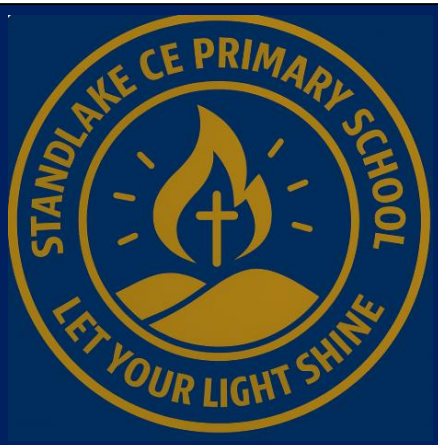

Standlake CE Primary School

Curriculum Handbook

PSHE

Curriculum Statement

Intent

At Standlake Primary School, we teach PSHE through the Jigsaw programme of study. Our aim is to develop children's understanding so that they can take responsibility for their behaviour. This includes recognising their ability to make positive choices, regulate their emotions, and respond appropriately to others.

We are committed to promoting children's mental health and wellbeing, equipping them with practical strategies to manage and improve it. Pupils are consistently provided with the tools needed to build resilience and develop the determination to succeed, enabling each individual to achieve their full potential.

Through PSHE and the Jigsaw scheme, we strengthen children's capacity for learning and prepare them for life beyond the school gates. We ensure that pupils are equipped with strategies to cope with worries and fears, and that they understand how they grow and change over time.

As members of a community, we place great importance on fostering respect for others, regardless of race, religion, or background. This is supported through the promotion of British values, including Democracy, the Rule of Law, Individual Liberty, Mutual Respect, and Tolerance of those with different faiths and beliefs.

Alongside this, we use the 'No Outsiders' approach to further promote inclusion and equality across the school. Through carefully selected texts and discussions, children develop an understanding that everyone is different and that all members of society should be valued and respected. This approach helps to create a safe, inclusive environment where pupils feel a strong sense of belonging. As a result, children grow into well-rounded individuals who are empathetic, open-minded, and prepared to contribute positively to modern British society.

At Standlake Primary School, we nurture every child's spiritual, moral, social, and cultural development. Our curriculum is closely aligned with our school vision: "Let your light shine."

Implementation

PSHE lessons at Standlake Primary School are taught in a way that reflects the subject's unique purpose. We recognise PSHE as an opportunity for children to explore their thoughts, feelings, and wellbeing in a safe, supportive, and structured environment. Lessons are purposeful and focus on developing mindful, resilient individuals, rather than producing large volumes of written work. Teachers prioritise discussion, reflection, and personal development, ensuring that all pupils

are equipped with a wide range of strategies to manage challenges in everyday life.

PSHE is taught weekly in every class, using the Jigsaw programme of study alongside our 'No Outsiders' approach to promote inclusion and respect. The progression of knowledge and skills is carefully mapped from EYFS through to Year 6, ensuring a coherent and meaningful journey for all pupils. Teachers have a clear understanding of how to deliver effective lessons and adapt content where necessary, particularly to meet the needs of mixed-age classes and specific cohorts, ensuring maximum impact for every child.

A typical PSHE lesson at Standlake follows a consistent structure:

Connect Us – A fun, inclusive activity that builds positive relationships and develops social skills. This helps to establish a safe and supportive atmosphere for learning and may also be revisited at the end of the lesson if needed.

Calm Me – A short mindfulness activity that encourages children to become aware of their thoughts and feelings, helping them to feel calm, focused, and ready to learn.

Let Me Learn – Children are introduced to new ideas and concepts and are given opportunities to explore, discuss, and apply their understanding. This hands-on approach supports deeper learning and helps children make sense of new information.

Help Me Reflect – Pupils are encouraged to reflect on their learning, thoughts, and feelings. Through discussion and 'pause points', children develop self-awareness and the ability to evaluate their own experiences, strengthening their emotional literacy and mindfulness.

Closure – Each lesson ends with a safe and positive closure. Teachers celebrate effort, attitude, and achievement, and reinforce key learning points to ensure all children feel included, valued, and confident in what they have learned.

Through this structured yet flexible approach, we ensure that PSHE at Standlake Primary School supports the development of well-rounded, respectful, and emotionally aware individuals who are prepared for life beyond the classroom.

Impact

At Standlake Primary School, we recognise that, as a Church of England school, our PSHE curriculum should protect, inform, and empower all pupils. It enables children to cherish themselves and others as unique and wonderfully made, closely linking to our vision, "Let your light shine." Through our teaching, pupils learn to form healthy relationships built on respect, dignity, and compassion for others.

The Jigsaw programme, alongside our strong emphasis on mindfulness and valuing every individual, supports this vision. Explicit teaching around influences and pressures helps children to make informed choices, while the Jigsaw Charter creates a safe environment where pupils feel confident to express their views without fear of judgement. This empowers children to develop independence and make thoughtful decisions about their lives.

Each classroom displays the Jigsaw Charter, reinforcing shared expectations and values. In addition, every class has a Zones of Regulation area, which children can access throughout the day to help them identify and manage their emotions. Staff are trained to respond sensitively and effectively to pupils' emotional needs, acting swiftly and appropriately depending on the individual or situation. Through pupil voice and conferencing, we know that children value opportunities such as Zones of Regulation, worry boxes, and dedicated PSHE discussion time, as they feel listened to, supported, and understood.

Over time, this approach has had a measurable impact. Behaviour incidents across the school have significantly decreased since the introduction of Jigsaw. Pupils demonstrate a strong understanding that behaviour is a choice, and they are increasingly equipped and motivated to make positive decisions.

Wherever possible, PSHE learning is extended beyond the classroom. Outdoor learning provides valuable opportunities for children to engage with the natural environment in a calm and reflective way. This supports wellbeing, encourages physical activity, and allows greater freedom for movement and expression. Learning outside also deepens children's connection with God's world, offering unique experiences such as observing the seasons and weather, and providing time and space for self-regulation.

Through these experiences, children develop a respect for nature and a deeper understanding of the interdependence between humans, animals, and the environment. This holistic approach ensures that pupils at Standlake Primary School grow into thoughtful, resilient, and well-rounded individuals.

Recording

Children will take part in a wide range of discursive and practical lessons but there will also be recording in books following the presentation policy at Standlake. To support cross curricular links children will complete a range of tasks which may include, extended writes, representations of data and drama.

Assessment

As teachers make their way through the KCVs, there are assessment questions which children can answer either verbally or in their books. This will form the basis of an elicitation activity for what children know about the subject spoken about. Teachers can also monitor progress made using the key knowledge descriptors.

Teachers will use a set of attainment descriptors for every year group to support them to make their assessment at the end of every half term. This will be formed not just on written evidence, but also on verbal answers given throughout lessons. Class teachers at Standlake Primary always take into consideration the social and emotional development of each child. Class teachers can then use the Jigsaw assessment tool (see the example below) and their KCV knowledge and experiences in class, to complete assessment data and track progress using the school assessment software at each whole school assessment point.

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Inclusion

Jigsaw is written as a universal core PSHE curriculum provision for all children. Inclusivity is a key part of its philosophy. Teachers may need tailor each lesson to meet the needs of the children in their classes. To support this differentiation, many Jigsaw lessons may involve a choice as to how to present their work which might result in: verbal explanations and peer work as well as written form.

Each class teacher works hard to ensure every child is included and as a result, academic ability does not hinder a child within any PSHE lesson. Not only will making their own choice give children a greater sense of purpose and ownership over their learning, but it will also empower them to feel that they have achieved something.

At Standlake , all PSHE lessons ensure every child has an equal chance of learning, regardless of whether they might have a disability or a special need. The ethos generated in our lessons promotes developing and boosting everyone's self-confidence to accept themselves and each other. Jigsaw lessons create a community within our classrooms where our pupils thrive. We hope they will take this inclusive mentality into their adult lives, beyond our school gates.

Cultural Capital

At Standlake Primary School, we aim to equip our children with the knowledge, skills, and understanding they need to make sense of the world around them with increasing independence. Through our PSHE curriculum, including the Jigsaw programme and 'No Outsiders' approach, pupils develop an appreciation of diversity, equality, and

inclusion, helping them to understand their role within modern British society.

Each year, we recognise and celebrate important social and cultural events such as Anti-Bullying Week and Black History Month. Through these, alongside our 'No Outsiders' teaching, children learn to value differences, challenge stereotypes, and understand that everyone belongs. This consistent message helps to nurture well-rounded, empathetic individuals who respect and celebrate diversity.

We provide a range of lessons, Collective Worship opportunities, trips, and events focused on keeping safe in a variety of situations. These include road, water and trainline safety, online safety, stranger awareness, and understanding and managing bullying behaviour. Our strong links with the local Police Community Support Officer (PCSO) further support this work, with regular visits that reinforce key safety messages and build positive relationships within the community.

Children also have the opportunity to become collective worship, school council, eco council and wellbeing champions, taking on responsibility to organise and promote games and activities. This encourages both physical and mental wellbeing, as well as leadership and teamwork skills.

We also welcome local businesses into school to introduce children to a range of career opportunities and promote positive attitudes towards their futures. Collaborative experiences such as sports teams and house point rewards encourage children to work together, supporting one another to achieve shared goals.

Outdoor learning is an important part of life at Standlake. Forest School activities, educational visits, clubs, and the use of our prayer space provide meaningful opportunities for children to connect with nature, reflect, and develop confidence outside the classroom.

Performance opportunities, including class productions and participation in County Council Music Service singing events, allow children to showcase their creativity and build confidence when performing to an audience.

Residential visits for pupils in Years 3, 4, 5, and 6 offer valuable experiences that promote teamwork, communication, problem-solving, and resilience. These opportunities help children to grow in independence and prepare them for the next stage of their education and beyond.

We are also proud to foster a strong sense of community and social responsibility through our links with local and wider charitable organisations. Children engage in fundraising and awareness work for causes such as the NASIO Trust, supporting global education initiatives, as well as local charities including the

Besom Food Bank. These experiences help pupils to develop compassion, generosity, and an understanding of how they can make a positive difference in the lives of others.

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Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 A	Being me in my world	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1/2 B	Being me in my world	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 3/4 A	Being me in my world	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 3/4 B	Being me in my world	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 5/6 A	Being me in my world	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 5/6 B	Being me in my world	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing Me

Curriculum Knowledge and Skills Progression – PSHE

Being in my World			
EYFS	**Year 1/2**	**Year 3/4**	**Year 5/6**
I Know what a challenge is I know that it is important to keep trying I know what a goal is I know how to set goals and work towards them I know which words are kind I know some jobs that they might like to do when they are older I know that they must work hard now in order to be able to achieve the job they want when they are older I know when they have achieved a goal	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 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 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 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 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	I understand that I will need money to help me achieve some of my dreams recognise that there 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,

	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 know how to share success with other people	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 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	and suggest ways we might do this, e.g. through sponsorship 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 me and can accept their praise

Celebrating Differences			
EYFS	**Year 1/2**	**Year 3/4**	**Year 5/6**
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 Ways of making friends	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 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 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 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 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 understand that cultural differences sometimes cause conflict I understand what racism is 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 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 understand that it is OK to be different from other people and to be friends with them I can tell you some ways I am different from my friends	I know that sometimes bullying is hard to spot and I know what to do if I 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 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

Dreams and Goals			
EYFS	**Year 1/2**	**Year 3/4**	**Year 5/6**
I Know what a challenge is I Know that it is important to keep trying I Know what a goal is I Know how to set goals and work towards them I Know which words are kind I Know some jobs that they might like to dowhen they are older I Know that they must work hard now in order to be able to achieve the job they want when they are older I Know when they have achieved a goal	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 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 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 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 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 understand that I will need money to help me achieve some of my dreams · I recognise that there 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 we might do this, e.g. through sponsorship I know my learning strengths and can set challenging but realistic

	I know how to share success with other people	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	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 me and can accept their praise

Healthy Me			
EYFS	**Year 1/2**	**Year 3/4**	**Year 5/6**
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,	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 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 some ways to keep it safe and healthy	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 can tell you my knowledge and attitude towards drugs 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 I recognise how different friendship groups are formed, how I fit into them and the friends I value the most	I know there are health risks with smoking and vaping and can tell you some of the ways that tobacco and nicotine are 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

especially before eating and after using the toilet I know who my safe adults are and how to stay safe if they are not close by	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 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	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 know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape 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	the choices I need to make to be healthy and happy 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 understand how stress can cause drug and alcohol misuse

Relationships			
EYFS	**Year 1/2**	**Year 3/4**	**Year 5/6**
· 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	· 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 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	· 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 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 have an accurate picture of who I am as a person in terms of my characteristics and personal qualities · 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 · I know that it is important to take care of my mental health

Know some reasons why others get angry	some of this is acceptable and some is not · I can identify some of the things that cause conflict with my friends · I understand that sometimes it is good to 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	· 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 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 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

Changing Me			
EYFS	**Year 1/2**	**Year 3/4**	**Year 5/6**
·Know the names anfunctions 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	· 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 change a little bit · I can tell you about changes that have happened in my life	· 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 · Can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up · 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 start to recognise stereotypical ideas I might have about parenting and family roles	· 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 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 understand that sexual intercourse can lead to conception and that is how babies are usually made · 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

	· 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, 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 what I am looking forward to when I move to my next class	· I can identify what I am looking forward to when I move to my next class · 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 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	brings growing responsibilities (age of consent) · I can identify what I am looking forward to when I move to my next class · 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 · 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 a new class	· I can identify what I am looking forward to when I move to my next class