



PSHE 3-11 Key Learning Progression Map JIGSAW

At Pimperne Primary we have decided to use Jigsaw scheme of work as the basis our PSHE teaching and learning. Jigsaw, the mindful approach to PSHE, is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within all six Puzzles (units of work) including the key vocabulary used in each year group; explicit links to the DfE statutory Relationships and Health Education outcomes have been made in each Puzzle.

INTENT: *Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation.*

IMPLEMENTATION: *Jigsaw 3-11 offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.*

IMPACT: *This can be established formally through assessment identified in the key learning.* In addition, summative assessment is through our relationships with the pupils and their families, knowing when they are drawing on the skills and knowledge they need and supporting them in aspects of our 'Switched On' and specific individual needs.

Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals. Each Piece has two Learning Intentions: one is based on specific **PSHE learning** (purple – Key Learning in **bold**) and one is based on **emotional literacy and social skills development** (green).

Below shows the Key Concepts of the PSHE Curriculum (including British Values) and how it relates to our school values and switched on to learning skills that all children aspire to achieve throughout their time at Pimperne.

Jigsaw Puzzle Key Concept/Theme	Autumn 1 Being me in my world	Autumn 2 Celebrating Difference	Spring 1 Dreams & Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me (including Sex Education)
School Value Link <i>All our school values are worked on throughout all areas of the curriculum throughout the year.</i> <ul style="list-style-type: none"> Perseverance Selflessness Courage Compassion Justice Respect Forgiveness Trust 	Justice Selflessness	Respect Compassion	Perseverance Courage	Courage Perseverance	Trust Respect Forgiveness	Courage
Switched on to Learning	Follow the school values	Tolerate a difference of opinion	Work well on your own to achieve a goal	Tell staff about your worries and concerns	Show resilience and compassion to others at play time	Be positive
	Show good manners and respect towards others	Demonstrate Resilience (an ability to bounce back)	Be proud of your achievements	Think for yourself	Be kind, thoughtful and trustworthy	Reflect on tasks once you have finished (e.g., the year)
British Values Coverage: <ul style="list-style-type: none"> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and 	All in all year groups	All in all year groups	All with exceptions of those listed below: No democracy in Y3 No rule of law in EYFS, Y1, Y3, Y4 or Y6.	All with exceptions of those listed below: No democracy in EYFS, Y1, Y2, Y3 or Y6	All with exceptions of those listed below: No democracy in Y4	All with exceptions of those listed below: No democracy in EYFS, Y1, Y2, Y3, Y5 or Y6 No rule of law in EYFS, Y3, Y4, Y5 or Y6



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beliefs				No tolerance of those of different faiths and beliefs in Y1 or Y2.		
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		Key Concept/theme: Autumn 1 Being me in my world						
Autumn 1: Being me in my world Big Ideas that build progressively throughout the school	Child Speak End of Unit Outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		I understand that there are similarities and differences between me and my friends. I can explain why we have rules and know the difference between right and wrong. I can explain my feelings and those of others. I can manage my own impulses and feelings.	I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.
	Key Knowledge / learning objectives	<ul style="list-style-type: none">Know they have a right to learn and play, safely and happilyKnow that some people are different from themselvesKnow that hands can be used kindly and unkindly	<ul style="list-style-type: none">Understand their own rights and responsibilities with their classroomUnderstand that their choices have consequencesUnderstand that their views are important	<ul style="list-style-type: none">Understand the rights and responsibilities of class membersKnow about rewards and consequences and that these stem from choicesKnow that it is important to listen to other peopleUnderstand that their own views are valuable	<ul style="list-style-type: none">Know that the school has a shared set of valuesKnow why rules are needed and how these relate to choices and consequencesKnow that actions can affect others' feelingsKnow that others may hold different views	<ul style="list-style-type: none">Know their place in the school communityKnow what democracy is (applied to pupil voice in school)Know how groups work together to reach a consensusKnow how individual attitudes and actions make a difference to a classKnow that their own actions affect themselves and others	<ul style="list-style-type: none">Understand how democracy and having a voice benefits the school communityUnderstand the rights and responsibilities associated with being a citizen in the wider community and their countryUnderstand how to set personal goals	<ul style="list-style-type: none">Know about children's universal rights (United Nations Convention on the Rights of the Child)Know that personal choices can affect others locally and globallyKnow how to set goals for the year ahead
	Key Vocabulary	Kind, Gentle, Friend, Different, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	Safe, Special, Calm, Belonging, Special, Rewards, Proud, Consequences, Upset, Disappointed.	Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices,	Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices,	Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns

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		Key Concept/theme: Autumn 2 Celebrating Difference						
Autumn 2: Celebrating Difference Big Ideas that build progressively throughout the school	Child Speak End of Unit Outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key Knowledge / learning objectives	<p>I can explain that being different is what makes me special and that it is okay if we are all good at different things.</p> <p>I can stand up for myself and know what words to use if someone is being unkind. I understand how to be a kind friend.</p>	<p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g., Solve It Together or asking for help.</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their differences are a source of conflict or a cause for celebration.</p>
	Key Vocabulary	Different, Special, Proud, Friends, Kind, Same, Happy, Sad, Frightened, Angry, Family	Same as, Different from, Bullying, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special.	Boys, Girls, Similarities, Stereotypes, Special, Differences, Bully, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Fairness, Kindness, Unique, Value	Loving, Caring, Safe, Connected, Conflict, Solve It Together, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,	Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed	Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration,	Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration



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		Key Concept/theme: Spring 1 Dreams & Goals						
Spring 1: Dreams & Goals Big Ideas that build progressively throughout the school	Child Speak End of Unit Outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key Knowledge / learning objectives	<p>I can work towards a simple goal.</p> <p>I can try new activities and show independence, resilience and perseverance when something is difficult.</p>	<p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p>	<p>I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others.</p> <p>I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>
	Key Vocabulary	Dream, Goal, Challenge, Job, Perseverance, Achievement, Happy, Kind, Encourage	Proud, Success, Learning, Stepping-stones, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together'	Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise	Feeling, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference	Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.

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		Key Concept/theme: Spring 2 Healthy Me						
Spring 2 Healthy Me Big Ideas that build progressively throughout the school	Child Speak End of Unit Outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	K Key Knowledge / learning objectives	<p>I can manage my own basic hygiene and personal needs, including: dressing, going to the toilet and personal safety.</p> <p>I can explain how to look after my body (e.g., eating healthily and exercising)</p>	<p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being healthy can help me feel happy.</p>	<p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>I can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>
	Key Vocabulary	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	Unhealthy, Exercise, Sleep, Choices, Clean, Body parts, Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Healthy choices, Lifestyle, Motivation, Relax, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Energy, Fuel, Nutritious	Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice	Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating disorder, Respect, Debate, Opinion, Fact, Motivation	Responsibility, Immunisation, Prevention, Drugs, Effects, 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.

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		Key Concept/theme: Summer 1 Relationships						
Summer 1 Relationships Big Ideas that build progressively throughout the school	Child Speak End of Unit Outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		I can work and play cooperatively, take turns and think of ways to mend friendships. I know some strategies to use when I am upset or angry.	I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	I can explain how my life is influenced positively by people I know, and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.
	Key Knowledge / learning objectives	<ul style="list-style-type: none">Know what a family isKnow that friends sometimes fall outKnow that unkind words can never be taken back and they can hurtKnow how to use Jigsaw's Calm Me to help when feeling angry	<ul style="list-style-type: none">Know that families are founded on belonging, love and careKnow how to make a friendKnow who to ask for help in the school community	<ul style="list-style-type: none">Know there are good secrets and worry secrets and why it is important to share worry secretsKnow that families function well when there is trust, respect, care, love and co-operationKnow some reasons why friends have conflictsKnow how to use the Mending Friendships or Solve it together problem-solving methods	<ul style="list-style-type: none">Know some of the skills of friendship, e.g. taking turns, being a good listenerKnow some strategies for keeping themselves safe onlineKnow that they and all children have rights (UNCRC)Know the lives of children around the world can be different from their own	<ul style="list-style-type: none">Know that loss is a normal part of relationshipsKnow that negative feelings are a normal part of lossKnow that memories can support us when we lose a special person or animal	<ul style="list-style-type: none">Know that there are rights and responsibilities when playing a game onlineKnow how to stay safe when using technology to communicate with friendsKnow that belonging to an online community can have positive and negative consequences	<ul style="list-style-type: none">Know ways that they can take care of their own mental healthKnow the stages of grief and that there are different types of loss that cause people to grieveKnow how to use technology safely and positively to communicate with their friends and family
	Key Vocabulary	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing	Belong, Same, Different, Friendship, Caring, Sharing, Kind, Greeting, Touch, Feel, Like, Dislike, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special.	Similarities, Special, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Honesty, Compliments, Celebrate,	Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Solution, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude	Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, 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, SMARTT rules.	Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Assertive, Risks, Pressure, Influences, Self-control, Real/fake., Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety



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		Key Concept/theme: Summer 2 Changing Me (including Sex Education)						
Summer 2 Changing Me Big Ideas that build progressively throughout the school	Child Speak End of Unit Outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key Knowledge / learning objectives Yellow – Science *Sex Education Programme	<p>I can explain that we all grow from babies to adults. I can name parts of the body.</p> <p>I know how it feels, as I grow and learn, to be more independent.</p>	<p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p>	<p>can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/girl and getting older and recognise that other people might feel differently to me.</p>	<p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over.</p> <p>I can offer some suggestions about how I might manage my feelings when changes happen.</p>	<p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>
	Key Vocabulary	<p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>	<p>Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Grow, Feelings, Worried, Excited,</p>	<p>Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy</p>	<p>Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Roles.</p>	<p>Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance</p>	<p>Body image, Self-image, Looks, Personality, Self-esteem, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness.</p>	<p>Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement.</p>