|  |  |
| --- | --- |
|  | Jigsaw knowledge and skills progression: Changing Me – Parent Information Sheet |
| Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within the Changing Me Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning. |
| **Changing Me****Year 6** | **Knowledge** | **Social and Emotional Skills** | **Questions for Family Learning** |
| • Know how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally• Know how a baby develops from conception through the nine months of pregnancy and how it is born• Know themselves well enough to maintain positive relationships with others whilst still keeping their own identity• Know the importance of self-esteem and what they can do to develop it• 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 | • Recognise ways they can develop their ownself-esteem• Can express how they feel about the changes that will happen to them during puberty• Recognise how they feel when they reflect on the development and birth of a baby• Understand that mutual respect is essential in adolescent relationships and that they shouldn’t feel pressured into doing something that they don’t want to• Can celebrate what they like about their own and others’ self- image and body-image• Use strategies to prepare themselves emotionally for the transition (changes) to secondary school | • Can we talk about the changes that will happen to your body over the next few years?• How do you feel about these changes?• What does mutual respect mean? Why is that important in a relationship?• What are you excited about in secondary school?• What are you worried about in secondary school? What can we do with these worries? |
| In this Puzzle the class learn about puberty in boys and girls and the changes that will happen – they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They talk about the types of pressure they could experience in adolescent relationships and how to develop positive friendships with their peers. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don’t want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally. |
| **Key Vocabulary**body-image, self-image, characteristics, looks, personality, perception, self-esteem, affirmation, comparison, negative body-talk, mental health, uterus, womb, oestrogen, fallopian tube, cervix, develops, puberty, breasts, vagina, vulva, hips, penis, testicles, adam’s apple, scrotum, genitals, hair, broader, wider, sperm, semen, erection, ejaculation, urethra, wet dream, growth spurt, larynx, facial hair, pubic hair, hormones, testosterone, circumcised, uncircumcised, foreskin, epididymis, ovaries, egg (ovum), period, fertilised, unfertilised, conception, having sex, sexual intercourse, making love, embryo, umbilical cord, IVF, foetus, contraception, pregnancy, midwife, labour, menstruation, sanitary products, tampon, pad, towel, liner, hygiene, age appropriateness, legal, laws, responsible, teenager, responsibilities, rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitementParents have the option to withdraw pupils from lessons that address sexual intercourse if they would prefer for their child not to participate. This is one lesson in the sequence of 6 lessons. Pupils cannot be withdrawn from puberty and relationships lessons. |