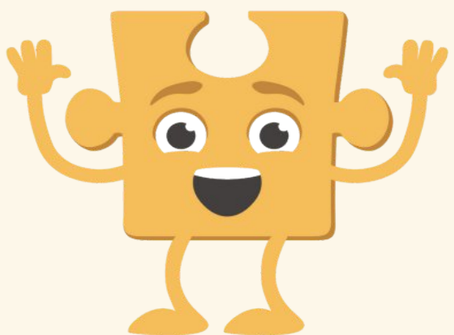
Jigsaw PSHE Knowledge and Skills Progression Map







Jigsaw PSHE
Skills and Knowledge Progression Map





Being Me in My World Puzzle – Autumn 1							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Taught knowledge	**Knowledge** • I belong in my class and am part of a group • I understand that people are similar and different • I am beginning to recognise and talk about different feelings • I understand that my classroom is a place where we learn and play together • I know that working together helps make school a good place to be • I understand why kindness matters and how it affects others • I know what using gentle hands looks like • I know that everyone has the right to learn and play • I understand what being responsible means • I know how we look after our classroom and resources • I can describe how they help everyone feel safe and able to learn	**Knowledge** • I know how to use my Jigsaw Journal • I understand the rights and responsibilities as a member of my class • I understand the rights and responsibilities for being a member of my class • I know my views are valued and can contribute to the Learning Charter • I can recognise the choices I make and understand the consequences • I understand my rights and responsibilities within our Learning Charter	**Knowledge** • I can identify some of my hopes and fears for this year • I know how to use my Jigsaw Journal • I understand the rights and responsibilities for being a member of my class and the importance of making contributions • I can listen to other people and contribute my own ideas about rewards and consequences • I understand how following the Learning Charter will help me and others learn • I can recognise the choices I make and understand the consequences	**Knowledge** • I recognise my worth and can identify positive things about myself and my achievements • I can set personal goals • I know how to use my Jigsaw Journal • I can face new challenges positively, make responsible choices and ask for help when I need it • I understand why rules are needed and how they relate to rights and responsibilities • I understand that my actions affect myself and others and I care about other people's feelings • I can make responsible choices and take action • I understand my actions affect others and try to see things from their points of view	**Knowledge** • I know my attitudes and actions make a difference to the class team • I know how to use my Jigsaw Journal • I understand who is in my school community, the roles they play, how I fit in and how I can contribute • I understand how democracy works through the School Council • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • I understand how groups come together to make decisions • I understand how democracy and having a voice benefits the school community	**Knowledge** • I can face new challenges positively and know how to set personal goals • I know how to use my Jigsaw Journal • I understand my rights and responsibilities as a citizen of my country • I understand my rights and responsibilities as a citizen of my country and as a member of my school • I can make choices about my own behaviour because I understand how rewards and consequences feel • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community and know how to participate in this	**Knowledge** • I can identify my goals for this year, understand my fears and worries about the future and know how to express them • I know how to use my Jigsaw Journal • I know that there are universal rights for all children but for many children these rights are not met • I understand that my actions affect other people locally and globally • I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community

PSHE
Skills and Knowledge Progression Map

Skills	**Skills** • I can name my feelings • I know how work and play with others • I know why it is important to be kind and gentle • I understand why it is important to care about others' feelings • I can make good choices • I can follow our class rules	**Skills** • I feel special and safe in my class • I know that I belong to my class • I know how to make my class a safe place for everybody to learn • I recognise how it feels to be proud of an achievement • I recognise the range of feelings when I face certain consequences • I understand my choices in following the Learning Charter	**Skills** • I can recognise when I feel worried and know who to ask for help • I can help myself and others feel like we belong • I can help make my class a safe and fair place • I can listen to others and share my ideas • I can work co-operatively with others • I can follow our Learning Charter	**Skills** • I value myself and know how to make someone else feel welcome and valued • I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions • I know how to make others feel valued • I understand that my behaviour brings rewards/consequence • I can work cooperatively in a group • I am choosing to follow the Learning Charter	**Skills** • I know how good it feels to be included in a group and understand how it feels to be excluded • I try to make people feel welcome and valued • I can take on a role in a group and contribute to the overall outcome • I can recognise my contribution to making a Learning Charter for the whole school • I understand how rewards and consequences motivate people's behaviour • I understand why our school community benefits fro m a Learning Charter and can help others to follow it	**Skills** • I know what I value most about my school and can identify my hopes for this school year • I can empathise with people in this country whose lives are different to my own • I understand that my actions affect me and others • I can contribute to the group and understand how we can function best as a whole • I understand why our school community benefits from a Learning Charter and can help others to follow it	**Skills** • I feel welcome and valued and know how to make others feel the same • I understand my own wants and needs and can compare these with children in different communities • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • I can contribute to the group and understand how we can function best as a whole • I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself



Celebrating Difference Puzzle – Autumn 2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taught knowledge	**Knowledge** • I know what being unique means • I know the names of some emotions • I know why having friends is important • I know the qualities of a positive friendship • I know that I don't have to be "the same as" someone to be a friend • I know what being proud means, and that people can be proud of different things • I know that people can be good at different things • I know that families can be different • I know that people have different homes and why they are important to them • I know ways of making friends	**Knowledge** • I can identify similarities between people in my class • I can identify differences between people in my class • I can tell you what bullying is • I know some people who I could talk to if I was feeling unhappy or being bullied • I know how to make new friends • I can tell you some ways I am different from my friends	**Knowledge** • I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I understand that bullying is sometimes about difference • I can recognise what is right and wrong and know how to look after myself • I understand that it is OK to be different from other people and to be friends with them • I can tell you some ways I am different from my friends	**Knowledge** • I understand that everybody's family is different and important to them • I understand that differences and conflicts sometimes happen among family members • I know what it means to be a witness to bullying • I know that witnesses can make the situation better or worse by what they do • I recognise that some words are used in hurtful ways • I can tell you about a time when my words affected someone's feelings and what the consequences were	**Knowledge** • I understand that, sometimes, we make assumptions based on what people look like • I understand what influences me to make assumptions based on how people look • I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure • I can tell you why witnesses sometimes join in with bullying and sometimes don't tell • I can identify what is special about me and value the ways in which I am unique • I can tell you a time when my first impression of someone changed when I got to know them	**Knowledge** • I understand that cultural differences sometimes cause conflict • I understand what racism is • I understand how rumour-spreading and name-calling can be bullying behaviours • I can explain the difference between direct and indirect types of bullying • I can compare my life with people in the developing world • I can understand a different culture from my own	**Knowledge** • I understand there are different perceptions abo ut what normal means • I understand how being different could affect someone's life • I can explain some of the ways in which one person or a group can have power over another • I know some of the reasons why people use bullying behaviours • I can give examples of people with disabilities who lead amazing lives • I can explain ways in which difference can be a source of conflict and a cause for celebration
Skills	**Skills** • I can recognise emotions when I or someone else is upset, frightened or angry • I can identify and use skills to make a friend • I can identify some ways I can be different and the same as others • I can identify and use skills to stand up for	**Skills** • I can tell you some ways in which I am the same as my friends • I can tell you some ways I am different from my friends • I understand how being bullied might feel • I can be kind to children who are bullied • I know how it feels to	**Skills** • I understand some ways in which boys and girls are similar and feel good about this • I understand some ways in which boys and girls are different and accept that this is OK • I can tell you how someone who is bullied feels • I can be kind to children who are bullied	**Skills** • I appreciate my family/the people who care for me • I know how to calm myself down and can use the 'Solve it together' technique • I know some ways of helping to make someone who is bullied feel better • I can problem-solve a bullying situation with	**Skills** • I try to accept people for who they are • I can question why I think what I do about other people • I know how it might feel to be a witness to and a target of bullying • I can problem-solve a bullying situation with others • I like and respect the	**Skills** • I am aware of my own culture • I am aware of my attitude towards people from different races • I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one • I know some ways to encourage children who	**Skills** • I can empathise with people who are different • I am aware of my attitude towards people who are different • I know how it can feel to be excluded or treated badly by being different in some way • I can tell you a range of strategies for managing my feelings in bullying situations and for



	myself • I can identify feelings associated with being proud • I can identify things I am good at • I can vocalise success for myself and about others successes • I can recognise similarities and differences between my family and other families	make a new friend • I understand these differences make us all special and unique	• I know when and how to stand up for myself and others • I know how to get help if I am being bullied • I understand we shouldn't judge people if they are different • I know how it feels to be a friend and have a friend • I understand these differences make us all special and unique	others • I try hard not to use hurtful words (e.g., gay, fat) • I can give and receive compliments and know how this feels	unique features of my physical appearance • I can explain why it is good to accept people for who they are	use bullying behaviours to make other choices and know how to support children who are being bullied • I can appreciate the value of happiness regardless of material wealth • I respect my own and other people's cultures	problem-solving when I'm part of one • I appreciate people for who they are • I can show empathy with people in either situation



Dreams and Goals Puzzle – Spring 1

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taught knowledge	**Knowledge** • I know what a challenge is • I understand that it is important to keep trying • I know what a goal is • I know how to set goals and work towards them • I can recognise words that are kind • I can name some jobs that I might like to do when I am older • I know that working hard helps me to able to achieve the job I want when I am older • I know when I have achieved a goal	**Knowledge** • I can set simple goals • I can set a goal and work out how to achieve it • I understand how to work well with a partner • I can tackle a new challenge and understand this might stretch my learning • I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them • I can tell you how I felt when I succeeded in a new challenge and how I celebrated it	**Knowledge** • I can choose a realistic goal and think about how to achieve it • I know what I need to keep my body healthy • I can recognise who I work well with and who it is more difficult for me to work with • I can work well in a group to create an end-product • I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed • I know how to share success with other people	**Knowledge** • I can tell you about a person who has faced difficult challenges and achieved success • I can identify a dream / ambition that is important to me • I enjoy facing new challenges. I'm workin g out the best ways need to achieve them • I am motivated and enthusiastic about achieving a new challenge • I can recognise obstacles which might hinder my achievements and can take steps to overcome them • I can evaluate my own learning process and identify how it can be better next time	**Knowledge** • I can tell you about some of my hopes and dreams • I understand that sometimes hopes and dreams do not come true and that this can hurt and recognise how resilience and support from others can help • I know how to cope with disappointment and find ways to move forward • I know how to make a new plan and set new goals even if I have been disappointed • I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group • I can identify the contributions made by myself and others to the group's achievement	**Knowledge** • I understand that I will need money to help me achieve some of my dreams • I recognise that there are different ways that people's spending decisions can affect others and the environment, and that things have different values • I can explore a range of different jobs and think critically about the information I see about them online • I can describe the dreams and goals of young people in a culture different to mine • I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other • I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship	**Knowledge** • I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) • I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these • I can identify problems in the world that concern me and talk to other people about them • I can work with other people to help make the world a better place • I can describe some ways in which I can work with other people to help make the world a better place • I know what some people in my class like or admire about me and can accept their praise
	Skills • I understand that challenges can be difficult • I am learning what it means to be resilient • I can some of the	**Skills** • I can tell you about a thing I do well • I can tell you how I learn best • I can celebrate	**Skills** • I can tell you things I have achieved and say how that makes me feel • I am motivated to make healthy choices that help me to reach my	**Skills** • I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)	**Skills** • I know how it feels to have hopes and dreams • I know how disappointment feels and identify when I	**Skills** • I can identify what I would like my life to be like when I am grown up • I recognise that people have different attitudes towards saving and	**Skills** • I understand why it is important to stretch the boundaries of my current learning • I can set success criteria so that I will know



	feelings linked to perseverance • I can use kind words can encourage people • I can talk about time when I kept on trying and achieved a goal • I am ambitious • I can feel proud • I can celebrate success	achievement with my partner • I can identify how I feel when I am faced with a new challenge • I know how I feel when I see obstacles and how I feel when I overcome them • I know how to store the feelings of success in my internal treasure chest	goals • I can tell you how working with other people helps me learn • I can work with others in a group to solve problems • I can tell you when a feeling is weak and when a feeling is strong • I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest	• I can imagine how I will feel when I achieve my dream / ambition • I can break down a goal into a number of steps and know how others could help me to achieve it • I know that I'm responsible for my own learning and can use my strengths as a learner to achieve the challenge • I can manage the feelings of frustration that may arise when obstacles occur • I am confident in sharing my success with others and can store my feelings in my internal treasure chest	have felt that way, recognising the roles people (including myself) take in groups and how these can support or challenge me • I can respect myself and notice how coping builds my self-esteem and resilience • I know what it means to be resilient and to have a positive attitude • I can enjoy being part of a group challenge • I know how to share in the success of a group and how to store this success experience in my internal treasure chest	spending money, and towards risk • I can recognise my own strengths and qualities and understand that it's OK for my goals and identity to change as I grow • I can reflect on how these relate to my own • I appreciate the similarities and differences in aspirations between myself and young people in a different culture • I understand why I am motivated to make a positive contribution to supporting others	whether I have reached my goal • I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations • I can empathise with people who are suffering or who are living in difficult situations • I can identify why I am motivated to do this • I can give praise and compliments to other people when I recognise their contributions and achievements



PSHE
Skills and Knowledge Progression Map

Healthy Me Puzzle – Spring 2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taught knowledge	**Knowledge** • I can name some parts of my body and understand that being active helps keep me healthy • I understand that moving my body and resting are both important for my health • I can talk about things I need to do to stay healthy • I know what "healthy" means and can begin to make healthy food choices • I know how to help myself go to sleep and understand why sleep is important • I can wash my hands and understand why this is important, especially before eating and after using the toilet • I know who my safe adults are and how to stay safe if they are not close by	**Knowledge** • I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy • I know how to make healthy lifestyle choices • I know how to keep myself clean and healthy, and understand how germs cause disease/illness • I know that all household products including medicines can be harmful if not used properly • I understand how medicines can help me if I feel poorly and I know how to use them safely • I know how to keep safe when crossing the road, and about people who can help me to stay safe • I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	**Knowledge** • I can sort foods into the correct food groups and know which foods my body needs to keep me healthy • I can make some healthy snacks and explain why they are good for my body and give me energy • I can recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe • I can recognise risks and know how to keep safe around roads, railways, and water, and can explain why safety rules help protect me • I understand how medicines work in my body and how important it is to use them safely • I can explain how to keep my body healthy and safe at home and when I'm out	**Knowledge** • I understand how exercise affects my body and know why my heart and lungs are such important organs • I know that the amount of calories, fat and sugar I put into my body will affect my health • I can tell you my knowledge and attitude towards drugs • I know some strategies for keeping myself safe, who to go to for help and how to call emergency services • I can identify when something feels safe or unsafe and identify people, places and things that are unsafe • I understand how complex my body is and how important it is to take care of it	**Knowledge** • I recognise how different friendship groups are formed, how I fit into them and the friends I value the most • I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help • I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape • I understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol • I can recognise when people are putting me under pressure and can explain ways to resist this when I want • I know myself well enough to have a clear picture of what I believe is right and wrong	**Knowledge** • I know there are health risks with smoking and vaping and can tell you some of the ways that tobacco and nicotine are harmful to the body • I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • I understand how the media, social media and celebrity culture promotes certain body types • I can describe the different attitudes people have to food and how these can be affected by external influences • I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	**Knowledge** • I can take responsibility for my health and make choices that benefit my health and well-being • I know about different types of drugs and their uses and their effects on the body particularly the liver and heart • I understand that some people can be exploited and made to do things that are against the law • I know why some people join gangs and the risks this involves • I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness • I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse
	Skills • I can notice how my body feels when I am active and understand that moving helps keep me well • I can recognise when my body needs movement or rest • I can talk about some ways I can look after	**Skills** • I feel good about myself when I make healthy choices • I am special so keep myself safe • I know some ways to help myself when I feel poorly • I can recognise when I feel frightened and know who to ask for	**Skills** • I have a healthy relationship with food and know which foods I enjoy the most • I can express how it feels to share healthy food with my friends • I can recognise when I feel worried or unsafe and know to tell an adult straight away	**Skills** • I can set myself a fitness challenge • I know what it feels like to make a healthy choice • I can identify how I feel towards drugs • I can express how being anxious or scared feels • I can take	**Skills** • I can identify the feelings I have about my friends and my different friendship groups • I can recognise feelings of embarrassment, pressure or wanting to fit in that might stop me making safe	**Skills** • I can make an informed decision about whether or not I choose to smoke or vape and know how to resist pressure • I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure • I know how to keep myself	**Skills** • I am motivated to care for my physical and emotional health • I am motivated to find ways to be happy and cope with life's situations without using drugs • I can suggest ways that someone who is being exploited can help themselves



	myself and keep my body healthy • I can make simple healthy choices and notice how these help my body and feelings • I can use strategies that help me feel calm and ready for sleep • I can take responsibility for caring for my body by keeping myself clean and healthy • I can identify trusted adults and ask for help when I feel unsafe or unsure	help • I can recognise how being healthy helps me to feel happy	• I can recognise some of the feelings I get when something feels unsafe and know some ways to manage these to make a safer choice • I feel positive about caring for my body and keeping it healthy • I can make good choices that help me stay healthy and safe	responsibility for keeping myself and others safe • I respect my body and appreciate what it does for me	choices, and know how to manage these feelings to keep myself safe • I can recognise negative feelings in peer pressure situation (such as embarrassment, shame, inadequacy an d guilt) and know how to act assertively to resist pressure from myself and others • I can identify feelings of anxiety and fear associated with peer pressure • I can tap into my inner strength and know how to be assertive	calm in emergencies • I can reflect on my own body image and know how important it is that this is positive, and I accept and respect myself for who I am • I respect and value my body • I am motivated to keep myself healthy and happy	• I can suggest strategies someone could use to avoid being pressurised • I know how to help myself feel emotionally healthy and can recognise when I need help with this • I use different strategies to manage stress and pressure

Relationships Puzzle – Summer 1							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Taught knowledge	**Knowledge** • I know what a family is • I know that different people in a family have different responsibilities (jobs) • I know some of the characteristics of healthy and safe friendships • I know that friends sometimes fall out • I know some ways to mend a friendship • I know that unkind words can never be taken back and they can hurt • I know how to use Jigsaw's Calm Me to help when feeling angry • I know some reasons why others get angry	**Knowledge** • I can identify the members of my family and understand that there are lots of different types of families • I can identify what being a good friend means to me • I know appropriate ways of physical contact to greet my friends and know which ways I prefer • I know who can help me in my school community • I can recognise my qualities as a person and a friend • I can tell you why I appreciate someone who is special to me	**Knowledge** • I can identify the members of my family, understand my relationship with each of them and know why it is important to share and cooperate • I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • I can identify some of the things that cause conflict with my friends • I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • I recognise and appreciate people who can help me in my family, my school and my community • I can express my appreciation for the people in my special relationships	**Knowledge** • I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females • I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener • I know and can use some strategies for keeping myself safe online • I understand how people around the world help and influence my life and that media doesn't always show complete information • I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes • I know how to express my appreciation to my friends and family	**Knowledge** • I can recognise situations which can cause jealousy in relationships • I can identify someone I love and can express why they are special to me • I can tell you about someone I know that I no longer see • I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends • I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older • I know how to show love and appreciation to the people and animals who are special to me	**Kno**wledge • I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities • I understand that belonging to an online community can have positive and negative consequences • I understand there are rights and responsibilities in an online community or social network • I know there are rights and responsibilities when playing an online game • I can recognise when I am spending too much time using devices (screen time) • I can explain how to stay safe when using technology to communicate with my friends • I understand I have rights about my personal data	**Knowledge** • I know that it is important to take care of my mental health • I know how to take care of my mental health • I understand there are different stages of grief and that there are different types of loss that cause people to grieve • I can recognise when people are trying to gain power or control • I can judge whether something online is safe and helpful to me • I can use technology positively and safely to communicate with my friends and family
Skills	**Skills** • Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is	**Skills** • I know how it feels to belong to a family and care about the people who are important to me • I know how to make a new friend • I can recognise which forms of physical contact	**Skills** • I accept that everyone's family is different and understand that most people value their family • I know which types of physical contact I like and don't like and can talk about this • I can demonstrate how to use the positive	**Skills** • I can describe how taking some responsibility in my family makes me feel • I know how to negotiate in conflict situations to try to find a win-win solution • I know who to ask for help if I am worried or concerned about	**Skills** • I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens • I know how most people feel when they lose someone or something they love • I understand that we	**Skills** • I know to keep building my own self-esteem • I can recognise when an online community feels unsafe or uncomfortable • I can recognise when an online community is helpful or unhelpful to me • I can recognise when an online game is becoming unhelpful or unsafe	**Skills** • I can understand that people can get problems with their mental health and that it is nothing to be ashamed of • I can help myself and others when worried about a mental health problem • I can recognise when I am feeling those



	lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use Calm Me when angry or upset	are acceptable and unacceptable to me • I know when I need help and know how to ask for it • I know ways to praise myself • I can express how I feel about them	problem-solving technique to resolve conflicts • I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this • I understand how it feels to trust someone • I am comfortable accepting appreciation from others	anything online • I can appreciate different cultures, and question stereotypes I might see in photos or information • I can empathise with children whose lives are different to mine and know who I can talk to when I need help • I enjoy being part of a family and friendship groups	can remember people even if we no longer see them • I know how to stand up for myself and how to negotiate and compromise • I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend • I can love and be loved	• I can identify things I can do to reduce screen time, so my health isn't affected • I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable	emotions and have strategies to manage them • 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 resist pressure to do something online that might hurt myself or others • I can take responsibility for my own safety and well-being

Changing Me Puzzle – Summer 2							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Taught knowledge	**Knowledge** • I know the names of some parts of the body • I know some things I can do and some food I can eat to be healthy • I know that we grow from baby to adult • I know that I grow and change	**Knowledge** • I know the names and functions of some parts of the body (see vocabulary list) • I know that we grow from baby to adult • I know who to talk to if they are feeling worried • I know that sharing how they feel can help solve a worry • I know that remembering happy times can help us move on	**Knowledge** • I am starting to understand the life cycles of animals and humans • I can tell you some things about me that have changed and some things about me that have stayed the same • I can tell you how my body has changed since I was a baby • I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus • I understand that every time I learn something new, I change a little bit • I can tell you about changes that have happened in my life	**Knowledge** • I can recognise cycles of life in nature • 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 recognise how my body has changed since I was a baby and where I am on the continuum from young to old • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private • I understand there are different types of touch and can tell you which ones I like and don't like • I can identify what I am looking forward to when I move to my next class	**Knowledge** • I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby • 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 understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy • I know some simple ways of keeping clean which can keep me healthy and protect me from some infections • I can start to recognise stereotypical ideas I might have about parenting and family roles • I can identify what I am looking forward to when I move to my next class	**Knowledge** • I understand that lots of things make up a person's identity and this is what makes them unique • I can describe how a girls' 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 there are many types of family and that often our family members form part of our inner circle • I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty • I know how the circle of change works and can apply it to changes I want to make in my life • I can identify changes that have been and may continue to be outside of my control that I learnt to accept • I can identify what I am looking forward to when I move to a new class	**Knowledge** • I am aware of my own self-image and how my body image fits into that • I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally • I can describe how boys' and girls' bodies change during puberty • I understand that sexual intercourse can lead to conception and that is how babies are usually made • I also understand that sometimes people need IVF to help them have a baby • I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities • I can identify what I am looking forward to when I move to my next class

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Skills and Knowledge Progression Map

Skills	Skills	Skills	Skills	Skills	Skills	Skills	Skills
	• I can talk about how I feel moving to Year 1 • I can remember some fun things about this year	• I recognise that changing class can elicit happy and/or sad emotions • I can say how they feel about changing class/ growing up • I can identify how they have changed from a baby • I can say what might change for them they get older • I can identify positive memories from the past year in school/home	• I understand that changes happen as we grow and that this is OK • I know that changes are OK and that sometimes they will happen whether I want them to or not • I understand that growing up is natural and that everybody grows at different rates • I respect my body and understand which parts are private • I enjoy learning new things • I know some ways to cope with changes	• I understand there are some changes that are outside my control and can recognise how I feel about this • I can identify people I respect who are older than me • I feel proud about becoming more independent • I can describe what I enjoy about being a boy or girl whilst understanding we are all different • I am confident to say what I like and don't like and can ask for help • I can start to think about changes I will make when I am in Year 4 and know how to go about this	• I can express how I feel when I see babies or baby animals • Recognise how I feel about these changes happening to me and know how to cope with those feelings • I have started to think about the ways to keep my body clean as I grow up and how I feel about this • I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes • I can start to think about changes I will make next year and know how to go about this	• I can describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am • I have strategies to help me cope with the physical and emotional changes I will experience during puberty • I know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me • I am confident enough to try to make changes when I think they will benefit me • I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively • I can reflect on the changes I would like to make next year and describe how to go about this	• I know how to develop my own self esteem • I understand that puberty is a natural process that happens to everybody and that it will be OK for me • I can express how I feel about the changes that will happen to me during puberty • I appreciate how amazing it is that human bodies can reproduce in these ways • I am confident that I can cope with the changes that growing up will bring • I can start to think about changes I will make next year and know how to go about this

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Skills and Knowledge Progression Map



Ages 11-12						
Puzzle Overview	**Being Me in My World**	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
	In this Puzzle, the children will be considering their own identity and the different things that may influence how they seem themselves as well as how others see them. They will identify their own strengths and weaknesses and what it is that makes them unique, as well as how they are different from their friends and families. They will compare their own identities with other people's and consider how past experience and future aspirations affect different people's identities, how they view themselves and how they see and react to the world around them. Pupils will explore how they fit in with different groups locally and globally. Through discussing different identities and experiences, they will learn about ways to keep their independence of thought and action in different situations and relationships, whilst maintaining friendships and respect for others who may see things differently to themselves. There will be opportunities to consider the different expectations that people have of themselves and others and reflect on which of these are fair	In this Puzzle, pupils explore what is meant by discrimination, considering why it may happen and how it can affect themselves and others. The class consider how they would like to be treated by others and how it is important to take others' feelings and circumstances into account. Pupils practice assertiveness skills in given scenarios. They look at why positive and negative discrimination may take place, and the strategies they could use to challenge this and/or offer support to those involved. Pupils consider influences such as personal belief, stereotypes, the impact of the media, societal and cultural factors on prejudice and discrimination. They use these ideas to develop arguments and strategies to support their own viewpoints and develop a better understanding of how they may be able to recognise and challenge discrimination.	In this Puzzle, pupils consider the skills needed for 21st Century employment and delve deeper into their own skill set and consider how to improve it. They consider what they have already achieved, what their goals and dreams may be, and how they can plan for success in the short and long term. Pupils explore what motivates us to keep focussed and what intrinsic and extrinsic rewards there may be for them. They plan the steps they may need to take to achieve their goals, identifying possible obstacles and developing strategies they may need to overcome these and remain positive. Pupils reflect on the 'blame' culture and why personal responsibility and optimism is strongly linked to successful outcomes. Failure is also discussed from a positive angle, and pupils discuss ways of moving forwards and celebrating success.	In this Puzzle, personal choice in relation to health choices is expanded upon. Students discuss the need for accurate information when making decisions about their health and safety. They learn more about the damaging effects of some substances including cannabis and heroin. They also consider how mental health is linked with physical health and diet, and how this influences behaviour. They learn about a range of strategies to help them manage their emotional wellbeing, especially in relation to pressure, stress and anxiety. Safe use of over-the-counter medication is revisited in more depth and students also learn about vaccinations. A lesson on sleep deprivation allows children to understand how sleep affects both physical and emotional health and how this can influence choice.	In this Puzzle, children explore the different types of relationships they have with different people, and consider the qualities that they and others bring to these. They reflect on how their relationships with different friends and family members may change as they grow and how their emotions and experiences can affect how they manage different situations. They will explore different ways that their own feelings may change and how this could affect them. The Puzzle also explores when it is good to be assertive, and how they can express their feelings in a way that is constructive and reflects their role and/or responsibilities as they grow. Online relationships are also discussed, and how it is important to be discerning when looking at any content online.	In this Puzzle, pupils explore the kinds of changes that may happen to themselves and those around them as they get older. There is a lesson recapping on what happens to the body physically in puberty, and then they learn more about how their brains change, and consider how this may affect their emotions and behaviour. Pupils learn what influences these changes and develop strategies for self-regulation as well as exploring other sources of support. Self-image is revisited, and how this may change as we get older. This Puzzle also gives pupils the time to consider other external changes in the lives of themselves and others that they cannot control (such as changes in their family, moving house, moving to a new school etc.) and how they can use and develop different strategies and skills that they already have to prepare for these and move forwards positively.
Taught knowledge	• Know that my identity (including online identity) is affected by a range of external and internal factors • Know what my own personal strengths, achievements and areas for development are • Know that other people see me in different ways and I can give and receive	• Know about the wide range of roles in society and the variety of individuals that operate within them • Know what stereotyping means and its potential impact • Know that positive and negative discrimination can take different forms and how it can affect people's lives • Know how to challenge prejudice and discrimination	• Know what my dreams and goals are • Know the steps I need to take to achieve my dreams and goals • Know that, as my life changes, my dreams and goals may change too • Can make a plan and adapt it when necessary • Know how to use my	• Know health can be affected by emotions • Know a range of ways to keep myself well and happy • Can recognise when I feel stressed and the triggers associated with this • Know about different substances and the effects they have on the	• Know the characteristics and benefits of positive, strong, supportive, equal relationships • Know that the support we need may come from different sources as we grow and change • Know the value of different qualities that people bring to social groups • Know that media portrayal	• Know how my body changes in puberty • Know that I have my own image of myself and that may be different to how others see me • Know that changing circumstances have an impact on families and we sometimes need to adapt to these • Know that I have the right

	feedback • Know that other people can feel the same range of emotions as me, and might not respond in the same way as me to similar situations • Can better understand my own identity and what is important to me	assertively • Know how to challenge my own and others' attitudes and values, and accept difference in others • Recognise how others see me and be able to give and receive feedback • Know when others are being excluded and how I might help to change the situation so they are included (if they want to be) • Think 'outside the box' and able to look beyond obvious messages we see and hear	experiences, including my mistakes and setbacks, to make appropriate changes to my plans and behaviour • Know that there are intrinsic and extrinsic rewards and different types of motivation (coercive and positive) associated with different dreams and goals • I recognise the commitment required to achieve my dreams and goals	body and why some people use them • Know about the positive impact of good nutrition on my body and mind • Know about the role of vaccinations and can explain differing views on this • Know what influences my choices about exercise and sleep • Know a range of factors I can use to help me sleep well	of relationships and choices may not reflect real life • Recognise when to use assertiveness techniques in some of my relationships • Recognise the roles that are played in many families and understand the role that I play • Know that changes take place in families, including loss, separation, divorce and bereavement	to change my mind • Know some ways that my brain is starting to change as get older • Know that I might experience different moods as I grow and change • Know that I have some skills that will help me manage transitions in my life
Social and Emotional skills	• Identify my own strengths and feel positive about them • Reflect on how I am a unique individual, and can think about and appreciate myself on many different levels • Be able to make sense of what has happened in my own life and understand how my own history has shaped how I see myself and how I feel and react to different situations • Can reflect on what is important for myself and what I can expect from myself • Able to find an appropriate level of independence from others while maintaining positive relationships • Know that I have choices about how I allow other people to treat me	• Identify what is important for me and what I expect from myself • Be assertive when appropriate • Understand that I have choices in how I allow others to influence me • Can take others' thoughts and feelings into account in how I manage my relationships • Able to see the world from other people's points of view and take account of their intentions, preferences and beliefs • Understand the impact bullying, prejudice and discrimination can have on those involved, and can use appropriate strategies to alleviate this and support those involved • I am confident about where and how to get help if I am on the receiving end of bullying, prejudice or discrimination (local and national sources of help) • I treat others as they wish to be treated	• Able to take responsibility for my life, and believe that I can influence what happens to me • Can discuss and set goals and challenges for myself • Can break a long-term goal into small, achievable steps • Can monitor and evaluate my own performance • Reflect on any barriers to achieving a goal and identify how I am going to overcome them • Recognise when I should feel pleased with, and proud of, myself and can accept praise from others • Make wise choices where I look to long-term rather than short-term benefits and can delay gratification • Have a range of strategies for helping me to feel and remain optimistic, approaching new tasks in a positive frame of mind	• Can identify what makes me feel good and know how to enjoy myself in ways that are not damaging to myself and others • Understand that the way I think affects the way I feel, and that the way I feel can affect the way I think • Appreciate that how I express my feelings can have a significant impact both on other people and on what happens to me • Can reflect on how my thoughts and feelings influence my behaviour • Believe that I can influence what happens to me and make responsible choices • Recognise that decisions about my health depend on my having access to accurate information	• Can describe the range of positive qualities people bring to relationships • Understand that the way I think affects the way I feel, and that the way I feel can affect the way I think, and know that my thoughts and feelings influence my behaviour • Achieve an appropriate level of independence from others, where I follow my own course whilst maintaining positive relationships with others • Reflect on how my emotions and feelings can change regularly and how others can all feel the same range of emotions • Understand that people do not always respond in the same way to similar situations, and they may express their feelings in different ways • Recognise authenticity in relationships • Understand that a 'win-win' situation can be the best outcome for all • Be assertive when appropriate • Understand my rights and responsibilities as an individual who belongs to many different social groups. • Understand the feelings associated with my role in my family	• Express how I feel about the changes that happen during puberty • Be confident with my own self-image • Use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour • Have some strategies for self- regulation • Use coping strategies to support myself and others during changing circumstances • Be able to give support to others who are experiencing personal problems • Prepare myself emotionally for the next school year

Puzzle vocabulary	qualities symbolise physical personality value priorities influence internal external global influence judgement feedback expectation personal identity reflection	assertive passive aggressive 'win-win' belief human rights prejudice impact discrimination bullying banter	coping strategy barriers setback delayed gratification benefits coercive positive motivation intrinsic reward extrinsic reward setbacks strategies optimism taking responsibility locus of control	positivity choice strategies serotonin stress homeostasis substances prevalence balance energy nutrients vaccination over-the-counter medication communicable disease sleep disruption triggers emotions	relationships equality qualities independence relationship factors hierarchy choice authenticity media portrayal discernment perceptive reality assertiveness 'win-win' situation rights responsibilities compromise consent change disruption	change puberty truth myth image traits characteristics self-image influence circumstance mind brain adolescent /adolescence maturity stimulated impulse self-regulation emotion mood factors mindset hormones memory reflect planning

