



Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the Changing Me unit of work develops in this year group, including some of the key vocabulary.

Year	Puzzle overview: Changing Me	
5	<p>In this Puzzle, children explore self-image and body confidence while learning about physical and emotional changes during puberty for girls and boys. They develop understanding of menstruation, male puberty, and how media influences perceptions of appearance and wellbeing. Pupils practise identifying trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up. This Puzzle includes non-statutory sex education in Piece 4 (conception and how babies are made). You can withdraw your child from lesson 4 if you wish. To withdraw them please call 0121 464 6499, email <a href="mailto:enquiry.slj@fioretti.co.uk">enquiry.slj@fioretti.co.uk</a> or speak to your child's class teacher.</p>	
	Knowledge	Social and emotional skills
	<ul style="list-style-type: none"> <li>• I am aware of my own self-image and how my body image fits into that</li> <li>• I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally</li> <li>• I can describe how boys' and girls' bodies change during puberty</li> <li>• I understand that sexual intercourse can lead to conception and that is how babies are usually made</li> <li>• I also understand that sometimes people need IVF to help them have a baby</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to develop my own self esteem</li> <li>• I understand that puberty is a natural process that happens to everybody and that it will be OK for me</li> <li>• I can express how I feel about the changes that will happen to me during puberty</li> <li>• I appreciate how amazing it is that human bodies can reproduce in these ways</li> <li>• I am confident that I can cope with the changes that growing up will bring</li> <li>• I can start to think about changes I will make next year and know how to go about this</li> </ul>



- I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
- I can identify what I am looking forward to when I move to my next class

### Vocabulary

affirmation, anxious, aspects, authentic, body image, change, characteristics, cope, conception, contraception, consent, erection, edited, embryo, emotions, excitement, facial hair, fallopian tube, fear, fertilisation, filter, growth spurt, hormone, hope, hormones, influences, larynx, making love, manage, media, media influencer, menstrual cycle, menstrual pads, menstrual towels, menstruation, mental health/wellbeing, milestone, opportunities, oestrogen, ovary, ovaries, perception, perceptions, periods, pregnancy, puberty, relationships, reliable sources, responsibilities, scrotum, self, self-esteem, self-image, sexual intercourse, semen, sperm, teenager, testicles, testes, testosterone, vagina, vulva, womb/uterus

This page offers simple ways to support your child's learning at home. The questions, ideas, and resources below encourage meaningful discussion, independence, and practising key life skills in everyday situations.

Year 5	Talking Together: suggested questions to support Changing Me learning at home		
	<p><b>Self-image and body confidence</b></p> <ul style="list-style-type: none"> <li>• What makes you feel confident about yourself?</li> <li>• Why do images online and in media often look unrealistic?</li> </ul>	<p><b>Puberty changes for girls</b></p> <ul style="list-style-type: none"> <li>• Why is puberty a natural and healthy process?</li> <li>• What are some physical and emotional changes for girls in puberty?</li> </ul>	<p><b>Puberty changes for boys</b></p> <ul style="list-style-type: none"> <li>• What physical and emotional changes happen to boys during puberty?</li> <li>• Are there any changes you have noticed in older boys that might be part of puberty?</li> </ul>



<ul style="list-style-type: none"> <li>• If someone felt worried about how they look or feel about their body, who could they talk to?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you explain some ways that girls can manage periods comfortably?</li> <li>• In our family, who can you talk to openly about puberty?</li> </ul>	<ul style="list-style-type: none"> <li>• Why does everyone experience puberty at different times?</li> <li>• Who could you ask for advice about growing up?</li> </ul>
<p><b>How babies are made (Sex Education)</b></p> <ul style="list-style-type: none"> <li>• How are babies conceived in a loving relationship?</li> <li>• Why do you think that sex is part of an <b>adult</b> relationship?</li> <li>• Why is the age of consent important?</li> <li>• If you had questions about relationships or bodies, who would you ask?</li> </ul>	<p><b>Being a teenager - responsibilities and pressures</b></p> <ul style="list-style-type: none"> <li>• What responsibilities come with being a teenager?</li> <li>• How can someone tell if what they see about teenage life in media is realistic?</li> <li>• What does the age of consent mean and why does it exist?</li> </ul>	<p><b>Preparing for transition/change</b></p> <ul style="list-style-type: none"> <li>• What are you excited about for your next school year?</li> <li>• What worries might some children have about moving up, and who could help with them?</li> <li>• How can you look after your wellbeing during times of change?</li> </ul>
<p><b>Resources and additional support for Families</b></p>		
<ul style="list-style-type: none"> <li>• <a href="#">BBC Operation Ouch episode</a> 'How Babies are Made' with further supporting clips about puberty to choose from</li> <li>• <a href="#">Always</a> – Understanding First Period Symptoms, or look at <a href="#">NHS pages</a> on periods for more detailed information</li> <li>• <a href="#">Nemours</a> guide to puberty for boys</li> <li>• Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Changing Me theme.</li> </ul>		



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<b>Year 6</b>	<b>Puzzle overview: Changing Me</b>	
	<p>In this Puzzle, children explore self-image and self-esteem while learning about physical and emotional changes during puberty. Children reflect on identity, adolescent friendships, and the pressures linked to appearance and growing independence. They practise challenging negative self-talk and identifying trusted adults for support, alongside discussing attraction, consent, and respectful relationships. This Puzzle includes non-statutory sex education in Piece 3 (conception and how babies are made). You can withdraw your child from lesson 4 if you wish. To withdraw them please call 0121 464 6499, email <a href="mailto:enquiry.slj@fioretti.co.uk">enquiry.slj@fioretti.co.uk</a> or speak to your child's class teacher.</p>	
	<b>Knowledge</b>	<b>Social and emotional skills</b>
<ul style="list-style-type: none"> <li>• I am aware of my own self-image and how my body image fits into that</li> <li>• I can explain how girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally</li> <li>• I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>• I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend <b>OR</b></li> <li>• <i>I know myself well enough to maintain positive relationships with others whilst still keeping my own identity</i></li> </ul>	<ul style="list-style-type: none"> <li>• I know how to develop my own self esteem</li> <li>• I can express how I feel about the changes that will happen to me during puberty</li> <li>• I can recognise how I feel when I reflect on the development and birth of a baby</li> <li>• I 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 <b>OR</b></li> <li>• <i>I can be assertive when appropriate</i></li> </ul>	



- I am aware of the importance of a positive self-esteem and what I can do to develop it
- I can identify what I am looking forward to when I move to my next class

- I can express how I feel about my self-image and know how to challenge negative 'body-talk'
- I know how to prepare myself emotionally for the changes next year

### Vocabulary

adolescent, assertive, attraction, baby, celebrity, cervix, challenge, choice, contractions, consent, criticise, embryo, feelings/emotions, foetus, freedoms, identity, independence, journey, labour, looking forward, love, mental health, midwife, negative body-talk, opportunities, placenta, pregnancy, pressure, puberty, real self, relationship, relationships, responsibilities, secondary, self-esteem, self-image, transition, umbilical cord, values, worries

This page offers simple ways to support your child's learning at home. The questions, ideas, and resources below encourage meaningful discussion, independence, and practising key life skills in everyday situations.

Year 6 Talking Together: suggested questions to support Changing Me learning at home			
Year 6	<b>Self-esteem and media influence</b>	<b>Puberty - bringing it all together</b>	<b>How babies develop and are born (Sex Ed)</b>
	<ul style="list-style-type: none"> <li>• How do adverts and influencers try to make people feel about themselves?</li> <li>• What's the difference between your 'real self' and an 'ideal self'?</li> <li>• In our family, how do we support each other's confidence and self-esteem?</li> </ul>	<ul style="list-style-type: none"> <li>• What questions do you have about puberty?</li> <li>• Why is looking after yourself physically and emotionally important during puberty?</li> <li>• If someone needed accurate, reliable information about growing up, where should they look?</li> </ul>	<ul style="list-style-type: none"> <li>• How does a baby develop during pregnancy?</li> <li>• What different ways can babies be born?</li> <li>• Why is reproduction amazing but also completely natural?</li> </ul>



<p><b>Relationships, attraction and respect</b></p> <ul style="list-style-type: none"><li>• What makes a relationship healthy and respectful?</li><li>• What does consent mean and why is it important?</li><li>• If someone felt pressured to do something, what should they do?</li></ul>	<p><b>Challenging negative body-talk</b></p> <ul style="list-style-type: none"><li>• Why is negative body-talk harmful to ourselves and others?</li><li>• How can someone challenge body-focused comments in their friendship group?</li><li>• In our family, how can we support each other to feel good about ourselves?</li></ul>	<p><b>Preparing emotionally for next year</b></p> <ul style="list-style-type: none"><li>• What strategies help you manage big changes and transitions?</li><li>• How can young people look after their mental wellbeing during times of change?</li><li>• Who will be there to support you in your new school, and how can our family help?</li></ul>
<p><b>Resources and additional support for Families</b></p>		
<ul style="list-style-type: none"><li>• <a href="#">NSPCC</a> – advice for families on safety and changing bodies, and <a href="#">resources to children with learning disabilities</a></li><li>• <a href="#">Childline</a> – puberty advice for children that you could look select from and look at with your child</li><li>• <a href="#">Anna Freud</a> information about how puberty can affect children</li><li>• <a href="#">Children’s Commissioner</a> Guide for talking to your child about online sexual harassment as they approach secondary school age</li></ul>		