



# Jigsaw PSHE Curriculum Overview


## EYFS Overview:

Term	Puzzle	Overview
1	<b>Being Me In My World</b>  <b>Jigsaw Jenie</b>	<ul style="list-style-type: none"> <li>• Introduction of Jigsaw Jenie</li> <li>• Feeling welcome</li> <li>• Being part of the school community</li> <li>• Our right to learn</li> <li>• People's feelings</li> <li>• Working with others</li> <li>• <u>Following the Learning Charter: rights, responsibilities, rewards and consequences.</u></li> </ul>
2	<b>Celebrating Difference</b>	<ul style="list-style-type: none"> <li>• Accepting that everyone is different</li> <li>• Including others when working and playing</li> <li>• Knowing how to help if someone is being bullied: High 5</li> <li>• Trying to solve problems</li> <li>• Using kind words</li> <li>• <u>Giving and receiving compliments</u></li> </ul>
3	<b>Dreams and Goals</b>	<ul style="list-style-type: none"> <li>• Staying motivated when doing something different</li> <li>• Keep trying even when its difficult</li> <li>• Working well with a partner or in a group</li> <li>• Having a positive attitude</li> <li>• Helping others to achieve their goals</li> <li>• <u>Working hard to achieve our own dreams and goals.</u></li> </ul>
4	<b>Healthy Me</b>	<ul style="list-style-type: none"> <li>• Making healthy choices</li> <li>• Healthy balanced diets</li> <li>• Being physically active</li> <li>• Keeping ourselves and others safe</li> <li>• Being a good friend and enjoying healthy friendships</li> <li>• Keeping calm and dealing with difficult situations</li> </ul>
5	<b>Relationships</b>	<ul style="list-style-type: none"> <li>• Making friends</li> <li>• <u>Trying to solve friendship problems if they occur</u></li> <li>• <u>Helping others to feel part of the group</u></li> <li>• <u>Show respect in how they treat others</u></li> <li>• <u>Helping themselves and others when they feel upset or hurt</u></li> <li>• <u>Making good relationships</u></li> </ul>
6	<b>Changing Me</b>	<ul style="list-style-type: none"> <li>• Understanding that everyone is unique and special</li> <li>• Express how they feel when change happens</li> <li>• Understand and respect the changes that they see in themselves</li> <li>• Understand and respect the changes that they see in others.</li> <li>• Changes in people from birth to old age.</li> </ul>

## Year 1 Overview:


Term	Puzzle	Overview
<b>1</b>	<b>Being Me In My World</b>  <b>Jigsaw Jack</b>	<ul style="list-style-type: none"> <li>• Introduction of Jigsaw Jack</li> <li>• Feeling welcome: Being Special and Safe</li> <li>• Being part of the school community: My Class</li> <li>• Our right to learn: Rights and Responsibilities</li> <li>• People's feelings: Rewards and Feeling Proud</li> <li>• Working with others: Consequences</li> <li>• Following the Learning Charter: rights, responsibilities, rewards and consequences.</li> </ul>
<b>2</b>	<b>Celebrating Difference</b>	<ul style="list-style-type: none"> <li>• Accepting that everyone is different: The same as...</li> <li>• Including others when working and playing: Different from...</li> <li>• Knowing how to help if someone is being bullied: What is 'bullying'?</li> <li>• Trying to solve problems: What do I do about bullying? High 5</li> <li>• Using kind words: Making new friends</li> <li>• Giving and receiving compliments: Celebrating Differences and Celebrating Me</li> </ul>
<b>3</b>	<b>Dreams and Goals</b>	<ul style="list-style-type: none"> <li>• Staying motivated when doing something challenging: My Treasure Chest of Success</li> <li>• Keep trying even when its difficult: Steps to Goals</li> <li>• Working well with a partner or in a group: Achieving Together</li> <li>• Having a positive attitude: Tackling New Challenges</li> <li>• Helping others to achieve their goals: Overcoming Obstacles</li> <li>• Working hard to achieve our own dreams and goals: Celebrating My Success</li> </ul>
<b>4</b>	<b>Healthy Me</b>	<ul style="list-style-type: none"> <li>• Making healthy choices: Being Healthy</li> <li>• Healthy balanced diets: Healthy Choices</li> <li>• Being physically active: Clean and Healthy</li> <li>• Keeping ourselves and others safe: Medicine Safety</li> <li>• Being a good friend and enjoying healthy friendships: Road Safety</li> <li>• Keeping calm and dealing with difficult situations: Happy, Healthy Me</li> </ul>
<b>5</b>	<b>Relationships</b>	<ul style="list-style-type: none"> <li>• Making friends: Families</li> <li>• Trying to solve friendship problems if they occur: Making Friends</li> <li>• Helping others to feel part of the group: Greetings</li> <li>• Show respect in how they treat others: People Who Help Us</li> <li>• Helping themselves and others when they feel upset or hurt: Being My Own Best Friend</li> <li>• Making good relationships: Celebrating My Special Relationships</li> </ul>
<b>6</b>	<b>Changing Me</b>	<ul style="list-style-type: none"> <li>• Understanding that everyone is unique and special: Life Cycles</li> <li>• Express how they feel when change happens: Changing Me</li> <li>• Understand and respect the changes that they see in themselves: How My Body Has Changed Since I Was a Baby</li> <li>• Understand and respect the changes that they see in others: Boys and Girls Bodies</li> <li>• Changes in people from birth to old age: 1. Learning and Growing. 2. The Changes in My Life So Far</li> </ul>

## Year 2 Overview:

Term	Puzzle	Overview
1	<b>Being Me In My World</b>  <b>Jigsaw Jo</b>	<ul style="list-style-type: none"> <li>• Introduction of Jigsaw Jo</li> <li>• Feeling welcome: Hopes and Fears for the Year</li> <li>• Being part of the school community: Rights and Responsibilities</li> <li>• Our right to learn: Rewards and Consequences</li> <li>• People's feelings: Rewards and Consequences</li> <li>• Working with others: Our Learning Charter</li> <li>• Following the Learning Charter: Owing our Learning Charter.</li> </ul>
2	<b>Celebrating Difference</b>	<ul style="list-style-type: none"> <li>• Accepting that everyone is different: Boys, Girls and Stereotypes</li> <li>• Including others when working and playing: Boys, Girls and Stereotypes</li> <li>• Knowing how to help if someone is being bullied: Why Does bullying happen? High 5</li> <li>• Trying to solve problems: Standing up for Myself and Others and High 5</li> <li>• Using kind words: Making a new friend</li> <li>• Giving and receiving compliments: Celebrating Differences and Still Being Friends</li> </ul>
3	<b>Dreams and Goals</b>	<ul style="list-style-type: none"> <li>• Staying motivated when doing something challenging: Goals to Success</li> <li>• Keep trying even when its difficult: My Learning Strengths</li> <li>• Working well with a partner or in a group: Learning with Others</li> <li>• Having a positive attitude: A Group Challenge</li> <li>• Helping others to achieve their goals: Continuing Our Group Challenge</li> <li>• Working hard to achieve our own dreams and goals: Celebrating Our Achievement</li> </ul>
4	<b>Healthy Me</b>	<ul style="list-style-type: none"> <li>• Making healthy choices: Being Healthy</li> <li>• Healthy balanced diets: Being Relaxed</li> <li>• Being physically active: Medicine Safety</li> <li>• Keeping ourselves and others safe: Healthy Eating</li> <li>• Being a good friend and enjoying healthy friendships: Healthy Eating</li> <li>• Keeping calm and dealing with difficult situations: The Healthy Me Café</li> </ul>
5	<b>Relationships</b>	<ul style="list-style-type: none"> <li>• Making friends: Families</li> <li>• Trying to solve friendship problems if they occur: Keeping Safe - Exploring Physical Contact</li> <li>• Helping others to feel part of the group: Friends and Conflict</li> <li>• Show respect in how they treat others: Secrets</li> <li>• Helping themselves and others when they feel upset or hurt: Trust and Appreciation</li> <li>• Making good relationships: Celebrating My Special Relationships</li> </ul>
6	<b>Changing Me</b>	<ul style="list-style-type: none"> <li>• Understanding that everyone is unique and special: Life Cycles in Nature</li> <li>• Express how they feel when change happens: Growing from Young to Old.</li> <li>• Understand and respect the changes that they see in themselves: Where I am on the Continuum of Young to Old</li> </ul>


		<ul style="list-style-type: none"> <li>• Understand and respect the changes that they see in others: Boys and Girls Bodies and Appreciating that Parts of my Body are Private (P.A.N.T.S/Underwear Rule - NSPCC)</li> <li>• Asking for help if they are worried about change: Assertiveness</li> <li>• Looking forward to change: Looking Ahead</li> </ul>
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## Year 3 Overview:

Term	Puzzle	Overview
<b>1</b>	<b>Being Me In My World</b>  <b>Jigsaw Jino</b>	<ul style="list-style-type: none"> <li>• Introduction of Jigsaw Jino</li> <li>• Getting to Know Each Other: Setting personal goals</li> <li>• <u>Our Nightmare School</u>: Facing new challenges positively</li> <li>• <u>Our Dream School</u>: Understanding why rules are needed and how they relate to our rights and responsibilities, then to our rewards and sanctions.</li> <li>• <u>Rewards and Consequences</u>: Understanding that our actions affect ourselves and others.</li> <li>• <u>Our Learning Charter</u>: Making responsible choices</li> <li>• <u>Owning our Learning Charter</u>: Understanding our actions affect others, seeing it from their point of view.</li> </ul>
<b>2</b>	<b>Celebrating Difference</b>	<ul style="list-style-type: none"> <li>• Families: Understanding that everyone's family is different and important to them.</li> <li>• Family Conflict: Using the 'Solve it Together' technique to calm down.</li> <li>• Witness and Feelings: Knowing what it means to be a witness to bullying.</li> <li>• Witness and Solutions: Knowing witnesses can make situations better or worse.</li> <li>• Words that Harm: Recognising that words can be used in hurtful ways.</li> <li>• Celebrating Difference: Compliments</li> </ul>
<b>3</b>	<b>Dreams and Goals</b>	<ul style="list-style-type: none"> <li>• Dreams and Goals: Learn to respect and admire people who have overcome obstacles.</li> <li>• My Dreams and Ambitions: Identifying a dream or ambition of mine.</li> <li>• A New Challenge: Breaking down goals into steps.</li> <li>• Our New Challenge: Knowing that we are responsible for our own learning.</li> <li>• Overcoming Obstacles: Recognising obstacles and taking steps to overcome them.</li> <li>• Celebrating My Learning: Evaluate own learning process.</li> </ul>
<b>4</b>	<b>Healthy Me</b>	<ul style="list-style-type: none"> <li>• Being Fit and Healthy: Knowing how exercise affects our bodies.</li> <li>• Being Fit and Healthy: Setting personal fitness challenge.</li> <li>• What Do I Know about Drugs? Talking about our knowledge of drugs.</li> <li>• Being Safe: Identifying places, people and objects that could be dangerous.</li> <li>• Being Safe at Home: Being responsible for staying safe at home.</li> <li>• My Amazing Body: Understanding the body is complex and needs to be looked after.</li> </ul>

5	Relationships	<ul style="list-style-type: none"> <li>● <u>Family Roles and Responsibilities</u>: Understanding different roles and responsibilities within families.</li> <li>● <u>Friendship</u>: Practising different friendship skills.</li> <li>● <u>Keeping Myself Safe</u>: Strategies for keeping safe.</li> <li>● <u>Being a Global Citizen</u>: Understanding how the actions and work of the people around them affect their lives.</li> <li>● <u>Being a Global Citizen</u>: Identifying how all children around the world have needs and rights, but that there are differences in their lives.</li> <li>● <u>Celebrating My Web of Relationships</u>: Appreciating different friend and family groups.</li> </ul>
6	Changing Me	<ul style="list-style-type: none"> <li>● <u>How Babies Grow</u>: Knowing that many changes happen between conception and growing up, looking at animals and humans.</li> <li>● <u>Babies</u>: Understanding how babies grow and develop in the uterus.</li> <li>● <u>Outside Body Changes</u>: understand that boys' and girls' bodies need to change so that when they grow up, that their bodies can make babies.</li> <li>● <u>Inside Body Challenges</u>: identify how boys' and girls' bodies change on the inside during the growing up process.</li> <li>● <u>Family Stereotypes</u>: Thinking about stereotypes around families.</li> <li>● <u>Looking Ahead</u>: Preparing for Year 4.</li> </ul>


## Year 4 Overview:

Term	Puzzle	Overview
1	<p><b>Being Me In My World</b></p>  <p><b>Jigsaw Jaz</b></p>	<ul style="list-style-type: none"> <li>● Introduction of Jigsaw Jaz</li> <li>● <u>Becoming a Class 'Team'</u>: Knowing how attitudes affect the class team.</li> <li>● <u>Being a School Citizen</u>: Knowing the different roles in the school community, who does the role and how the children fit in.</li> <li>● <u>Rights, Responsibilities and Democracy</u>: The role of the School Council.</li> <li>● <u>Rewards and Consequences</u>: Understanding that our actions affect ourselves and others.</li> <li>● <u>Our Learning Charter</u>: Understanding how groups come together to make decisions.</li> <li>● <u>Owning our Learning Charter</u>: How our school community benefits from having a Learning Charter.</li> </ul>
2	<p><b>Celebrating Difference</b></p>	<ul style="list-style-type: none"> <li>● <u>Judging by Appearances</u>: Accepting people for who they are.</li> <li>● <u>Understanding Influences</u>: Thinking about what influences assumptions.</li> <li>● <u>Understanding Bullying</u>: Knowing that bullying can be hard to spot. Knowing what to do.</li> <li>● <u>Problem-solving</u>: Knowing that sometimes witnesses join in with bullying and don't report it.</li> <li>● <u>Special Me</u>: Identifying what makes us special.</li> <li>● <u>Celebrating Difference</u>: How we look.</li> </ul>
3	<p><b>Dreams and Goals</b></p>	<ul style="list-style-type: none"> <li>● <u>Hopes and Dreams</u>: Sharing our hopes and dreams.</li> <li>● <u>Broken Dreams</u>: Understanding that sometimes dreams don't come true.</li> </ul>

		<ul style="list-style-type: none"> <li>Overcoming Disappointment: Reflecting on positive and happy experiences to counteract disappointment.</li> <li>Creating New Dreams: Making new plans and setting goals.</li> <li>Achieving Goals: Working out the steps to achieve goals.</li> <li>We Did It! Identifying the contributions made and how success feels.</li> </ul>
<b>4</b>	<b>Healthy Me</b>	<ul style="list-style-type: none"> <li>My Friends and Me: Recognising how different friendship groups form, how we fit into them and the friends we value the most.</li> <li>Group Dynamics: Changing dynamics between people in different groups.</li> <li>Smoking: Understanding the facts about smoking and its effects on health. Different reasons why some people start to smoke.</li> <li>Alcohol: Understanding the facts about alcohol and its effects on health. Different reasons why some people drink alcohol.</li> <li>Healthy Friendships: Identifying feelings of anxiety and fear associated with peer pressure.</li> <li>Celebrating My Inner Strength: Using inner strength to be assertive.</li> </ul>
<b>5</b>	<b>Relationships</b>	<ul style="list-style-type: none"> <li>Relationship Web: Appreciating different relationships and what we contribute to each.</li> <li>Love and Loss: Recognising who we love and how people feel when they lose someone.</li> <li>Memories: Remembering people we no longer see.</li> <li>Are Animals Special? Knowing about the two points of view in animal rights issues.</li> <li>Special Pets: Loving and losing special pets.</li> <li>Celebrating My Relationships with People and Animals: Knowing how to show love and appreciation to people and animals close to us.</li> </ul>
<b>6</b>	<b>Changing Me</b>	<ul style="list-style-type: none"> <li>Unique Me: Knowing that physical characteristics come from birth parents.</li> <li>Having a Baby: Label the inside parts of male and female bodies that are necessary for making a baby.</li> <li>Girls and Puberty: Changes in girl's body and periods.</li> <li>Circles of Change: Changes in our lives, eg moving house, seasons of the year, moving to new year groups.</li> <li>Accepting Change: Identifying and accepting changes beyond our control.</li> <li>Looking Ahead: Preparing for Year 5.</li> </ul>


## **Year 5 Overview:**

Term	Puzzle	Overview
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<p><b>1</b></p>	<p><b>Being Me In My World</b></p>  <p><b>Jigsaw Jez</b></p>	<ul style="list-style-type: none"> <li>• Introduction of Jigsaw Jez</li> <li>• <u>My Year Ahead</u>: Facing new challenges positively.</li> <li>• <u>Being me in Britain</u>: Understanding my rights and responsibilities as a British citizen.</li> <li>• <u>Year 5 Responsibilities</u>: Understanding my rights and responsibilities as a British citizen and as a member of my school.</li> <li>• <u>Rewards and Consequences</u>: Making choices about my own behaviour because I understand how rewards and consequences feel.</li> <li>• <u>Our Learning Charter</u>: Understanding how an individual's behaviour impacts upon a group.</li> <li>• <u>Owning our Learning Charter</u>: Understanding how democracy and having a voice impacts on the school community.</li> </ul>
<p><b>2</b></p>	<p><b>Celebrating Difference</b></p>	<ul style="list-style-type: none"> <li>• <u>Different Cultures</u>: Understand that cultural differences sometimes cause conflict.</li> <li>• <u>Racism</u>: Understanding what racism is.</li> <li>• <u>Rumours and Name-Calling</u>: Understanding how name-calling and rumour spreading can be bullying behaviours.</li> <li>• <u>Tyes of Bullying</u>: Explaining the difference between direct and indirect bullying.</li> <li>• <u>Does Money Matter?</u> Compare our lives to those in the developing world.</li> <li>• <u>Celebrating Differences Across the World</u>: Experience a different culture.</li> </ul>
<p><b>3</b></p>	<p><b>Dreams and Goals</b></p>	<ul style="list-style-type: none"> <li>• <u>When I Grow up (My Dream Lifestyle)</u>: Understanding that I will need money to achieve some of my dreams.</li> <li>• <u>Investigate Jobs and Careers</u>: Exploring jobs carried out by people we know and how different people earn different jobs.</li> <li>• <u>My Dream Job</u>: Why I want it and the steps to getting there.</li> <li>• <u>Dreams and Goals of Young People in Other Cultures</u>: Investigating the dreams and goals of young people in a different culture.</li> <li>• <u>How Can We Support Each Other?</u> Understanding that communicating with someone from a different culture means we can learn from each other.</li> <li>• <u>Rallying Support</u>: Encouraging my peers to support young people here and abroad to meet their aspirations.</li> </ul>
<p><b>4</b></p>	<p><b>Healthy Me</b></p>	<ul style="list-style-type: none"> <li>• <u>Smoking</u>: Understanding the health risks of smoking and it's effects on the lungs, liver and heart.</li> <li>• <u>Alcohol</u>: Understanding some risks of misusing alcohol, including anti-social behaviour.</li> <li>• <u>Emergency Aid</u>: Basic emergency aid procedures including the recovery position.</li> <li>• <u>Body Image</u>: Understanding how the media and celebrities promote certain body types.</li> <li>• <u>My Relationship with Food</u>: Describing the different roles food plays in people's lives and understanding how some people develop eating problems relating to body image pressures.</li> <li>• <u>Healthy Me</u>: Knowing what makes a healthy lifestyle including healthy eating and the choices we make to be healthy and happy.</li> </ul>
<p><b>5</b></p>	<p><b>Relationships</b></p>	<ul style="list-style-type: none"> <li>• <u>Recognising Me</u>: Having an accurate picture of who I am as a person, in terms of my characteristics and personal qualities.</li> </ul>

		<ul style="list-style-type: none"> <li>• <i>Getting On and Falling Out</i>: Recognising how friendships change and how to make new friends.</li> <li>• <i>Girlfriends and Boyfriends 1</i>: Understanding how it feels to be attracted to someone and what having a boyfriend/girlfriend might be like.</li> <li>• <i>Girlfriends and Boyfriends 2</i>: Recognising the feeling of jealousy, where it comes from and how to manage it.</li> <li>• <i>Relationships and Technology 1</i>: Staying safe with technology.</li> <li>• <i>Relationships and Technology 2</i>: Staying safe with technology, resisting pressures to use technology in ways that might be risky.</li> </ul>
<b>6</b>	<b>Changing Me</b>	<ul style="list-style-type: none"> <li>• <i>Self and Body Image</i>: I am aware of my own self-image and how my body image fits into that.</li> <li>• <i>Puberty for Girls</i>: Explaining how a girl's body changes during puberty.</li> <li>• <i>Puberty for Boys</i>: Describing how boys' and girls' bodies change during puberty.</li> <li>• <i>Conception</i>: Understanding the sexual intercourse can lead to conception and that it is how babies are usually made. Understanding that sometimes people need IVF to help them have a baby.</li> <li>• <i>Looking Ahead</i>: Identify what I am looking forward to about becoming a teenager and that this brings growing responsibilities (age of consent).</li> <li>• <i>Looking Ahead</i>: Preparing for Year 6.</li> </ul>

## Year 6 Overview:

<b>Term</b>	<b>Puzzle</b>	<b>Overview</b>
<b>1</b>	<b>Being Me In My World</b>  <b>Jigsaw Jem</b>	<ul style="list-style-type: none"> <li>• Introduction of Jigsaw Jem</li> <li>• <u>My Year Ahead</u>: Identifying goals for the year.</li> <li>• <u>Being a Global Citizen 1</u>: Knowing there are universal rights for all children but for many children these rights are not met.</li> <li>• <u>Being a Global Citizen 2</u>: Understanding that my actions affect other people locally and globally.</li> <li>• <u>The Learning Charter</u>: Making choices about my own behaviour, understanding how rewards and consequences feel and how these relate to me rights and responsibilities.</li> <li>• <u>Our Learning Charter</u>: Understanding how an individual's behaviour impacts upon a group.</li> <li>• <u>Owning our Learning Charter</u>: Understanding how democracy and having a voice impacts on the school community.</li> </ul>
<b>2</b>	<b>Celebrating Difference</b>	<ul style="list-style-type: none"> <li>• <i>Am I Normal?</i> Understanding there are different perceptions on what 'normal' means.</li> <li>• <i>Understanding Disability</i>: Understanding how having a disability could affect someones life.</li> <li>• <i>Power Struggles</i>: Knowing some of the ways one person or a group can have power over another.</li> <li>• <i>Why Bully?</i> Knowing some of the reasons why people use bullying behaviours.</li> </ul>



		<ul style="list-style-type: none"> <li>• Celebrating Difference 1: Examples of people with disabilities who lead amazing lives.</li> <li>• Celebrating Difference 2: Explaining ways in which differences may be a source of conflict or a cause for celebration.</li> </ul>
<b>3</b>	<b>Dreams and Goals</b>	<ul style="list-style-type: none"> <li>• Personal Learning Goals: Knowing my learning strengths and setting challenging but realistic goals for myself.</li> <li>• Steps to Success: Working out the learning steps I need to reach my goal.</li> <li>• My Dream For The World: Identifying problems in the world that concern me.</li> <li>• Helping to Make a Difference 1: Working with other people to make the world a better place.</li> <li>• Helping to Make a Difference 2: Describe ways that I can work with other people to help make the world a better place.</li> <li>• Recognising Our Achievements: Knowing what people in my class like or admire about me and accepting their praise.</li> </ul>
<b>4</b>	<b>Healthy Me</b>	<ul style="list-style-type: none"> <li>• Food: Knowing the impact of food on the body.</li> <li>• Drugs: Knowing about different types of drugs and their uses, as well as their effects upon the body particularly on the liver and heart.</li> <li>• Alcohol: Evaluating when alcohol is being used responsibly, anti-socially or being misused.</li> <li>• Emergency Aid: Basic emergency aid procedures including the recovery position.</li> <li>• Emotional and Mental Health: Understand what it means to be emotionally well and explore people's attitudes towards mental health/illness.</li> <li>• Managing Stress: Recognising when I feel stressed and the triggers that cause this. Understand how stress can cause alcohol misuse.</li> </ul>
<b>5</b>	<b>Relationships</b>	<ul style="list-style-type: none"> <li>• My Relationship Web: Identifying the most significant people in my life so far.</li> <li>• Love and Loss 1: Knowing some of the feelings we have when someone dies or leaves.</li> <li>• Love and Loss 2: Understand that there are different stages of grief.</li> <li>• Power and Control: Recognising when people are trying to gain power and control.</li> <li>• Being Safe with Technology 1: Understanding how technology can be used to gain control and having strategies to prevent this.</li> <li>• Being Safe with Technology 2: Using technology positively and safely to communicate with friends and family.</li> </ul>
<b>6</b>	<b>Changing Me</b>	<ul style="list-style-type: none"> <li>• My Self Image: I am aware of my own self-image and how my body image fits into that.</li> <li>• Puberty: Describing how boys' and girls' bodies change during puberty and understanding the importance of looking after myself physically.</li> <li>• Girl Talk/Boy Talk: Asking questions to understand the changes that happen during puberty.</li> <li>• Babies - Conception to Birth: Understanding how a baby develops from conception to birth.</li> </ul>

		<ul style="list-style-type: none"> <li>• Attraction: Understanding how being attracted to someone changes the nature of the relationship.</li> <li>• Transition to Secondary School: Identify what I am looking forward to and what worries me about the transition to Secondary School.</li> </ul>
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**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 doing so let go of other thoughts that might be scurrying around the mind which distract from focusing on the learning of this lesson.

**Assessment**

Each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 4, 5 or 6. This task is the formal opportunity for teacher assessment.

Each Puzzle has a set of three attainment descriptors for each year group:

***Working towards / Working at / Working beyond***