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The Sequence of Learning:

PSHE and RSE

SUBJECT VISION

At Blean Primary School, PSHE is at the heart of developing confident, resilient, responsible and respectful young people. Through a progressive and responsive curriculum, pupils develop the knowledge, skills and attributes needed to thrive as individuals, family members and active members of society.

Rooted in our school values of **Collaboration, Resilience, Resourcefulness, Responsibility and Curiosity**, PSHE prepares children for the opportunities, challenges and responsibilities of modern life. Pupils learn how to build positive relationships, look after their physical and mental wellbeing, manage risks, understand and regulate their emotions, and make informed decisions that keep themselves and others safe.

Our PSHE curriculum is delivered through the **Jigsaw** programme, a carefully sequenced, spiral curriculum that revisits and extends learning year on year. Through the six Jigsaw Puzzles, children develop emotional literacy, self-awareness, empathy, social skills, motivation and self-regulation, alongside the knowledge and understanding required for healthy relationships, personal safety and lifelong wellbeing.

In line with the latest statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education, our curriculum incorporates the mandatory requirements for Relationships Education and Health Education, ensuring pupils are equipped to navigate an increasingly complex and connected world safely and confidently. Learning includes healthy and respectful relationships, online safety, mental health and wellbeing, physical health, personal safety, boundaries, consent, safeguarding and seeking help when needed.

Whilst our progression map outlines the core knowledge, skills and vocabulary to be taught across each year group, we recognise that PSHE must remain relevant and responsive. Therefore, learning is adapted where appropriate to reflect the needs of individual pupils, classes, our school community and wider societal developments.

The impact of our curriculum is seen in pupils who are emotionally literate, respectful, resilient and well prepared for the next stage of their education and beyond. Through regular assessment, pupil voice and everyday school experiences, we ensure that children leave Blean Primary School with the confidence, knowledge and character to lead safe, healthy and fulfilling lives.

Our Aim

To prepare children to thrive in life, learning and relationships by developing the knowledge, skills and character needed to become safe, healthy, responsible and active citizens.

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PSHE	Foundational Knowledge	Curriculum Alignment
EYFS	- Recognise, name and manage simple emotions. - Understand belonging, rules, routines and responsibilities. - Develop positive friendships and respect differences. - Learn healthy habits, hygiene, safety and trusted adults. - Develop resilience through challenge, perseverance and goal setting. - Understand growth, change and transition. - Explore family structures, relationships and caring behaviours.	- Aligns with EYFS Personal, Social and Emotional Development goals. - Introduces emotional literacy and social skills. - Supports early understanding of health and relationships.
Year 1	- Identify and name emotions. - Understand healthy choices (food, hygiene). - Learn about rules and responsibilities. - Explore family and friendship roles. - Recognise bullying and how to respond. - Begin to understand democracy and fairness. - Learn about trusted adults and personal safety. - Understand simple goals, perseverance and achievement.	- Meets KS1 PSHE expectations. - Introduces key concepts of health, relationships, and citizenship. - Supports character development and school values.
Year 2	- Explore feelings and empathy. - Understand safety (road, online, personal). - Learn about healthy lifestyles and choices. - Discuss similarities and differences in families. - Recognise and respond to bullying. - Understand basic rights and responsibilities. - Understand stereotypes and fairness. - Learn conflict resolution and friendship repair. - Recognise secrets that should be shared with trusted adults.	- Deepens KS1 PSHE coverage. - Builds emotional literacy and safety awareness. - Supports inclusive values and respectful relationships.
Year 3	- Develop self-esteem, confidence and resilience. - Understand personal safety, online safety and responsible decision-making. - Learn about physical health, nutrition and basic drug education. - Explore relationships, diversity and challenging stereotypes.	- Aligns with LKS2 PSHE and RSHE guidance. - Builds resilience and responsibility. - Introduces civic understanding and health education.

	- Understand rights, responsibilities and global citizenship. - Develop aspirations, ambition and goal-setting skills.	
Year 4	- Develop emotional regulation and resilience. - Understand democracy, community and active citizenship. - Recognise stereotypes, assumptions and discrimination. - Understand friendship dynamics, peer influence and healthy relationships. - Learn about health risks, smoking, vaping and alcohol awareness. - Prepare for puberty, body changes and transition.	- Strengthens LKS2 PSHE curriculum. - Supports digital literacy and safeguarding. - Prepares pupils for upper KS2 transitions.
Year 5	- Explore mental health, wellbeing and self-esteem. - Understand puberty, body image and emotional change. - Develop financial literacy and enterprise skills. - Understand digital citizenship, online communities and personal data. - Explore healthy relationships, rights and responsibilities. - Discuss global citizenship, sustainability and cultural awareness. - Manage risk, influence and healthy lifestyle choices.	- Meets UKS2 PSHE and RSHE expectations. - Builds independence and critical thinking. - Supports preparation for adolescence.
Year 6	- Prepare for transition to secondary school and adolescence. - Understand mental health, wellbeing and coping strategies. - Learn about drugs, alcohol, risk, exploitation and peer influence. - Explore human rights, democracy and global citizenship. - Reflect on aspirations, personal goals and future responsibilities.	- Completes UKS2 PSHE curriculum. - Emphasises resilience, responsibility, and citizenship. - Prepares pupils for life beyond primary school.
All Phases	**Digital Literacy:** Online safety, media literacy, misinformation, personal data, digital relationships and respectful communication. **Citizenship:** Rights and responsibilities, democracy, diversity, equality, inclusion, social justice and community participation. **Health and Wellbeing:** Physical health, emotional wellbeing, mental health, resilience, self-regulation and personal safety. **Financial Education:** Money management, saving, budgeting, enterprise, consumer awareness and responsible decision-making. **Sustainability and Global Awareness:** Environmental responsibility, ethical choices, global citizenship and understanding diverse communities.	

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The Sequence of Learning:

	Being Me In My World		Celebrating Difference		Dreams and Goals		Healthy Me		Relationships		Changing Me	
EYFS: Pre-school	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**
	I belong to my nursery and am an important part of the group. Everyone has feelings. Feelings can change throughout the day. Simple rules help keep everyone safe and happy. Adults help us when we need support. Kind choices help others feel happy.	Name simple feelings such as happy, sad, angry and worried. Begin to recognise how others may be feeling. Follow simple routines and expectations with support. Take turns and share resources. Ask for help when needed. Make simple choices that contribute positively to the group.	Everyone is unique and special. People may look different from each other. People may like different things. Families can be different. Being kind helps everyone feel valued. Differences should be respected and celebrated.	Talk about things that make them special. Notice similarities and differences between themselves and others. Show kindness and inclusion towards others. Play alongside and with children who may be different from them. Use positive language about themselves and others. Seek help if someone is being unkind.	Everyone can learn new things. It takes time and practice to improve. Mistakes help us learn. Success can look different for different people. Working together can help us achieve a goal.	Try new activities and experiences. Persevere with support when things feel difficult. Talk about something they are proud of. Recognise when they have achieved a goal. Work collaboratively with others. Celebrate their own achievements and those of others.	Healthy bodies need food, water, exercise and rest. Good hygiene helps keep us healthy. Some things are safe and some things are unsafe. Trusted adults help to keep us safe. Medicines should only be given by trusted adults. Looking after our bodies is important.	Make simple healthy choices. Wash hands and follow hygiene routines. Recognise when they are tired, hungry, thirsty or need a rest. Identify trusted adults who can help them. Follow basic safety instructions. Ask for help in situations that do not feel safe.	Families care for us. Friends help us feel happy and included. Friends sometimes disagree. Kind words and actions help relationships. It is important to listen to others. People can help us when we feel upset.	Form positive friendships. Invite others to join play. Take turns and cooperate with others. Use kind words and actions. Begin to resolve simple disagreements with adult support. Express their feelings appropriately and seek help when needed.	People grow and change over time. Learning helps us develop new skills. Changes can bring different feelings. It is normal to feel excited or worried about change. Talking about feelings can help us manage change. Moving on to a new class is a positive step in growing up.	Talk about ways they have changed and grown. Identify things they can do now that they could not do before. Express feelings about changes or transitions. Use strategies to manage worries with support. Ask questions about upcoming changes. Approach new experiences with increasing confidence.

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	Being Me In My World		Celebrating Difference		Dreams and Goals		Healthy Me		Relationships		Changing Me	
	Knowledge	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**
Foundation for growth EYFS: Year R	I belong in my class and am part of a group I understand that people are similar and different I am beginning to recognise and talk about different feelings I understand that my classroom is a place where we learn and play together I know that working together helps make school a good place to be I understand why kindness matters and how it affects others I know what using gentle hands looks like I know that everyone has the right to learn and play	I can name my feelings I know how work and play with others I know why it is important to be kind and gentle I understand why it is important to care about others' feelings I can make good choices I can follow our class rules	What being unique means The names of some emotions Why having friends is important Some qualities of a positive friendship That they don't have to be "the same as" someone to be a friend What being proud means, and that people can be proud of different things That people can be good at different things Families can be different People have different homes and why they are important to them	Recognise emotions when they or someone else is upset, frightened or angry Identify and use skills to make a friend Identify some ways they can be different and the same as others Identify and use skills to stand up for themselves Identify feelings associated with being proud Identify things they are good at Be able to vocalise success for themselves and about others successes Recognise similarities and differences between their family	Know what a challenge is Know that it is important to keep trying Know what a goal is Know how to set goals and work towards them Know which words are kind Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal	Understand that challenges can be difficult - Resilience Recognise some of the feelings linked to perseverance Recognise how kind words can encourage people Talk about a time that they kept on trying and achieved a goal Be ambitious Feel proud Celebrate success	I can name some parts of my body and understand that being active helps keep me healthy I understand that moving my body and resting are both important for my health I can talk about things I need to do to stay healthy I know what "healthy" means and can begin to make healthy food choices I know how to help myself go to sleep and understand why sleep is important I can wash my hands and understand why this is important, especially before eating and after using the toilet I know who my safe adults are and how to stay	I can notice how my body feels when I am active and understand that moving helps keep me well I can recognise when my body needs movement or rest I can talk about some ways I can look after myself and keep my body healthy I can make simple healthy choices and notice how these help my body and feelings I can use strategies that help me feel calm and ready for sleep I can take responsibility for caring for my body by keeping myself clean and healthy	Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendships Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt Know how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get angry	Can identify what jobs they do in their family and those carried out by parents/carers and siblings Can suggest ways to make a friend or help someone who is lonely Can use different ways to mend a friendship Can recognise what being angry feels like Can use Calm Me when angry or upset	Know the names and functions of some parts of the body (see vocabulary list) Know that we grow from baby to adult Know who to talk to if they are feeling worried Know that sharing how they feel can help solve a worry Know that remembering happy times can help us move on	Recognise that changing class can elicit happy and/or sad emotions Can say how they feel about changing class/ growing up Can identify how they have changed from a baby Can say what might change for them they get older Can identify positive memories from the past year in school/home

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	I understand what being responsible means I know how we look after our classroom and resources I can describe how they help everyone feel safe and able to learn		Ways of making friends	and other families			safe if they are not close by	I can identify trusted adults and ask for help when I feel unsafe or unsure				
Seed 1	I know how to use my Jigsaw Journal I understand the rights and responsibilities as a member of my class I understand the rights and responsibilities for being a member of my class I know my views are valued and can contribute to the Learning Charter I can recognise the choices I make and understand the consequences I understand my rights and responsibilities within our	I feel special and safe in my class I know that I belong to my class I know how to make my class a safe place for everybody to learn I recognise how it feels to be proud of an achievement I recognise the range of feelings when I face certain consequences I understand my choices in following the Learning Charter	I can identify similarities between people in my class I can identify differences between people in my class I can tell you what bullying is I know some people who I could talk to if I was feeling unhappy or being bullied I know how to make new friends I can tell you some ways I am different from my friends	I can tell you some ways in which I am the same as my friends I can tell you some ways I am different from my friends I understand how being bullied might feel I can be kind to children who are bullied I know how it feels to make a new friend I understand these differences make us all special and unique	I can set simple goals I can set a goal and work out how to achieve it I understand how to work well with a partner I can tackle a new challenge and understand this might stretch my learning I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them I can tell you how I felt when I succeeded in a new challenge and how I celebrated it	I can tell you about a thing I do well I can tell you how I learn best I can celebrate achievement with my partner I can identify how I feel when I am faced with a new challenge I know how I feel when I see obstacles and how I feel when I overcome them I know how to store the feelings of success in my internal treasure chest	I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy I know how to make healthy lifestyle choices I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly I understand how medicines can help me if I feel poorly and I	I feel good about myself when I make healthy choices I am special so keep myself safe I know some ways to help myself when I feel poorly I can recognise when I feel frightened and know who to ask for help I can recognise how being healthy helps me to feel happy	I can identify the members of my family and understand that there are lots of different types of families I can identify what being a good friend means to me I know appropriate ways of physical contact to greet my friends and know which ways I prefer I know who can help me in my school community I can recognise my qualities as a person and a friend I can tell you why I appreciate someone who is special to me	I know how it feels to belong to a family and care about the people who are important to me I know how to make a new friend I can recognise which forms of physical contact are acceptable and unacceptable to me I know when I need help and know how to ask for it I know ways to praise myself I can express how I feel about them	I am starting to understand the life cycles of animals and humans I can tell you some things about me that have changed and some things about me that have stayed the same I can tell you how my body has changed since I was a baby I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus I understand that every time I learn something new,	I understand that changes happen as we grow and that this is OK I know that changes are OK and that sometimes they will happen whether I want them to or not I understand that growing up is natural and that everybody grows at different rates I respect my body and understand which parts are private I enjoy learning new things I know some ways to cope with changes

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	Learning Charter						know how to use them safely I know how to keep safe when crossing the road, and about people who can help me to stay safe I can tell you why I think my body is amazing and can identify so me ways to keep it safe and healthy				I change a little bit I can tell you about changes that have happened in my life	
Sprouting seed 2	I can identify so me of my hopes and fears for this year I know how to use my Jigsaw Journal I understand the rights and responsibilitie s for being a member of my class and the importance of making contributions I can listen to other people and contribute my own ideas about rewards and consequences I understand how following the Learning Charter will	I can recognise when I feel worried and know who to ask for help I can help myself and others feel like we belong I can help make my class a safe and fair place I can listen to others and share my ideas I can work co-operatively with others I can follow our Learning Charter	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I understand that bullying is sometimes about difference I can recognise what is right and wrong and know how to look after myself I understand that it is OK to be different from other people and to be friends with them	I understand some ways in which boys and girls are similar and feel good about this I understand some ways in which boys and girls are different and accept that this is OK I can tell you how someone who is bullied feels I can be kind to children who are bullied I know when and how to stand up for myself and others	I can choose a realistic goal and think about how to achieve it I know what I need to keep my body healthy I can recognise who I work well with and who it is more difficult for me to work with I can work well in a group to create an end-product I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed	I can tell you things I have achieved and say how that makes me feel I am motivated to make healthy choices that help me to reach my goals I can tell you how working with other people helps me learn I can work with others in a group to solve problems I can tell you when a feeling is weak and when a	I can sort foods into the correct food groups and know which foods my body needs to keep me healthy I can make some healthy snacks and explain why they are good for my body and give me energy I can recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe I can recognise risks and know how to keep safe around roads, railways, and water, and	I have a healthy relationship with food and know which foods I enjoy the most I can express how it feels to share healthy food with my friends I can recognise when I feel worried or unsafe and know to tell an adult straight away I can recognise some of the feelings I get when something feels unsafe and know some ways to	I can identify the members of my family, understand my relationship with each of them and know why it is important to share and cooperate I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not I can identify so me of the things that cause conflict with my friends I understand that sometimes it is good to	I accept that everyone's family is different and understand that most people value their family I know which types of physical contact I like and don't like and can talk about this I can demonstrat e how to use the positive problem-solving technique to resolve conflicts I know how it feels to be asked to keep a secret I do not want to keep and know who	I can recognise cycles of life in nature I can tell you about the natural process of growing from young to old and understand that this is not in my control I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles,	I understand there are some changes that are outside my control and can recognise how I feel about this I can identify peo ple I respect who are older than me I feel proud about becoming more independent I can describe what I enjoy about being a boy or girl whilst understanding we are all different I am confident to say what I like and don't like

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	help me and others learn I can recognise the choices I make and understand the consequences		I can tell you some ways I am different from my friends	I know how to get help if I am being bullied I understand we shouldn't j udge people if they are different I know how it feels to be a friend and have a friend I understand these differences make us all special and unique	I know how to share success with other people	feeling is strong I can tell you how being part of a successful group feels a nd I can store these feelings in my internal treasure chest	can explain why safety rules help protect me I understand how medicines work in my body and how important it is to use them safely I can explain how to keep my body healthy and safe at home and when I'm out	manage these to make a safer choice I feel positive about caring for my body and keeping it healthy I can make good choices that help me stay healthy and safe	keep a secret and sometimes it is not good to keep a secret I recognise and appreciate people who can help me in my family, my school and my community I can express my appreciation for the people in my special relationships	to talk to about this I understand how it feels to trust someone I am comfortable accepting appreciation from others	vagina, vulva) and appreciate that some parts of my body are private I understand there are different types of touch and can tell you which ones I like and don't like I can identify wh at I am looking forward to when I move to my next class	and can ask for help I can start to think about changes I will make when I am in Year 3 and know how to go about this
Sprout 3 	I recognise my worth and can identify p ositive things about myself and my achievements I can set personal goals I know how to use my Jigsaw Journal I can face new challenges positively, make responsible choices and ask for help when I need it I understand why rules are needed and how they relate to rights	I value myself and know how to make someone else feel welcome and valued I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions I know how to make others feel valued I understand that my behaviour brings rewards/cons equences	I understand that everybody's family is different and important to them I understand that differences and conflicts sometimes happen among family members I know what it means to be a witness to bullying I know that witnesses can make the situation better or worse by what they do	I appreciate my family/the people who care for me I know how to calm myself down and can use the 'Solve it together' technique I know some ways of helping to make someone who is bullied feel better I can problem-solve a bullying situation with others I try hard not to use hurtful	I can tell you about a person who has faced difficult challenges and achieved success I can identify a dream / ambition that is important to me I enjoy facing new challenges. I'm working out the best ways need to achieve them I am motivated and enthusiastic about achieving a new challenge I can recognise obstacles which	I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability) I can imagine how I will feel when I achieve my dream / ambition I can break down a goal into a number of steps and know how others could help me to achieve it I know that I'm respo	I understand how exercise affects my body and know why my heart and lungs are such important organs I know that the amount of calories, fat and sugar I put into my body will affect my health I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape	I can set myself a fitness challenge I know what it feels like to make a healthy choice I can identify h ow I feel towards drugs I can express how being anxious or scared feels I can take responsibility for keeping myself and others safe I respect my body and	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener I know and can use some strategies for keeping myself safe online I understand how people	I can describe how taking some responsibility in my family makes me feel I know how to negotiate in conflict situations to try to find a win-win solution I know who to ask for help if I am worried or concerned about anything online I can appreciate diffe rent cultures, and question stereotypes I might see in photos or information	I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy I know some simple ways of keeping clean which can keep me healthy and protect me from some infections	I can express how I feel when I see babies or baby animals Recognise how I feel about these changes happening to me and know how to cope with those feelings I have started to think about the ways to keep my body clean as I grow up and how I feel about this I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes

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	and responsibilities I understand that my actions affect myself and others and I care about other people's feelings I can make responsible choices and take action I understand my actions affect others and try to see things from their points of view	I can work cooperatively in a group I am choosing to follow the Learning Charter	I recognise that some words are used in hurtful ways I can tell you about a time when my words affected someone's feelings and what the consequences were	words (e.g., gay, fat) I can give and receive compliments and know how this feels	might hinder my achievements and can take steps to overcome them I can evaluate my own learning process and identify how it can be better next time	nsible for my own learning and can use my strengths as a learner to achieve the challenge I can manage the feelings of frustration that may arise when obstacles occur I am confident in sharing my success with others and can store my feelings in my internal treasure chest	I can identify things, people and places that I need to keep safe from I know some strategies for keeping myself safe, who to go to for help and how to call emergency services I can identify when something feels safe or unsafe I understand how complex my body is and how important it is to take care of it	appreciate what it does for me	around the world help and influence my life and that media doesn't always show complete information I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes I know how to express my appreciation to my friends and family	I can empathise with children whose lives are different to mine and know who I can talk to when I need help I enjoy being part of a family and friendship groups	I can start to recognise stereotypical ideas I might have about parenting and family roles I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make next year and know how to go about this
Sapling 4 	I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal I understand who is in my school community, the roles they play, how I fit in and how I can contribute I understand how	I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued I can take on a role in a group and contribute to the overall outcome I can recognise my	I understand that, sometimes, we make assumptions based on what people look like I understand what influences me to make assumptions based on how people look I know that sometimes bullying is hard to spot and I know what to do if I	I try to accept people for who they are I can question why I think what I do about other people I know how it might feel to be a witness to and a target of bullying I can problem-solve a bullying situation with others	I can tell you about some of my hopes and dreams I understand that sometimes hopes and dreams do not come true and that this can hurt and recognise how resilience and support from others can help I know how to cope with disappointment and find ways to move forward	I know how it feels to have hopes and dreams I know how disappointment feels and identify when I have felt that way, recognising the roles people (including myself) take in groups and how these can support or challenge me I can respect myself and	I recognise how different friendship groups are formed, how I fit into them and the friends I value the most I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help	I can identify the feelings I have about my friends and my different friendship groups I can recognise feelings of embarrassment, pressure or wanting to fit in that might stop me making safe choices, and know how to manage these	I can recognise situations which can cause jealousy in relationships I can identify someone I love and can express why they are special to me I can tell you about someone I know that I no longer see I can recognise how friendships change, know how to make new friends and	I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens I know how most people feel when they lose someone or something they love I understand that we can remember people even if we no longer see them	I understand that lots of things make up a person's identity and this is what makes them unique I can describe how a girls' 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 know there are many types	I can describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am I have strategies to help me cope with the physical and emotional changes I will experience during puberty I know that sometimes I

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	democracy works through the School Council I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them I understand how groups come together to make decisions I understand how democracy and having a voice benefits the school community	contribution to making a Learning Charter for the whole school I understand how rewards and consequences motivate people's behaviour I understand why our school community benefits from a Learning Charter and can help others to follow it	think it is going on but I'm not sure I can tell you why witnesses sometimes join in with bullying and sometimes don't tell I can identify what is special about me and value the ways in which I am unique I can tell you a time when my first impression of someone changed when I got to know them	I like and respect the unique features of my physical appearance I can explain why it is good to accept people for who they are	I know how to make a new plan and set new goals even if I have been disappointed 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 identify the contributions made by myself and others to the group's achievement	notice how coping builds my self-esteem and resilience I know what it means to be resilient and to have a positive attitude I can enjoy being part of a group challenge I know how to share in the success of a group and how to store this success experience in my internal treasure chest	I can tell you my knowledge and attitude towards drugs I understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol I can recognise when people are putting me under pressure and can explain ways to resist this when I want I know myself well enough to have a clear picture of what I believe is right and wrong	feelings to keep myself safe I can recognise negative feelings in peer pressure situation (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others I can identify feelings of anxiety and fear associated with peer pressure I can tap into my inner strength and know how to be assertive	how to manage when I fall out with my friends I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older I know how to show love and appreciation to the people and animals who are special to me	I know how to stand up for myself and how to negotiate and compromise I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend I can love and be loved	of family and that often our family members form part of our inner circle I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty I know how the circle of change works and can apply it to changes I want to make in my life I can identify changes that have been and may continue to be outside of my control that I learnt to accept I can identify what I am looking forward to when I move to a new class	may feel anxious about growing up and this is normal. There are people who can support me I am confident enough to try to make changes when I think they will benefit me I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively I can reflect on the changes I would like to make next year and describe how to go about this
Small tree 5	I can face new challenges positively and know how to set personal goals	I know what I value most about my school and can identify my hopes for this school year	I understand that cultural differences sometimes cause conflict I understand what racism is	I am aware of my own culture I am aware of my attitude towards people from	I understand that I will need money to help me achieve some of my dreams I recognise that there	I can identify what I would like my life to be like when I am grown up I recognise that people	I know there are health risks with smoking and vaping and can tell you some of the ways that tobacco and nicotine are	I can make an informed decision about whether or not I choose to smoke or vape and know how to	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	I know to keep building my own self-esteem I can recognise when an online community	I am aware of my own self-image and how my body image fits into that I can explain how a girl's body changes	I know how to develop my own self esteem I understand that puberty is a natural process that

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	I know how to use my Jigsaw Journal I understand my rights and responsibilities as a citizen of my country I understand my rights and responsibilities as a citizen of my country and as a member of my school I can make choices about my own behaviour because I understand how rewards and consequences feel I understand how an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community and know how to participate in this	I can empathise with people in this country whose lives are different to my own I understand that my actions affect me and others I can contribute to the group and understand how we can function best as a whole I understand why our school community benefits from a Learning Charter and can help others to follow it	I understand how rumour-spreading and name-calling can be bullying behaviours I can explain the difference between direct and indirect types of bullying I can compare my life with people in the developing world I can understand a different culture from my own	different races I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied I can appreciate the value of happiness regardless of material wealth I respect my own and other people's cultures	are different ways that people's spending decisions can affect others and the environment, and that things have different values I can explore a range of different jobs and think critically about the information I see about them online I can describe the dreams and goals of young people in a culture different to mine I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways	have different attitudes towards saving and spending money, and towards risk I can recognise my own strengths and qualities and understand that it's OK for my goals and identity to change as I grow I can reflect on how these relate to my own I appreciate the similarities and differences in aspirations between myself and young people in a different culture I understand why I am motivated to make a positive contribution to supporting others	harmful to the body I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations I understand how the media, social media and celebrity culture promotes certain body types I can describe the different attitudes people have to food and how these can be affected by external influences I know what makes a healthy lifestyle including healthy eating and the choices	resist pressure I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure I know how to keep myself calm in emergencies I can reflect on my own body image and know how important it is that this is positive, and I accept and respect myself for who I am I respect and value my body I am motivated to keep myself healthy and happy	I understand that belonging to an online community can have positive and negative consequences I understand there are rights and responsibilities in an online community or social network I know there are rights and responsibilities when playing an online game I can recognise when I am spending too much time using devices (screen time) I can explain how to stay safe when using technology to communicate with my friends I understand I have rights about my personal data	feels unsafe or uncomfortable I can recognise when an online community is helpful or unhelpful to me I can recognise when an online game is becoming unhelpful or unsafe I can identify things I can do to reduce screen time, so my health isn't affected I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable	during puberty and understand the importance of looking after ourselves physically and emotionally I can describe how boys' and girls' bodies change during puberty I also understand that sometimes people need IVF to help them have a baby I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities I can identify what I am looking forward to when I move to my next class	happens to everybody and that it will be OK for me I can express how I feel about the changes that will happen to me during puberty I appreciate how amazing it is that human bodies can reproduce in these ways I am confident that I can cope with the changes that growing up will bring I can start to think about changes I will make next year and know how to go about this

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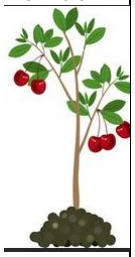
					we might do this, e.g. through sponsorship		I need to make to be healthy and happy					
Mature tree with fruit 	I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know how to use my Jigsaw Journal I know that there are universal rights for all children but for many children these rights are not met I understand that my actions affect other people locally and globally I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities	I feel welcome and valued and know how to make others feel the same I understand my own wants and needs and can compare these with children in different communities I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them I can contribute to the group and understand how we can function best as a whole I understand why our school community benefits from a Learning Charter and how I can help others to follow it by	I understand there are different perceptions about what normal means I understand how being different could affect someone's life I can explain some of the ways in which one person or a group can have power over another I know some of the reasons why people use bullying behaviours I can give examples of people with disabilities who lead amazing lives I can explain ways in which difference can be a source of conflict and a cause for celebration	I can empathise with people who are different I am aware of my attitude towards people who are different I know how it can feel to be excluded or treated badly by being different in some way I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one I appreciate people for who they are I can show empathy with people in either situation	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these I can identify problems in the world that concern me and talk to other people about them I can work with other people to help make the world a better place I can describe some ways in which I can work with other people to help make the world a better place I know what some people in my class like or admire about	I understand why it is important to stretch the boundaries of my current learning I can set success criteria so that I will know whether I have reached my goal I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations I can empathise with people who are suffering or who are living in difficult situations I can identify why I am motivated to do this I can give praise and compliments to other	I can take responsibility for my health and make choices that benefit my health and well-being I know about different types of drugs and their uses and their effects on the body particularly the liver and heart I understand that some people can be exploited and made to do things that are against the law I know why some people join gangs and the risks this involves I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness I can recognise stress and the triggers that cause this and I	I am motivated to care for my physical and emotional health I am motivated to find ways to be happy and cope with life's situations without using drugs I can suggest ways that someone who is being exploited can help themselves I can suggest strategies someone could use to avoid being pressurised I know how to help myself feel emotionally healthy and can recognise when I need help with this I use different strategies to manage stress and pressure	I know that it is important to take care of my mental health I know how to take care of my mental health I understand there are different stages of grief and that there are different types of loss that cause people to grieve I can recognise when people are trying to gain power or control I can judge whether something online is safe and helpful to me I can use technology positively and safely to communicate with my friends and family	I can understand that people can get problems with their mental health and that it is nothing to be ashamed of I can help myself and others when worried about a mental health problem I can recognise when I am feeling those emotions and have strategies to manage them I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control I can resist pressure to do something online that might hurt myself or others I can take responsibility for my own	I am aware of my own self-image and how my body image fits into that I can explain how girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I understand that sexual intercourse can lead to conception and that is how babies are usually made 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	I know how to develop my own self esteem I can express how I feel about the changes that will happen to me during puberty I can recognise how I feel when I reflect on the development and birth of a baby 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

	I understand how an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community	modelling it myself			me and can accept their praise	people when I recognise their contributions and achievements	understand how stress can cause drug and alcohol misuse			safety and well-being	when I move to my next class	

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The Blean Values:

Curiosity	Resourcefulness	Responsibility	Resilience	Collaboration
Find out about healthy eating	To learn from experience	Managing hygiene	Make positive choices	Listening attentively to the views of others
Find out about keeping physically and mentally healthy	Recognise own strengths	Making positive real life choices	Manage feelings	Work cooperatively
Find out about changes in human development	Utilise the strengths of others	Take responsibility for our own actions	Remain motivated by long term goals	Understand negotiation
Thinking for ourselves	To know who to seek help and advice from	Recognise the consequences of actions	Cope with change and loss	Develop positive relationships with peers
Discover the differences between good and bad choices	To know how to seek help and advice	Recognise how our behaviour affects others	Learn strategies to cope with challenging times and events	Work with humility alongside others
Learn about the diversity of human experience	Take on different roles in groups	Know that everyone has the responsibility to consider the feelings of others	Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures	Developing a sense of community and belonging
Be curious about the world around them.	Set goals	Take action based on responsible choices	Know how to draw on inner strength	Understand the need for empathy

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	PSHE Key Vocabulary					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me In My World Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.	Being Me In My World Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.	Being Me In My World Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning Charter, Problem-Solving	Being Me In My World Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group Dynamics, Team Work, View Point, Ideal School, Belong.	Being Me In My World Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC)	Being Me In My World Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy	Being Me In My World Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.

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Celebrating Difference Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family	Celebrating Difference Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.	Celebrating Difference Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value	Celebrating Difference Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.	Celebrating Difference Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.	Celebrating Difference Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation.	Celebrating Difference Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration, Conflict.
Dreams and Goals Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage.	Dreams and Goals Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.	Dreams and Goals Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product	Dreams and Goals Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It	Dreams and Goals Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design,	Dreams and Goals Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship,	Dreams and Goals Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise,

			Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.	Cooperation, Success, Celebrate, Evaluate.	Communication, Support, Rallying, Team Work, Cooperation, Difference.	Compliment, Contribution, Recognition.
Healthy Me Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.	Healthy Me Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.	Healthy Me Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.	Healthy Me Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, , Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.	Healthy Me Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Healthy, Drugs, Attitude, Safe Agree, Disagree, , Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.	Healthy Me Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Levelheaded, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.	Healthy Me Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure.

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Relationships	Relationships	Relationships	Relationships	Relationships	Relationships	Relationships
Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing	Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.	Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.	Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate.	Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules.	Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety.

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Changing Me	Changing Me	Changing Me	Changing Me	Changing Me	Changing Me	Changing Me
Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.	Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina,Breasts, Nipples, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.	Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Breasts, Nipples, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy	Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy	Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Egg, Ovum / ova, Womb / uterus, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Clitorus, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel,

						Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement .