Jigsaw Knowledge and skills progression: Changing Me Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the Changing Me Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 10-11

Puzzle overview: Changing Me

In this Puzzle, children explore self-image and self-esteem while learning about physical and emotional changes during puberty. Children reflect on identity, adolescent friendships, and the pressures linked to appearance and growing independence. They practise challenging negative self-talk and identifying trusted adults for support, alongside discussing attraction, consent, and respectful relationships. This Puzzle includes non-statutory sex education in Piece 3 (conception and how babies are made). Schools should check their policy and parental withdrawal arrangements before teaching.

Knowledge	Social and emotional skills
• 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 how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend **OR** • *I know myself well enough to maintain positive relationships with others whilst still keeping my own identity* • I am aware of the importance of a positive self-esteem and what I can do to develop it • I can identify what I am looking forward to when I move to my next class	• I 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 understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to **OR** • *I can be assertive when appropriate* • I can express how I feel about my self-image and know how to challenge negative 'body-talk' • I know how to prepare myself emotionally for the changes next year

Vocabulary

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

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Supporting 'Changing Me' puzzle at home: A Guide for Families

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

Ages 10-11

Talking Together: suggested questions to support Changing Me learning at home

Self-esteem and media influence

- How do adverts and influencers try to make people feel about themselves?
- What's the difference between your 'real self' and an 'ideal self'?
- In our family, how do we support each other's confidence and self-esteem?

Puberty - bringing it all together

- What questions do you have about puberty?
- Why is looking after yourself physically and emotionally important during puberty?
- If someone needed accurate, reliable information about growing up, where should they look?

How babies develop and are born (Sex Ed)

- How does a baby develop during pregnancy?
- What different ways can babies be born?
- Why is reproduction amazing but also completely natural?

Relationships, attraction and respect

- What makes a relationship healthy and respectful?
- What does consent mean and why is it important?
- If someone felt pressured to do something, what should they do?

Alternative Piece 4: Friendships + staying true to yourself

- How can someone keep their own identity even when friends might disagree?
- When is it important to stand up for what you believe in?

Challenging negative body-talk

- Why is negative body-talk harmful to ourselves and others?
- How can someone challenge body-focused comments in their friendship group?
- In our family, how can we support each other to feel good about ourselves?

Preparing emotionally for next year

- What strategies help you manage big changes and transitions?
- How can young people look after their mental wellbeing during times of change?
- Who will be there to support you in your new school, and how can our family help?

Resources and additional support for Families

- NSPCC – advice for families on safety and changing bodies, and resources to children with learning disabilities
- Childline – puberty advice for children that you could look select from and look at with your child
- Anna Freud information about how puberty can affect children
- Children's Commissioner Guide for talking to your child about online sexual harassment as they approach secondary school age

School-based and local resources (editable box for teachers):

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