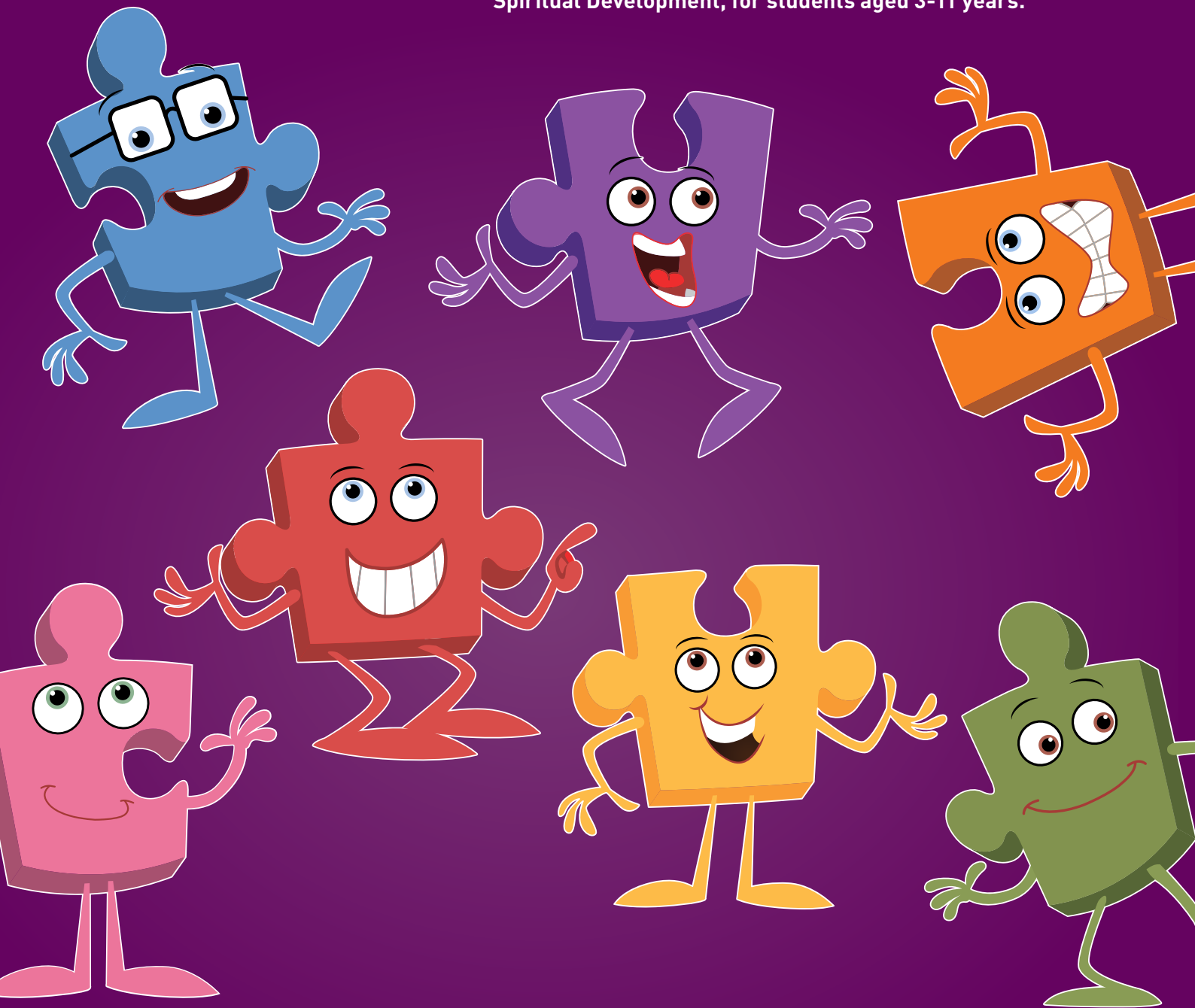


Jigsaw!

The mindful approach to PSHE

The comprehensive Scheme of Learning for PSHE
Education including Emotional Literacy, Social Skills and
Spiritual Development, for students aged 3-11 years.



www.jigsawpshe.com

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The Jigsaw Approach for Ages 5-12

Welcome from Jan Lever, Creator and CEO of Jigsaw, the mindful approach to PSHE

The context

Jigsaw is the culmination of over 35 years' experience as a teacher, local authority education adviser and psychotherapist and is my contribution to supporting schools who are so often more than aware that a growing number of children are hampered in their learning and achievement by their emotional needs, poorly-developed social skills and mental health issues; not to mention the often complex family situations they live within. School leaders and teachers are charged with raising academic standards and know they will be better able to do this for all children if they could find manageable ways to address some of the barriers to learning mentioned above.

Most school budgets do not allow the 'luxury' of enough therapeutic support for children and families so providing a universal whole-school curriculum that builds social skills, grows emotional literacy, enables mental health, nurtures children's positive relationships with themselves and others, provides a whole-school approach to delivering this challenging work, and makes this task enjoyable and straightforward for teachers, seems like the obvious starting point.

Integrating this personal and social development work into a comprehensive Personal, Social, Health Education (Health and Well-being) curriculum gives the relevant context to build skills, attitudes, self-esteem, resilience and confidence, all of which I believe need to be taught explicitly as well as nurtured implicitly, thereby demanding a well-structured, progressive lesson-a-week process.

However, Jigsaw PSHE programmes are far more than curriculum programmes. They offer whole-school opportunities e.g. assemblies, end-of-Puzzle displays, Weekly celebrations, music and songs, to reinforce the curriculum work and enhance the positive ethos of the whole school community; an effective whole-school development tool.

Jigsaw, the mindful approach to PSHE provides a thorough curriculum package for 3-16 year olds, with the Jigsaw R.E.S.T. (Resilience and Engagement Scale and Toolkit) boosting resilience at Primary, and the Jigsaw Families Programme offering support for parents and carers.

The rationale and philosophy underpinning Jigsaw resources is based on mindfulness philosophy and practice, sound psychology and is evidence-based. We have explored how the brain works and how learning happens and have structured Jigsaw lessons to maximise these processes.

Children and young people are at the heart of all Jigsaw Programmes. We aim to improve their capacity to learn, their resilience and emotional well-being and mental health and thereby enhance their life-chances.

Having launched the Primary Jigsaw Programme in 2013, I am delighted that since news of its positive impact has spread, the Jigsaw Community is now reaching across the whole of the UK and to many schools internationally, opening up opportunities for teachers and children across the globe to communicate together about Jigsaw work, to practise Calm Me time together and make friends.

What better way to better understand each other as human beings and global citizens, share cultures and grow empathy?

My dedicated team of teacher-consultants and I pledge to support fellow teachers in the delivery of Jigsaw Programmes and offer an ongoing package of support (included in the price of Jigsaw when you join the Jigsaw Community) including a Jigsaw mentor and access to the abundant (password-protected) Community area of the Jigsaw website.

Our FREE Update Policy means that we keep Primary Jigsaw dynamic and relevant to children in an ever-changing world and when we produce new materials or updates we email you with the link to download them for free.

We are proud to say that Jigsaw, the mindful approach to PSHE, fulfils all the requirements for the statutory Relationships and Health Education curriculum, as announced by the Department for Education in England in 2019, for full implementation from September 2020. Jigsaw goes even further than this and provides a spiral and progressive comprehensive PSHE Programme in which the statutory elements sit and are embraced.

Jigsaw materials are age- and stage-appropriate, and offer each school the flexibility to deliver the more sensitive issues in ways appropriate to their school ethos and values.



We encourage schools to embrace the whole Jigsaw Programme, as our impact studies ('Does Jigsaw work?', Sheffield Hallam, 2016, downloadable from www.jigsawpshe.com) clearly show the impact on children, behaviour, school ethos, empathy, relationships and learning capacity, happens more quickly with the whole-school approach embedded.

Please see www.jigsawpshe.com for testimonial videos from teachers and children.

I invite you to use your professional creativity to tailor Jigsaw to your children's needs, to enjoy working with it, and to join us in helping children learn well and be healthy and happy, equipped to cope in the world and be aware of its wonder and theirs.

You are welcome to offer feedback and suggestions through the website: www.jigsawpshe.com

We do listen!

Jan Lever B.Ed (Hons.), MA, Adv. Dip. Couns.

Creator and CEO

Jigsaw PSHE Ltd



The Jigsaw Approach

Introduction

Jigsaw, the mindful approach to PSHE, brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. A lesson a week with the teaching resources included, helps teachers to focus on tailoring the lessons to their children's needs and to enjoy building the relationship with their class, getting to know them better as unique human beings.

Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

Other Jigsaw Programmes can be added once this universal curriculum is established e.g.

The Jigsaw Families Programme

The Jigsaw Resilience and Engagement Scale and Toolkit (R.E.S.T.)

We also have the Jigsaw 11-16 Secondary PSHE Programme to ensure progression from age 3-16.

A Programme for all schools

Originating in England, and now serving children in many countries, Jigsaw works because its focus is children and their development, universal need in many contexts. This second edition of Jigsaw 3-11 has been mindful of International Schools, different curriculum requirements etc, hence it being a stand-alone Programme.

Mindfulness

How would children and their learning benefit if they could be aware of their thoughts and feelings as they happen, in the present moment, on purpose with no judgement?

This is what mindfulness means.

How could being mindful help to address the emotional health and behaviour issues so often acting as barriers to learning?

Mindfulness:

- to be aware of your thoughts and feelings as they arise
- to be able to focus your mind on what you choose to focus it on both outside of you and within you.

Thoughts and feelings motivate and determine actions/responses/behaviours. If we are caught up in thoughts and feelings and are not aware of them as they happen, the responses that follow may not be under our control, and may not be in our best interest or appropriate in the situation.

If a child can be aware of their thoughts and feelings as they arise and have been taught and practised how to use interventions e.g. breathing (Calm Me) techniques, they can choose to regulate/ manage their thoughts and feelings by using these interventions. They can effectively press the 'pause' button and consider whether to allow that chain of thoughts to continue or to change its direction, thus potentially choosing the response, action/ behaviour that will be motivated by it.

If thoughts and feelings are left unchecked they will lead to responses/actions/behaviours (e.g. fight/flight/freeze responses), and some of these may not be conducive to learning either for the child or their classmates.

If I can see my thoughts as they arise and intervene, I can press the 'pause' button and consider my response.

Mindful children can more readily choose their responses to situations rather than react while caught up in the thought-flows and emotions, saving behaviour issues from happening, helping concentration and lessening stress and anxiety.

This is empowering.

In Jigsaw, the mindful approach to PSHE, mindfulness is developed in 3 main ways:

- a) through the 'Calm Me' time in each Piece (lesson). This consists of breathing techniques, awareness exercises and visualisations, enabling children not to empty their minds but to quiet them and become aware of the activity within them and manage it positively
- b) through the taught curriculum. Lessons (Pieces) help children to explore their thoughts and feelings, to expand their emotional vocabulary, explore thoughts-feelings-consequence sequences, build their confidence and express themselves in a safe environment.
- c) through the 'Pause Points' in lessons (Pieces) which ask children to 'Stop and look inside' to practise observing their thoughts and feelings relating to what they are learning about in that lesson.



Jigsaw Jerrie Cat is introduced in the first Puzzle (Being Me in My World) through 2 whole-school assemblies and acts as the trigger for PAUSE POINTS in lessons (the teacher using Jerrie Cat's Paws, to symbolise the Pause Point for children).

The Jigsaw Chime - used in Calm Me time

Using the Jigsaw Chime and the Calm Me exercises is an easy introduction to techniques which help children relax their bodies and calm their minds, reaching an optimum state for learning. The aim is to bring children's awareness/attention to the present moment and in so doing let go of other thoughts that might be scurrying around the mind which distract from focusing on the learning of the lesson.

Please note that the Chime is not a behaviour management tool and must not be used to bring the class to order, but rather to help them to develop the skills of awareness. Children need to develop the ability to be aware of their own thoughts and feelings at any given moment – e.g. I am aware I am feeling anxious about writing this story... how can I help myself manage this feeling so I can write the story?

Calm Me scripts are included in every Piece (lesson plan) plan for teachers to use throughout the year. The Chime can be used at any time during the school day to help children still their minds and bodies and become ready to learn. Children will rapidly recognise when they need this.

The Six Puzzles (Themes/ Units of work)

There are six Puzzles in Jigsaw that are designed to progress in sequence from the start of each academic year:

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including Sex Education)

Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals. Each Piece has two Learning Intentions: one is based on specific **PSHE learning (purple)** and one is based on **emotional literacy and social skills development (green)**.

The whole school works on the same Puzzle at the same time, meaning that each Puzzle can be launched with a whole-school assembly and learning can be celebrated by the whole school in a meaningful way.

The Jigsaw 11-16 Programme also has the same 6 puzzles, aiding transition and progression from ages 3-16.



Statutory Relationship and Health Education (DfE, England 2019)

Jigsaw provides a comprehensive PSHE Programme which covers all the requirements of the government guidance and outcomes, and more. The Relationships and Healthy Me Puzzles (units) cover most of the aspects in the guidance but these are enhanced, revisited and foundations built throughout the Jigsaw Programme. Jigsaw's philosophy starts by building positive self-image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others.

Health Education in Jigsaw embraces not only physical health but has a strong focus on mental health and emotional literacy throughout, and empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these (e.g. using Calm Me (mindfulness techniques).

Documents on the website map how Jigsaw covers the statutory expectations and sample policies help schools to update theirs. Jigsaw values every child and so takes inclusivity as a given, promoting acceptance of individuals for who they are and who they will become. Please see the position paper and parent leaflet on the Community Area for our approach to LGBT+ relationships.

SMSC (Spiritual, Moral, Social, Cultural) development

Every Piece (lesson) contributes to at least one of these aspects of children's development. A mapping document is available from the Jigsaw Community Area showing this coverage.

Safeguarding, British Values, Prevent and Ofsted

Jigsaw is eager to support schools in seeing how the Jigsaw materials contribute to government agendas.

Please see the Jigsaw Community area of the website for articles and mapping documents supportive of these agendas and helpful to the PSHE Subject Leader as evidence of PSHE's considerable contribution to whole school outcomes.

www.jigsawpshe.com

The Relationships and Changing Me Puzzles have a strong safeguarding focus in particular, obvious to teachers but not necessarily so explicit to children. Our philosophy is to grow resilience and positive self-esteem and confidence in children, so they can recognise when they feel uncomfortable in a situation and know who to trust and how to speak up for help. They respect themselves and their bodies and know what healthy relationships feel like.

There may be some issues that some schools feel they do not yet need to include in their universal PSHE curriculum, but others do, e.g. FGM and sexuality issues. In this case, we may well add specific lesson plans to the Community area of the Jigsaw website and/or signpost people to specialist resources/websites for further information, and Jigsaw schools are then welcome to download these for FREE and use them as they see fit.

Teachers need to be aware that sometimes disclosures may be made during Jigsaw lessons in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen.

At Jigsaw, we take children's safety and well-being very seriously, trying to empower them to speak up and get help if needed and to know how to keep themselves safe.

Some schools ask the children to draw a Jigsaw Friend with either a smiley face/ neutral face/ unhappy face at the end of each Jigsaw lesson in their Jigsaw Journal (see below). The teacher can then ascertain if any children are feeling worried or concerned about the lesson and follow this up with specific children if needed. Jigsaw recommends this as good practice.

The Learning Environment

Jigsaw aims to meet children's needs in this ever-changing world and does not skirt around the most sensitive issues like bereavement and family change.

Therefore, establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital.

To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece - by using The Jigsaw Charter. The first lesson plans of the Being Me in My World Puzzle enable this.

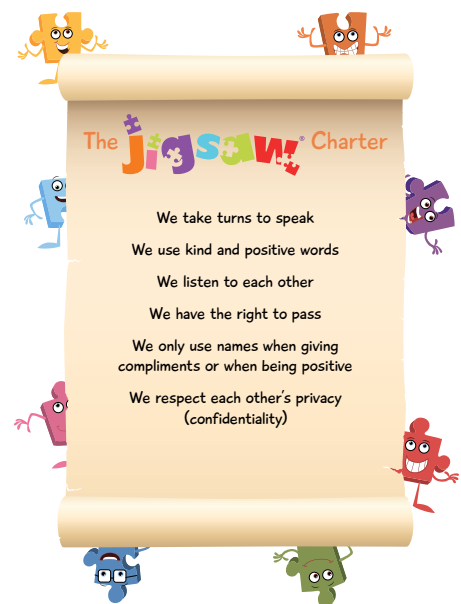
(Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the following aspects:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- **We have the right to pass**
- We only use names when giving compliments or when being positive
- **We respect each other's privacy (confidentiality)**

The behaviours of the Jigsaw Charter will be reflected in the whole-school Learning Charter developed in Being Me in My World and will permeate the school community, acting as the 'cradle' (think 'boat cradle') to hold children as they grow and learn.

Should schools choose to start implementing Jigsaw part-way through the school year, they are advised to begin with creating the Jigsaw Charter (Piece 1 in Being Me in My World in every year group) before they start teaching the Puzzle due at that stage of the year.



The Jigsaw Circle

Most Puzzles include the use of The Jigsaw Circle in some Pieces. The Jigsaw Circle is a tried and tested teaching approach. It brings children and adults together to feel equal, included and valued so that they can share ideas, thoughts and feelings. Sitting in a circle either all on chairs or all on the floor means adults and children are sharing the experience and learning together.

If children are not used to the circle approach, it may be necessary to rehearse this with them in small groups before bringing the whole class together. The circle is used regularly in Jigsaw. It is important that children understand the circle approach rules so that they feel safe and valued and enjoy these experiences. A structured approach, building up to a full circle time will be introduced gradually, using the Jigsaw Friend as the Talking Object, i.e. when you are holding Jigsaw Jack it is your turn to speak (if you choose to) and be listened to.

Within some classrooms it may be more challenging for the students to sit in a circle. If this is the case, although not ideal, Jigsaw activities can still be facilitated with students in their places. Teachers should decide what is most appropriate, however if it is possible for students to sit in a circle by using another space in school or rearranging class furniture to make room for the circle, the children will benefit from this. Many schools plan their Jigsaw learning times between breaks so the classroom can be reorganised in each breaktime, therefore minimising disruption of moving furniture while the children are in class and ensuring a calm start and end of the lesson.



The Jigsaw Charter - as applied to The Jigsaw Circle

We take turns to speak

During the Jigsaw Circle, the Jigsaw Friend for that year group is used as the 'talking object,' replicating the Native American 'talking stick.' The Jigsaw Friend must be held when the person, adult or child, wants to speak, and needs to be treated as a special asset and member of the class, preferably only used in Jigsaw and related lessons.

We use kind and positive words

It is vital that the teacher models the use of positive language and praises children for doing so. Circle work should be a positive and enjoyable experience. Only when this is established can the Jigsaw Circle be used to tackle more difficult and sensitive issues.

We listen to each other

The Jigsaw Circle and 'Connect us' aspects of Jigsaw teach children the social skills necessary for active listening, for example, eye contact, open body language, and turn-taking. These need to be encouraged and praised in circle work.

We have the right to pass

The Jigsaw Circle necessitates children feeling secure and choosing if and when to speak. They must never feel pressured to do so and thus must know they have the right to pass, that is, not to speak if they don't want to. This approach can raise very personal issues for children and it must always be their choice as to whether they share these in the circle or not.

We only use names when giving compliments or when being positive

If the Jigsaw Circle is being used to tackle a sensitive issue, like trouble in the playground, no names must be used to describe negative behaviours. It is not appropriate for a child to say, "Jamie pushed me in the playground"; instead, children are encouraged to say, "At playtime, someone pushed me and this really hurt my feelings". Then the whole circle can suggest positive solutions to the problem described.

We respect each other's privacy (confidentiality)

Although, realistically, it is unlikely that complete confidentiality will be observed, it is important that children are taught to respect the privacy of others and to do their best to keep what is said in Jigsaw Pieces (lessons) and Circles confidential. The teacher must emphasise that they cannot promise complete confidentiality as they must report any information relating to safeguarding concerns.

'Sex Education'

The DFE statutory guidance (England 2019) expects schools to deliver work on puberty. This sits under the Health Education statutory expectations. Lessons on human reproduction are left to the discretion of the school. However, Jigsaw believes children need to understand this before they leave primary school so that:

- a) they see that puberty needs to happen to enable them to have babies in adulthood
- b) this knowledge helps to safeguard them.

The work on puberty and human reproduction is taught through the Changing Me Puzzle (delivered in the last term of the academic year). All the teaching resources are original to Jigsaw; - picture cards, resource sheets and animations that are used to enhance teaching and learning.

The specially-commissioned animations of the female reproductive system and the male reproductive system provide a visual resource to enable children to understand how the body changes and develops in puberty.

This work is done in the context of managing change and is age-appropriate.



These resources are downloadable from the Community Area of the Jigsaw website as appropriate to different year groups and are used at the school's discretion.

It is possible that teaching assistants, school nurses or external agencies may be involved in some settings to deliver some of the specific puberty and/or human reproduction lessons and it is advised that they are made aware of the whole Jigsaw Scheme of Learning and use the Jigsaw resource to ensure consistency of delivery, and to be sure that children receive the core curriculum provision at the appropriate times. Class teachers should also be present so they understand the content of the sessions and can therefore support the children appropriately throughout the Puzzle (unit).

Much thought has been given to 'what to teach when' to ensure all children can approach puberty equipped with the knowledge needed to understand what is happening to them without fear.

It is also advised that whole school PSHE policy is reviewed regularly and updated with parents, carers and governors being consulted on the curriculum content and delivery.

Jigsaw runs annual training events on Relationships and Health Education including teaching puberty and human reproduction in the context of an holistic PSHE programme, to offer ongoing opportunities for teachers to gain confidence, support with updating policy and working with parents.

Editable sample PSHE policies are on the Community Area of the Jigsaw website for free download as are PowerPoint and training materials for training school staff and for leading parent/carer sessions.

Jigsaw Songs

The specially composed original songs are introduced in the Jigsaw assemblies that launch each Puzzle and are also used within some of the Pieces (lessons) to reinforce the learning messages. There is also sheet music and lyrics for each song in the Jigsaw resources at the beginning of each Puzzle.

Each song has 2 tracks one with children from Swingate Primary School singing and one that is instrumental.

The songs for each Puzzle are:

- Together As One (Being Me In My World)
- There's A Place (Celebrating Difference)
- For Me (Dreams and Goals)
- Make A Good Decision (Healthy Me)
- R-E-L-A-T-I-O-N-S-H-I-P (Relationships)
- A New Day (Changing Me)

The Structure of the Pieces (lessons) in Jigsaw

The creation of Jigsaw is motivated by the genuine belief that if attention is paid to supporting children's personal development in a structured and developmentally appropriate way, this will not only improve their capacity to learn (across the curriculum) but will ultimately improve their life chances. That's why Jigsaw is completely child-focussed. This is reflected in the innovative way that Pieces (lessons) are structured, which also reflects understanding of the learning process.

In designing the Pieces, we imagine that children are asking the teacher to:

- Improve their social skills to better enable collaborative learning (**Connect us**)
- Relax their bodies and calm their minds to prepare them for learning (**Calm me**)
- Help the brain to focus on specific learning intentions (**Open my mind**)
- Initiate new learning (**Tell me or show me**)
- Facilitate learning activities to reinforce the new learning (**Let me learn**)



- Support them in reflecting on their learning and personal development (**Help me reflect**)

Using these child-centred headings for the sections of each Piece is very significant.

It encourages teachers to see their pupils as whole children who want and deserve to learn.

Connect us - This is a game or activity designed to be fun and inclusive and to build and maximise social skills. 'Connect us' engenders positive relationships and enhances collaborative learning. It sets the atmosphere at the beginning of each Jigsaw Piece and can be used again at the end should the teacher feel the atmosphere needs to be lifted after some deep work during the lesson.

Calm me - This section of the Piece helps children gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity. This will also engender a peaceful atmosphere within the classroom. It may well take a number of sessions before children can do this successfully, as many children live in continually noisy and hectic environments. It is an invaluable life skill which also enhances reflection and spiritual development. This underpins the **mindful approach advocated in Jigsaw** (See 'mindfulness' above)

Open my mind - The Reticular Activating System of the brain filters the many stimuli entering the child's mind at any given time. It is designed only to allow in that which is significant. Therefore, it is important to engage this system with the most important aspects of learning intended for each Piece (lesson). If we do this well, it will enable children to filter out activity around them not significant to this learning intention, thereby improving concentration and learning.

Tell me or show me - This section of the Piece (lesson) is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.

Let me learn - Following Piaget's learning model, after receiving new information/concepts, children need to manipulate, use, and play with that new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning.

Help me reflect - Throughout Jigsaw, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. They are also asked to stop and become aware of their thoughts and feelings in any given moment in Pause Points  thus developing their mindfulness.

Closure - Each Piece needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points for the children.

Emotional Literacy Domains

The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every Piece. These are also mapped on a separate document available from the Jigsaw Community Area.

Puzzle Outcome/End Product

Producing a whole-school end product adds to the children's sense of community and belonging, raising self-esteem and sense of identity.

In each series of 6 Pieces (lessons) learning builds and develops and culminates in a suggested End of Puzzle Outcome, for example The Garden of Dreams and Goals, or the Tree of Change display. Within each Puzzle (unit) there are specific lessons and tasks that involve children in each class producing something for the End of Puzzle Outcome. These are listed overleaf and are written into the lesson plans so do not require additional time. This gives the learning additional purpose and builds motivation for the work.

While it is recommended that schools/settings try to complete the End of Puzzle Outcomes as they are written into each Puzzle, there may be circumstances such as lack of display space or teacher workload that make some more challenging to complete. Equally, schools that have used Jigsaw for a number of years may have used the same Puzzle Outcomes for successive years and need to do something different.

A recommended approach is for the Jigsaw Lead (Jigsaw Champion) in the school/setting to consult staff



prior to each Puzzle to decide on an appropriate End of Puzzle Outcome for that Puzzle from the following suggestions:

- The End of Puzzle Outcome as recommended within the Jigsaw resources
- A class display of some of the children's Jigsaw work– designed by the class teacher or the children (which can then be recorded as a series of photographs if the subject lead desires to keep a record)
- A sharing assembly where children from different year groups share their work with each other
- A celebration assembly where children share their work with parents /carers – this could be class or whole-school as appropriate.

By having these options there should always be an End of Puzzle Outcome for each Puzzle and also provides flexibility for staff and schools to use a range of different Puzzle Outcomes depending on individual circumstances. These end products necessitate cooperation and collaborative work developing social skills, and a sense of pride. They also allow an opportunity to showcase the children's work with parents and carers by bringing the whole school community together.

The Puzzle Outcomes

Being Me in My World : The whole-school Learning Charter

The whole school Learning Charter, the end product of Puzzle 1 (Being Me in My World), gives the school a process for everyone to be involved in the production or review of the school's positive behaviour policy.

The system of 'rewards and consequences' in the Learning Charter is built upon the communal understanding of 'rights and responsibilities', as opposed to a set of rules imposed from on high. (This can also be taken to a global citizenship level by considering the United Nations Convention on the Rights of the Child.)

Rights, responsibilities, rewards and consequences are built on the belief that each child has the right and the capacity to make his/her own choices and, in doing so, is aware of, and therefore, accepts the consequences of these. The Learning Charter should, therefore, provide a cohesive structure that empowers children and brings consistency in managing behaviour positively.

It might be advisable to block the teaching of the first Puzzle, covering the 6 Pieces in the first couple of weeks of the academic year as this will help the class to gel, to get to know each other, and will assist the school in establishing the whole-school Learning Charter early on.

It is important to note that the children's work needed for the Puzzle outcomes is done during the Pieces (lessons) and does not require additional time. The relevant Piece is indicated in the list below)

Celebrating Difference : Hall of Fame display

Ages 3-5:	Children's paper chains (Piece2)
Ages 5-6:	Gingerbread people (Pieces 1-6)
Ages 6-7:	Trophy of celebration (Piece 6)
Ages 7-8:	Compliment kites (Piece 6)
Ages 8-9:	Picture frames (Piece 5)
Ages 9-10:	Culture displays (Pieces 5 & 6)
Ages 10-11:	Admiration accolades (Piece 5)
Ages 11-12:	Included/excluded patterns/Haiku poems (Piece 6)

Dreams and Goals : Our Garden of Dreams and Goals



Ages 3-5:	Footprint awards (Piece 6)
Ages 5-6:	Stretchy flowers and dream wellies (Pieces 3 & 4)
Ages 6-7:	Dream birds (Piece/lesson 5)
Ages 7-8:	Garden decorations (Pieces 3-5)
Ages 8-9:	Garden decorations (Pieces 5 & 6)
Ages 9-10:	Fundraisng event (Pieces 5 & 6)
Ages 10-11:	Bunting/ garden event (Pieces 3-5)
Ages 11-12 :	Planning for success (Piece 5)

Healthy Me : The Healthy, Happy Me Recipe Book

Ages 3-5:	Bedtime (Piece 4)
Ages 5-6:	Keeping clean and healthy (Piece 6)
Ages 6-7:	Healthy snack recipes (Piece/lesson 6)
Ages 7-8:	Keeping safe (Piece 4)
Ages 8-9:	Healthy friendships (Piece 5)
Ages 9-10:	Healthy body image (Pieces 5)
Ages 10-11:	Healthy body healthy mind (Piece 6)
Ages 11-12:	Jigsaw Jello protective bubbles ((Piece 1)

Relationships : The Relationship Fiesta

Ages 3-5:	Mittens (Piece/ lesson 6)
Ages 5-6:	Balloon and labels (Piece 6)
Ages 6-7:	Compliment bunting (Piece6)
Ages 7-8:	Appreciation streamers (Piece 6)
Ages 8-9:	Memory boxes (Piece/lesson 3)
Ages 9-10:	Internet safety posters (Pieces 5&6)
Ages 10-11:	Internet safety presentation (Pieces 5&6)
Ages 11-12:	Emoji/emoticon designs (Piece 1)

Changing Me : Tree of change display

Ages 3-5:	Fruit mobiles (Piece 2)
Ages 5-6:	Flowers of change (Piece 5)
Ages 6-7:	Leaf mobiles (Piece 6)
Ages 7-8:	Ribbon of change mobiles (Piece 6)
Ages 8-9:	Circles of change (Piece 4)
Ages 9-10:	Change cards (becoming a teenager) (Piece 5)
Ages 10-11:	Journey T-shirts (Piece 6)
Ages 11-12 :	Memes (Piece)

The Jigsaw Journal

In order for children to feel a sense of pride in their work and for the teacher to have evidence of their progress, each child has a Jigsaw Journal. In the Journal we suggest there is a section for each Puzzle (unit) and within each of these children collect:

Pieces of work

Photos of group activities 'Help Me Reflect' notes/work 'My Jigsaw Learning/My Jigsaw Journey'

Puzzle certificate

and anything else that is meaningful to them as they progress through their Jigsaw Journey.

The Journal is seen as a portfolio of children's work and reflections through each Puzzle, and can be a valuable tool during transition to the next year group or school. Primarily, the Jigsaw Journal is an opportunity for each child to celebrate their learning journey and self-development.

The Jigsaw Teaching materials (on the Community Area of the website) includes the front cover of the Jigsaw Journal for each year group to be downloaded and stuck to the front covers of exercise/scrap books so children can create their own journals.

There are also generic Key Stage 1 and 2 covers as journals may last for several year groups, so a generic cover and year group covers inside as dividers could be a valuable way to keep the journals across year groups.

There are several versions of Jigsaw Journal covers available, those which are exactly the same, full-colour copies of the teacher folder design for each year group, and those which are black and white line drawings for children to colour in.

You can also download a **Journal page template** to help create specific pages for the Journal, and a **Praise Page** on which children can collect Jigsaw stickers and set their own targets and feel proud of their own achievements.

The journal page template has an empty puzzle piece, perfect for recording 'Help Me Reflect'.

Schools/settings may also choose to create class or year group Jigsaw Journals to showcase or evidence the work and learning through the year.

This may be really useful to evidence 'Personal Development'/Health and Well-being during inspections.



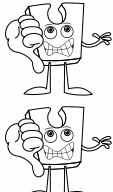
Differentiation/SEND

Jigsaw is written as a universal core PSHE curriculum provision for all children. Inclusivity is a key part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work. To further help teachers differentiate for children in their classes with special educational needs, there is additional support on the Community Area of the website under Resources.

Assessment and tracking pupil progress

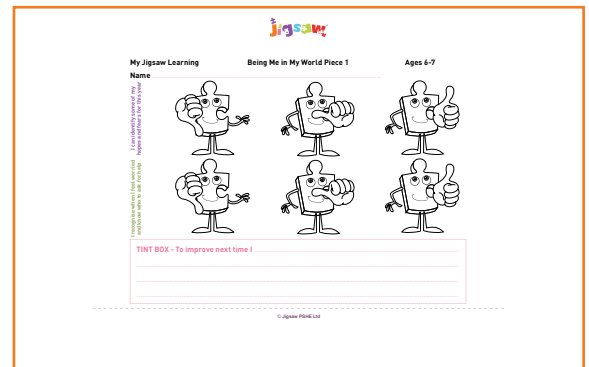
Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience.

Therefore, each Piece (lesson) has a formative assessment activity that children can use to self/peer assess their understanding in that lesson. For younger age groups these recording sheets are called **My Jigsaw Learning** and for older

My Jigsaw Learning	Being Me in My World - Piece 1	Ages 5-6
Name _____		
I have been to see my Jigsaw Journal.		
I feel special and safe in my class.		

students, **My Jigsaw Journey**. These are to be completed by the children and can be included in their Jigsaw Journals. Teachers can show these recording sheets and discuss them with the class prior to completion by using the PowerPoint slides included with each Jigsaw Piece (lesson).

For **My Jigsaw Learning** tasks, children colour in or tick the Jigsaw Friend (thumb up, thumb down, thumb neutral) which corresponds to their personal assessment for the purple and green learning intention for that Piece (lesson). For ages 6-7 there is also a comments box that can be used for setting formative targets or for children's general TINT (to improve next time) about the Piece (lesson).

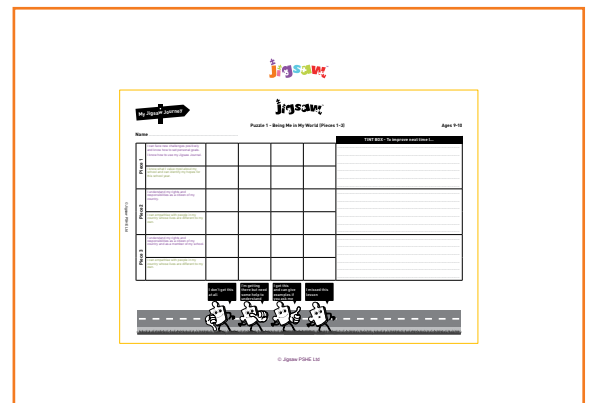


This recording sheet is titled 'My Jigsaw Learning' and 'Being Me in My World Piece 1' for ages 6-7. It features a grid with six Jigsaw Friends (characters with thumbs up, down, or neutral) for assessment. Below the grid is a 'TINT BOX - To improve next time' with lines for writing. The sheet is branded with the Jigsaw PSHE logo and copyright notice.

My Jigsaw Journey tasks for the older children follow the same approach with students ticking or colouring the appropriate box for each learning intention in a Piece (lesson). There is also a box for them to record if they were absent for a particular lesson, and a TINT (to improve next time) to record formative targets or comments.

The last Piece (lesson) in each Puzzle is also identified as an assessment opportunity for the whole Puzzle.

At the end of each Puzzle, teachers can use the work in the children's Jigsaw Journals, their own observations throughout the unit (Puzzle), the children's formative assessments and Piece (lesson) 6 to make a Summative Assessment of the children's progress.



This is a Summative Assessment tracking sheet for ages 8-9. It features a large grid for tracking pupil progress across multiple lessons. The grid has columns for 'Puzzle 1 - Being Me in My World (Pieces 1-5)' and 'Puzzle 2 - The Environment (Pieces 1-5)'. Below the grid is a section for 'Summative Assessment' with lines for recording. The sheet is branded with the Jigsaw PSHE logo and copyright notice.

To support the teacher in tracking each child, there is a Summative Assessment: tracking pupil progress sheet that can be used. This sheet has three attainment descriptors for each Puzzle. The teacher can then use a 'best-fit' approach to decide whether the child is working towards, working at or working beyond for that Puzzle, highlighting one green and one purple descriptor. The green descriptors will also flag up children who may need more support with emotional literacy or social skills development and they can be signposted to the setting's pastoral support systems as appropriate.

In Piece (lesson) 6 there are also exemplifications to aid teacher judgement for the working towards/working at/working beyond attainment descriptors.

Please be aware that these attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey and use the language of surface /deep learning to develop mastery of knowledge and skills. There are no national level descriptors for PSHE. Jigsaw is working with assessment/tracker software companies to embed Jigsaw attainment descriptors in their software to make recording and tracking PSHE easier for schools. See the Community Area of the website for details.

End of Puzzle Certificates

The certificates are designed to praise specific achievements for each child individually. Ideally, they will be presented at the end of the Puzzle after the assessment process has been completed. The certificates can be stuck into the Jigsaw Journal. There is space on them for both the teacher and the child to recognise the achievements with which they are particularly pleased.

Interactive versions are provided to make completing them a speedy task.

The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece. It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time needs to be allocated for this process.

Reporting to Parents/Carers

Each Puzzle's assessment and attainment descriptors assist the teacher in reporting meaningful learning progress to parents/carers. The descriptors can be used as a starting point when considering what to write on children's reports. Some schools use the Jigsaw Journals as the reporting system.

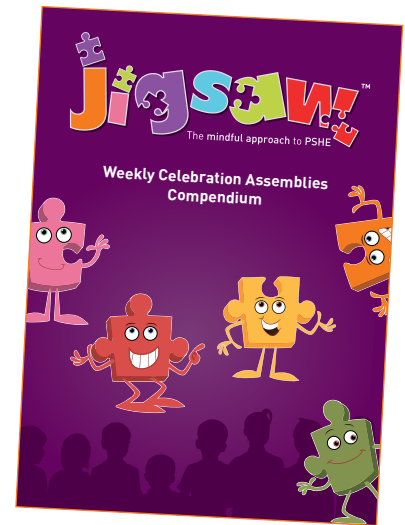
Weekly Celebrations

The weekly celebration is the same for each year group. These are designed to draw out a behaviour/attitude from each week and reinforce its application; in turn, this ensures the Jigsaw learning is translated into positive behaviour and attitudes and is not confined to the lesson slot on the timetable.

The idea is that the Weekly Celebration sheets are copied and displayed in each classroom and in communal areas. The focus for the week is introduced in the Monday assembly, for example, 'This week, we are celebrating people who... Help others to feel welcome'.

Through the week, children and adults nominate each other by adding names to the Celebration Scrolls when they see each other using that behaviour. These are collected in and those nominated are recognised/ rewarded in the Friday assembly (or class reward time).

To help ignite enthusiasm for the Weekly Celebrations, we have a Weekly Celebration Assemblies Compendium, providing an assembly for every week to introduce that week's theme. Please see the Jigsaw online shop or catalogue to add this digital resource to your Jigsaw Programme.



Jigsaw Friends

The Jigsaw Friends, collectively known as The Jiggies, are used in the main as the 'talking object' in circle discussions. The children and staff pass the particular Friend for their class around the circle and when holding the Jigsaw Friend it is your turn to talk or to offer a suggestion, experience or feeling relevant to the discussion (if you choose to).

For example, in Being Me in My World ages 5-6 years, Piece 2, Jigsaw Jack is introduced to the children as the talking object and as they pass Jigsaw Jack around the circle each person says... 'Hello, my name is... and I like belonging to class...'

The Jigsaw Friends also act as distancing tools so that children can talk about potentially more sensitive issues without referring directly to themselves.

For example, in Being Me in My World, ages 5-6 years, Piece 1 the children are guided to offer suggestions for how to help Jigsaw Jack feel safe and special within the class. So, by finding ideas to help Jack, they are actually voicing ideas that can apply to, and help, themselves.

A further example shows how the Friends can be used to talk to, to share their concerns or to ask questions through Post Box Techniques, e.g. Changing Me, Ages 7-8 years, Piece 4 the children are asked to write a comment or question to Jigsaw Jino and to post it into Jino's Private Post Box. (Feel free to create a Jigsaw Friend's Private Post Box for each class.) By using the Jigsaw Friend, children feel more able to express themselves and to share their concerns. The Friends are also characters in many of the Jigsaw stories contained within the lesson resources.



Each Jigsaw Friend has a different name:

Jenie: Ages 3-4/Nursery/
and Ages 4-5

Jack: Ages 5-6

Jo: Ages 6-7

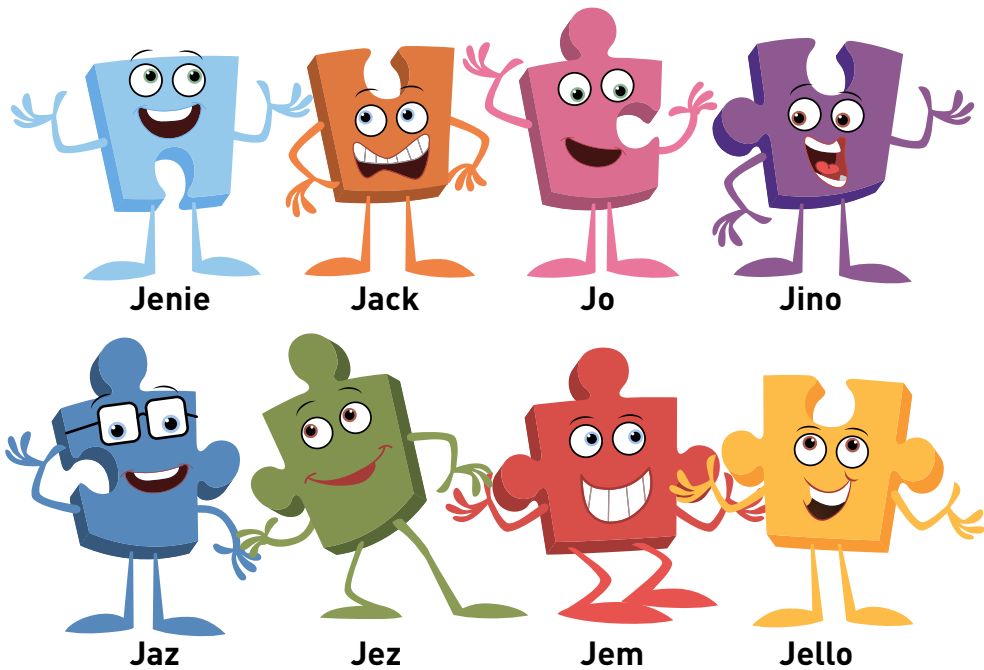
Jino: Ages 7-8

Jaz: Ages 8-9

Jez: Ages 9-10

Jem: Ages 10-11

Jello: Ages 11-12



The Friends are gender non-specific, and it is up to the class to decide on each Friend's persona and characteristics. It is recommended that each class has its own Jigsaw Friend, rather than sharing it across several classes.

Children report finding comfort in hugging their Jigsaw Friend. Many settings also use them as a calming/supportive tool for children in need of additional support. There are jpeg files of the friends available to download from the Jigsaw Community website so you can personalise your school materials/ signage etc if desired.

Huge Jigsaw Friends: The Mighty Jiggies, are available on the Jigsaw online shop and very popular for school libraries, quiet areas or for use in pastoral care programmes.

Jigsaw Books

Books suggested but not essential in Jigsaw 3-11 second edition

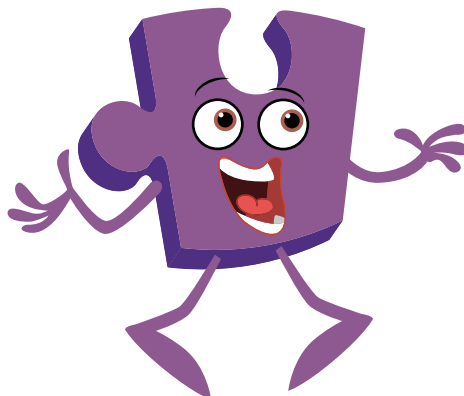
The second edition of Jigsaw, the mindful approach to PSHE 3-11, is a stand-alone resource that no longer requires story books to be purchased in order for the lessons to be delivered.

Where there were story books in the first edition, we have taken them out and replaced them with other resources, usually original stories, written by Jigsaw.

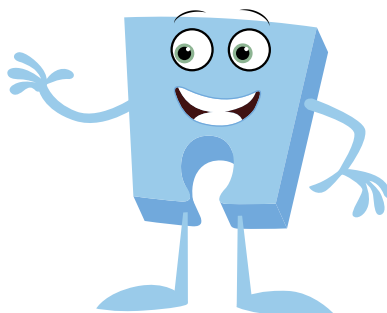
You are of course welcome to use story books whenever you think this will support learning.

However, always keen to encourage the use of story, in some lessons we have recommended certain books as optional resources, should teachers want to extend the lesson.

The list that follows is a list of these optional books.



F1 and F2 ages 3-5	
Being Me in My World	
Piece (Lesson)	Books
4	Hands are not for hitting
4	No hitting Henry by Lisa Regan
6	Dogger by Shirley Hughes
Celebrating Difference	
Piece (Lesson)	Books
2	Naked Trevor
2	Barry the fish with fingers
3	It's OK to be different
3	The family book
3	The Hueys in the new jumper
5	The Dog and the Dolphin
Dreams and Goals	
Piece (Lesson)	Books
1	Love Monster
1	Don't worry hugless Douglas
2	The Jungle Run
Healthy Me	
Piece (Lesson)	Books
6	Never talk to strangers
6	Not everyone is nice
Relationships	
Piece (Lesson)	Books
3	Mable and Me
3	George and Martha – the complete stories of two best friends
Changing Me	
Piece (Lesson)	Books
1	Look inside your body
3	I Wonder Why Kangaroos Have Pouches
3	The very hungry caterpillar
4	Huge bag of worries



Year 1 ages 5-6	
Celebrating Difference	
Piece (Lesson)	Books
5	Frog and Toad are Friends by Arnold Lobel
Dreams and Goals	
Piece (Lesson)	Books
5	We're going on a Bear Hunt by Michael Rosen and Helen Oxenbury

Year 2 ages 6-7	
Being Me in My World	
Piece (Lesson)	Books
1	The Huge Bag of Worries by Virginia Ironside
2	I'll do it by Brian Moses and Mike Gordan
2	We are all Born Free by ISBN 978-1-84507-650-4

Year 3 ages 7-8	
Being Me in My World	
Piece (Lesson)	Books
3	We are all Born Free by ISBN 978-1-84507-650-4
Celebrating Difference	
Piece (Lesson)	Books
1	The Family Book by Todd Parr
1	And Tango makes Three by Justin Richardson and Peter Parnell
Dreams and Goals	
Piece (Lesson)	Books
2	Me....Jane by Patrick McDonnell

Year 4 ages 8-9	
Dreams and Goals	
Piece (Lesson)	Books
1	Salt in his Shoes by Deloris and Roslyn M Jordan
Relationships	
Piece (Lesson)	Books
2	Can you Hear the Sea by Richard Palmer available from www.jigsawpshe.com
2	Badger's Parting Gifts by Susan Varley
2	Goodbye Mousie by Robie H Harris

Year 5 ages 9-10	
Piece (Lesson)	Books
2	Can you Hear the Sea by Richard Palmer available from www.jigsawpshe.com

Year 6 ages 10-11	
Piece (Lesson)	Books
	No books recommended



Subject leader and class teacher support

To aid in the leadership of Jigsaw across the school there is a Subject Leader Preparation page included at the start of each Puzzle (unit) suggesting the steps required to ensure that teaching staff feel supported, and the Jigsaw whole-school approach becomes embedded in practice.

There is also a class teacher preparation page included with each Puzzle (unit) that lists any resources (mainly consumables) that are needed for the Puzzle, and any additional considerations that need to be noted. This can be used to aid teacher planning and preparation in advance for each Jigsaw lesson (Piece).

Every Jigsaw school is allocated a mentor from the Jigsaw Team who is available on the phone or by email to answer questions and offer support as you implement Jigsaw.

Jigsaw Community Area

This password-protected area on the Jigsaw website offers a wealth of in-school training materials for you to use, leaflets and information, sample editable policy documents, articles relating Jigsaw to government policies and current issues, additional resources and materials to enhance your Jigsaw work e.g. jpgs of the Jigsaw Friends, and much more.

Free update policy

PSHE needs to be current and meet children's needs and in a rapidly-changing world this means constantly updating materials. When we do this we email all Jigsaw schools alerting them to the new resources available to them for FREE download.

Please ensure we always have an up-to-date email for your PSHE Leader.

We listen

The Jigsaw CEO and Team of consultants are regularly in schools and we genuinely listen to what you need to make PSHE as high quality for your children as possible. You are always welcome to contact us to ask for support and/or to make suggestions as to how we can make Jigsaw work even more effectively for teachers and children.

Implementing Jigsaw

When introducing Jigsaw to staff it may be advisable to take a stepped approach to build up to and embed Jigsaw's whole-school approach. Using a phased approach will assist staff in familiarising all that Jigsaw offers without overloading them in the first instance. Subject leaders can decide with staff and senior management on the timescales when all of Jigsaw's elements will be introduced. Aim to be embracing Jigsaw fully within one academic year.

You are free to upload all the Jigsaw resources onto your school/setting server for staff access only.

Jigsaw materials are copyrighted so you are not permitted to upload the resources to your public-facing website or to areas of your server that could potentially be accessed by the public.

If you need clarification about this please contact your Jigsaw mentor.

There are some Jigsaw materials that have been written for use on websites, such as information leaflets for parents and carers, curriculum overviews etc. and these can be found on the Public Information tab in the Jigsaw Community area of the website.

These are the ONLY materials that can be used on your public-facing website. Again, if you want clarification about this please contact your Jigsaw mentor.

So, please enjoy the teaching and learning that will happen through Jigsaw and do let us know how the journey goes at your school.



Become a Jigsaw Flagship

We try to offer development opportunities to Jigsaw Schools and to recognise and applaud good practice. Our mission is to ensure every child has the highest quality PSHE and facilitating schools to share their experience and good practice is one way we try to make this happen.

When you feel your school is embracing Jigsaw, you are welcome to consider becoming a Flagship School, working in close partnership with Jigsaw and being involved in projects with us and with other schools.

Talk to your Jigsaw mentor or read the information about Jigsaw Flagship status on the Community Area of the website.

Jigsaw Families Programme

As you see Jigsaw making a positive impact on your children with their learning and relationships across the school, you may want to support parents and carers to share the Jigsaw philosophy and approach in their homes and in their parenting. To support schools in this, we offer you the tried and tested Jigsaw Families Programme, a six-session programme designed to enhance parent-child relationships, parenting skills and engagement with the school.

For more information see www.jigsawpshe.com

Jigsaw R.E.S.T. (Resilience and Engagement Scale and Toolkit)

To build resilience in children, in addition to the work on this that runs through the Jigsaw PSHE Programme, we also have a specific resilience and engagement scale by which you can identify children's starting points with 10 key ingredients, and measure their progress. The Jigsaw teaching activities are used as interventions and the R.E.S.T. Programme includes training sessions for both school staff and parents/carers.

See www.jigsawpshe.com for details

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education



Jigsaw Assessment Overview

The 'Working At' descriptor for each Puzzle (unit of work) in every year group

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 5-6	I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.	I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.	I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy.	I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.
Ages 6-7	I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.	I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 7-8	I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.	I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels.	I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.
Ages 8-9	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 9-10	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.
Ages 10-11	I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.	I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.	I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.	I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 11-12	I can compare my self-identity with how I believe others see me. I can explain some of the factors that may affect my self-identity. I can explain why it is important that I am a unique individual and can also explain how my self-identity has been influenced by past events and experiences. I can express a level of independence while maintaining positive relationships with others.	I can explain why different forms of positive and negative prejudice and discrimination happen. I can challenge my own and others' attitudes and values and accept difference in others. I can explain how different forms of positive and negative prejudice and discrimination might make people feel. I can offer strategies to support those involved.	I can explain how internal and external factors might affect my own dreams and goals as I get older. I can explain why breaking a dream or goal into smaller steps is helpful. I can offer a range of strategies that I could use to overcome obstacles and remain positive.	I can explain how emotions are linked to physical health in a variety of ways. I can also explain that emotions can play a part in making healthy/less healthy choices, and also that healthy/less healthy choices can impact on emotions. I can explain why it is important to express my feelings and manage them positively to help me make responsible choices. I can offer strategies that I could use to do this.	I can explain a range of feelings that people may experience within different social groups and social contexts and how this may relate to their behaviour. I can explain the feelings I might experience in different social groups and different social contexts and how these might manifest in my behaviour. I can offer strategies to help me manage these feelings.	I can explain why some personal and family changes happen. I can explain ways that I can give emotional support to myself and others during times of personal change

Progression of Jigsaw Attainment descriptors in each Puzzle

Puzzle 1: Being Me in My World

Being Me in My World	Working towards	Working at	Working beyond
Ages 5-6	I can tell you something positive that I like about being in my class. I can say how I help make my class a happy and safe place.	I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	I can explain why I have a right to learn in a happy and safe class. I can explain how everyone in my class has responsibilities to make our class happy and safe.
Ages 6-7	I can tell you some things that make my class a safe and fair place. I can say how I feel about my class and why I like it being safe and fair.	I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	I can justify the choices I make to help keep my class and school a safe and fair place. I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.
Ages 7-8	I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it. I can give you some examples of how to work/play well with others.	I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities. I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.
Ages 8-9	I can tell you why my school is a community and some of the different roles people have in it. I can say how it feels to be part of a positive school community and to be listened to.	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	I can problem-solve and offer different solutions to help my team/ class/ school be more democratic. I can justify why being in a democracy helps people feel valued and is fair.

Ages 9-10	I can give some examples of people in my country who have different lives to mine. I can tell you why being part of a community is positive and why it is important that the community is a fair one.	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	I can evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community. I can explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/or from a community context.
Ages 10-11	I can tell you how some of my choices affect others locally and globally. I can tell you how I try to make others feel valued by understanding their feelings and doing something positive.	I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.	I can compare and contrast my own wants and needs with others in my immediate community and some from global communities. From this I can infer some universal rights and responsibilities that we share. I can explain why empathising with others is important when considering the choices that I and others make. This will include my ideas around personal, local and global communities.
Ages 11-12	I can tell you about my self-identity. I can name some ways that make me a unique individual. I can also tell you why this makes me different from my friends and family.	I can compare my self-identity with how I believe others see me. I can explain some of the factors that may affect my self-identity. I can explain why it is important that I am a unique individual and can also explain how my self-identity has been influenced by past events and experiences. I can also express a level of independence while maintaining positive relationships with others.	I can explain how the self-identities of people are different and this may cause them to behave differently in similar situations. I can also link this to the different emotional states they may be experiencing. I can discuss my growing independence as a unique individual and how this has been shaped by my history and future aspirations. I can also discuss how others may view me differently and may have similar or different expectations of me. I can justify which of these expectations are fair.

Puzzle 2: Celebrating Difference

Celebrating Difference	Working towards	Working at	Working beyond
Ages 5-6	I can talk about one thing that makes me different from my friends and one thing that we have in common. I can tell you ways that I could be kind to other people in my class.	I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.	I can explain why being unique and special is important. I can explain why bullying might happen and I can offer strategies to help the person who is being bullied.
Ages 6-7	I can name some differences and similarities between me and other people in my class. I can give a reason why a friend is special to me.	I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	I can justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people. I can offer strategies that allow me to stand up for myself and my friends.
Ages 7-8	I can tell you about a conflict that I have witnessed or been involved with. I can tell you how a conflict that I have seen or been involved with made me feel.	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.	I can explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships. I can explain how the role of a witness in a conflict situation can be helpful/ unhelpful depending on their actions. I can suggest ways that I might act in these situations.
Ages 8-9	I can tell you about my first impressions of someone. I can give a reason why sometimes people don't tell about a bullying situation. I can say why it is good to try to get to know someone before making judgements about them.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	I can explain how first impressions can be misleading. I can appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation. I can explain how I form opinions about myself and other people and what might influence me about that.

Ages 9-10	I can give some examples of bullying behaviours including direct and indirect types and explain how this might make people feel. I can tell you why it is important to respect my own and other people's cultures.	I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	I can consider a range of bullying behaviours and explain the impact these may have on everyone involved. I can also explain the different roles that people have within each scenario and offer solutions to try to resolve the situation. I can recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour. I can suggest why some people are the victims of bullying/ discrimination and why respect is an important value.
Ages 10-11	I can tell you some ways that difference can be a source of conflict in people's lives. I can say how I feel about people experiencing conflict in their lives because they are different.	I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration. I can express my own attitudes towards people who are different and empathise with their circumstances.
Ages 11-12	I can give examples of different types of prejudice and discrimination. I can treat others as they wish to be treated and I can take others' thoughts, feelings and circumstances into account in how I manage my relationships.	I can explain why different forms of positive and negative prejudice and discrimination happen. I can challenge my own and others' attitudes and values and accept difference in others. I can explain how different forms of positive and negative prejudice and discrimination might make people feel. I can offer strategies to support those involved.	I can explain how prejudice and discrimination may be influenced by a variety of factors, such as personal belief, stereotypes, the impact of the media and societal and cultural influences. I can argue my own viewpoint on these issues to challenge prejudice and discrimination assertively. I can evaluate the effectiveness of different strategies that may support those involved in prejudice and discrimination and suggest the possible outcomes.

Puzzle 3: Dreams & Goals

Dreams & Goals	Working towards	Working at	Working beyond
Ages 5-6	I can tell you about a challenge and what I did well. I can say why a challenge made me feel good about myself.	I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.	I can explain what helped me to succeed in a learning challenge and explain how this made me feel. I can explain why it is important to store positive feelings in my internal treasure chest and how this can help me in my future learning.
Ages 6-7	I can tell you what I did to help my group create an end product. I can say how I felt about working in a group.	I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.	I can analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't. I can identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time.
Ages 7-8	I can tell you something I did well in a learning challenge and something I want to get better at. I am happy to talk about what I did well and say why it makes me feel good.	I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	I can analyse my learning strengths and use this to design clear steps to help me improve. I am confident to discuss my successes and difficulties with others. I can analyse these feelings and explain how they can assist me in the future.
Ages 8-9	I know that sometimes things can go wrong and can tell you why it is good to try again. I know how it feels to be disappointed and can tell you ways to stay positive.	I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles. I can explain why being resilient /having a positive attitude contributes to having greater chance of success.

Ages 9-10	I can tell you about my dreams and goals and also some that young people from different cultures might have. I can tell you how I feel about my dreams and goals.	I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	I can explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this. I can evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this.
Ages 10-11	I can tell you about something I can do with others that makes the world a better place. I can tell you how making the world a better place makes me feel.	I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.	I can analyse and justify why my group chose an activity and how this contributes to making the world a better place. I can explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected.
Ages 11-12	I can give examples of some of my dreams and goals and suggest how they might change as I get older. I can identify some of the steps I might need to take to achieve a dream or goal. I can also identify any potential obstacles that I might face and can suggest ways to overcome them and stay positive.	I can explain how internal and external factors might affect my own dreams and goals as I get older. I can explain why breaking a dream or goal into smaller steps is a helpful strategy. I can also offer a range of strategies that I could use to overcome obstacles and remain positive.	I can evaluate what factors might have more /less influence on my personal dreams and goals. I can anticipate and plan in advance strategies to help me achieve some of my dreams or goals. I can evaluate these plans and suggest ways they might change and how they could be adapted as necessary.

Puzzle 4: Healthy Me

Healthy Me	Working towards	Working at	Working beyond
Ages 5-6	I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy. I know that my body is special and I need to take care of it.	I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy.	I can explain many ways that my body is amazing and how the different things I do, keep it safe and healthy. I can suggest how my body might come to harm if I make unhealthy choices. I can explain how healthy choices affect the way I feel about myself and help to make me happy.
Ages 6-7	I can tell you some things I can put in or on my body to keep it healthy. I can say how I feel about being healthy.	I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	I can justify my choices about food and medicines and explain healthy and safe ways in which they can be good for my body. I can give evidence as to why my own and my friends' choices are healthy / less healthy. I can also evaluate how it feels to make healthy and less healthy choices.
Ages 7-8	I can name some things I need to keep myself safe from and ways to stay healthy. I can tell you who I can go to for help if I feel unsafe/ unwell. I know how to tell someone if I feel scared/unwell.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels.	I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom. I can express and respond appropriately to feelings of anxiety or fear or when I feel unwell.
Ages 8-9	I can tell you how I would say 'no' if someone tried to make me do something that I know is wrong or bad for me. I can say how it feels when someone else is pushing me to do something.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure. I can identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.

Ages 9-10	I can give some reasons why people may worry about how they look, and I can describe healthy and unhealthy ways that people use food and substances in their lives. I can tell you why my body is good the way it is.	I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	I can evaluate the different roles food and substances can play in people's lives. I can also justify the potential health risks associated with pressures about body image, unhealthy relationships with food, smoking and alcohol misuse. I respect and value my body and health, and can consider the part this plays in maintaining my self confidence.
Ages 10-11	I can tell you how substance misuse has an unhealthy impact on the body and mind I can tell you how I try to keep myself emotionally healthy.	I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.	I can give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse. I can reflect on the links between mental/emotional health and alcohol and substances. I have considered what my attitude to these may be when I am older.
Ages 11-12	I can give examples of how a person's health choices might be influenced by the way they are feeling. I can tell you some things a person could do to help them feel good that are not damaging to themselves or others.	I can explain how emotions are linked to physical health in a variety of ways. I can also explain that emotions can play a part in making healthy/less healthy choices, and also that healthy/less healthy choices can impact on emotions. I can explain why it is important to express my feelings and manage them positively to help me make responsible choices. I can offer strategies I could use to do this.	I can justify different ways that emotions can affect responsible choices and evaluate strategies that people could use to help them stay happy and healthy and to reduce risk-taking behaviour. I can evidence my thinking about making responsible choices and managing the internal and external pressures that might influence me.

Puzzle 5: Relationships

Relationships	Working towards	Working at	Working beyond
Ages 5-6	I can name some people who are special to me. I can tell you ways they help me stay safe and feel special. I can tell you why I like some people and who I might go to for help if I need it.	I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	I can suggest different ways to show appreciation for other people and how to recognise their appreciation for me. I can also explain how this helps me feel safe and good about myself. I can explain how other people's behaviour can make me feel about myself and whether I feel safe or not. I can also explain how my behaviour affects others.
Ages 6-7	When talking about my relationships with others I can tell you some of the things that might make me feel comfortable and some things that might make me feel uncomfortable. I can tell you ways that might help me to solve problems in my relationships. This might be asking for help or using a problem-solving technique.	I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	I can justify how and why some things might make me feel comfortable or uncomfortable in relationships. I can appraise how effective different problem-solving solutions might be when solving problems in my relationships.
Ages 7-8	I can give examples of things that I appreciate in my friends and family and also things I appreciate in people I don't know, such as those from other countries. I can tell you how I depend on other people and how other people depend on me.	I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	I can explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens. I can express a sense of the responsibility we have for each other because of these connections.
Ages 8-9	I can tell you some different ways that I can show love for special people and animals. I can tell you how it might feel to miss a special person or animal.	I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	I can give reasons why people may experience a range of feelings associated with personal loss. I can offer and evaluate solutions to help manage personal loss.
Ages 9-10	I can tell you about different types of friendship and ways these might change. I can also tell you some basic rules about how to stay safe when using technology to communicate with my friends. I can tell you why some feelings might lead to someone using technology to harm me or others.	I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	I can justify why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this. I can appraise different strategies that might help me or others stay safe online and to help resist the pressures to use technology in risky or harmful ways.

Relationships	Working towards	Working at	Working beyond
Ages 10-11	I can say how people might feel if they lose someone special to them. I can also give some examples of when people might try to control or gain power over others. I can tell you some ways that I can manage my feelings and ways of standing up for myself in real and online situations.	I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.	I can explain why people may experience a range of feelings associated with loss. I can also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online. I can consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem. I can also appraise the effectiveness of different strategies to help me manage my feelings.
Ages 11-12	I can give examples of the different types of social groups I may belong to, including friendship, romantic relationships, family and in wider society. I can suggest ways that I or others may behave emotionally within social groups in certain situations.	I can explain a range of feelings that people may experience within different social groups and social contexts and how this may relate to their behaviour. I can explain the feelings I might experience in different social groups and different social contexts and how these might manifest in my behaviour. I can offer strategies to help me manage these feelings.	I can analyse why people may experience different feelings when having a shared experience and how this could relate to their behaviour. I can evaluate strategies that might support myself or others in situations where there are conflicts or times of personal change and any role that I might play in that.

Puzzle 6: Changing Me

Changing Me	Working towards	Working at	Working beyond
Ages 5-6	I can tell you some ways that I have changed since being a baby and I know the main body parts that make boys and girls different. I know some of the correct names for these and that they are private. I can tell you some things that will change for me and how I feel about this.	I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can also explain when it might be appropriate to talk about these, and when I should not. I can suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. I can offer some ideas about how I could manage feelings that are worrying or sad.
Ages 6-7	I can tell you how I am different now to when I was a baby and say some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can tell you something that I like/dislike about being a boy/girl and something that I like/dislike about getting older.	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.	I can explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy. I can explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it. I can explain why other people may feel differently to me and give some examples.
Ages 7-8	I can tell you some of the ways that boys' and girls' bodies change on the inside/outside as they grow up, and I know these changes are connected to making babies. I can tell you something I like and something that worries me about the idea of growing up.	I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.	I can describe fully the changes that take place inside/outside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up. I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and understand how to manage these feelings.

Ages 8-9	I can tell you that an egg and a sperm are needed to make a baby, and when the egg is not fertilised then it is lost in a period (menstruation). I can tell you about some of the changes that will happen to me physically and emotionally and I can express how I feel about some of these.	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.	I can give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this. I can consider and prioritise the changes I would like to make when I am older and can plan the approaches I will use to tackle these changes. I can also explain why some changes I face are out of my control and evaluate how positive feelings management can help me.
Ages 9-10	I can identify some changes that happen to girls' and boys' bodies during puberty and tell you about some of the emotional changes that happen too. I know that I will change during puberty and I can tell you how I feel about that.	I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.	I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty and any associated emotional changes. I can relate these changes to the conception process. I can consider how changes at puberty might affect me and my friends, and prepare myself for the feelings I may experience at different times.
Ages 10-11	I can identify the main stages by which a baby develops through conception, pregnancy and birth. I can tell you some words that describe my feelings about becoming a teenager and how I feel about conception, pregnancy and birth of a baby.	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.	I can explain in more detail, the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth. I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it.
Ages 11-12	I can tell you about some of the changes that might/will happen to me, my friends and family as I get older. I can tell you how I feel about some of the changes that might/ will happen to me in my personal life.	I can explain why some personal and family changes happen. I can explain ways that I can give emotional support to myself and others during times of personal change.	I can discuss a range of changes that I or others may/will experience in our personal lives and relate these to internal and/or external factors. I can evaluate different strategies that might help me and others manage in times of personal change.



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