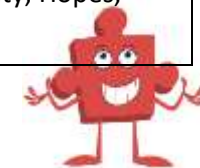


In this Puzzle, the children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship. They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school and what they are looking forward to/are worried about and how they can prepare themselves mentally.

Piece (Lesson)		RSHE guidance	Learning Intention	Social and Emotional Skills Learning intention	Vocabulary
1	My Self Image	R15, R27, H1, H4, H6, H7, H9, H10	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self-esteem	Self-image, Self-esteem, Real self, Celebrity
2	Puberty	R30, R32, H9, H34, H35	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty	Opportunities, Freedoms, Responsibilities, Puberty vocabulary - Pubic hair, voice breaks, menstruation, semen, growing taller, hips widen, facial hair, erection, tampon, breasts, hormones, wet dreams, ovulation, masturbation, sanitary towel, clitoris, testicles, sperm, underarm hair, penis, feeling moody, vagina, womb, fallopian tube, vulva
3	Babies: Conception to birth*	R1, R4, R32, H9, H35	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby	Pregnancy, Embryo, Foetus, Placenta, Umbilical cord, Labour, Contractions, Cervix, Midwife
4	Boyfriends & Girlfriends	R4, R7, R8, R9, R13, R19, H9	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to	Attraction, Relationship, Pressure, Love, Sexting
5	Real self and ideal self	R13, R15, R16, R19, R27, H1, H4, H6, H9, H10	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk	Self-esteem, Negative body-talk, Choice, Feelings/emotions, Challenge, Mental health
6	The Year ahead	H2, H3, H4, H6, H9, H10	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class	I know how to prepare myself emotionally for the changes next year	Transition, Secondary, Looking forward, Journey, Worries, Anxiety, Hopes, Excitement

*Sex Education – parents have the right to request their child be withdrawn from this PSHE lesson



In this Puzzle, the children revisit self-esteem, self-image and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited in further detail, explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc.

Piece (Lesson)		RSHE guidance	Learning Intention	Social and Emotional Skills Learning intention	Vocabulary
1	Self-Image and Body Image	R15, R25, R26, R27, H5, H6, H10, H18	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self-esteem	Self, Self-image, Body image, Self-esteem, Perception, Characteristics, Aspects, Affirmation
2	Puberty for girls	H34	I can explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be OK for me	Puberty, Menstruation, Periods, Sanitary towels, Sanitary pads, Tampons, Ovary/Ovaries, Vagina, Oestrogen, Vulva, Womb/Uterus
3	Puberty for Boys	H2, H3, H34	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty	Puberty, Sperm, Semen, Testicles/Testes, Erection, Ejaculation, Wet dream, Larynx, Facial hair, Growth spurt, Hormones
4	Conception*	H34	I understand that sexual intercourse can lead to conception and that is how babies are usually made I understand that sometimes people need IVF to help them have a baby	I appreciate how amazing it is that human bodies can reproduce in these ways	Relationships, Conception, Making love, Sexual intercourse, Fallopian tube, Fertilisation, Pregnancy, Embryo, Umbilical cord, Contraception, Fertility treatment (IVF)
5	Looking ahead 1	H4, H34	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I will be confident that I can cope with the changes that growing up will bring	Teenager, Milestone, Perceptions, Puberty, Responsibilities
6	Looking Ahead 2	H1, H4	I can identify what I am looking forward to when I move to my next class	I can think about changes I will make next year and know how to go about this	Change, Hope, Manage, Cope, Opportunities, Emotions, Fear, Excitement, Anxious

*Sex Education – parents have the right to request their child be withdrawn from this PSHE lesson



In this Puzzle, bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The Puzzle ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.

Piece (Lesson)		RSHE guidance	Learning Intention	Social and Emotional Skills Learning intention	Vocabulary
1	Unique Me	R1, R2, R3, R4, R27	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	I appreciate that I am a truly unique human being	Personal, Unique, Characteristics, Parents
2	Having a Baby*	R1, R2, R3, R4, R26, H34	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and I can express how I feel about having children when I am an adult	Sperm, Egg/ Ovum, Penis, Testicles, Vagina/Vulva, Womb/Uterus, Ovaries, Making love, Having sex, Sexual Intercourse, Fertilise, Conception
3	Girls and puberty	R26, H34, H35	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this	I know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty	Puberty, Menstruation, Periods
4	Circles of change	H4	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me	Circle, Seasons, Change, Control
5	Accepting change	H2, H3	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively	Control, Change, Acceptance Range of emotions – scared, empty, peaceful, happy, sad, nervous, proud, excited, anxious, shy, grumpy, accepting, apprehensive, worried, frustrated, angry, disappointed, hurt, jealous, frightened, unsure, uncertain, confused, miserable
6	Looking ahead		I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about this	Change, Looking forward, Excited, Nervous, Anxious, Happy, Range of emotions

*Sex Education – parents have the right to request their child be withdrawn from this PSHE lesson



This Puzzle begins learning about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period. Sexual intercourse and the birth of the baby are not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.

Piece (Lesson)		RSHE guidance	Learning Intention	Social and Emotional Skills Learning intention	Vocabulary
1	How babies grow	H2, H3	I understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby	I can express how I feel when I see babies or baby animals	Changes, Birth, Animals, Babies, Mother, Growing up
2	Babies	H2, H3	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow	express how I might feel if I had a new baby in my family	Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care
3	Outside body changes	H2, H3, H34	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	I recognise how I feel about these changes happening to me and know how to cope with those feelings	Change, Puberty, Control
4	Inside Body Changes	R27, H2,H3, H34	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 can recognise how I feel about these changes happening to me and how to cope with these feelings	Puberty, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum/Ova, Womb/Uterus, Vagina
5	Family Stereotypes	R1, R2, R3, R4, R18, H2, H3	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and be willing to change my ideas sometimes	Stereotypes, Task, Roles, Challenge
6	Looking Ahead	H2, H3	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make next year and know how to go about this	Change, Looking forward, Excited, Nervous, Anxious, Happy



In this Puzzle, children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.

Piece (Lesson)		RSHE guidance	Learning Intention	Social and Emotional Skills Learning intention	Vocabulary
1	Life cycles in nature		I can recognise cycles of life in nature	understand there are some changes that are outside my control and to recognise how I feel about this	Change, Grow, Life cycle, Control, Baby, Adult, Fully grown
2	Growing from young to old		I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me	Growing up, Old, Young, Change, Respect, Appearance, Physical
3	The Changing Me	H34	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent	Baby, Toddler, Child, Teenager, Adult, Independent, Timeline, Freedom, Responsibilities
4	Boys and Girls Bodies	R26, R27, R29, H34	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private.	I can tell you what I like/don't like about being a boy/girl	Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private
5	Assertiveness	R15, R19, R25, R26, R29, R30, R31, R32	I understand there are different types of touch and tell you which ones I like and don't like	I can be confident to say what I like and don't like and ask for help	Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable
6	Looking Ahead	H2, H3	I can identify what I am looking forward to when I move to my next class	I can start thinking about changes I will make in my next year at school and know how to go about this	Change, Looking forward, Excited, Nervous, Anxious, Happy



Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.

Piece (Lesson)		RSHE guidance	Learning Intention	Social and Emotional Skills Learning intention	Vocabulary
1	Life Cycles	R1, R6	I can start to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK	Changes, Life cycle, Baby, Adulthood
2	Changing Me	H4	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not	Change, Life cycle, Baby, Adult, Grown up
3	My Changing body		I know how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates	Baby, Growing up, Adult, Mature, Change
4	Boys' and girls' bodies	R19, R25, R26, R27, R29, H34	I can identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina	I respect my body and understand which parts are private	Male, Female, Vagina, Penis, Testicles, Vulva, Anus
5	Learning and growing	R15	I understand that every time I learn something new I change a little bit	I enjoy learning new things	Learn, New, Grow, Change
6	Coping with changes	R32, H2, H3	I can tell you about changes that have happened in my life	I know some ways to cope with changes	Change, Feelings, Anxious, Worried, Excited, Coping





Changing Me: Year R (Age 4 - 5)

Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.

Piece (Lesson)		Learning Intention	Vocabulary
1	My Body	I can name parts of the body	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories
2	Respecting my body	I can tell you some of the things I can do and foods I can eat to be healthy	
3	Growing up	I understand that we all grow from babies to adults	
4	Fun and fears 1	I can express how I feel about moving to Year 1	
5	Fun and fears 2	I can talk about my worries and/or the things I am looking forward to about being in Year 1	
6	Celebration	I can share my memories of the best bits of this year in Reception	





Changing Me: Year N (Age 3 - 4)

Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.

Piece (Lesson)		Learning Intention	Vocabulary
1	My Body	I can name parts of my body and show respect for myself	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories
2	Respecting my body	I can tell you some things I can do and some food I can eat to be healthy	
3	Growing up	I understand that we all start as babies and grow into children and then adults	
4	Growth and change	I know that I grow and change	
5	Fun and Fears	I can talk about how I feel moving to School from Nursery	
6	Celebration	I can remember some fun things about Nursery this year	

