

PHSE – Cycle A			
Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Autumn 1 (A) Phase: EYFS	rules behaviour expect choice	<u>Being Me (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I know the rules of my class. [Personal, Social and Emotional Development: Managing Self]</li> <li>I know that I belong to my class. [Personal, Social and Emotional Development: Managing Self]</li> <li>I know how to make my class a safe place for everybody to learn. [Personal, Social and Emotional Development: Managing Self]</li> </ul>	<u>Being Me (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I can talk about how we are all expected to behave at school. [Personal, Social and Emotional Development: Managing Self]</li> <li>I can talk about the things I like and the things I am good at. [Personal, Social and Emotional Development: Self-Regulation]</li> <li>I can talk about good and bad choices we make. [Personal, Social and Emotional Development: Managing Self]</li> </ul>
Autumn 2 (A) Phase: EYFS	different similar feeling friends sharing	<u>Celebrating Difference (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I know some similarities and differences between people in my class. [Personal, Social and Emotional Development: Building Relationships]</li> <li>I know some people who I could talk to if I was feeling unhappy. [Personal, Social and Emotional Development: Self-Regulation]</li> <li>I know how to make new friends. [Personal, Social and Emotional Development: Building Relationships]</li> </ul>	<u>Celebrating Difference (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I can talk about how it feels when someone is unkind to me. [Personal, Social and Emotional Development: Self-Regulation]</li> <li>I can tell a teacher if I am unhappy or someone has upset me. [Personal, Social and Emotional Development: Self-Regulation]</li> <li>I can share games and toys with other children in my class. [Personal, Social and Emotional Development: Building Relationships]</li> </ul>
Spring 1 (A) Phase: EYFS	goals achieve achievement proud skill difficult	<u>Dreams and Goals (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I know about setting goals. [Personal, Social and Emotional Development: Self-Regulation]</li> <li>I know how it feels to achieve a goal. [Personal, Social and Emotional Development: Self-Regulation]</li> </ul>	<u>Dreams and Goals (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I can talk about the things I am good at. [Personal, Social and Emotional Development: Self-Regulation]</li> <li>I can think of some new skills that I would like to have and share them. [Personal, Social and Emotional Development: Self-Regulation]</li> <li>I can talk about things that are hard to do. [Personal, Social and Emotional Development: Managing Self]</li> <li>I can talk about feeling proud when I achieve. [Personal, Social and Emotional Development: Managing Self]</li> </ul>
Spring 2 (A) Phase: EYFS	healthy unhealthy body organs clean safe trust	<u>Healthy Me (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I know about healthy and unhealthy eating. [Personal, Social and Emotional Development: Managing Self]</li> <li>I know some of the parts of my body on the inside and the outside. [Personal, Social and Emotional Development: Managing Self]</li> <li>I know how to keep myself clean. [Personal, Social and Emotional Development: Managing Self]</li> <li>I know how to keep safe when I am in different places. [Personal, Social and Emotional Development: Managing Self]</li> </ul>	<u>Healthy Me (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I can list some healthy and unhealthy foods. [Personal, Social and Emotional Development: Managing Self]</li> <li>I can talk about my body. [Personal, Social and Emotional Development: Managing Self]</li> <li>I can tell you some of the organs of the body. [Personal, Social and Emotional Development: Managing Self]</li> <li>I can talk about washing my hands. [Personal, Social and Emotional Development: Managing Self]</li> <li>I can talk about staying close to grown-ups I can trust. [Personal, Social and Emotional Development: Managing Self]</li> <li>I can list some of the places it is safe to go. [Personal, Social and Emotional Development: Managing Self]</li> </ul>
Summer 1 (A) Phase: EYFS	belonging care family trust respect trust sharing	<u>Relationships (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I know how it feels to belong to a family and care about the people who are important to me. [Personal, Social and Emotional Development: Building Relationships]</li> <li>I know how to treat others. [Personal, Social and Emotional Development: Building Relationships]</li> <li>I know who to trust in school. [Personal, Social and Emotional Development: Building Relationships]</li> </ul>	<u>Relationships (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I can say some of the things I love about my family. [Personal, Social and Emotional Development: Building Relationships]</li> <li>I can share my ideas and feelings with others in the class who I like. [Personal, Social and Emotional Development: Building Relationships]</li> <li>I can think of ways to be respectful: sharing, taking turns, speaking calmly. [Personal, Social and Emotional Development: Building Relationships]</li> <li>I can list some of the adults in the school who I can talk to if I have a problem. [Personal, Social and Emotional Development: Building Relationships]</li> </ul>
Summer 2 (A) Phase: EYFS	change grow new experience	<u>Changing Me (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I know some changes that I have experienced. [Personal, Social and Emotional Development: Managing Self]</li> <li>I know how change can feel sometimes. [Personal, Social and Emotional Development: Managing Self]</li> </ul>	<u>Changing Me (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I can talk about the things that people can do when they are babies and talk about some of the things that people can do when they grow older. [Understanding the World: Past and Present]</li> <li>I can describe some of the ways I have changed. [Understanding the World: Past and Present]</li> <li>I can talk about some changes I like/do not like and why they make me feel this way. [Personal, Social and Emotional Development: Self-Regulation]</li> </ul>

Termly Progression Document



<p>Autumn 1 (A) Phase: Y1/2</p>	<p>rights, responsibilities, consequences, reward, belonging, proud</p>	<p><u>Being Me in My World</u> (Y1 Jigsaw Unit)</p> <ul style="list-style-type: none"> <li>• I know the rights and responsibilities as a member of my class and school.</li> <li>• I know that I belong to my class.</li> <li>• I know how to make my class a safe place for everybody to learn.</li> <li>• I know my views are valued and can contribute to the Learning Charter.</li> </ul>	<p><u>Being Me in My World</u> (Y1 Jigsaw Unit)</p> <ul style="list-style-type: none"> <li>• I can recognise how it feels to be proud of an achievement.</li> <li>• I can recognise the choices I make and understand the consequences.</li> <li>• I can recognise the range of feelings when I face certain consequences.</li> </ul>
<p>Autumn 2 (A) Phase: Y1/2</p>	<p>similar, different, bullying, deliberate, unfair, celebration, unique</p>	<p><u>Celebrating Difference</u> (Y1 Jigsaw Unit)</p> <ul style="list-style-type: none"> <li>• I know how being bullied might feel.</li> <li>• I know some people who I could talk to if I was feeling unhappy or being bullied.</li> <li>• I know how to make new friends.</li> <li>• I know how it feels to make a new friend.</li> <li>• I know that these differences make us all special and unique.</li> </ul>	<p><u>Celebrating Difference</u> (Y1 Jigsaw Unit)</p> <ul style="list-style-type: none"> <li>• I can identify similarities and differences between people in my class.</li> <li>• I can tell you what bullying is.</li> <li>• I can be kind to children who are bullied.</li> </ul>
<p>Spring 1 (A) Phase: Y1/2</p>	<p>proud, success, achievements, goal, treasure, learning, dreams, team work, challenge</p>	<p><u>Dreams and Goals</u> (Y1 Jigsaw Unit)</p> <ul style="list-style-type: none"> <li>• I know how to work well with a partner.</li> <li>• I know how to store the feelings of success in my internal treasure chest.</li> </ul>	<p><u>Dreams and Goals</u> (Y1 Jigsaw Unit)</p> <ul style="list-style-type: none"> <li>• I can identify my successes and achievements.</li> <li>• I can set a goal and work out how to achieve it.</li> <li>• I can tell you how I learn best.</li> <li>• I can celebrate achievement with my partner.</li> <li>• I can tackle a new challenge and understand this might stretch my learning.</li> <li>• I can identify how I feel when I am faced with a new challenge.</li> </ul>
<p>Spring 2 (A) Phase: Y1/2</p>	<p>healthy, unhealthy, safe, trust, balanced, exercise, sleep, hygienic</p>	<p><u>Healthy Me</u> (Y1 Jigsaw Unit)</p> <ul style="list-style-type: none"> <li>• I know the difference between being healthy and unhealthy.</li> <li>• I know how to make healthy lifestyle choices.</li> <li>• I know how to keep myself clean and healthy, and understand how germs cause disease/ illness.</li> <li>• I know that all household products including medicines can be harmful if not used properly.</li> <li>• I know that I am special so I keep myself safe.</li> <li>• I know that medicines can help me if I feel poorly and I know how to use them safely.</li> <li>• I know how to keep safe when crossing the road, and about people who can help me to stay safe.</li> </ul>	<p><u>Healthy Me</u> (Y1 Jigsaw Unit)</p> <ul style="list-style-type: none"> <li>• I can recognise when I feel frightened and know who to ask for help.</li> <li>• I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</li> <li>• I can recognise how being healthy helps me to feel happy.</li> </ul>
<p>Summer 1 (A) Phase: Y1/2</p>	<p>family, belong, different, same, friendship, qualities, helpful, community, self-belief, relationships</p>	<p><u>Relationships</u> (Y1 Jigsaw Unit)</p> <ul style="list-style-type: none"> <li>• I know how it feels to belong to a family and care about the people who are important to me.</li> <li>• I know how to make a new friend.</li> <li>• I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</li> <li>• I know who can help me in my school community.</li> <li>• I know when I need help and know how to ask for it.</li> <li>• I know ways to praise myself.</li> </ul>	<p><u>Relationships</u> (Y1 Jigsaw Unit)</p> <ul style="list-style-type: none"> <li>• I can identify the members of my family and understand that there are lots of different types of families.</li> <li>• I can identify what being a good friend means to me.</li> <li>• I can recognise my qualities as person and a friend.</li> <li>• I can tell you why I appreciate someone who is special to me.</li> <li>• I can express how I feel about them.</li> </ul>

<p>Summer 2 (A) Phase: Y1/2</p>	<p>changes, life cycles, growing up, mature, male, female, vagina, penis, testicles, feelings</p>	<p><u>Year 1 - Changing Me (Y1 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I know the life cycles of animals and humans.</li> <li>• I know that changes happen as we grow and that this is OK.</li> <li>• I know that changes are OK and that sometimes they will happen whether I want them to or not.</li> <li>• I know that growing up is natural and that everybody grows at different rates.</li> <li>• I know that I need to respect my body and understand which parts are private.</li> <li>• I know that every time I learn something new I change a little bit.</li> <li>• I know some ways to cope with changes.</li> </ul> <p><u>Year 2 - Changing Me (Y2 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I know there are some changes that are outside my control and can recognise how I feel about this.</li> <li>• I know what I am looking forward to when I am in my next year group.</li> <li>• I know changes I will make when I am in my next year group.</li> </ul>	<p><u>Year 1 - Changing Me (Y1 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I can tell you some things about me that have changed and some things about me that have stayed the same.</li> <li>• I can tell you how my body has changed since I was a baby.</li> <li>• I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina.</li> <li>• I can tell you about changes that have happened in my life.</li> <li>• I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.</li> </ul> <p><u>Year 2 - Changing Me (Y2 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I can tell you about the natural process of growing from young to old and understand that this is not in my control.</li> <li>• I can identify people I respect who are older than me.</li> <li>• I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</li> <li>• I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.</li> <li>• I can confidently say what I like and don't like and can ask for help.</li> <li>• I can identify what I am looking forward to when I am in my next year group.</li> </ul>
<p>Autumn 1 (A) Phase: Y3/4</p>	<p>welcome, valued, achievements, proud, affirm, goal, emotions, fears, solutions, support, responsibilities, consequences, fairness</p>	<p><u>Being Me in My World (Y3 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I know my worth and can identify positive things about myself and my achievements.</li> <li>• I know how to use my Jigsaw journal.</li> <li>• I know that my actions affect myself and others and I care about other people's feelings.</li> <li>• I know my actions affect others and try to see things from their point of view.</li> <li>• I know to value myself and know how to make someone else feel welcome and valued.</li> <li>• I know how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.</li> </ul>	<p><u>Being Me in My World (Y3 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I can make others feel valued.</li> <li>• I can understand that my behaviour brings rewards/consequences.</li> <li>• I can work cooperatively in a group.</li> <li>• I can choose to follow the Learning Charter.</li> <li>• I can set personal goals.</li> <li>• I can face new challenges positively, make responsible and ask for help when I need it.</li> <li>• I can understand why rules are needed and how they relate to rights and responsibilities.</li> <li>• I can make responsible choices and take action.</li> </ul>
<p>Autumn 2 (A) Phase: Y3/4</p>	<p>family, caring, safe, conflict, gay, bullying, compliment, solve</p>	<p><u>Celebrating Difference (Y3 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I know that everybody's family is different and important to them.</li> <li>• I know that differences and conflicts sometimes happen among family members.</li> <li>• I know what it means to be a witness to bullying.</li> <li>• I know some words are used in hurtful ways.</li> <li>• I know when my words affected someone's feelings and what the consequences were.</li> <li>• I know how to calm myself down and can use the 'Solve it' technique.</li> <li>• I know some ways of helping to make someone who is bullied feel better.</li> </ul>	<p><u>Celebrating Difference (Y3 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I can appreciate my family/the people who care for me.</li> <li>• I can problem-solve a bullying situation with others.</li> <li>• I can try hard not to use hurtful words.</li> <li>• I can give and receive compliments and know how this feels.</li> </ul>

<p>Spring 1 (A) Phase: Y3/4</p>	<p>perseverance, challenges, success, obstacles, dreams, goals, ambitions, enterprise, team work, cooperation, motivation, product, efficient, responsible</p>	<p><u>Dreams and Goals</u> (Y3 Jigsaw Unit)</p> <ul style="list-style-type: none"> <li>• I know facing a new learning challenge is enjoyable and how to work out the best ways for me to achieve them.</li> <li>• I know how to be motivated and enthusiastic about achieving our new challenge.</li> <li>• I know to respect and admire people who overcome obstacles and achieve their dreams and goals.</li> <li>• I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge.</li> </ul>	<p><u>Dreams and Goals</u> (Y3 Jigsaw Unit)</p> <ul style="list-style-type: none"> <li>• I can tell you about a person who has faced difficult challenges and achieved success.</li> <li>• I can identify a dream/ambition that is important to me.</li> <li>• I can evaluate my own learning process and identify how I can be better next time.</li> <li>• I can imagine how I feel when I achieve my dream/ambition.</li> <li>• I can break down a goal into a number of steps and know how others could help me to achieve it.</li> <li>• I can manage the feelings of frustration that may arise when obstacles occur.</li> <li>• I can be confident in sharing my success with others and can store my feelings in my internal treasure chest.</li> </ul>
<p>Spring 2 (A) Phase: Y3/4</p>	<p>oxygen, heartbeat, fitness, challenge, attitude, safe, anxious, strategy, advice, substances, harmful, complex</p>	<p><u>Healthy Me</u> (Y3 Jigsaw Unit)</p> <ul style="list-style-type: none"> <li>• I know how exercise affects my body and know why my heart and lungs are such important organs.</li> <li>• I know that, like medicines, some household substances can be harmful if not used correctly.</li> <li>• I know to respect my body and appreciate what it does for me.</li> </ul>	<p><u>Healthy Me</u> (Y3 Jigsaw Unit)</p> <ul style="list-style-type: none"> <li>• I can set myself a fitness challenge.</li> <li>• I can tell you my knowledge and attitude towards drugs.</li> <li>• I can identify how I feel towards drugs.</li> <li>• I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.</li> <li>• I can express how being anxious or scared feels.</li> <li>• I can take responsibility for keeping myself and others safe at home.</li> </ul>
<p>Summer 1 (A) Phase: Y3/4</p>	<p>unisex, role, responsibilities, respect, stereotypes, conflict, solution, hazards, safety rules, worried, relieved, global, interconnected, climate, trade, inequality, needs, wants, deprivation, united nations, equality, justice</p>	<p><u>Relationships</u> (Y3 Jigsaw Unit)</p> <ul style="list-style-type: none"> <li>• I know how to negotiate in conflict situations to try to find a win-win solution.</li> <li>• I know and can use some strategies for keeping myself safe.</li> <li>• I know who to ask for help if I am worried or concerned.</li> <li>• I know how my needs and rights are shared by children around the world and can identify how our lives may be different.</li> <li>• I know how to express my appreciation to my friends and family.</li> </ul>	<p><u>Relationships</u> (Y3 Jigsaw Unit)</p> <ul style="list-style-type: none"> <li>• I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</li> <li>• I can describe how taking some responsibility in my family makes me feel.</li> <li>• I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener.</li> <li>• I can explain how some of the actions and work of people around the world help and influence my life.</li> <li>• I can show an awareness of how this affect my choices.</li> <li>• I can empathise with children whose lives are different to mine and appreciate what I may learn from them.</li> </ul>
<p>Summer 2 (A) Phase: Y3/4</p>	<p>changes, birth, growing up, uterus, womb, nutrients, survive, love, affection, care, puberty, testicles, sperm, penis, ovaries, egg, vagina, stereotypes, roles, looking forward</p>	<p><u>Year 3 - Changing Me</u> (Y3 Jigsaw Unit)</p> <ul style="list-style-type: none"> <li>• I know 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.</li> <li>• I know how babies grow and develop in the mother's uterus.</li> <li>• I know what a baby needs to live and grow.</li> <li>• I know that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</li> <li>• I know how I feel about these changes happening to me and know how to cope with those feelings.</li> </ul> <p><u>Year 4 - Changing Me</u> (Y4 Jigsaw Unit)</p> <ul style="list-style-type: none"> <li>• I know that some of my personal characteristics have come from my birth parents and this happens because I am made from the joining of their egg and sperm.</li> <li>• I know that I am a truly unique human being.</li> <li>• I know strategies to help me cope with the physical and emotional changes I will experience during puberty.</li> <li>• I know I am confident enough to try to make changes when I think they will benefit me.</li> <li>• I know that having a baby is a personal choice and can express how I feel about having children when I am an adult.</li> <li>• I know how the circle of change works and can apply it to changes I want to make in my life.</li> </ul>	<p><u>Year 3 - Changing Me</u> (Y3 Jigsaw Unit)</p> <ul style="list-style-type: none"> <li>• I can express how I feel when I see babies or baby animals.</li> <li>• I can express how I might feel if I had a new baby in my family.</li> <li>• I can identify how boys' and girls' bodies change on the outside during this growing up process.</li> <li>• I can tell you why these changes are necessary so that their bodies can make babies when they grow up.</li> <li>• I can start to recognise stereotypical ideas I might have about parenting and family roles.</li> <li>• I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.</li> </ul> <p><u>Year 4 - Changing Me</u> (Y4 Jigsaw Unit)</p> <ul style="list-style-type: none"> <li>• I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</li> <li>• 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.</li> <li>• I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</li> <li>• I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</li> <li>• I can identify what I am looking forward to when I am in Year 5.</li> <li>• I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.</li> </ul>

<p>Autumn 1 (A) Phase: Y5/6</p>	<p>education, appreciation, motivation, vision, hopes, challenge, rights, British citizen, denied, empathise, wealth, poverty, prejudice, rewards, consequences, choices, cooperation, collaboration, motivation</p>	<p><u>Being Me In My World (Y5 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I know what I value most about my school and can identify my hopes for this school year.</li> <li>• I know my rights and responsibilities as a British citizen and how my actions affect me and others.</li> <li>• I know how an individual's behaviour can impact on a group.</li> <li>• I know how democracy and having a voice benefits the school community and know how to participate in this.</li> </ul>	<p><u>Being Me In My World (Y5 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I can face new challenges positively and know how to set personal goals.</li> <li>• I can empathise with people in this country whose lives are different to my own.</li> <li>• I can make choices about my own behaviour because I understand how rewards and consequences feel.</li> <li>• I can contribute to the group and understand how we can function best as a whole.</li> </ul>
<p>Autumn 2 (A) Phase: Y5/6</p>	<p>culture, conflict, belong, culture wheel, racism, colour, race, discrimination, ribbon, bullying, cyber bullying, rumour, homophobic, continuum, developing world, plantation, artefacts</p>	<p><u>Celebrating Difference (Y5 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I know that, sometimes, we make assumptions based on what people look like.</li> <li>• I know what influences me to make assumptions based on how people look.</li> <li>• 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.</li> <li>• I know why witnesses sometimes join in with bullying and sometimes don't tell.</li> <li>• I know what is special about me and value the ways in which I am unique.</li> <li>• I know that my first impression of someone may change when I get to know them.</li> </ul>	<p><u>Celebrating Difference (Y5 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I can talk about my own culture.</li> <li>• I can show a positive attitude towards people from different races.</li> <li>• I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one.</li> <li>• I can help to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</li> <li>• I can appreciate the value of happiness regardless of material wealth.</li> <li>• I can respect my own and other people's cultures.</li> </ul>
<p>Spring 1 (A) Phase: Y5/6</p>	<p>dream, hope, goal, feeling, achievement, grown up, lifestyle, job, career, profession, salary, contribution, society, determination, perseverance, motivation, aspiration, culture, sponsorship, comic relief, communication, support, rallying, cooperation</p>	<p><u>Dreams and Goals (Y5 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I know that I will need money to help me achieve some of my dreams.</li> <li>• I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.</li> <li>• I know what job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.</li> <li>• I know why I am motivated to make a positive contribution to supporting others.</li> <li>• I know 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.</li> </ul>	<p><u>Dreams and Goals (Y5 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I can identify what I would like my life to be like when I am grown up.</li> <li>• I can appreciate the contributions made by people in different jobs.</li> <li>• I can appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future.</li> <li>• I can reflect on how these relate to my own.</li> <li>• I can appreciate the similarities and differences in aspirations between myself and young people in a different culture.</li> <li>• I can describe the dreams and goals of young people in a culture different to mine.</li> <li>• 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.</li> </ul>
<p>Spring 2 (A) Phase: Y5/6</p>	<p>choices, healthy/unhealthy behaviour, informed decision, pressure, emergency procedure, recovery position, calm, body image, media, celebrity, altered, self-respect, eating problem, respect, pressure</p>	<p><u>Healthy Me (Y5 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</li> <li>• I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</li> <li>• I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.</li> <li>• I know how the media and celebrity culture promotes certain body types.</li> <li>• I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.</li> <li>• I know how to keep myself calm in emergencies.</li> </ul>	<p><u>Healthy Me (Y5 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</li> <li>• I can make an informed decision about whether or not I choose to smoke and know how to resist pressure.</li> <li>• I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.</li> <li>• 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.</li> <li>• I can respect and value my body.</li> <li>• I can keep myself healthy and happy.</li> </ul>

<p>Summer 1 (A) Phase: Y5/6</p>	<p>characteristics, personal qualities, attributes, self-esteem, negotiate, compromise, trust, loyalty, betrayal, empathy, attraction, pressure, personal, body language, comfortable, jealousy, safe, technology, resist, risk, harm, identity, vulnerable</p>	<p><u>Relationships (Y5 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I know who I am as a person in terms of my characteristics and personal qualities.</li> <li>• I know how to keep building my own self-esteem.</li> <li>• I know how to stand up for myself and how to negotiate and compromise.</li> <li>• I know and understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/ girlfriend.</li> <li>• I know how to stay safe when using technology to communicate with my friends.</li> </ul>	<p><u>Relationships (Y5 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</li> <li>• I can recognise the feeling of jealousy, where it comes from and how to manage it.</li> <li>• I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others.</li> <li>• I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.</li> <li>• I can explain how to stay safe when using technology to communicate with my friends.</li> </ul>
<p>Summer 2 (A) Phase: Y5/6</p>	<p>self-image, body image, self-esteem, perception, characteristics, aspects, affirmation, puberty, menstruation, periods, tampons, ovary, vagina, womb/uterus, sperm, semen, testicles, penis, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones, making love, conception, sexual intercourse, fertilisation, embryo, umbilical cord, contraception</p>	<p><u>Year 5 – Changing Me (Y5 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I know how to develop my own self esteem.</li> <li>• I know that puberty is a natural process that happens to everybody and that it will be ok for me.</li> <li>• I know that sexual intercourse can lead to conception and that is how babies are usually made.</li> <li>• I know that sometimes people need IVF to help them have a baby.</li> <li>• I know how amazing it is that human bodies can reproduce in these ways.</li> <li>• I know I am confident that I can cope with the changes that growing up will bring.</li> </ul> <p><u>Year 6: Changing Me (Y6 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I know how I feel when I reflect on the development and birth of a baby.</li> <li>• I know how being physically attracted to someone changes the nature of the relationship.</li> <li>• I know how to prepare myself emotionally for starting secondary school.</li> </ul>	<p><u>Year 5 – Changing Me (Y5 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I can explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally.</li> <li>• I can describe how boys’ and girls’ bodies change during puberty.</li> <li>• I can express how I feel about the changes that will happen to me during puberty.</li> <li>• I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</li> <li>• I can identify what I am looking forward to when I am in Year 6.</li> <li>• I can start to think about changes I will make when I am in Year 6 and know how to go about this.</li> </ul> <p><u>Year 6: Changing Me (Y6 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I can ask the questions I need answered about changes during puberty.</li> <li>• I can reflect on how I feel about asking the questions and about the answers I receive.</li> <li>• I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</li> <li>• I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.</li> <li>• I can identify what I am looking forward to and what worries me about the transition to secondary school.</li> </ul>

PHSE – Cycle B			
Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Autumn 1 (B) Phase: EYFS	rules behaviour expect choice	<u>Being Me (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I know the rules of my class. [Personal, Social and Emotional Development: Managing Self]</li> <li>I know that I belong to my class. [Personal, Social and Emotional Development: Building Relationships]</li> <li>I know how to make my class a safe place for everybody to learn. [Personal, Social and Emotional Development: Managing Self]</li> </ul>	<u>Being Me (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I can talk about how we are all expected to behave at school. [Personal, Social and Emotional Development: Managing Self]</li> <li>I can talk about the things I like and the things I am good at. [Personal, Social and Emotional Development: Self-Regulation]</li> <li>I can talk about good and bad choices we make. [Personal, Social and Emotional Development: Self-Regulation]</li> </ul>
Autumn 2 (B) Phase: EYFS	different similar feeling friends sharing	<u>Celebrating Difference (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I know some similarities and differences between people in my class. [Personal, Social and Emotional Development: Building Relationships]</li> <li>I know some people who I could talk to if I was feeling unhappy. [Personal, Social and Emotional Development: Self-Regulation]</li> <li>I know how to make new friends. [Personal, Social and Emotional Development: Building Relationships]</li> </ul>	<u>Celebrating Difference (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I can talk about how it feels when someone is unkind to me. [Personal, Social and Emotional Development: Self-Regulation]</li> <li>I can tell a teacher if I am unhappy or someone has upset me. [Personal, Social and Emotional Development: Self-Regulation]</li> <li>I can share games and toys with other children in my class. [Personal, Social and Emotional Development: Building Relationships]</li> </ul>
Spring 1 (B) Phase: EYFS	goals achieve achievement proud skill difficult	<u>Dreams and Goals (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I know about setting goals. [Personal, Social and Emotional Development: Self-Regulation]</li> <li>I know how it feels to achieve a goal. [Personal, Social and Emotional Development: Self-Regulation]</li> </ul>	<u>Dreams and Goals (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I can talk about the things I am good at. [Personal, Social and Emotional Development: Self-Regulation]</li> <li>I can think of some new skills that I would like to have and share them. [Personal, Social and Emotional Development: Self-Regulation]</li> <li>I can talk about things that are hard to do. [Personal, Social and Emotional Development: Managing Self]</li> <li>I can talk about feeling proud when I achieve. [Personal, Social and Emotional Development: Self-Regulation]</li> </ul>
Spring 2 (B) Phase: EYFS	healthy unhealthy body organs clean safe trust	<u>Healthy Me (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I know about healthy and unhealthy eating. [Personal, Social and Emotional Development: Managing Self]</li> <li>I know some of the parts of my body on the inside and the outside. [Personal, Social and Emotional Development: Managing Self]</li> <li>I know how to keep myself clean. [Personal, Social and Emotional Development: Managing Self]</li> <li>I know how to keep safe when I am in different places. [Personal, Social and Emotional Development: Managing Self]</li> </ul>	<u>Healthy Me (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I can list some healthy and unhealthy foods. [Personal, Social and Emotional Development: Managing Self]</li> <li>I can talk about my body. [Personal, Social and Emotional Development: Managing Self]</li> <li>I can tell you some of the organs of the body. [Personal, Social and Emotional Development: Managing Self]</li> <li>I can talk about washing my hands. [Personal, Social and Emotional Development: Managing Self]</li> <li>I can talk about staying close to grown-ups I can trust. [Personal, Social and Emotional Development: Managing Self]</li> <li>I can list some of the places it is safe to go. [Personal, Social and Emotional Development: Managing Self]</li> </ul>
Summer 1 (B) Phase: EYFS	belonging care family trust respect trust sharing	<u>Relationships (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I know how it feels to belong to a family and care about the people who are important to me. [Personal, Social and Emotional Development: Building Relationships]</li> <li>I know how to treat others. [Personal, Social and Emotional Development: Building Relationships]</li> <li>I know who to trust in school. [Personal, Social and Emotional Development: Managing Self]</li> </ul>	<u>Relationships (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I can say some of the things I love about my family. [Personal, Social and Emotional Development: Building Relationships]</li> <li>I can share my ideas and feelings with others in the class who I like. [Personal, Social and Emotional Development: Building Relationships]</li> <li>I can think of ways to be respectful: sharing, taking turns, speaking calmly. [Personal, Social and Emotional Development: Building Relationships]</li> <li>I can list some of the adults in the school who I can talk to if I have a problem. [Personal, Social and Emotional Development: Building Relationships]</li> </ul>
Summer 2 (B) Phase: EYFS	change grow new experience	<u>Changing Me (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I know some changes that I have experienced. [Understanding the World: Past and Present]</li> <li>I know how change can feel sometimes. [Personal, Social and Emotional Development: Self-Regulation]</li> </ul>	<u>Changing Me (Reception Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I can talk about that things that people can do when they are babies and talk about some of the things that people can do when they grow older. [Understanding the World: Past and Present]</li> <li>I can describe some of the ways I have changed. [Personal, Social and Emotional Development: Self-Regulation]</li> <li>I can talk about some changes I like/do not like and why they make me feel this way. [Personal, Social and Emotional Development: Self-Regulation]</li> </ul>

Autumn 1 (B) Phase: Y1/2	rights, responsibilities, consequences, reward, belonging, proud	<p><u>Being Me in My World (Y2 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>I know the rights and responsibilities for being a member of my class and school.</li> <li>I know how following the Learning Charter will help me and others learn.</li> </ul>	<p><u>Being Me in My World (Y2 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>I can identify some of my hopes and fears for this year.</li> <li>I can recognise when I feel worried and know who to ask for help.</li> <li>I can help to make my class a safe and fair place.</li> <li>I can listen to other people and contribute my own ideas about rewards and consequences.</li> </ul>
Autumn 2 (B) Phase: Y1/2	similar, different, bullying, deliberate, unfair, celebration, unique	<p><u>Celebrating Difference (Y2 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>I know that sometimes people make assumptions about boys and girls (stereotypes).</li> <li>I know when and how to stand up for myself and others.</li> <li>I know how to get help if I am being bullied.</li> <li>I know some ways to make new friends.</li> <li>I know that differences make us all special and unique.</li> </ul>	<p><u>Celebrating Difference (Y2 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>I can tell you how someone who is bullied feels.</li> <li>I can be kind to children who are bullied.</li> <li>I can recognise what is right and wrong and know how to look after myself.</li> <li>I can tell you some ways I am different from my friends.</li> </ul>
Spring 1 (B) Phase: Y1/2	proud, success, achievements, goal, treasure, learning, dreams, team work, challenge	<p><u>Dreams and Goals (Y2 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>I know how working with other people can help me to learn.</li> <li>I know how to share success with other people.</li> <li>I know how contributing to the success of a group feels and I can store those feelings in my internal treasure chest (proud).</li> </ul>	<p><u>Dreams and Goals (Y2 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>I can choose a realistic goal and think about how to achieve it.</li> <li>I can identify my successes and achievements and know how this makes me feel (proud)</li> <li>I can persevere even when I find tasks difficult.</li> <li>I can tell you some of my strengths as a learner.</li> <li>I can work with other people to solve problems.</li> <li>I can express how it felt to be working as part of this group.</li> </ul>
Spring 2 (B) Phase: Y1/2	healthy, unhealthy, safe, trust, balanced, exercise, sleep, hygienic	<p><u>Healthy Me (Y2 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>I know how medicines work in my body and how important it is to use them safely.</li> <li>I know how to care for my body and keep it healthy.</li> <li>I know the importance of having a healthy relationship with food.</li> <li>I know which foods are most nutritious for my body.</li> </ul>	<p><u>Healthy Me (Y2 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.</p>
Summer 1 (B) Phase: Y1/2	family, belong, different, same, friendship, qualities, helpful, community, self belief, relationships	<p><u>Relationships (Y2 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>I know that everyone's family is different and understand that most people value their family.</li> <li>I know that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</li> <li>I know which types of physical contact I like and don't like and can talk about this.</li> <li>I know that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</li> <li>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.</li> <li>I know how it feels to trust someone.</li> </ul>	<p><u>Relationships (Y2 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</li> <li>I can identify some of the things that cause conflict with my friends.</li> <li>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.</li> <li>I can recognise and appreciate people who can help me in my family, my school and my community.</li> </ul>
Summer 2 (B) Phase: Y1/2	changes, life cycles, growing up, mature, male, female, vagina, penis, testicles, feelings	<p><u>Year 1 - Changing Me (Y1 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>I know the life cycles of animals and humans.</li> <li>I know that changes happen as we grow and that this is OK.</li> <li>I know that changes are OK and that sometimes they will happen whether I want them to or not.</li> <li>I know that growing up is natural and that everybody grows at different rates.</li> <li>I know that I need to respect my body and understand which parts are private.</li> <li>I know that every time I learn something new I change a little bit.</li> <li>I know some ways to cope with changes.</li> </ul> <p><u>Year 2 - Changing Me (Y2 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>I know there are some changes that are outside my control and can recognise how I feel about this.</li> <li>I know what I am looking forward to when I am in my next year group.</li> <li>I know changes I will make when I am in my next year group.</li> </ul>	<p><u>Year 1 - Changing Me (Y1 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>I can tell you some things about me that have changed and some things about me that have stayed the same.</li> <li>I can tell you how my body has changed since I was a baby.</li> <li>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina.</li> <li>I can tell you about changes that have happened in my life.</li> <li>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.</li> </ul> <p><u>Year 2 - Changing Me (Y2 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</li> <li>I can identify people I respect who are older than me.</li> <li>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</li> </ul>



			<ul style="list-style-type: none"> <li>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.</li> <li>I can confidently say what I like and don't like and can ask for help.</li> <li>I can identify what I am looking forward to when I am in my next year group.</li> </ul>
Autumn 1 (B) Phase: Y3/4	welcome, valued, achievements, proud, affirm, goal, emotions, fears, solutions, support, responsibilities, consequences, fairness	<u>Being Me In My World (Y4 Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I know my actions and attitudes make a difference to the class team.</li> <li>I know how to use my Jigsaw journal.</li> <li>I know who is in my school community, the roles I play and how I fit.</li> <li>I know how democracy works through the school council.</li> <li>I know my actions affect others and myself; I care about other people's feelings and try to empathise with them.</li> <li>I know how groups come together to make decisions.</li> <li>I know how democracy and having a voice benefits the school community.</li> </ul>	<u>Being Me In My World (Y4 Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I can try to make people feel welcome and valued</li> <li>I can be included in the world around me.</li> <li>I can take on a role in a group and contribute to the overall outcome.</li> <li>I can recognise my Contribution to making a Learning Charter for the whole school.</li> <li>I can take on a role in a group and contribute to the overall outcome.</li> </ul>
Autumn 2 (B) Phase: Y3/4	family, caring, safe, conflict, gay, bullying, compliment, solve	<u>Celebrating Difference (Y4 Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I know that, sometimes, we make assumptions based on what people look like.</li> <li>I know what influences me to make assumptions based on how people look.</li> <li>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.</li> <li>I know how it might feel to be a witness to and a target of bullying.</li> </ul>	<u>Celebrating Difference (Y4 Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I can try to accept people for who they are.</li> <li>I can question why I think what I do about other people.</li> <li>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.</li> <li>I can problem-solve a bullying situation with others.</li> <li>I can identify what is special about me and value the ways in which I am unique.</li> <li>I can tell you the unique features of my physical appearance.</li> <li>I can tell you a time when my first impression of someone changed when I got to know them.</li> </ul>
Spring 1 (B) Phase: Y3/4	perseverance, challenges, success, obstacles, dreams, goals, ambitions, enterprise, team work, cooperation, motivation, product, efficient, responsible	<u>Dreams and Goals (Y4 Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I know how it feels to have hopes and dreams.</li> <li>I understand that sometimes hopes and dreams do not come true and that this can hurt.</li> <li>I know that reflecting on positive and happy experiences can help me to counteract disappointment.</li> <li>I know how to cope with disappointment and how to help others cope with theirs.</li> <li>I know how to make a new plan and set new goals even if I have been disappointed.</li> <li>I know what it means to be resilient and to have a positive attitude.</li> <li>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.</li> <li>I know how to share in the success of a group.</li> </ul>	<u>Dreams and Goals (Y4 Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I can tell you about some of my hopes and dreams.</li> <li>I can enjoy being part of a group challenge.</li> <li>I can identify the contributions made by myself and others to the group's achievements.</li> </ul>
Spring 2 (B) Phase: Y3/4	oxygen, heartbeat, fitness, challenge, attitude, safe, anxious, strategy, advice, substances, harmful, complex	<u>Healthy Me (Y4 Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I know when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions.</li> <li>I know the facts about smoking and its effect on health, and also some of the reasons some people start to smoke.</li> <li>I know the facts about alcohol and its effect on health, particularly the liver, and also some of the reasons some people drink alcohol.</li> <li>I know myself well enough to have a clear picture what I believe is right and wrong.</li> </ul>	<u>Healthy Me (Y4 Jigsaw Unit)</u> <ul style="list-style-type: none"> <li>I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most.</li> <li>I can recognise the people I most want to be friends with and I am aware of how different people and groups impact on me.</li> <li>I can relate to feelings of shame and guilt and know who to act assertively to resist pressure from myself and others.</li> <li>I can recognise when people are putting me under pressure and can explain ways to resist this when I want.</li> </ul>

<p>Summer 1 (B) Phase: Y3/4</p>	<p>unisex, role, responsibilities, respect, stereotypes, conflict, solution, hazards, safety rules, worried, relieved, global, interconnected, climate, trade, inequality, needs, wants, deprivation, united nations, equality, justice</p>	<p><u>Relationships (Y4 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them.</li> <li>• I know how most people feel when they lose someone or something they love.</li> <li>• I know that we can remember people even if we no longer see them.</li> <li>• I know how people feel when they love a special pet</li> <li>• I know how to show love and appreciation to the people and animals who are special to me.</li> </ul>	<p><u>Relationships (Y4 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant.</li> <li>• I can identify someone I love and can express why they are special to me.</li> <li>• I can tell you about someone I know that I no longer see.</li> <li>• I can explain different points of view on an animal rights issue.</li> <li>• I can express my own opinion and feelings on this.</li> <li>• I can understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet.</li> <li>• I can love and be loved.</li> </ul>
<p>Summer 2 (B) Phase: Y3/4</p>	<p>changes, birth, growing up, uterus, womb, nutrients, survive, love, affection, care, puberty, testicles, sperm, penis, ovaries, egg, vagina, stereotypes, roles, looking forward</p>	<p><u>Year 3 - Changing Me (Y3 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I know that in animals and human's lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</li> <li>• I know how babies grow and develop in the mother's uterus.</li> <li>• I know what a baby needs to live and grow.</li> <li>• I know that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</li> <li>• I know how I feel about these changes happening to me and know how to cope with those feelings.</li> </ul> <p><u>Year 4 - Changing Me (Y4 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I know that some of my personal characteristics have come from my birth parents and this happens because I am made from the joining of their egg and sperm.</li> <li>• I know that I am a truly unique human being.</li> <li>• I know strategies to help me cope with the physical and emotional changes I will experience during puberty.</li> <li>• I know I am confident enough to try to make changes when I think they will benefit me.</li> <li>• I know that having a baby is a personal choice and can express how I feel about having children when I am an adult.</li> <li>• I know how the circle of change works and can apply it to changes I want to make in my life.</li> </ul>	<p><u>Year 3 - Changing Me (Y3 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I can express how I feel when I see babies or baby animals.</li> <li>• I can express how I might feel if I had a new baby in my family.</li> <li>• I can identify how boys' and girls' bodies change on the outside during this growing up process.</li> <li>• I can tell you why these changes are necessary so that their bodies can make babies when they grow up.</li> <li>• I can start to recognise stereotypical ideas I might have about parenting and family roles.</li> <li>• I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.</li> </ul> <p><u>Year 4 - Changing Me (Y4 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</li> <li>• 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.</li> <li>• I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</li> <li>• I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</li> <li>• I can identify what I am looking forward to when I am in Year 5.</li> <li>• I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.</li> </ul>
<p>Autumn 1 (B) Phase: Y5/6</p>	<p>education, appreciation, motivation, vision, hopes, challenge, rights, British citizen, denied, empathise, wealth, poverty, prejudice, rewards, consequences, choices, cooperation, collaboration, motivation</p>	<p><u>Being Me in My World (Y6 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I know how to feel welcome and valued and know how to make others feel the same.</li> <li>• I know that there are universal rights for all children but for many children these rights are not met.</li> <li>• I know my own wants and needs and can compare these with children in different communities.</li> <li>• I know that my actions affect other people locally and globally; I care about other people's feelings and try to empathise with them.</li> <li>• I know how democracy and having a voice benefits the school community.</li> </ul>	<p><u>Being Me in My World (Y6 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I can identify my goals for this year, understand my fears and worries about the future and know how to express them.</li> <li>• 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.</li> <li>• I can contribute to the group and understand how we can function best as a whole.</li> </ul>
<p>Autumn 2 (B) Phase: Y5/6</p>	<p>culture, conflict, belong, culture wheel, racism, colour, race, discrimination, ribbon, bullying, cyber bullying, rumour, homophobic, continuum, developing world, plantation, artefacts</p>	<p><u>Celebrating Difference (Y6 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I know there are different perceptions about what normal means.</li> <li>• I know how having a disability could affect someone's life.</li> <li>• I know how to explain some of the ways in which one person or a group can have power over another.</li> <li>• I know some of the reasons why people use bullying behaviours.</li> <li>• I know about examples of people with disabilities who lead amazing lives.</li> <li>• I know how to explain ways in which difference can be a source of conflict and a cause for celebration.</li> </ul>	<p><u>Celebrating Difference (Y6 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I can empathise with people who are living with disabilities.</li> <li>• I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of on.</li> <li>• I can show empathy with people in either situation.</li> </ul>

<p>Spring 1 (B) Phase: Y5/6</p>	<p>dream, hope, goal, feeling, achievement, grown up, lifestyle, job, career, profession, salary, contribution, society, determination, perseverance, motivation, aspiration, culture, sponsorship, comic relief, communication, support, rallying, cooperation</p>	<p><u>Dreams and Goals (Y6 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• I know why it is important to stretch the boundaries of my current learning.</li> <li>• I know what some people in my class like or admire about me and can accept their praise.</li> <li>• I know how give praise and compliments to other people when I recognise their contributions and achievements.</li> </ul>	<p><u>Dreams and Goals (Y6 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• 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 set success criteria so that I will know whether I have reached my goal.</li> <li>• I can identify problems in the world that concern me and talk to other people about them I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations.</li> <li>• I can work with other people to help make the world a better place I can empathise with people who are suffering or who are living in difficult situations.</li> <li>• I can describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to do this.</li> </ul>
<p>Spring 2 (B) Phase: Y5/6</p>	<p>choices, healthy/unhealthy behaviour, informed decision, pressure, emergency procedure, recovery position, calm, body image, media, celebrity, altered, self-respect, eating problem, respect, pressure</p>	<p><u>Healthy Me (Y6 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I know the impact of food on the body e.g. creating energy, giving comfort and altering mood.</li> <li>• I know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</li> <li>• I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations.</li> <li>• I know what it means to be emotionally well and can explore people’s attitudes towards mental health/illness.</li> <li>• I know how to give my body the best combination of food for my physical and emotional health.</li> <li>• I know how to find ways to be happy and cope with life’s situations without using drugs.</li> <li>• I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen.</li> <li>• I know how to help myself feel emotionally healthy and can recognise when I need help with this.</li> </ul>	<p><u>Healthy Me (Y6 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I can evaluate when alcohol is being used responsibly, anti-socially or being misused.</li> <li>• I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse.</li> <li>• I can tell you how I feel about using alcohol when I am older and my reasons for this.</li> <li>• I can use different strategies to manage stress and pressure.</li> </ul>
<p>Summer 1 (B) Phase: Y5/6</p>	<p>characteristics, personal qualities, attributes, self-esteem, negotiate, compromise, trust, loyalty, betrayal, empathy, attraction, pressure, personal, body language, comfortable, jealousy, safe, technology, resist, risk, harm, identity, vulnerable</p>	<p><u>Relationships (Y6 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I know how it feels to have people in my life that are special to me.</li> <li>• I know some of the feelings we can have when someone dies or leaves.</li> <li>• I know that there are different stages of grief and that there are different types of loss that cause people to grieve.</li> <li>• I know how technology can be used to try to gain power or control and I can use strategies to prevent this from happening.</li> </ul>	<p><u>Relationships (Y6 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I can identify the most significant people to be in my life so far.</li> <li>• I can use some strategies to manage feelings associated with loss and can help other people to do so.</li> <li>• I can recognise when I am feeling those emotions and have strategies to manage them.</li> <li>• I can recognise when people are trying to gain power or control.</li> <li>• I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</li> <li>• I can take responsibility for my own safety and well-being.</li> <li>• I can use technology positively and safely to communicate with my friends and family.</li> </ul>
<p>Summer 2 (B) Phase: Y5/6</p>	<p>self-image, body image, self-esteem, perception, characteristics, aspects, affirmation, puberty, menstruation, periods, tampons, ovary, vagina, womb/uterus, sperm, semen, testicles, penis, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones, making</p>	<p><u>Year 5 – Changing Me (Y5 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I know how to develop my own self esteem.</li> <li>• I know that puberty is a natural process that happens to everybody and that it will be ok for me.</li> <li>• I know that sexual intercourse can lead to conception and that is how babies are usually made.</li> <li>• I know that sometimes people need IVF to help them have a baby.</li> <li>• I know how amazing it is that human bodies can reproduce in these ways.</li> <li>• I know I am confident that I can cope with the changes that growing up will bring.</li> </ul> <p><u>Year 6: Changing Me (Y6 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I know how I feel when I reflect on the development and birth of a baby.</li> </ul>	<p><u>Year 5 – Changing Me (Y5 Jigsaw Unit)</u></p> <ul style="list-style-type: none"> <li>• I can explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally.</li> <li>• I can describe how boys’ and girls’ bodies change during puberty.</li> <li>• I can express how I feel about the changes that will happen to me during puberty.</li> <li>• I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</li> <li>• I can identify what I am looking forward to when I am in Year 6.</li> <li>• I can start to think about changes I will make when I am in Year 6 and know how to go about this.</li> </ul> <p><u>Year 6: Changing Me (Y6 Jigsaw Unit)</u></p>

Termly Progression Document



	love, conception, sexual intercourse, fertilisation, embryo, umbilical cord, contraception	<ul style="list-style-type: none"><li>• I know how being physically attracted to someone changes the nature of the relationship.</li><li>• I know how to prepare myself emotionally for starting secondary school.</li></ul>	<ul style="list-style-type: none"><li>• I can ask the questions I need answered about changes during puberty.</li><li>• I can reflect on how I feel about asking the questions and about the answers I receive.</li><li>• I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</li><li>• I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.</li><li>• I can identify what I am looking forward to and what worries me about the transition to secondary school.</li></ul>
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