



PSHE /JIGSAW

Year Group	EYFS area linked to subject...	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs</p>	<p>Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p> <p>I can explain why my class is a happy and safe place to learn.</p> <ul style="list-style-type: none"> I can give different examples where I or others make my class happy and safe. 	<p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices</p> <p>Recognising feelings</p> <p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>Setting personal goals</p> <p>Self-identity and worth</p> <p>Positivity in challenges</p> <p>Rules, rights and responsibilities Rewards and consequences</p> <p>Responsible choices</p> <p>Seeing things from others' perspectives</p> <p>I can explain how my behaviour can affect how others feel and behave.</p> <p>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</p>	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behavior</p> <p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important</p>	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating</p> <p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p>	<p>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behavior Role-modelling</p> <p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain</p>

				it is important to feel valued.	and can help me and others feel valued.	I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	how this can influence the choices I make
	<p>ELG: Self-Regulation</p> <p>Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow</p>	<p>Similarities and differences</p> <p>Understanding bullying and knowing how to deal with it</p> <p>Making new friends</p> <p>Celebrating the differences in everyone</p> <p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel</p>	<p>Assumptions and stereotypes about gender</p> <p>Understanding bullying</p> <p>Standing up for self and others</p> <p>Making new friends</p> <p>Gender diversity</p> <p>Celebrating difference and remaining friends</p> <p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p>	<p>Families and their differences</p> <p>Family conflict and how to manage it (child-centered)</p> <p>Witnessing bullying and how to solve it</p> <p>Recognising how words can be hurtful</p> <p>Giving and receiving compliments</p> <p>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.</p>	<p>Challenging assumptions</p> <p>Judging by appearance</p> <p>Accepting self and others</p> <p>Understanding influences</p> <p>Understanding bullying</p> <p>Problem-solving</p> <p>Identifying how special and unique everyone is</p> <p>First Impressions</p> <p>I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot</p>	<p>Cultural differences and how they can cause conflict</p> <p>Racism</p> <p>Rumours and name-calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures</p> <p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved</p>	<p>Perceptions of normality</p> <p>Understanding disability</p> <p>Power struggles</p> <p>Understanding bullying</p> <p>Inclusion/exclusion</p> <p>Differences as conflict, difference as celebration</p> <p>Empathy</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>

	<p>instructions involving several ideas or actions.</p> <p>ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others;</p>		<p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>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.</p>	<p>and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>(directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	
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	<ul style="list-style-type: none"> - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. 						
		<p>Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success</p> <p>I can explain how I feel when I am successful and how this can be celebrated positively.</p>	<p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p> <p>I can explain how I played my part in a group and the parts other people played to create an end product.</p> <p>I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of</p>	<p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting</p> <p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p> <p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p> <p>I can explain different ways to work with others to help make the world a better place.</p>

		I can say why my internal treasure chest is an important place to store positive feelings	feelings about group work.	can explain how these feelings can be stored in my internal treasure chest and why this is important.		explain how this makes me feel	
		<p>Keeping myself healthy</p> <p>Healthier lifestyle choices</p> <p>Keeping clean Being safe</p> <p>Medicine safety/safety with household items Road safety</p> <p>Linking health and happiness</p> <p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being healthy can help me feel happy.</p>	<p>Motivation Healthier choices Relaxation</p> <p>Healthy eating and nutrition Healthier snacks and sharing food</p> <p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>Exercise Fitness</p> <p>challenges Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>Keeping safe and why it's important online and offline scenarios Respect for myself and others</p> <p>Healthy and safe choices</p> <p>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 and how to call emergency services.</p>	<p>Healthier friendships</p> <p>Group dynamics</p> <p>Smoking Alcohol</p> <p>Assertiveness Peer pressure Celebrating inner strength</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behavior</p> <p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how</p>	<p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture</p> <p>Emotional and mental health Managing stress</p> <p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and</p>

				I can express how being anxious/ scared and unwell feels.		smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	pressure can explain what motivates me to make the world a better place.
		<p>Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-Acknowledgement Being a good friend to myself Celebrating special relationships</p> <p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p> <p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use</p>	<p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p> <p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and Animals</p> <p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules</p> <p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with</p>	<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p> <p>I can identify when people may be experiencing feelings associated with loss and also recognise when</p>

			them in certain situations in my relationships.	I can explain why my choices might affect my family, friendships and people around the world who I don't know.		<p>my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>
		<p>Life cycles – animal and human</p> <p>Changes in me Changes since being a baby Differences between female and male bodies (correct terminology)</p> <p>Linking growing and learning</p> <p>Coping with change Transition</p> <p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.</p>	<p>Life cycles in nature</p> <p>Growing from young to old Increasing independence</p> <p>Differences in female and male bodies (correct terminology)</p> <p>Assertiveness Preparing for transition</p> <p>I can use the correct terms to describe</p>	<p>How babies grow</p> <p>Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p> <p>I can explain how boys' and girls' bodies change on the inside/outside</p>	<p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p> <p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when</p>	<p>Self- and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition</p> <p>I can explain how boys and girls change during puberty and why</p>	<p>Self-image Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexting Transition</p> <p>Conception (including IVF)</p>

		<p>I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p>	<p>penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>	<p>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.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen</p>	<p>looking after myself physically and emotionally is important. I can also</p> <p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby</p> <p>summarise the process of conception.</p>
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Sex and Relationships Education

Year Group	Relationships
Pod	<p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Establish their sense of self.</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Engage with others through gestures, gaze and talk.</p> <p>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p> <p>Find ways of managing transitions, for example from their parent to their key person.</p> <p>Thrive as they develop self-assurance.</p> <p>Develop friendships with other children.</p> <p>Make connections between the features of their family and other families.</p>

Nursery	<p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Understand gradually how others might be feeling.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>
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(Development Matters - Non-statutory curriculum guidance for the early years foundation stage)

Year	Lesson	Lesson Content	Vocab
1	Life Cycles (Year 1 - Piece 1)	<p>I understand the life cycle of animals and</p> <p>I understand that changes happen as we grow and that this is ok.</p>	<p>Changes</p> <p>Life cycle</p> <p>Baby</p> <p>Adulthood</p>
1	Changing me (Year 1 - Piece 2)	<p>To be able to tell you some things about me that have changed and somethings about me that have stayed the same.</p> <p>To know that changes are ok and that sometimes they will happen whether I want them to or not.</p>	<p>Change</p> <p>Lifecycle</p> <p>Baby</p> <p>Adult</p> <p>Grown up</p> <p>Physical changes</p> <p>Developmental changes</p>

1	My Changing Body (Year 1 - Piece 3)	<p>To know how my body has changed since was a baby.</p> <p>To understand that growing up is natural and that everybody grows at different rates.</p>	<p>Baby</p> <p>Growing up</p> <p>Adult</p> <p>Mature</p> <p>Change</p>
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1	Boys and Girls Body (Year 1- Piece 4)	<p>To identify the parts of the body that make boys different to girls and use the correct names for these penis, testicles and vagina.</p> <p>To respect my body and understand which parts are private.</p>	<p>Male</p> <p>Female</p> <p>Vagina</p> <p>Penis</p> <p>Testicles</p> <p>Vulva</p> <p>Anus</p>
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1	Learning and Growing (Year 1 - Piece 5)	<p>To understand that every time I learn something new I change a little bit.</p> <p>To enjoy learning new things</p>	<p>Learn</p> <p>New</p> <p>Grow</p> <p>Change</p>
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1	Coping with Changes (Year 1 - Piece 6)	To tell you about changes that have happened in my life. To know some ways to cope with changes.	Change Feelings Anxious Worried Excited Coping
2	Life Cycles in Nature	To recognise cycles of life in nature.	Change

	(Year 2 - Piece 1)	To understand that some changes are outside my control and to recognise how I feel about this.	Grow Lifecycle Control Baby Adult Fully grown
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2	Growing from Young to Old (Year 2 - Piece 2)	<p>To tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>To identify people who I respect that are older than me.</p>	<p>Growing up</p> <p>Old</p> <p>Young</p> <p>Change</p> <p>Respect</p> <p>Appearance</p> <p>Physical</p>
2	The Changing Me (Year 2 - Piece 3)	<p>To recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>To feel proud about becoming more independent.</p>	<p>Baby</p> <p>Toddler</p> <p>Child</p> <p>Teenager</p> <p>Adult</p> <p>Independent</p> <p>Timeline</p>
			<p>Freedom</p> <p>Responsibilities</p>

2	Boys' and Girls' Bodies (Year 2 - Piece 4)	<p>To recognise the physical differences between boys and girls, use the correct names for the parts of the body (Penis, testicles, vagina, vulva and anus.) and appreciate that some parts of my body are private.</p> <p>To tell you what I like/ don't like about being a boy or a girl.</p>	<p>Male</p> <p>Female</p> <p>Vagina</p> <p>Penis</p> <p>Testicles</p> <p>Vulva</p> <p>Anus</p> <p>Public</p> <p>Private</p>
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2	Assertiveness (Year 2 - Piece 5)	<p>To understand that there are different types of touch and tell you which ones I like and don't like.</p> <p>To be confident to say what I like and don't like and ask for help.</p>	<p>Touch</p> <p>Texture</p> <p>Cuddle</p> <p>Hug</p> <p>Squeeze</p> <p>Like</p> <p>Dislike</p> <p>Acceptable</p>
			<p>Unacceptable</p> <p>Comfortable</p> <p>Uncomfortable</p>

2	Looking Ahead Assessment Opportunity (Year 2 - Piece 6)	<p>To identify what I am looking forward to when I move to my next class.</p> <p>To start thinking about the changes I will make in my next year at school and know how to go about this.</p>	<p>Change</p> <p>Looking forward</p> <p>Excited</p> <p>Nervous</p> <p>Anxious</p> <p>Happy</p>

Year	Lesson	Lesson Content	Vocab
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3	1. How babies grow? (Year 3 - Piece 1)	I understand that in animals and humans lots of changes happen between birth and growing up, and that it is the female that usually has the baby.	Changes Birth Animals Babies Mother Growing up
3	2. Babies (Year 3 - Piece 2)	I understand how babies grow and develop in the mother. I understand what a baby needs to live and grow.	Baby Grow Womb Nutrients Survive Love Affection Care
3	3. Family Stereotypes (Year 3 - Piece 5)	I can start to recognise stereotypical ideas I might have about parenting and family roles.	Stereotypes Task Roles

			Challenge
3	4. Looking Ahead (Year 3 - Piece 6)	I can identify what I am looking forward to when I move to my next class.	Change Looking forward Excited Nervous Anxious Happy
4	1. Unique Me (Year 4 - Piece 1)	I 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.	Personal Unique Characteristics Parents
4	2. Having a baby (Year4 - Piece 2 - Adapted)	I understand the responsibilities of having a baby.	Responsibilities Changes

4	3. Girls and Puberty (Year 4 - Piece 3 - Adapted)	I can 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.	Puberty Menstruation Periods
4	4. Circles of change (Year 4 - Piece 4)	I know how the circle of change works and can apply it to changes I want to make in my life.	Circle

			Seasons Change Control
4	5. Accepting Change (Year 4 - Piece 5)	I can identify changes that have been and may continue to be outside of my control that I learnt to accept.	Range of emotions - see emotions card resource Control Change Acceptance

4	6. Looking ahead (Year 4 - Piece 6)	I can identify what I am looking forward to when I move to a new class.	Change Looking forward Excited Nervous Anxious Happy
5	Self and Body Image (Year 5 - Piece 1)	I am aware of my own self-image and how my body image fits into that.	Self Self-image Body image Self-esteem Perception Characteristics Aspects
			Affirmation

5	Puberty for Girls (Year 5 - Piece 2)	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.	Puberty Menstruation Periods Sanitary towels Sanitary pads Tampons Ovary/ Ovaries Vagina Oestrogen Vulva Womb/Uterus
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5	Puberty for Boys (Year 5 - Piece 3)	I can describe how boys' and girls' bodies change during puberty.	Puberty Sperm Semen Testicles/Testes Larynx Facial hair Growth spurt Hormones
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5	Looking Ahead 1 (Year 5 - Piece 5)	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities.	Teenager Milestone Perceptions Puberty Responsibilities Peer Pressure
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5	Looking Ahead 2 (Year 5 - Piece 6)	I can identify what I am looking forward to when I move to my next class.	Change Hope Manage Cope Opportunities Emotions Fear Excitement Anxious
6	My Self-Image (Year 6 - Piece 1)	I am aware of my own self-image and how my body image fits into that.	Self-image Self-esteem Real Self Celebrity

6	Puberty (Year 6 - Piece 2)	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.	<p> Opportunities Freedoms Responsibilities Puberty Pubic Hair Voice Changes Menstruation Semen Growing Taller Hips Widen Facial Hair Erection Tampon Breast Hormones Ovulation Testicles Sperm Underarm Hair </p>
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			<div>Penis</div> <div>Feeling Moody</div>
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			Vagina Womb Fallopian Tube Vulva
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6	Conception to Birth (Year 5 – Piece 4 and Year 6 - Piece 3)	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I can understand that sexual intercourse can lead to conception and that is how babies are usually made. (Taken from Year 5 Curriculum).</p>	<p>Pregnancy</p> <p>Embryo</p> <p>Foetus</p> <p>Placenta</p> <p>Umbilical cord</p> <p>Labour</p> <p>Contractions</p> <p>Cervix</p> <p>Midwife</p> <p>Relationships</p> <p>Conception</p> <p>Making love</p> <p>Sexual intercourse</p> <p>Fallopian tube</p> <p>Fertilisation</p> <p>Pregnancy</p>
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			Embryo Umbilical cord Contraception Fertility treatment (IVF)
6	Boyfriends and Girlfriends (Year 6 - Piece 4)	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. (Age of Consent)	Attraction Relationship Pressure Love Sexting
6	Real self and Ideal Self (Year 6 - Piece 5)	I am aware of the importance of a positive self-esteem and what I can do to develop it.	Self-esteem Negative body-talk Choice Feelings/emotions Challenge Mental health

6	The Year Ahead (Year 6 - Piece 6)	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	Transition Secondary Looking forward Journey Worries
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