

	<u>Learning Objectives</u>	<u>Key Vocabulary/Key Questions</u>
Nursery	Lesson 1- I can name parts of my body and show respect for myself.	<u>VOCAB:</u> Eye, ear, knee, finger, foot, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, hand and leg <u>Questions:</u> Can you name different parts of the body? What do they do/why are they important?
	Lesson 2- I can tell you some things I can do and some food I can eat to help me be healthy.	<u>Questions:</u> What is good for your body? What makes you happy? What is Jigsaw Jenie's favourite activity to keep healthy? What is Jigsaw Jerrie Cat's favourite activity?
	Lesson 3- To understand that we all start as babies and grow into children and then adults.	<u>Questions:</u> What can babies do? What do they need? How are we different from a baby? How have we changed? What can we do now that we?
	Lesson 4- I know that I grow and change.	<u>Questions:</u> What do seeds look like? Do they still look the same as they grow? What do we have to do to look after seeds and make them grow?
	Lesson 5- I can talk about how I feel about moving to School from Nursery.	<u>Questions:</u> Is there anything exciting about going to big school that they can tell him about?
	Lesson 6- I can remember some fun things about Nursery this year.	<u>Questions:</u> How can we cheer Jigsaw Jenie up? What fun things have we done this year?
		Lesson 7- NSPCC PANTS lesson. https://learning.nspcc.org.uk/research-resources/schools/pants-teaching

REC	Lesson 1- I can name parts of the body	VOCAB: Eye, ear, knee, finger, foot, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, hand and leg Questions: Can you name different parts of the body? What does each part do? Why is it important?
	Lesson 2- I can tell you some things I can do and foods I can eat to be healthy	Questions: What will happen if we eat less healthy food all the time? How would it make us feel? What would happen to our bodies? What do we need to do to keep healthy and happy?
	Lesson 3- I understand that we all grow from babies to adults	Questions: Can they put them in the correct order?
	Lesson 4- I can express how I feel about moving to Year 1	Questions: What are you excited about? Are you nervous about anything? Are you scared about anything?
	Lesson 5- can talk about my worries and/or the things I am looking forward to about being in Year 1	Questions: Is there anything exciting about going to Year 1 that they can tell him about? Jigsaw Jack is in Year 1 waiting to meet them all. (Can he come to Reception to visit this lesson?)
	Lesson 6- I can share my memories of the best bits of this year in Reception	Questions: What has been your favourite thing this year? What have we achieved this year? What have you learnt to do?
	Lesson 7- NSPCC PANTS lesson. https://learning.nspcc.org.uk/research-resources/schools/pants-teaching	

Year 1

<p>Lesson1- To start to understand the life cycles of animals and humans. To understand that changes happen as we grow and that this is OK</p>	<p><u>VOCAB:</u> Changes, Life cycle, Baby and Adulthood</p> <p><u>Questions:</u> How does frogspawn become a frog? What changes happen? How long does it take to grow up? Do we all grow up at the same rate? What do you most like about being you now? What do you want to be when you grow up?</p>
<p>Lesson 2- To tell you some things about me that have changed and some things about me that have stayed the same. To know that changes are OK and that sometimes they will happen whether I want them to or not.</p>	<p><u>VOCAB:</u> Change, Life cycle, Baby, Adult and Grown up</p> <p><u>Questions:</u> How do we change when we grow up? How much have you changed from when you were a baby? How have you changed since you were a baby? What can you do now that you couldn't do when you were a toddler? What can you do now on your own that you used to need help with?</p>
<p>Lesson 3- To know how my body has changed since I was a baby. To understand that growing up is natural and that everybody grows at different rates.</p>	<p><u>VOCAB:</u> Change, Baby, Adult and Growing up and Mature</p> <p><u>Questions:</u> What do other living things look like at the beginning of their life cycle? How much have we all changed since we were babies? How have our bodies changed? How have our abilities changed? How long does it take to grow up? Do we all grow at the same rate?</p>
<p>Lesson 4- To identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina</p>	<p><u>VOCAB:</u> Male, Female, Vagina, Penis, Testicles, Vulva and Anus, genitals</p> <p><u>Questions:</u> Does your mind feel calm and ready to learn? How can we tell the difference between a male and a female? How can we tell who's a boy and who's a girl? How do you tell the difference between a boy</p>

	<p>To respect my body and understand which parts are private</p>	<p>and a girl? What are the right names for the body parts that make boys and girls different If we are worried, or feeling scared or hurt, what should we do? Which of our body parts do we normally keep private? When is it all right for us to talk about our 'private' parts, and what names should we use?</p>
	<p>Lesson 5-</p> <p>To understand that every time I learn something new I change a little bit</p> <p>To enjoy learning new things</p>	<p>VOCAB: Learn, New, Grow and Change</p> <p>Questions: What have you learnt to do that you couldn't do when you were a baby?</p>
	<p>Lesson 6-</p> <p>To tell you about changes that have happened in my life</p> <p>To know some ways to cope with changes</p>	<p>VOCAB: Change, Feelings, Anxious, Worried, Excited and Coping</p> <p>Questions: What changes have already happened to you? How do you feel about these? What changes might be coming up for you? How do you feel about those? Why are some changes better than others? What feelings might somebody get if the change was a sad one? What could they do to make themselves feel better?</p>
	<p>Lesson 7- NSPCC PANTS lesson. https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p>	

Year 2	<p>Lesson 1- To recognise cycles of life in nature To understand there are some changes that are outside my control and can recognise how I feel about this</p>	<p><u>VOCAB:</u> Change, Grow, Life cycle, Control, Baby, Adult and Fully grown</p> <p><u>Questions:</u> How do things around us change? What does change feel like? What life cycles did you see? How does change happen?</p>
	<p>Lesson 2- To understand the natural process of growing from young to old and know that this is not in my control To identify people I respect who are older than me</p>	<p><u>VOCAB:</u> Growing up, Old, Young, Change, Respect, Appearance and Physical</p> <p><u>Questions:</u> How do our faces/bodies change as we become older? What else might change for older people? Who is special to you and why?</p>
	<p>Lesson 3- To recognise how my body has changed since I was a baby and where I am on the continuum from young to old I feel proud about becoming more independent</p>	<p><u>VOCAB:</u> Baby, Toddler, Child, Teenager, Adult, Independent, Timeline, Freedom and Responsibilities</p> <p><u>Questions:</u> What were you like as a baby? How are you different now? How will you be different when you are grown up? Does your mind feel calm and ready to learn? How will your life change as you grow up?</p>
	<p>Lesson 4- To recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/girl</p>	<p><u>VOCAB:</u> Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Private genitals</p> <p><u>Questions:</u> How many names of different body parts do you know? Does your mind feel calm and ready to learn? Are girls and boys always different in what they like to do? Can you remember the names of the</p>

		body parts that make most girls and boys different? Are the clothes girls and boys wear always different?
	<p>Lesson 5- To understand there are different types of touch and can tell you which ones I like and don't like I am confident to say what I like and don't like and can ask for help</p>	<p>VOCAB: Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable and Uncomfortable</p> <p>Questions: Does your mind feel calm and ready to learn? What textures can you feel? What textures do you like/not like? What sort of touch do you like? How does it make you feel? What sort of touch do you not like? How does that feel?</p>
	<p>Lesson 6- To identify what I am looking forward to when I move to my next class I can start to think about changes I will make when I am in Year 3 and know how to go about this</p>	<p>VOCAB: Change, Looking forward, Excited, Nervous, Anxious and Happy</p> <p>Questions: What skills do you need to use/learn to play this game? Does your mind feel calm and ready to learn? What are you looking forward to next year? How are you feeling about moving to a different class? What do you like/dislike about being a boy/ girl? What do you like /dislike about getting older? What changes are you looking forward to?</p>
	<p>Lesson 7- NSPCC PANTS lesson. https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p>	

Year 3	<p>Lesson 1- Y2 Recap To recognise how my body is changing as I grow up. I feel proud about becoming more independent</p>	<p><u>VOCAB:</u> Baby, Toddler, Child, Teenager, Adult, Independent, Timeline, Freedom and Responsibilities</p> <p><u>Questions:</u> What were you like as a baby? How are you different now? How will you be different when you are grown up? Does your mind feel calm and ready to learn? How will your life change as you grow up?</p>
	<p>Lesson 2- Y2 Recap To be able to explain the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/girl</p>	<p><u>VOCAB:</u> Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Private genitals</p> <p><u>Questions:</u> How many names of different body parts do you know? Does your mind feel calm and ready to learn? Are girls and boys always different in what they like to do? Can you remember the names of the body parts that make most girls and boys different? Are the clothes girls and boys wear always different?</p>
	<p>Lesson 3- Y2 Recap To understand when different types of touch should be used. I am confident to say what I like and don't like and can ask for help</p>	<p><u>VOCAB:</u> Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable and Uncomfortable</p> <p><u>Questions:</u> Does your mind feel calm and ready to learn? What textures can you feel? What textures do you like/not like? What sort of touch do you like? How does it make you feel? What sort of touch do you not like? How does that feel?</p>
	<p>Lesson 4- To understand the importance of keeping safe.</p>	<p><u>VOCAB:</u> Safety, understanding, protecting, myself and others</p>

	<p>I know ways that I can keep myself and others safe</p>	<p>Questions: What does being safe mean? What does it look like? How can I keep myself safe? How can I help to keep others safe? What can I do if I do not feel safe?</p>
	<p>Lesson 5- To understand the importance of being safe when online I know what I should and should not do when online</p>	<p>VOCAB: online, cyber, privacy, permission, respect and sharing with an adult</p> <p>Questions: How can I stay safe online? Who should I share my details with? What should I do if something happens?</p>
	<p>Lesson 6- To identify what I am looking forward to when I move to my next class To start to think about changes I will make next year and know how to go about this</p>	<p>VOCAB: Change, Looking forward, Excited, Nervous, Anxious and Happy</p> <p>Questions: What skills do you need to use/learn to play this game? Does your mind feel calm and ready to learn? What are you looking forward to next year? How are you feeling about moving to a different class? What do you like/dislike about being a boy/ girl? What do you like /dislike about getting older? What changes are you looking forward to?</p>
	<p>Lesson 7- NSPCC PANTS lesson. https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p>	

Year 4	<p>Lesson 1- Y3 Recap To recognise how my body is changing as I grow up. I feel proud about becoming more independent</p>	<p>VOCAB: Baby, Toddler, Child, Teenager, Adult, Independent, Timeline, Freedom and Responsibilities</p> <p>Questions: What were you like as a baby? How are you different now? How will you be different when you are grown up? Does your mind feel calm and ready to learn? How will your life change as you grow up?</p>
	<p>Lesson 2- Y3 Recap To be able to use the scientific language for parts of the body. I know that there are certain body parts that should be kept private.</p>	<p>VOCAB: Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Private genitals</p> <p>Questions: How many names of different body parts do you know? Does your mind feel calm and ready to learn? Are girls and boys always different in what they like to do? Can you remember the names of the body parts that make most girls and boys different? Are the clothes girls and boys wear always different?</p>
	<p>Lesson 3- To know what the word consent means and why it is important To be able to discuss scenarios where consent should be given</p>	<p>VOCAB: Consent, respect, yes, no, always, listen</p> <p>Questions: What does consent mean? Why is it important? When should consent be given? Is consent for everyone?</p>
	<p>Lesson 4- To understand the importance of being hygienic. I know how I can keep myself clean and why this is important.</p>	<p>VOCAB: Hygienic, Washing, Odour, Importance, Deodorant, shower-gel and daily</p> <p>Questions: What does being hygienic mean? Why do we need to be hygienic? How do we stay hygienic?</p>
	<p>Lesson 5- To identify changes that have been and may continue to be outside of my</p>	<p>VOCAB: Range of emotions - see emotions card resource, Control, Change and Acceptance</p>

	<p>control that I learnt to accept To be able to express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p>	<p>Questions: How might you feel about the situation? Will the feeling change? Why do these changes happen? Do human beings have control over these changes in nature? How easy is it for you to accept changes to our planet that we appear to have little control over? What changes do you have control over? What changes do you not have control over? How might you feel about these changes? How might you cope with these situations? What bits can you change/not change?</p>
	<p>Lesson 6- To identify what I am looking forward to when I move to a new class To reflect on the changes I would like to make next year and can describe how to go about this</p>	<p>VOCAB: Change, Looking forward, Excited, Nervous, Anxious, Happy</p> <p>Questions: What have you learned about in our Jigsaw lessons this term? Do you still have any questions? Which changes can you control? Which ones have you no control over? How do you feel about this change? How are you going to manage this change? What might help you best to manage/achieve the change?</p>
	<p>Lesson 7- NSPCC PANTS lesson. https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p>	

<p>Year 5 (Y4 Updated L.Os)</p> <p>Completed during the Autumn Term</p>	<p>Lesson 1- To understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm (DO NOT COVER CONCEPTION)</p> <p>To appreciate that I am a truly unique human being</p>	<p>VOCAB: Personal, Unique, Characteristics and Parents</p> <p>Questions: What were you like as a baby? How are you different now? How will you be different when you are grown up? What is a sperm? What is an egg?</p>
	<p>Lesson 2- I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>I understand that mammals reproduce using an egg and sperm</p>	<p>VOCAB: Sperm, Egg/ Ovum, Penis, Testicles, Vagina/ Vulva, Womb/ Uterus, Ovaries, Fertilise, nipples, bottom (DO NOT COVER CONCEPTION)</p> <p>Questions: Do you know what things are made of and how they are made? What is the most special and precious thing any of us can make? Do all mammals have babies? Is an egg and a sperm used to make all babies?</p>
	<p>Lesson 3- To describe 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</p> <p>I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>	<p>VOCAB: Puberty Menstruation Periods Egg/Ovum/Ova Fallopian Tube, Womb/Uterus Sperm, Fertilisation, Vagina, Vulva, Sanitary, Towel Tampon, Hormones, Semen, Testicles, Erection, Ejaculation, Wet dream, Larynx, Facial hair, Growth spurt, Hormones, Testosterone, Penis</p> <p>Questions: How do you feel when you think about puberty and growing up? How does the way you feel compare with how other people feel? How do you feel when you think about puberty and growing up? How</p>

<p>To describe how boys' bodies change during puberty.</p> <p>To express how I feel about the changes that will happen to me during puberty.</p> <p>(TAUGHT SEPARATELY)</p>	<p>does the way you feel compare with how other people feel? What do these objects tell you about changes or new experiences at puberty? What is menstruation and how are these items connected with it?</p>
<p>Lesson 4-</p> <p>To know how the circle of change works and can apply it to changes I want to make in my life</p> <p>I am confident enough to try to make changes when I think they will benefit me</p>	<p><u>VOCAB:</u> Circle, Seasons, Change and Control</p> <p><u>Questions:</u> How might you change to become who you are meant to be?</p>
<p>Lesson 5-</p> <p>To identify changes that have been and may continue to be outside of my control that I learnt to accept</p> <p>To be able to express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p>	<p><u>VOCAB:</u> Range of emotions - see emotions card resource, Control, Change and Acceptance</p> <p><u>Questions:</u> How might you feel about the situation? Will the feeling change? Why do these changes happen? Do human beings have control over these changes in nature? How easy is it for you to accept changes to our planet that we appear to have little control over? What changes do you have control over? What changes do you not have control over? How might you feel about these changes? How might you cope with these situations? What bits can you change/not change?</p>
<p>Lesson 6-</p> <p>To identify what I am looking forward</p>	<p><u>VOCAB:</u> Change, Looking forward, Excited, Nervous, Anxious, Happy (See emotions cards from Piece 5)</p>

	<p>to when I move to a new class</p> <p>To reflect on the changes I would like to make next year and can describe how to go about this</p>	<p>Questions: What have you learned about in our Jigsaw lessons this term? Do you still have any questions? Which changes can you control? Which ones have you no control over? How do you feel about this change? How are you going to manage this change? What might help you best to manage/achieve the change? How are you feeling about puberty? Can you think of ways to help you manage the changes that are going to happen at puberty?</p>
<p>Taught in the Summer term</p>	<p>Recap from the Autumn term</p> <p>NSPCC PANTS lesson. https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p>	
<p>Year 6</p>	<p>Lesson 1-</p> <p>To be aware of my own self-image and how my body image fits into that</p> <p>To know how to develop my own self esteem</p>	<p>VOCAB: Self-image, Self-esteem, Real self, Celebrity, Body image, perception, media, photo-shop, filters, cosmetic surgery, body shaming and balanced diet</p> <p>Questions: How would you rather spend time and money? Does having the latest fashion, hairstyle, 'look' make us happy in the end? What 'pressures' do we face to look 'cool' fashionable all the time? What animal would you choose that represents positivity? What would your animal say to you to fight off the worry monster?</p>
	<p>Lesson 2-</p> <p>To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p>	<p>VOCAB: Opportunities, Freedoms, Responsibilities and Puberty vocabulary from Year 5 lessons, clitoris (for FGM purposes)</p> <p>Questions: What different experiences does growing up bring for different people? How are new freedoms connected to new</p>

<p>To express how I feel about the changes that will happen to me during puberty</p> <p>X2 lessons from Year 5 Jigsaw</p>	<p>responsibilities? What other questions do you have about how your body, your feelings and your lifestyle are going to change as you grow up?</p>
<p>Lesson 3- To be able to describe how a baby develops from conception through the nine months of pregnancy, and how it is born To recognise how I feel when I reflect on the development and birth of a baby</p>	<p>VOCAB: Pregnancy, Embryo, Foetus, Placenta, Umbilical cord, Labour, Contractions, Cervix and Midwife</p> <p>Questions: What is your earliest memory? What do you know about making the classroom feel safe for talking about personal matters? Can you recognise a baby in the photo of a scan, and identify the different parts of its body? Can you imagine what it was like, being in the womb? Do you know what a baby in the womb can and can't do? What are the stages by which a baby grows and develops through pregnancy? How is a baby born?</p>
<p>Lesson 4- To understand how being physically attracted to someone changes the nature of the relationship and what that might mean to have a relationship with another To understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</p>	<p>VOCAB: Attraction, Relationship, Pressure, Love and Sexting</p> <p>Questions: Why do people want a boyfriend/girlfriend? How is this different from being friends? Is this a similar or different sort of 'pressure' compared to what we discussed earlier? Was Daz being respectful? Why do the children think there are laws about sharing photos, like the one Asha sent? What would you have done?</p>
<p>Lesson 5-</p>	<p>VOCAB: Self-esteem, Negative body-talk, Choice, Feelings/emotions, Challenge and Mental health</p>

	<p>To be aware of the importance of a positive self-esteem and what I can do to develop it</p> <p>To express how I feel about my self-image and know how to challenge negative 'body-talk'</p>	<p><u>Questions:</u> What is the purpose of an advert? Can adverts be misleading? How do these images make you feel?</p>
	<p>Lesson 6-</p> <p>To identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p> <p>To know how to prepare myself emotionally for the changes next year</p>	<p><u>VOCAB:</u> Transition, Secondary, Looking forward, Journey, Worries, Anxiety, Hopes and Excitement</p> <p><u>Questions:</u> What are you looking forward to next year in school? What fears or worries might you be holding back?</p>
<p>NSPCC PANTS lesson. https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p>		

Updated JIGSAW scheme- Changing Me Overview