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 3-5

Puzzle overview: Changing Me

Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.

Knowledge	Social and emotional skills
• I know the names and functions of some parts of the body • I understand that we grow from baby to adult • I know who to talk to if I am feeling worried • I understand that sharing how I feel can help solve a problem or worry • I understand that remembering happy times can help us move on	• I recognise that changing class can elicit happy and/or sad emotions • I know I can say how I feel about changing class or growing up • I can identify how I have changed from a baby • I understand what might change as I get older and explore how this makes me feel • I can identify positive memories from the past year in school/home

Vocabulary

angry, argue, calm, family, feelings, friends, jobs, lonely, relationships, upset

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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 3-5

Talking Together: suggested questions to support Changing Me learning at home		
Growing and changing • How were you different when you were a baby? • What can you do now that you couldn't do before? • What are you looking forward to as you get older?	**Knowing our bodies** • What are some parts of your body and what do they help you do? • How does your body help you play and learn? • Why is it important to take care of our bodies?	**Talking about feelings** • How do you feel about growing up? • What can you do when you feel worried or upset? • Who can you talk to if you need help?
Getting help and solving problems • Who helps you when you have a problem? • What can you do if something is worrying you? • How can sharing your feelings help solve problem?	**Happy memories** • What are some happy memories from this year? • How can remembering happy times help when we feel sad? • What special things do you remember doing?	**Feelings about change** • How can change make us feel happy and sad at the same time? • What changes are happening for you soon? • What can help you feel calm about change?

Resources and additional support for Families

- NSPCC - Early Years Resources – guidance to help children understand feelings and transitions
- BBC Tiny Happy People – resources to support emotional development and communication
- Anna Freud Common difficulties for under fives
- Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Changing Me theme.

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

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

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Ages 5-6

Puzzle overview: Changing Me

In this Puzzle, children learn about life cycles and the changes that happen as humans and animals grow. They reflect on how their own bodies have changed and develop understanding that everyone grows at different rates. Across the six Pieces, children learn the correct names for private body parts, explore how boys' and girls' bodies can be different, and practise respecting their own bodies and those of others. They also think about feelings linked to change, such as excitement and worry, and learn ways to cope.

Knowledge	Social and emotional skills
• 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 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

Vocabulary

adult, adulthood, anus, anxious, baby, change, changes, coping, curious, excited, feelings, female, grow, growing up, growth, happy, learn, life cycle, male, nervous, new, penis, proud, testicles, vulva, worried

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Ages 5-6

Talking Together: suggested questions to support Changing Me learning at home		
Life cycles and growing • How do animals and people change as they grow? • What can you do now that you couldn't do when you were a baby? • Why does everyone grow at their own pace?	**Changes from a baby to now** • What has changed about you since you were a baby? • What new skills have you learned recently? • How does learning new things help you grow?	**Understanding body changes** • How does your body change as you grow? • Why do bodies need care and respect? • What helps your body stay healthy? • Why is it good for our bodies to grow and change?
Private body parts and respect • Which parts of the body are private? • Why is it important to respect our own and other people's' bodies? • If someone makes you feel unsafe, what could you do?	**Feelings about change** • How can change make us feel excited or worried? • What changes are happening for you now? • Why is it okay to have different feelings to others about change?	**Coping with change and growing confidence** • What can help you feel calm when things change? • Who can you talk to if you feel worried? • How can learning new things build confidence?
Resources and additional support for Families		
• NSPCC 'PANTS' – guidance on body safety, privacy and growing up conversations • BBC Bitesize KS1 – resources to learn more about life cycles, growth and change • Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Changing Me theme.		
School-based and local resources (editable box for teachers):		

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

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Ages 6-7

Puzzle overview: Changing Me

In this Puzzle, children explore life cycles in nature and how humans grow from young to old, learning that some changes are outside their control. They reflect on how their own bodies and independence change over time and develop respect for differences in themselves and others. Across the six Pieces, children learn correct names for body parts, understand privacy, and practise being assertive about touch and personal boundaries. They also think about feelings linked to future change, such as excitement and worry, and learn ways to cope.

Knowledge	Social and emotional skills
• 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 understand there are some changes that are outside my control and can recognise how I feel about this • I can identify people 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 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

Vocabulary

adult, anus, anxious, assertive, baby, change, child, cope, comfortable, control, dislike, elderly, excited, female, freedom, fully grown, grow, growing up, hug, independent, life cycle, like, looking forward, male, nervous, old, older, penis, physical, private, public, respect, responsibilities, teenager, testicles, texture, timeline, toddler, touch, uncomfortable, vagina, vulva, young

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Ages 6-7

Talking Together: suggested questions to support Changing Me learning at home		
Life cycles in nature • How do living things change as they grow? • What changes happen around us that we can't control? • How might someone feel about changes they can't control?	**Growing from young to old** • How do people change as they get older? • In our family, who are the older people you respect and why? • What positive things happen as people get older?	**Your changing body and independence** • What has changed about you since you were a baby? • What can you do more independently now than before? • How does your body help you to learn and do new things?
Boys' and girls' bodies • Which parts of your body are private? • What are the correct names for private body parts? • If any part of your body felt sore or uncomfortable, who could you tell?	**Touch and boundaries** • What types of touch feel comfortable? What types don't? • Why is it important to respect what other people like and don't like? • If someone's touch made you uncomfortable, what should you do?	**Looking ahead to change** • What are you looking forward to in your next class? • When someone feels worried about changes, what might help? • In our family, who can you talk to about worries?
Resources and additional support for Families		
• NSPCC – advice for families on boundaries, secrets, safety and Changing Me • Kidscape Parent Advice – guidance, tips and advice to help children build healthy friendships and manage challenges within friendships • Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Changing Me theme.		
School-based and local resources (editable box for teachers):		

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

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Ages 7-8

Puzzle overview: Changing Me

In this Puzzle, children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty. They develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change. Across the six Pieces, children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They also think about future transitions and how to cope with them.

Knowledge	Social and emotional skills
• 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 can identify what I am looking forward to when I move to my next class	• 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 • I can start to think about changes I will make next year and know how to go about this

Vocabulary

animals, babies, birth, breasts, care, challenge, change, changes, control, egg, family, female, genitals, growing up, looking forward, male, mother, ovaries, ovum / ova, penis, personal hygiene, puberty, pubic hair, roles, scrotum, sperm, stereotypes, task, testicles, vagina, womb / uterus, worries

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

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Ages 7-8

Talking Together: suggested questions to support Changing Me learning at home		
How babies grow and families • What different jobs do people in families do to care for babies? • In our family, who does what to help look after everyone? • What makes a family loving and caring, no matter who is in it?	**Understanding body changes during puberty** • What are some changes that happen to bodies as people grow up? • How might someone feel about their body changing during puberty? • If you had questions about your body changing, who would you talk to?	**Keeping clean and healthy** • Why does keeping clean become more important as we grow up? • What are some ways you can look after your body as it grows and changes? • In our family, who can you ask if you have questions about hygiene or growing up?
Challenging stereotypes about families • Can anyone in a family do any job at home? Why or why not? • In our family, how do we share jobs and responsibilities? • What stereotypes have you heard about what boys or girls "should" do?	**Feelings about growing up** • What excites you about growing up? What worries you? • Is it natural to have mixed feelings about changes? Why? • Who are the trusted adults in your life you can talk to about growing up?	**Looking ahead and managing worries** • What are you looking forward to in your next class? • When someone feels worried about changes, what might help them? • Why is it important to share worries rather than keep them to yourself?
Resources and additional support for Families		
• NSPCC – advice for families on boundaries, secrets, safety and Changing Me • Cambridgeshire NHS advice around personal hygiene for children • Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Changing Me theme.		
School-based and local resources (editable box for teachers):		

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

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Ages 8-9

Puzzle overview: Changing Me

In this Puzzle, children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They consider the role of families, trusted adults, and inner circles in providing care and support. Across the six Pieces, children develop strategies for coping with change, managing worries, and accepting things beyond their control. They practise reflecting on personal goals and positive changes they would like to make.

Knowledge	Social and emotional skills
• 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 • I can identify what I am looking forward to when I move to a new class	• 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 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

Vocabulary

acceptance, anxious, belonging, care, characteristics, change, choices, circle, control, family, fallopian tube, hobbies, hormone, identity, inner circle, interests, love, looking forward, menstrual cup, menstrual cycle, menstrual pads, menstrual towel, menstruation, ovaries, panty liner, period pants, period products, periods, personality, proud, proportionate, puberty, reliable, seasons, skills, support, tampons, trusted adult, trustworthy, unique, values, vagina, vulva, womb

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Ages 8-9

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

What makes you unique	Puberty and menstruation	Families and your inner circle
• What things about you come from our family? What things are from your own choices? • How do your interests and hobbies help make you who you are? • What are you proud of about yourself?	• What have you learnt about puberty at school? • What is menstruation and why does it happen? • Why do periods start at different ages for different girls?	• Who are the people in your inner circle that you trust? • In our family, who are the people you know you can always turn to? • What makes someone a trusted adult?
Managing change in your life	**Accepting changes you can't control**	**Looking forward and asking for help**
• What changes can people control? What changes can't they control? • What helps you cope when things change in your life? • How can planning ahead make change feel less scary?	• How can someone respond positively to changes they can't stop? • What's the difference between worrying a normal amount and needing extra support? • If you needed reliable information about something, where would you look?	• What changes are you looking forward to next year? • When might someone need to ask a trusted adult for support? • In our family, how do we ask for help when we need it?

Resources and additional support for Families

- NSPCC – advice for families on boundaries, secrets, safety and Changing Me
- Always Advice on how to discuss periods with your child
- BBC Operation Ouch clip explaining main changes of puberty
- Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Changing Me theme.

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

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

Ages 9-10

Puzzle overview: Changing Me	
In this Puzzle, children explore self-image and body confidence while learning about physical and emotional changes during puberty for girls and boys. They develop understanding of menstruation, male puberty, and how media influences perceptions of appearance and wellbeing. Pupils practise identifying trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up. This Puzzle includes non-statutory sex education in Piece 4 (conception and how babies are made). 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 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 brings growing responsibilities (age of consent) • 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 understand that puberty is a natural process that 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
Vocabulary	
affirmation, anxious, aspects, authentic, body image, change, characteristics, cope, conception, contraception, consent, erection, edited, embryo, emotions, excitement, facial hair, fallopian tube, fear, fertilisation, fertility treatment (IVF), filter, growth spurt, hormone, hope, hormones, influences, larynx, making love, manage, media, media influencer, menstrual cycle, menstrual pads, menstrual towels, menstruation, mental health/wellbeing, milestone, opportunities, oestrogen, ovary, ovaries, perception, perceptions, periods, pregnancy, puberty, relationships, reliable sources, responsibilities, scrotum, self, self-esteem, self-image, sexual intercourse, semen, sperm, teenager, testicles, testes, testosterone, vagina, vulva, wet dream, womb/uterus	

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Ages 9-10

Talking Together: suggested questions to support Changing Me learning at home		
Self-image and body confidence • What makes you feel confident about yourself? • Why do images online and in media often look unrealistic? • If someone felt worried about how they look or feel about their body, who could they talk to?	**Puberty changes for girls** • Why is puberty a natural and healthy process? • What are some physical and emotional changes for girls in puberty? • Can you explain some ways that girls can manage periods comfortably? • In our family, who can you talk to openly about puberty?	**Puberty changes for boys** • What physical and emotional changes happen to boys during puberty? • Are there any changes you have noticed in older boys that might be part of puberty? • Why does everyone experience puberty at different times? • Who could you ask for advice about growing up?
How babies are made (Sex Education) • How are babies conceived in a loving relationship? • Why do you think that sex is part of an **adult** relationship? • Why is the age of consent important? • If you had questions about relationships or bodies, who would you ask?	**Being a teenager - responsibilities and pressures** • What responsibilities come with being a teenager? • How can someone tell if what they see about teenage life in media is realistic? • What does the age of consent mean and why does it exist?	**Preparing for transition/change** • What are you excited about for your next school year? • What worries might some children have about moving up, and who could help with them? • How can you look after your wellbeing during times of change?
Resources and additional support for Families		
• BBC Operation Ouch episode 'How Babies are Made' with further supporting clips abut puberty to choose from • Always – Understanding First Period Symptoms, or look at NHS pages on periods for more detailed information • Nemours guide to puberty for boys • Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Changing Me theme.		
School-based and local resources (editable box for teachers):		

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

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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Ages

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

Self-esteem and media influence	Puberty - bringing it all together	How babies develop and are born (Sex Ed)
	• What questions do you have about puberty?	

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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?

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

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

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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?

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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?

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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?

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<td colspan="3">Resources and additional support for Families</td>
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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

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