

Jigsaw progression of skills and knowledge

EYFS					
Being Me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Key knowledge					
<p>Know they have a right to learn and play, safely and happily</p> <p>Know that some people are different from themselves</p> <p>Know that hands can be used kindly and unkindly</p> <p>Know special things about themselves</p> <p>Know how happiness and sadness can be expressed</p> <p>Know that being kind is good</p>	<p>Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know that people are unique and that it is OK to be different</p> <p>Know skills to make friendships</p> <p>Know that people have differences and similarities</p>	<p>Know what a challenge is</p> <p>Know that it is important to keep trying</p> <p>Know what a goal is</p> <p>Know how to set goals and work towards them</p> <p>Know which words are kind</p> <p>Know some jobs that they might like to do when they are older</p> <p>Know that they must work hard now in order to be able to achieve the job they want when they are older</p> <p>Know when they have achieved a goal</p>	<p>Know what the word 'healthy' means</p> <p>Know some things that they need to do to keep healthy</p> <p>Know the names for some parts of their body</p> <p>Know when and how to wash their hands properly</p> <p>Know how to say no to strangers</p> <p>Know that they need to exercise to keep healthy</p> <p>Know how to help themselves go to sleep and that sleep is good for them</p> <p>Know what to do if they get lost</p>	<p>Know what a family is</p> <p>Know that different people in a family have different responsibilities (jobs)</p> <p>Know some of the characteristics of healthy and safe friendships</p> <p>Know that friends sometimes fall out</p> <p>Know some ways to mend a friendship</p> <p>Know that unkind words can never be taken back and they can hurt</p> <p>Know how to use Jigsaw's Calm Me to help when feeling angry</p> <p>Know some reasons why others get angry</p>	<p>Know the names and functions of some parts of the body (see vocabulary list)</p> <p>Know that we grow from baby to adult</p> <p>Know who to talk to if they are feeling worried</p> <p>Know that sharing how they feel can help solve a worry</p> <p>Know that remembering happy times can help us move on</p>
Vocabulary					
<p>Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns</p>	<p>Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique</p>	<p>Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage</p>	<p>Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare</p>	<p>Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing</p>	<p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>
Skills					
<p>Identify feelings associated with belonging</p> <p>Skills to play co-operatively with others</p> <p>Be able to consider others' feelings</p> <p>Identify feelings of happiness and sadness</p> <p>Be responsible in the setting</p>	<p>Identify what is bullying and what isn't</p> <p>Understand how being bullied might feel</p> <p>Recognise ways in which they are the same as their friends and ways they are different</p>	<p>Understand that challenges can be difficult</p> <p>Resilience</p> <p>Recognise some of the feelings linked to perseverance</p> <p>Recognise how kind words can encourage people</p>	<p>Can explain what they need to do to stay healthy</p> <p>Recognise how exercise makes them feel</p> <p>Can give examples of healthy food</p> <p>Can explain what to do if a stranger approaches them</p>	<p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</p> <p>Can suggest ways to make a friend or help someone who is lonely</p> <p>Can use different ways to mend a friendship</p> <p>Can recognise what being angry</p>	<p>Recognise that changing class can elicit happy and/or sad emotions</p> <p>Can say how they feel about changing class/ growing up</p> <p>Can identify how they have changed from a baby</p> <p>Can say what might change for them they get older</p>

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	<p>Know ways to help a person who is being bullied</p> <p>Identify emotions associated with making a new friend</p> <p>Verbalise some of the attributes that make them unique and special</p>	<p>Talk about a time that they kept on trying and achieved a goal</p> <p>Be ambitious</p> <p>Feel proud</p> <p>Celebrate success</p>	<p>Can explain how they might feel if they don't get enough sleep</p> <p>Recognise how different foods can make them feel</p>	<p>feels like</p> <p>Can use Calm Me when angry or upset</p>	<p>Can identify positive memories from the past year in school/home</p>
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Year 1					
Changing Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Key knowledge					
<p>Understand their own rights and responsibilities with their classroom</p> <p>Understand that their choices have consequences</p> <p>Understand that their views are important</p> <p>Understand the rights and responsibilities of a member of a class</p>	<p>Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know that people are unique and that it is OK to be different</p> <p>Know skills to make friendships</p> <p>Know that people have differences and similarities</p>	<p>Know how to set simple goals</p> <p>Know how to achieve a goal</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</p> <p>Know when a goal has been achieved</p> <p>Know how to work well with a partner</p> <p>Know that tackling a challenge can stretch their learning</p>	<p>Know the difference between being healthy and unhealthy</p> <p>Know some ways to keep healthy</p> <p>Know how to make healthy lifestyle choices</p> <p>Know that all household products, including medicines, can be harmful if not used properly</p> <p>Know that medicines can help them if they feel poorly</p> <p>Know how to keep safe when crossing the road</p> <p>Know how to keep themselves clean and healthy</p> <p>Know that germs cause disease/illness</p> <p>Know about people who can keep them safe</p>	<p>Know that everyone's family is different</p> <p>Know that families are founded on belonging, love and care</p> <p>Know that physical contact can be used as a greeting</p> <p>Know how to make a friend</p> <p>Know who to ask for help in the school community</p> <p>Know that there are lots of different types of families</p> <p>Know the characteristics of healthy and safe friends</p> <p>Know about the different people in the school community and how they help</p>	<p>Know the names of male and female private body parts</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p> <p>Know that learning brings about change</p>

Jigsaw progression of skills and knowledge

Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice	Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping
Skills					
Identify feelings associated with belonging Skills to play co-operatively with others Be able to consider others' feelings Identify feelings of happiness and sadness Be responsible in the setting	Identify what is bullying and what isn't Understand how being bullied might feel Recognise ways in which they are the same as their friends and ways they are different Know ways to help a person who is being bullied Identify emotions associated with making a new friend Verbalise some of the attributes that make them unique and special	Recognise things that they do well Explain how they learn best Recognise their own feelings when faced with a challenge/obstacle Recognise how they feel when they overcome a challenge/obstacle Celebrate an achievement with a friend Can store feelings of success so that they can be used in the future	Keep themselves safe Recognise how being healthy helps them to feel happy Recognise ways to look after themselves if they feel poorly Recognise when they feel frightened and know how to ask for help Feel good about themselves when they make healthy choices Realise that they are special	Respect and value their own bodies Can reflect on their own body image and know how important it is that this is positive Recognise strategies for resisting pressure Can identify ways to keep themselves calm in an emergency Can make informed decisions about whether or not they choose to smoke when they are older Can make informed decisions about whether they choose to drink alcohol when they are older Accept and respect themselves for who they are Be motivated to keep themselves healthy and happy	Understand and accept that change is a natural part of getting older Can suggest ways to manage change, e.g. moving to a new class Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) Can express why they enjoy learning

Jigsaw progression of skills and knowledge

Year 2 curriculum					
Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Key knowledge					
<p>Understand the rights and responsibilities of class members</p> <p>Know about rewards and consequences and that these stem from choices</p> <p>Know that it is important to listen to other people</p> <p>Understand that their own views are valuable</p> <p>Know that positive choices impact positively on self-learning and the learning of others</p> <p>Identifying hopes and fears for the year ahead</p>	<p>Know the difference between a one-off incident and bullying</p> <p>Know that sometimes people get bullied because of difference</p> <p>Know that friends can be different and still be friends</p> <p>Know there are stereotypes about boys and girls</p> <p>Know where to get help if being bullied</p> <p>Know that it is OK not to conform to gender stereotypes</p> <p>Know it is good to be yourself</p> <p>Know the difference between right and wrong and the role that choice has to play in this</p>	<p>Know how to choose a realistic goal and think about how to achieve it</p> <p>Know that it is important to persevere</p> <p>Know how to recognise what working together well looks like</p> <p>Know what good group-working looks like</p> <p>Know how to share success with other people</p>	<p>Know what their body needs to stay healthy</p> <p>Know what relaxed means</p> <p>Know why healthy snacks are good for their bodies</p> <p>Know which foods given their bodies energy</p> <p>Know that it is important to use medicines safely</p> <p>Know what makes them feel relaxed/stressed</p> <p>Know how medicines work in their bodies</p> <p>Know how to make some healthy snacks</p>	<p>Know that there are lots of forms of physical contact within a family</p> <p>Know how to stay stop if someone is hurting them</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p> <p>Know what trust is</p> <p>Know that everyone's family is different</p> <p>Know that families function well when there is trust, respect, care, love and co-operation</p> <p>Know some reasons why friends have conflicts</p> <p>Know that friendships have ups and downs and sometimes change with time</p> <p>Know how to use the Mending Friendships or Solve it together problem-solving methods</p>	<p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>Know how being physically attracted to someone changes the nature of the relationship</p> <p>Know the importance of self-esteem and what they can do to develop it</p> <p>Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class</p>
<p>Vocabulary : Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving</p>	<p>Vocabulary: Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value</p>	<p>Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product</p>	<p>Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious</p>	<p>Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,</p>	<p>Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement</p>

Jigsaw progression of skills and knowledge

Skills					
Know how to make their class a safe and fair place	Explain how being bullied can make someone feel	Recognise how working with others can be helpful	Feel positive about caring for their bodies and keeping it healthy	Can identify the different roles and responsibilities in their family	Recognise ways they can develop their own self-esteem
Show good listening skills	Know how to stand up for themselves when they need to	Be able to work effectively with a partner	Have a healthy relationship with food	Can recognise the value that families can bring	Can express how they feel about the changes that will happen to them during puberty
Be able to work co-operatively	Understand that everyone's differences make them special and unique	Be able to choose a partner with whom they work well	Desire to make healthy lifestyle choices	Can recognise and talk about the types of physical contact that is acceptable or unacceptable	Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to
Recognise own feelings and know when and where to get help	Understand that boys and girls can be similar in lots of ways and that is OK	Be able to work as part of a group	Identify when a feeling is weak and when a feeling is strong	Can identify the negative feelings associated with keeping a worry secret	Recognise how they feel when they reflect on the development and birth of a baby
Recognise the feeling of being worried	Understand that boys and girls can be different in lots of ways and that is OK	Be able to describe their own achievements and the feelings linked to this	Express how it feels to share healthy food with their friends	Can identify who they trust in their own relationships	Can celebrate what they like about their own and others' self-image and body image
	Can choose to be kind to someone who is being bullied	Recognise their own strengths as a learner		Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict	Use strategies to prepare themselves emotionally for the transition (changes) to secondary school
	Recognise that they shouldn't judge people because they are different	Recognise how it feels to be part of a group that succeeds and store this feeling		Can identify the feelings associated with trust	
				Can give and receive compliments	
				Can say who they would go to for help if they were worried or scared	

Jigsaw progression of skills and knowledge

Year 3					
Key knowledge					
<p>Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong</p>	<p>Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,</p>	<p>Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate</p>	<p>Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong</p>	<p>Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.</p>	<p>Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge</p>
<p>Know that the school has a shared set of values</p> <p>Know why rules are needed and how these relate to choices and consequences</p> <p>Know that actions can affect others' feelings</p> <p>Know that others may hold different views</p> <p>Understand that they are important</p> <p>Know what a personal goal is</p> <p>Understanding what a challenge is</p>	<p>Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</p> <p>Know that conflict is a normal part of relationships</p> <p>Know that some words are used in hurtful ways and that this can have consequences</p> <p>Know why families are important</p> <p>Know that everybody's family is different</p> <p>Know that sometimes family members don't get along and some reasons for this</p>	<p>Know that they are responsible for their own learning</p> <p>Know what an obstacle is and how they can hinder achievement</p> <p>Know how to take steps to overcome obstacles</p> <p>Know what dreams and ambitions are important to them</p> <p>Know about specific people who have overcome difficult challenges to achieve success</p> <p>Know how they can best overcome learning challenges</p> <p>Know what their own strengths are as a learner</p>	<p>Know how exercise affects their bodies</p> <p>know that the amount of calories, fat and sugar that they put into their bodies will affect their health</p> <p>Know that there are different types of drugs</p> <p>Know that there are things, places and people that can be dangerous</p> <p>Know when something feels safe or unsafe</p> <p>Know why their hearts and lungs are such important organs</p> <p>Know a range of strategies to keep themselves safe</p> <p>Know that their bodies are complex and need taking care of</p>	<p>Know some strategies for keeping themselves safe online</p> <p>Know that they and all children have rights (UNCRC)</p> <p>Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc</p> <p>Know how some of the actions and work of people around the world help and influence my life</p> <p>Know the lives of children around the world can be different from their own</p>	<p>Know some of the outside body changes that happen during puberty</p> <p>Know some of the changes on the inside that happen during puberty</p> <p>Know that in animals and humans lots of changes happen between conception and growing up</p> <p>Know that in nature it is usually the female that carries the baby</p> <p>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p> <p>Know that babies need love and care from their parents/carers</p> <p>Know some of the changes that happen between being a baby and a child</p>

Jigsaw progression of skills and knowledge

		Know how to evaluate their own learning progress and identify how it can be better next time			
Skills					
Make other people feel valued	Use the 'Solve it together' technique to calm and resolve conflicts with friends and family	Feel positive about caring for their bodies and keeping it healthy	Respect their own bodies and appreciate what they do	Respect and value their own bodies	Are motivated to care for their own physical and emotional health
Develop compassion and empathy for others					
Be able to work collaboratively	Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary	Have a healthy relationship with food	Can take responsibility for keeping themselves and others safe	Can reflect on their own body image and know how important it is that this is positive	Suggest strategies someone could use to avoid being pressured
Recognise self-worth		Desire to make healthy lifestyle choices	Identify how they feel about drugs	Recognise strategies for resisting pressure	Can use different strategies to manage stress and pressure
Identify personal strengths	Be able to show appreciation for their families, parents and carers	Identify when a feeling is weak and when a feeling is strong	Can express how being anxious or scared feels	Can identify ways to keep themselves calm in an emergency	Are motivated to find ways to be happy and cope with life's situations without using drugs
Be able to set a personal goal	Empathise with people who are bullied		Able to set themselves a fitness challenge	Can make informed decisions about whether or not they choose to smoke when they are older	Identify ways that someone who is being exploited could help themselves
Recognise feelings of happiness, sadness, worry and fear in themselves and others	Employ skills to support someone who is bullied	Express how it feels to share healthy food with their friends	Recognise what it feels like to make a healthy choice	Can make informed decisions about whether they choose to drink alcohol when they are older	Recognise that people have different attitudes towards mental health/illness
	Be able to recognise, accept and give compliments			Accept and respect themselves for who they are	
	Recognise feelings associated with receiving a compliment			Be motivated to keep themselves healthy and happy	

Jigsaw progression of skills and knowledge

Year 4 National curriculum					
Changing Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Key knowledge					
Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)	Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed	Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise	Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong	Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.	Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance
<p>Know their place in the school community</p> <p>Know what democracy is (applied to pupil Celebrating Difference in school)</p> <p>Know how groups work together to reach a consensus</p> <p>Know that having a Celebrating Difference and democracy benefits the school community</p> <p>Know how individual attitudes and actions make a difference to a class</p> <p>Know about the different roles in the school community</p> <p>Know that their own actions affect themselves and others</p>	<p>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</p> <p>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</p> <p>Know that sometimes people make assumptions about a person because of the way they look or act</p> <p>Know there are influences that can affect how we judge a person or situation</p> <p>Know what to do if they think bullying is or might be taking place</p> <p>Know that first impressions can change</p>	<p>Know how to make a new plan and set new goals even if they have been disappointed</p> <p>Know how to work as part of a successful group</p> <p>Know how to share in the success of a group</p> <p>Know what their own hopes and dreams are</p> <p>Know that hopes and dreams don't always come true</p> <p>Know that reflecting on positive and happy experiences can help them to counteract disappointment</p>	<p>Know that there are leaders and followers in groups</p> <p>Know the facts about smoking and its effects on health</p> <p>Know the facts about alcohol and its effects on health, particularly the liver</p> <p>Know ways to resist when people are putting pressure on them</p> <p>Know what they think is right and wrong</p> <p>Know how different friendship groups are formed and how they fit into them</p> <p>Know which friends they value most</p>	<p>Know some reasons why people feel jealousy</p> <p>Know that loss is a normal part of relationships</p> <p>Know that negative feelings are a normal part of loss</p> <p>Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe</p> <p>Know that jealousy can be damaging to relationships</p> <p>Know that memories can support us when we lose a special person or animal</p>	<p>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</p> <p>Know that babies are made by a sperm joining with an ovum</p> <p>Know the names of the different internal and external body parts that are needed to make a baby</p> <p>Know how the female and male body change at puberty</p> <p>Know that change can bring about a range of different emotions</p> <p>Know that personal hygiene is important during puberty and as an adult</p> <p>Know that change is a normal part of life and that some</p>

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		Know how to work out the steps they need to take to achieve a goal	Know that they can take on different roles according to the situation Know some of the reasons some people start to smoke Know some of the reasons some people drink alcohol		cannot be controlled and have to be accepted
Skills					
Identify the feelings associated with being included or excluded	Be comfortable with the way they look	Have a positive attitude	Can identify the feelings that they have about their friends and different friendship groups	Can identify feelings and emotions that accompany jealousy	I Can appreciate their own uniqueness and that of others
Be able to take on a role in a group discussion / task and contribute to the overall outcome	Try to accept people for who they are	Can identify the feeling of disappointment	Recognise negative feelings in peer pressure situations	Can suggest positive strategies for managing jealousy	Can express any concerns they have about puberty
Know how to regulate my emotions	Be non-judgemental about others who are different	Be able to cope with disappointment	Can identify the feelings of anxiety and fear associated with peer pressure	Can identify people who are special to them and express why	Have strategies for managing the emotions relating to change
Can make others feel cared for and welcome	Identify influences that have made them think or feel positively/negatively about a situation	Can identify what resilience is	Can tap into their inner strength and know-how to be assertive	Can identify the feelings and emotions that accompany loss	Can express how they feel about having children when they are grown up
Recognise the feelings of being motivated or unmotivated	Identify a time when they have felt disappointed	Can identify what resilience is	Recognise how different people and groups they interact with impact on them	Can suggest strategies for managing loss	Can say who they can talk to about puberty if they are worried
Can make others feel valued and included	Identify feelings that a bystander might feel in a bullying situation	Can talk about their hopes and dreams and the feelings associated with these	Identify which people they most want to be friends with	Can tell you about someone they no longer see	Can apply the circle of change model to themselves to have strategies for managing change
Understand why the school community benefits from a Learning Charter	Identify reasons why a bystander might join in with bullying	Help others to cope with disappointment		Can suggest ways to manage relationship changes including how to negotiate	
Be able to help friends make positive choices	Revisit the 'Solve it together' technique to practise conflict and bullying scenarios	Enjoy being part of a group challenge			
	Identify their own uniqueness	Can share their success with others			
	Identify when a first impression they had was right or wrong	Can store feelings of success (in their internal treasure chest) to be used at another time			

Jigsaw progression of skills and knowledge

Year 5					
Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Key knowledge					
Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision	Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation	Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARTT rules	Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights
Understand how democracy and having a Celebrating Difference benefits the school community	Know external forms of support in regard to bullying e.g. Childline	Know about a range of jobs that are carried out by people I know	Know basic emergency procedures, including the recovery position	Know that there are rights and responsibilities in an online community or social network	Know how girls and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally
Understand how to contribute towards the democratic process	Know that bullying can be direct and indirect	Know the types of job they might like to do when they are older	Know how smoking tobacco affects the lungs, liver and heart	Know that there are rights and responsibilities when playing a game online	Know that sexual intercourse can lead to conception
Understand the rights and responsibilities associated with being a citizen in the wider community and their country	Know what racism is and why it is unacceptable	Know that young people from different cultures may have different dreams and goals	Know how to get help in emergency situations	Know that too much screen time isn't healthy	Know that some people need help to conceive and might use IVF
Know how to face new challenges positively	Know what culture means	Know that they will need money to help them to achieve some of their dreams	Know that the media, social media and celebrity culture promotes certain body types	Know how to stay safe when using technology to communicate with friends	Know that becoming a teenager involves various changes and also brings growing responsibility
	Know that differences in culture can sometimes be a source of conflict		Know the different roles food can play in people's lives and know that	Know that a personality is made up of many different	
	Know that rumour-				

Jigsaw progression of skills and knowledge

<p>Understand how to set personal goals</p> <p>Know how an individual's behaviour can affect a group and the consequences of this</p>	<p>spreading is a form of bullying online and offline</p> <p>Know how their life is different from the lives of children in the developing world</p>	<p>Know that different jobs pay more money than others</p> <p>Know that communicating with someone from a different culture means that they can learn from them and vice versa</p> <p>Know ways that they can support young people in their own culture and abroad</p>	<p>people can develop eating problems/disorders related to body image pressure</p> <p>Know some of the risks linked to misusing alcohol, including antisocial behaviour</p> <p>Know what makes a healthy lifestyle</p>	<p>characteristics, qualities and attributes</p> <p>Know that belonging to an online community can have positive and negative consequences</p>	<p>Know what perception means and that perceptions can be right or wrong</p>
Skills					
<p>Empathy for people whose lives are different from their own</p> <p>Consider their own actions and the effect they have on themselves and others</p> <p>Be able to work as part of a group, listening and contributing effectively</p> <p>Be able to identify what they value most about school</p> <p>Identify hopes for the school year</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions</p>	<p>Appreciate the value of happiness regardless of material wealth</p> <p>Identify their own culture and different cultures within their class community</p> <p>Identify their own attitudes about people from different faith and cultural backgrounds</p> <p>Develop respect for cultures different from their own</p> <p>Identify a range of strategies for managing their own feelings in bullying situations</p> <p>Identify some strategies to encourage children who use bullying behaviours to make other choices</p> <p>Be able to support children who are being bullied</p>	<p>Verbalise what they would like their life to be like when they are grown up</p> <p>Appreciate the contributions made by people in different jobs</p> <p>Reflect on the differences between their own learning goals and those of someone from a different culture</p> <p>Appreciate the differences between themselves and someone from a different culture</p> <p>Understand why they are motivated to make a positive contribution to supporting others</p> <p>Appreciate the opportunities learning and education can give them</p>	<p>Respect and value their own bodies</p> <p>Can reflect on their own body image and know how important it is that this is positive</p> <p>Recognise strategies for resisting pressure</p> <p>Can identify ways to keep themselves calm in an emergency</p> <p>Can make informed decisions about whether or not they choose to smoke when they are older</p> <p>Can make informed decisions about whether they choose to drink alcohol when they are older</p> <p>Accept and respect themselves for who they are</p> <p>Be motivated to keep themselves healthy and happy</p>	<p>Can suggest strategies for building self-esteem of themselves and others</p> <p>Can identify when an online community/social media group feels risky, uncomfortable, or unsafe</p> <p>Can suggest strategies for staying safe online/ social media</p> <p>Can say how to report unsafe online/social network activity</p> <p>Can identify when an online game is safe or unsafe</p> <p>Can suggest ways to monitor and reduce screen time</p> <p>Can suggest strategies for managing unhelpful pressures online or in social networks</p>	<p>Can celebrate what they like about their own and others' self-image and body image</p> <p>Can suggest ways to boost self-esteem of self and others</p> <p>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</p> <p>Can ask questions about puberty to seek clarification</p> <p>Can express how they feel about having a romantic relationship when they are an adult</p> <p>Can express how they feel about having children when they are an adult</p> <p>Can say who they can talk to if concerned about puberty or becoming a teenager/adult</p>

Jigsaw progression of skills and knowledge

Year 6					
Being Me in my World Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Key knowledge					
Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective	Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration	Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition	Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure	Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety	Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety
Know about children's universal rights (United Nations Convention on the Rights of the Child)	Know that people can hold power over others individually or in a group	Know their own learning strengths	Know how to take responsibility for their own health	Know that there are rights and responsibilities in an online community or social network	Know that it is important to take care of their own mental health
Know about the lives of children in other parts of the world	Know that power can play a part in a bullying or conflict situation	Know what their classmates like and admire about them	Know what it means to be emotionally well	Know that there are rights and responsibilities when playing a game online	Know ways that they can take care of their own mental health
Know that personal choices can affect others locally and globally	Know that there are different perceptions of 'being normal' and where these might come from	Know a variety of problems that the world is facing	Know how to make choices that benefit their own health and well-being	Know that too much screen time isn't healthy	Know the stages of grief and that there are different types of loss that cause people to grieve
Know how to set goals for the year ahead		Know some ways in which they could work with others to make the world a better place	Know about different types of drugs and their uses	Know how to stay safe when using technology to communicate with friends	Know that sometimes people can try to gain power or control them
Understand what fears and worries are	Know that difference can be a source of celebration as well as conflict		Know how these different types of drugs can affect people's		Know some of the dangers of being 'online'

Jigsaw progression of skills and knowledge

<p>Understand that their own choices result in different consequences and rewards</p> <p>Understand how democracy and having a Celebrating Difference benefits the school community</p> <p>Understand how to contribute towards the democratic process</p>	<p>Know that being different could affect someone's life</p> <p>Know why some people choose to bully others</p> <p>Know that people with disabilities can lead amazing lives</p>	<p>Know what the learning steps are they need to take to achieve their goal</p> <p>Know how to set realistic and challenging goals</p>	<p>bodies, especially their liver and heart</p> <p>Know that stress can be triggered by a range of things</p> <p>Know that being stressed can cause drug and alcohol misuse</p> <p>Know that some people can be exploited and made to do things that are against the law</p> <p>Know why some people join gangs and the risk that this can involve</p>	<p>Know that a personality is made up of many different characteristics, qualities and attributes</p> <p>Know that belonging to an online community can have positive and negative consequences</p>	<p>Know how to use technology safely and positively to communicate with their friends and family</p>
Skills					
<p>Know own wants and needs</p> <p>be able to compare their life with the lives of those less fortunate</p> <p>Demonstrate empathy and understanding towards others</p> <p>Can demonstrate attributes of a positive role-model</p> <p>Can take positive action to help others</p> <p>be able to contribute towards a group task</p> <p>Know what effective group work is</p>	<p>Empathise with people who are different and be aware of my own feelings towards them</p> <p>Identify feelings associated with being excluded</p> <p>Be able to recognise when someone is exerting power negatively in a relationship</p> <p>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</p> <p>Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</p>	<p>Understand why it is important to stretch the boundaries of their current learning</p> <p>Be able to give praise and compliments to other people when they recognise that person's achievements</p> <p>Empathise with people who are suffering or living in difficult situations</p> <p>Set success criteria so that they know when they have achieved their goal</p> <p>Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</p>	<p>Are motivated to care for their own physical and emotional health</p> <p>Suggest strategies someone could use to avoid being pressured</p> <p>Can use different strategies to manage stress and pressure</p> <p>Are motivated to find ways to be happy and cope with life's situations without using drugs</p> <p>Identify ways that someone who is being exploited could help themselves</p> <p>Recognise that people have different attitudes towards mental health/illness</p>	<p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>Can help themselves and others when worried about a mental health problem</p> <p>Recognise when they are feeling grief and have strategies to manage them</p> <p>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</p> <p>Can resist pressure to do something online that might hurt themselves or others</p>	<p>Recognise ways they can develop their own self-esteem</p> <p>Can express how they feel about the changes that will happen to them during puberty</p> <p>Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</p> <p>Recognise how they feel when they reflect on the development and birth of a baby</p> <p>Can celebrate what they like about their own and others' self-image and body image</p>

Jigsaw progression of skills and knowledge

<p>Know how to regulate my emotions</p> <p>Be able to make others feel welcomed and valued</p>	<p>Identify different feelings of the bully, bullied and bystanders in a bullying scenario</p> <p>Appreciate people for who they are</p> <p>Show empathy</p>			<p>Can take responsibility for their own safety and well-being</p>	<p>Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</p>
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