul style="list-style-type: none"> <li>Know the names and functions of some body parts (see vocab list)</li> <li>Know that we grow from baby to adult</li> <li>Know who to talk to if they are feeling worried</li> <li>Know that sharing how they feel can help solve a worry</li> <li>Know that remembering happy times can help us move on</li> </ul> | <ul style="list-style-type: none"> <li>Know some parts of the body are private</li> <li>Know which parts of the body are private and that they belong to that person and nobody has the right to hurt these</li> <li>Know who to ask for help if they are frightened or worried</li> <li>Know that animals including humans have a life cycle</li> <li>Know that changes happen when we grow up</li> <li>Know that people grow up at different rates and that is normal</li> <li>Know that learning brings about change</li> </ul> | <ul style="list-style-type: none"> <li>Know the physical differences between male and female bodies</li> <li>Know that private body parts are special and that no one has the right to hurt these</li> <li>Know who to ask for help if they are worried or frightened</li> <li>Know there are different types of touch and that some are acceptable and some are unacceptable</li> <li>Know the correct names for private parts</li> <li>Know that life cycles exist in nature</li> <li>Know that aging is a natural process including old age</li> <li>Know that some changes are out of an individual's control</li> <li>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</li> </ul> | <ul style="list-style-type: none"> <li>Know that in animals and humans lots of change happens when growing up</li> <li>Know that in nature it is usually the female that carries the baby</li> <li>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</li> <li>Know that babies need love and care from their parents/carers</li> <li>Know some of the changes that happen between being a baby and a child</li> </ul> | <ul style="list-style-type: none"> <li>Know that personal characteristics are inherited from birth parents</li> <li>Know that change can bring about a range of emotions</li> <li>Know that personal hygiene is important during growing up and as an adult</li> <li>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</li> </ul> | <ul style="list-style-type: none"> <li>Know how girls and boys bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>Know that becoming a teenager involves various changes and also brings growing responsibility</li> <li>Know what perception means and that perceptions can be right or wrong</li> </ul> | <ul style="list-style-type: none"> <li>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>Know how a baby develops from conception through the nine months of pregnancy and how it is born</li> <li>Know how being physical attracted to someone changes the nature of the relationship</li> <li>Know the importance of self esteem and what they can do to develop it</li> <li>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</li> <li>Know that sexual intercourse can lead to conception</li> <li>Know the legal age of consent</li> </ul> |

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| <b>Social and emotional skill<br/>(Key objectives are in bold)</b> | <ul style="list-style-type: none"><li>• <b>Recognise that changing class can elicit happy and/or sad emotions</b></li><li>• <b>Can say how they feel about changing class/growing up</b></li><li>• <b>Can identify how they have changed from a baby</b></li><li>• Can say what might change for them when they get older</li><li>• Can identify positive memories from the past year in school/home</li></ul> | <ul style="list-style-type: none"><li>• <b>Understand and accept that change is natural part of getting older</b></li><li>• <b>Can suggest ways to manage change e.g. moving to a new class</b></li><li>• <b>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</b></li><li>• Can express why they enjoy learning</li></ul> | <ul style="list-style-type: none"><li>• <b>Can say who they would go to if they were worried or cared</b></li><li>• <b>Can say what kind of touch they find comfortable /uncomfortable</b></li><li>• <b>Being able to confidently ask someone to stop if they are being hurt or frightened</b></li><li>• Can appreciate that changes will happen and that some can be controlled and other not</li><li>• Be able to express how they feel about changes</li><li>• Show appreciation for people that are older</li><li>• Can recognise the independence and responsibilities they have now compared to being a baby or toddler</li><li>• Can say what greater responsibilities and freedom they may have in the future</li><li>• Can say what they are looking forward to in the next year</li></ul> | <ul style="list-style-type: none"><li>• <b>Can express how they feel about changes</b></li><li>• Can say who they can talk to about changes if they have any worries</li><li>• <b>Can suggest ways to help manage feelings during changes they are more anxious about</b></li><li>• <b>Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry</b></li><li>• Can express how they feel about babies</li><li>• Can describe the emotions that a new baby can bring to a family</li><li>• Can identify changes they are looking forward to in the next year</li></ul> | <ul style="list-style-type: none"><li>• <b>Can appreciate their own uniqueness and that of others</b></li><li>• <b>Can express any concerns they have about growing up and changes</b></li><li>• <b>Have strategies for managing the emotions relating to change</b></li><li>• Can express how they feels about having children when they are grown up</li><li>• Can say who they can talk to about changes if they are worried</li><li>• Can apply the circle of change model to themselves to have strategies for managing change</li></ul> | <ul style="list-style-type: none"><li>• <b>Can celebrate what they like about their and others self-image and body image</b></li><li>• <b>Can suggest ways to boost self-esteem of self and others</b></li><li>• <b>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</b></li><li>• <b>Can ask questions about puberty to seek clarification</b></li><li>• Can express how they feel about having a romantic relationship when they are an adult</li><li>• Can express how they feel about having children when they are an adult</li><li>• Can express how they feel about becoming a teenager</li><li>• Can say who they can talk to if they are concerned about puberty or becoming a teenager/adult</li></ul> | <ul style="list-style-type: none"><li>• <b>Recognise ways they can develop their own self-esteem</b></li><li>• <b>Can express how they feel about changes that will happen to them during puberty</b></li><li>• <b>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</b></li><li>• Recognise how they feel when they reflect on the development and birth of a baby</li><li>• Can celebrate what they like about their own and others' self-image and body image</li><li>• Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</li></ul> |
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| Vocabulary | EYFS                                                                                                                                                               | Year 1<br>Consolidate EYFS                                                                                           | Year 2<br>Consolidate Year 1                                                                                                                                                                                                                                                                                                                                                            | Year 3<br>Consolidate KS1                                                                                             | Year 4<br>Consolidate KS1 & Yr 3                                                                   | Year 5<br>Consolidate KS1 Yr 3 & 4                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 6<br>Consolidate KS1 & KS2                                                                                                                                                                                                                                                          |
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|            | Eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand, baby, grown up, adult, change, worry, excited, memories | Changes, life cycles, adulthood, mature, male, female, learn, new, grow, feelings, anxious, worried, excited, coping | Change, grow, control, fully grown, growing up, old, young, change, respect, appearance, physical, baby, toddler, child, teenager, independent, timeline, freedom, responsibilities, public, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable, looking forward, nervous, happy, vagina, penis, anus, vulva, testicles | Birth, animals, babies, mother, grow, nutrients, survive, love, affection, care, stereotypes, tasks, roles, challenge | Personal, unique, characteristics, parents, circle, seasons, change, control, emotions, acceptance | Body image, self-image, looks, personality, perception, self-esteem, affirmation, comparison, breasts, menstruation, hips, Adams apple, hair, broader, wider, semen, erection, ejaculation, wet dream, growth spurt, larynx, facial hair, pubic hair, hormones, scrotum, testosterone, foreskin, embryo, umbilical cord, foetus, sanitary products, tampon, pad, towel, liner, hygiene, age appropriateness, responsible, teenager, responsibilities, rights | Sexual intercourse, conception, pregnancy, legal, laws, negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement, diversity, homophobia and gender stereotypes |

**SMCS Links:** Every Jigsaw lesson from Early Years to upper primary offers opportunities for children’s **spiritual, moral, social and cultural (SMSC) development**, and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practice **and enhance the five skills associated with the emotional literacy (self awareness, social skills, empathy, motivation and managing feelings)**. At Jigsaw, we believe that these opportunities are vital for children’s development, their understanding of themselves and others and in increasing their capacity to learn.

**British Values:** Jigsaw PSHE 3-11 supports the **British Values** of Democracy, Rule of law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs. It has been mapped lesson by lesson against the British Values agenda.