



Non- Negotiables

- Each session will be relevant to class
- **Alert any new parents to the content of “Changing Me” and the school’s approach as outlined in the school’s Relationships and Sex Education policy.**

The Jigsaw Charter – We take turns to speak. WE use kind positive words. WE listen to each other. WE have the right to pass. WE only use names when giving compliments or being positive. We respect each other’s privacy (confidentiality). [\(See Intro to Jigsaw\)](#)

- The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every Piece. [\(see emotional literacy mapping document\)](#)

British Values in Jigsaw by lesson – Democracy (D), Rule of Law (RoFL), Individual Liberty (IL), Mutual Respect (MR), Tolerance of those from other faiths and beliefs (T)

Autumn

Spring

Summer

[Being Me in My World](#)

[Celebrating Difference \(including anti-bullying\)](#)

[Dreams and Goals \(can be extended into a whole school entrepreneurial event/garden party\)](#)

[Healthy Me](#)

[Relationships](#)

[Changing Me \(including Sex Education\)](#) **Be aware – some children are withdrawn from any lessons that go beyond the science Y1/2 curriculum**

Resources

Jigsaw Charter, Jigsaw Chime, ‘Calm Me’ script, treasure box, Jigsaw Jaz, Meet and Greet Bingo resource sheet, Included/excluded PowerPoint slides, sponge football, post-its, timer, school community role cards, role cards and blank job description cards, UNCRC Rights of the Child (UNICEF leaflet for teacher use), Spot the difference pictures (Articles 12 and 28), UNCRC Resource sheet, scenario cards, Decision PowerPoint slides, What a Mess! scenario, materials for children’s posters, , Choices Bingo Sheets, Children’s group posters from previous Piece, Learning Charter, UNCRC Article 28 (see Piece 3), materials for children’s posters,

Jigsaw Chime, ‘Calm Me’ script, Jigsaw Jaz, Character pictures , A pair of cardboard spectacles with coloured lenses (coloured cellophane) for each group, A pair of spectacles with clear lenses for each group , Character answer cards, t, Optical illusion picture e.g. young/old lady (www.eyetricks.com), Picture of a dog , Response strips, Jigsaw Song: ‘There’s a Place’, Maya’s story, Jigsaw Jaz, Flip chart divided into three sections (one per group), Chunky pens, z, Soft ball, Paper for children’s poster Pen/pencil for children’s posters Teacher to source local/national info/websites about bullying on and offline, Coloured strips of paper, Glue sticks, Photos of class members, Mirrors, Template photo frames, Character cards (to show on whiteboard), Jigsaw Journals , Blue and red spectacle templates, one for each child

Jigsaw Chime, ‘Calm Me’ script, Story puzzle card, Jigsaw Jaz, Flip chart/ whiteboard, (Optional) Book: ‘Salt in his Shoes’ by Deloris and Roslyn M. Jordan , (Optional) Video clip of Michael Jordan -teacher to source, Mirror cards or pieces of paper shaped like leaves, Collage materials (E.g. beads, ribbons) (Optional if time allows), Jigsaw Song: ‘For Me’, Hope and dream scenario cards, Jigsaw Jaz, Mirror dream mobiles from previous Piece, Dream Cloud resource sheet, Invitation to the Potato, Person competition, Large potato for each group, Cocktail sticks, Craft materials (teacher to select) e.g. material scraps, coloured paper, beads, pipe cleaners, Chunky pens, Potato Person Identity Card template,

Jigsaw Chime, ‘Calm Me’ script, Jigsaw Jaz, Concentric circles template (Friendship chart), friendship chart example, , Scenario PowerPoint slide, Different roles: Scenario cards, Smoking Facts Picture Puzzle, Scenario cards: What happens next? Jigsaw song: Make a good decision, True/False quiz, PowerPoint slide: liver and liver facts, Aiden’s story, Flip chart and chunky pens, Remote control PowerPoint slide, Scenario PowerPoint slide

Jigsaw Chime, ‘Calm Me’ script, Jigsaw Jaz, Jealousy PowerPoint, ‘Situation Cards’, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat, Recommended: Jigsaw in Focus book ‘Can You Hear the Sea?’ available to purchase inexpensively from www.jigsawpshe.com/online-store, Flipchart prepared with scenarios, Post-it notes, Jigsaw Jaz’s memory box (a box filled with items e.g. shell, pine cone, pebbles, photos, other ‘precious’ objects), Mini whiteboards/ pens (or paper and pens), PowerPoint photo of Tammy, Candle, Paper and pens for creating poems and pictures, Make Friends, Break Friends?’ scenario cards, ‘Mending Friendships’ slide, ‘Solve it together’ technique slide, Agree’ and ‘Disagree’ labels, PowerPoint slides of boy-friend/girl-friend couples, Squares of strong coloured paper or card 20cm square, A range of collage materials and glue

Jigsaw Chime, ‘Calm Me’ script, t, Kitten and cat cards, Photo of teacher with parents, ‘Parents and children’ templates, Jigsaw Jaz’s post box (teacher to make), Flashcard pictures of sperm and egg, PowerPoint slides - Changes on the inside, Animation: The Female Reproductive System, Printed copies of PowerPoint slides, How do I feel about puberty?’ cards, A ‘bag of tricks’ – a mystery bag containing a collection of items relating to puberty and growing up- see lesson plan for suggestions, Animation: The Female Reproductive System, PowerPoint slide of internal female organs, Sets of Menstruation Cards for card-sort, Jigsaw Song: ‘A New Day’, Season tree pictures, Sofia and Levi PowerPoint, Circle of Change diagram/template, Split pins, Cardboard arrows, s, PowerPoint slides of environmental change , Change Scenario cards, The same objects used for the ‘Bag of Tricks’ activity in lesson 3, laid out on a tray or the floor, A piece of cloth, ‘Calm Me’ script, Jigsaw Jaz’s post box, Circle of Change templates

Vocabulary

Welcome, Valued, Achievements, Proud, Pleased, Role, Job description, School Community, Responsibility, Rights Responsibilities, Democracy, Reward Consequence, Democratic, Decisions Rights, Responsibilities, Voting, Democracy, Authority, Learning Charter, Role, Contribution, Observer, Decisions, Choices, Democracy, UN Convention on Rights of Child, Learning Charter,

Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Assumption, Influence, Appearance, Opinion, Attitude, Bullying Friend, Secret, Deliberate, On purpose, Witness, Bystander, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Different, Characteristics, Physical features, Impression, Changed, Special, Different, Accept

Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive Attitude, Dreams, Goals, Hopes, Disappointment, Fears, Hurt, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Team work, Enterprise, Design, Cooperation

Friendships Emotions Healthy Relationships Friendship groups Value, Friendship groups Roles Leader Follower Assertive Agree / disagree, Smoking Pressure Peers Guilt Advice, Alcohol Liver Disease, Pressure Peers Anxiety Fear, Believe Assertive Opinion Right Wrong

Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Strategy, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hopelessness, Relief, Acceptance, Depression, Souvenir, Memento, Memorial Loss Memories, Special, Remember, Friendships, Negotiate, Compromise, Trust, Loyalty, Anger, Betrayal, Empathy, Boyfriend, Girlfriend, Attraction, Pressure, Personal, Comfortable, Special, Love Appreciation, Symbol, Care

Personal, Unique, Characteristics, Parents, Sperm Egg/ Ovum Penis Testicles Vagina/ Vulva Womb/ Uterus, Ovaries, Making love, Having sex, Sexual Intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Range of emotions - see emotions card resource, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy, (See emotions cards from Piece 5)

Lesson 1

Becoming a Class team
Year 3/4: To know my attitudes and actions make a difference to the class team.
Activities: [See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class](#)
Children will know:
Year 3/4: I know my attitudes and actions make a difference to the class team. I know how good it feels to be included in a group and know how it feels to be excluded

Judging by Appearances
Year 3/4: To know that, sometimes, we make assumptions based on what people look like.
Activities: [See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class](#)
Children will know:
Year 3/4: I know that, sometimes, we make assumptions based on what people look like. I try to accept people for who they are.
British Values: T

Hopes and Dreams
Year 3/4: To be able to explain some of my hopes and dreams
Activities: [See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class](#)
Children will know:
Year 3/4: I can tell you about some of my hopes and dreams. I know how it feels to have hopes and dreams.
British Values: IL

My Friends and Me
Year 3/4: To know how different friendship groups are formed, how I fit into them and the friends I value the most.
Activities: [See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class](#)
Children will know:
Year 3/4: I know how different friendship groups are formed, how I fit into them and the friends I value the most.

Jealousy
Year 3/4: To know situations which can cause jealousy in relationships.
Activities: [See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class](#)
Children will know:
Year 3/4: I know situations which can cause jealousy in relationships. I can identify feelings associated with jealousy

Unique Me
Year 3/4: I know that some of my personal characteristics have come from my birth parents.
Activities: [See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class](#)
Children will know:
Year 3/4: I know that some of my personal characteristics have come from my birth parents.

	I try to make people feel welcome and valued. British Values: D, RofL, IL, MR, T			most. I can identify the feelings I have about my friends and my different friendship groups. British Values: IL, MR	and suggest strategies to problem-solve when this happens. British Values: D, IL, MR, T	parents. I appreciate that I am a truly unique human being British Values: IL
Lesson 2	Being a school citizen Year 3/4: To know who is in my school community, the roles they play and how I fit in Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3/4: I know who is in my school community, the roles they play and how I fit in. I can take on a role in a group and contribute to the overall outcome. British Values: D, IL, MR	Knowing Influences Year 3/4: To know what influences me to make assumptions based on how people look Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3/4: I know what influences me to make assumptions based on how people look. I can question why I think what I do about other people British Values: IL, MR, T	Broken Dreams Year 3/4: To know that sometimes hopes and dreams do not come true and that this can hurt. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3: I know that sometimes hopes and dreams do not come true and that this can hurt. I know how disappointment feels and can identify when I have felt that way. British Values: MR	Group Dynamics Year 3/4: I know there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3/4: To know there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations. I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with. British Values: IL, MR	Love and Loss Year 3/4: To identify someone I love and can express why they are special to me. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3/4: I can identify someone I love and can express why they are special to me. I know how most people feel when they lose someone or something they love. British Values: D, RofL, IL, MR, T	Having a Baby Year 3/4: To correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3/4: I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I know that having a baby is a personal choice and can express how I feel about having children when I am an adult. British Values: MR
Lesson 3	Rights, responsibilities and democracy Year 3/4 To know how democracy works through the School Council. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3/4: I know how democracy works through the School Council. I can recognise my contribution to making a Learning Charter for the whole school British Values:D	Knowing Bullying Year 3: To know what it means to be a witness to bullying. Year 4: To know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3: I know what it means to be a witness to bullying. I know some ways of helping to make someone who is bullied feel better. Year 4: I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure. I know how it might feel to be a witness to and a target of bullying. British Values: RofL, MR,	Overcoming disappointment Year 3/4: To know that reflecting on positive and happy experiences can help me to counteract disappointment Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3/4: I know that reflecting on positive and happy experiences can help me to counteract disappointment. I know how to cope with disappointment and how to help others cope with theirs British Values: IL	Smoking Year 3/4: I know the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3/4: I know the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others. British Values: RofL, IL, MR, T	Memories – Puzzle outcome – memory box Year 3/4: I know that we can remember people even if we no longer see them. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3/4: I can tell you about someone I know that I no longer see. I know that we can remember people even if we no longer see them. British Values: IL, MR	Girls and Puberty Year 3/4: To know how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3/4: To know how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I have strategies to help me cope with the physical and emotional changes I will experience during puberty. British Values: IL, MR, T
Lesson 4	Rewards and Consequences Year 3: To know that my actions affect myself and others and I care about other people's feelings. Year 4: To know that my actions affect myself and others; I care about other people's feelings and try to empathise with them. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3: I know that my actions affect myself and others and I care about other people's feelings. I know that my behaviour brings rewards/consequences Year 4: I know that my actions affect myself and others; I care about other people's feelings and try to empathise with them. I know how rewards and consequences motivate people's behaviour. British Values: D, RofL, IL, MR	Problem Solving Year 3: To know that witnesses can make the situation better or worse by what they do. Year 4: To explain why witnesses sometimes join in with bullying and sometimes don't tell. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3: I know that witnesses can make the situation better or worse by what they do. I can problem-solve a bullying situation with others. Year 4: I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. I can problem-solve a bullying situation with others British Values: RofL, MR, T	Creating New Dreams Year 3/4: I know how to make a new plan and set new goals even if I have been disappointed. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3/4: I know how to make a new plan and set new goals even if I have been disappointed. I know what it means to be resilient and to have a positive attitude. British Values: IL, MR, T	Alcohol Year 3/4: To know the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Keeping Safe task Children will know: Year 3/4: I know the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others. British Values: RofL, IL, T	Getting on and Falling out Year 3/4: I know how friendships change, know how to make new friends and how to manage when I fall out with my friends. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3/4: I know how friendships change, know how to make new friends and how to manage when I fall out with my friends. I know how to stand up for myself and how to negotiate and compromise. British Values: D, RofL, T	Circles of Change – Puzzle outcome – circles of change Year 3/4: To know how a girl's body changes in order for her to be able to have babies when she is an adult. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3/4: I know how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I have strategies to help me cope with the physical and emotional changes I will experience during puberty. British Values: IL, MR, T

Lesson 5	<p>Our Learning Charter Year 3: To be able to make responsible choices and take action Year 4: To know how groups come together to make decisions. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3: I can make responsible choices and take action. I can work cooperatively in a group Year 4: I know how groups come together to make decisions. I can take on a role in a group and contribute to the overall outcome. British Values: D</p>	<p>Special Me – Puzzle outcome - Frames Year 3/4: To recognise that some words are used in hurtful ways. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3/4: I can identify what is special about me and value the ways in which I am unique. I like and respect the unique features of my physical appearance British Values: IL, MR</p>	<p>Achieving Goals – Potato People Year 3/4: To know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3/4: I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group. I can enjoy being part of a group challenge. British Values: D, IL, MR, T</p>	<p>Safe or Unsafe? Year 3: To identify when something feels safe or unsafe. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3/4: I can identify when something feels safe or unsafe. I can take responsibility for keeping myself and others safe. British Values: RofL, IL</p>	<p>Girlfriends and Boyfriends Year 3/4: To know what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3/4: I know what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend. British Values: D, IL, MR, T</p>	<p>Accepting Change Year 3/4: To know changes that have been and may continue to be outside of my control that I learnt to accept. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3/4: I know changes that have been and may continue to be outside of my control that I learnt to accept. I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively. British Values: D, IL</p>
	Lesson 6	<p>Owning Our Learning Charter (Assessment opportunity) Year 3: To know my actions affect others and try to see things from their points of view. Year 4: To know how democracy and having a voice benefits the school community. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3: I know my actions affect others and try to see things from their points of view. I am choosing to follow the Learning Charter Year 4: I know how democracy and having a voice benefits the school community. I know why our school community benefits from a Learning Charter and can help others to follow it. British Values: D</p>	<p>Celebrating Difference – How we look (Assessment opportunity) Year 3/4: To know you a time when my first impression of someone changed when I got to know them Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3/4: I can tell you a time when my first impression of someone changed when I got to know them. I can explain why it is good to accept people for who they are. British Values: MR, T</p>	<p>We did it! (Assessment opportunity) Year 3/4: To identify the contributions made by myself and others to the group’s achievement. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3/4: I can identify the contributions made by myself and others to the group’s achievement. I know how to share in the success of a group and how to store this success experience in my internal treasure chest. British Values: D, MR, T</p>	<p>My Amazing Body (Assessment opportunity) Year 3/4: To know how complex my body is and how important it is to take care of it. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3/4: I know how complex my body is and how important it is to take care of it. I respect my body and appreciate what it does for me British Values: IL, MR</p>	<p>Celebrating my relationships with people and animals (Assessment opportunity) Year 3/4: To know how to express my appreciation to people and animals who are special to me. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 3/4: I know how to express my appreciation to people and animals who are special to me. I can love and be loved. British Values: MR, T</p>

Assessment Criteria

		Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me (including Sex Education)
Y3/4	Working Towards	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 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 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 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 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 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.
	Working at ARE	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.

	beyond Working AGE	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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 know how to manage these feelings.</p>
Curricular Links	<p>Link to mapping document Link to British Values coverage Link to SMSC coverage</p>						