



Jigsaw knowledge and skills progression: Changing Me Ages 3-11(12)

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 key vocabulary introduced this year and suggestions for Family Learning. Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some content and vocabulary may have been changed or be taught in a different year group.

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<p>Ages 11-12</p>	<ul style="list-style-type: none"> • Know how my body changes in puberty • Know that I have my own image of myself and that may be different to how others see me • Know that changing circumstances have an impact on families and we sometimes need to adapt to these • Know that I have the right to change my mind • Know some ways that my brain is starting to change as get older • Know that I might experience different moods as I grow and change • Know that I have some skills that will help me manage transitions in my life. 	<ul style="list-style-type: none"> • Express how I feel about the changes that happen during puberty • Be confident with my own self-image • Use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour • Have some strategies for self- regulation • Use coping strategies to support myself and others during changing circumstances • Be able to give support to others who are experiencing personal problems • Prepare myself emotionally for the next school year 	<ul style="list-style-type: none"> • Have you heard any myths about puberty? Where do you think they came from? • What kind of things have you learnt about puberty in the classroom? Have you get any more questions that you would like to ask? • How do you feel about puberty and change? • Do books and magazines give a real picture of what it is like to grow up? • What kind of things might affect how people change in their teenage years • Why do you think some people want to change how they look? • Do you know what things are signs that your brain is changing and growing? • How can you take charge of your moods? • How could you use the mindfulness techniques that you have been learning in Jigsaw lessons to help? • What can you do now that you do now that you weren't able to do when you were in P6?
<p>In this Puzzle, pupils explore the kinds of changes that may happen to themselves and those around them as they get older. There is a lesson recapping on what happens to the body physically in puberty, and then they learn more about how their brains change, and consider how this may affect their emotions and behaviour. Pupils learn what influences these changes and develop strategies for self-regulation as well as exploring other sources of support. Self-image is revisited, and how this may change as we get older. This Puzzle also gives pupils the time to consider other external changes in the lives of themselves and others that they cannot control (such as changes in their family, moving house, moving to a new school etc.) and how they can use and develop different strategies and skills that they already have to prepare for these and move forwards positively.</p>			
<p>Key vocabulary that may be introduced Change, Puberty, Truth, Myth, Image, Traits, Characteristics, Self-image, Influence, Changes, Circumstance, Mind, Brain, Adolescent /Adolescence, Maturity, Stimulated, Impulse, Emotion, Mood, Factors, Mindset, Hormones, Memory, Reflect, Planning, Self-regulation.</p>			
<p>Notes for</p>		<p>School</p>	