

## Progression of Jigsaw Attainment descriptors in each Puzzle

### Puzzle 1: Being Me in My World

Being Me in My World	Working at	Vocabulary
Ages 5-6 Year 1	<p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p>	<p>Belonging</p> <p>Special</p> <p>Rights Responsibilities</p> <p>Rights</p> <p>Proud</p> <p>Learning Charter Consequences</p> <p>Upset Disappointed</p>
Ages 6-7 Year 2	<p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>Worries Hopes Fears</p> <p>Belonging Rights Responsibilities Responsible Actions</p> <p>Praise Reward Positive</p> <p>Negative Choice</p> <p>Problem solving</p> <p>Choice</p>
Ages 7-8 Year 3	<p>I can explain how my behaviour can affect how others feel and behave.</p> <p>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.</p>	<p>Emotions</p> <p>Feelings</p> <p>Nightmare</p> <p>Fears</p> <p>Worries</p> <p>Solutions</p> <p>Support</p> <p>Rights Responsibilities</p> <p>Learning Charter</p> <p>Nightmare</p> <p>Dream</p>
Ages 8-9 Year 4	<p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>Included</p> <p>Excluded</p> <p>Welcome</p> <p>Valued</p> <p>Team Charter</p> <p>Role</p>

	<p>Job description          School          Community          Responsibility          Reward          Consequence          Democratic          Learning Charter Role Contribution Observer          Decisions Choices Democracy UN Convention          on Rights of Child Learning Charter</p>
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<p><b>Ages 9-10</b> <b>Year 5</b></p>	<p>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.</p> <p>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.</p>	<p>Education Appreciation Opportunities Goals Motivation Vision Hopes Challenge</p> <p>Rights Responsibilities Citizen Denied Empathise Refugee Persecution Conflict Asylum Migrant</p> <p>Rights Wealth Poverty Responsibilities Prejudice Citizen Privilege Deprivation</p> <p>Rights Responsibilities Rewards Consequences Choices Learning Charter</p> <p>Cooperation Collaboration</p> <p>Collaboration Participation Motivation</p> <p>Learning Charter Collaboration Participation</p>
<p><b>Year 6</b> <b>Ages 10-11</b></p>	<p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>Choices Behaviour Rights Responsibilities Rewards Consequences Empathise Learning Charter Obstacle</p> <p>Goals Worries Fears Value Welcome Choice Ghana West Africa Cocoa Plantation Cocoa pods Macheke Rights Community Education</p> <p>Choice Ghana West Africa Cocoa pods</p> <p>Choice Ghana West Africa Macheke Rights Community Education</p> <p>Laws Learning Charter Collaboration Participation Motivation Rights Responsibilities Rewards Consequences Democracy Decision Proud</p>
<p><b>Ages 11-12</b></p>	<p>I can compare my self-identity with how I believe others see me. I can explain some of the factors that may affect my self-identity.</p> <p>I can explain why it is important that I am a unique individual and can also explain how my self-identity has been influenced by past events and experiences.</p> <p>I can also express a level of independence while maintaining positive relationships with others.</p>	

## Puzzle 2: Celebrating Difference

Celebrating Difference	Working at	Vocabulary
<p><b>Ages 5-6</b> <b>Year 1</b></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>Similarity/similar Same as</p> <p>Different from Difference Similarity</p> <p>Bullying behaviour Deliberate On purpose Unfair</p> <p>Included Bully Bullied Celebration Difference Special Unique</p>
<p><b>Ages 6-7</b> <b>Year 2</b></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>Boys Girls Similarities Assumptions Shield Stereotypes</p> <p>Differences Special</p> <p>Bully Purpose Difference Kind Unkind Feelings Sad Lonely Help Bully</p> <p>Kind Unkind Feelings Sad Lonely Help Stand up Help</p> <p>Male Female Difference Diversity Fairness Kindness</p> <p>Friends Special Unique Different Similarities Value</p>
<p><b>Ages 7-8</b> <b>Year 3</b></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>Family Loving Caring Safe Connected Difference Special</p> <p>Family Conflict Solve it together Solutions Resolve Teaching</p> <p>Witness Bystander Bullying Gay Unkind Feelings Tell</p> <p>Consequences Hurtful Solve it together Gay</p> <p>Compliment Special Unique</p>
<p><b>Ages 8-9</b> <b>Year 4</b></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>Character Assumption Judgement Surprised Different Accept</p> <p>Assumption Influence Appearance Opinion Attitude Judgement</p> <p>Bullying Friend Secret Deliberate On purpose Bystander Witness</p> <p>Witness Bystander Bully Problem solve Cyber bullying Text message Website Troll</p> <p>Special Unique Different Characteristics Physical feature</p>

I can explain why it is good to accept myself and others for who we are.

Impression Changed Influence Special Different Accept

<p><b>Ages 9-10</b> <b>Year 5</b></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>Vocabulary</p> <p>Culture Conflict Difference Similarity Belong Culture wheel</p> <p>Racism Colour Race Culture Ribbon</p> <p>Bullying Rumour Name-calling Racist Homophobic Cyber bullying Texting Problem-solving</p> <p>Happiness Difference Culture Similarity Continuum Developing world</p> <p>Racism Discrimination Direct and indirect bullying</p> <p>Culture Celebration Artefacts Display Presentation</p>
<p><b>Ages 10-11</b> <b>Year 6</b></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 difference is a source of conflict or a cause for celebration.</p>	<p>Normal Ability Disability Visual impairment Empathy Perception Medication Vision Blind</p> <p>Male Female Diversity Transgender Gender diversity Courage Fairness Rights Responsibilities</p> <p>Power Struggle Imbalance Control Harassment Bullying</p> <p>Bullying behaviour Direct Indirect Argument Recipient</p> <p>Para Olympian Achievement Accolade Disability Sport Perseverance</p> <p>Admiration Stamina</p> <p>Difference Conflict</p>
<p><b>Ages 11-12</b></p>	<p>I can explain why different forms of positive and negative prejudice and discrimination happen.</p> <p>I can challenge my own and others' attitudes and values and accept difference in others.</p> <p>I can explain how different forms of positive and negative prejudice and discrimination might make people feel. I can offer strategies to support those involved.</p>	

### Puzzle 3: Dreams & Goals

Dreams & Goals	Working at	Vocabulary
<p><b>Ages 5-6</b> <b>Year 1</b></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>Proud Success Achievement Goal Treasure Coins Goal Learning Stepping stones Process Garden Dreams Working together Team work Achievement Celebrate Learning Stretchy Challenge Feelings</p> <p>Challenge Obstacle Overcome Achieve Goal Success Celebration Challenge Internal treasure chest Feelings Goals Dreams Garden</p>
<p><b>Ages 6-7</b> <b>Year 2</b></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>Realistic Proud Success Celebrate Achievement Goal Strengths Persevere Challenge Difficult Easy Learning together Success Celebrate Achievement Goal Partner Learning together Success Celebrate Achievement Challenge Product Dream bird Group Team work Problem-solv eLearning together Success Celebrate Dream Garden Achievement Proud</p>
<p><b>Ages 7-8</b> <b>Year 3</b></p>	<p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>Perseverance Challenges Success Obstacles Dreams Goals Dreams Goals Ambitions Future Aspirations Garden Decoration Dream Goal Team work Enterprise Design Cooperation Challenge Product Team work Cooperation Strengths Motivated Enthusiastic Excited Efficient Responsible Obstacles Frustration 'Solve it together' technique Solution Team work</p> <p>Review Learning Strengths Success Self-review Celebrate Evaluate</p>
<p><b>Ages 8-9</b> <b>Year 4</b></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>Dream Hope Goal Determination Perseverance Resilience Positive Attitude</p> <p>Dreams Goals Hopes Fears Hurt Positive experiences Hopes Dreams Hurt Goals Plans Cope Help Self-belief Motivation Determination Commitment Goal Team work Enterprise Design Cooperation Positive attitude Review Disappointment Learning Strengths Success Celebrate Evaluate</p>

<p><b>Ages 9-10</b> <b>Year 5</b></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>Dream Hope Goal Feeling Achievement Money Grown up Adult Lifestyle Job Career Profession Money Salary Contribution Society Dream Hope Job Career Goal Determination Perseverance Motivation Hope Goal Aspiration Culture Country Dream Goal Culture Sponsorship Communication Support Rallying Sponsorship Team work Cooperation Difference Dream Goal Aspiration</p>
<p><b>Ages 10-11</b> <b>Year 6</b></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>	<p>Support Rallying Sponsorship Team work Cooperation Difference Dream Goal Motivation Aspiration Job Career Profession Money Salary Contribution Society Admire Respect Achievement Praise Compliment Contribution Recognition Dream Hope Goal Achievement Money Sponsorship Suffering Hardship Empathy Motivation Hope Goal Feeling Achievement Money Global Issue Suffering Concern Hardship Learning Strengths Stretch Personal Realistic Unrealistic Admire Respect Achievement Praise Compliment Contribution Recognition Empathy</p>
<p><b>Ages 11-12</b></p>	<p>I can explain how internal and external factors might affect my own dreams and goals as I get older.</p> <p>I can explain why breaking a dream or goal into smaller steps is a helpful strategy.</p> <p>I can also offer a range of strategies that I could use to overcome obstacles and remain positive.</p>	

## Puzzle 4: Healthy Me

Healthy Me	Working at	Vocabulary
<p><b>Ages 5-6</b> <b>Year 1</b></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>Healthy Unhealthy Balanced Exercise Sleep Healthy Unhealthy Balanced Exercise Sleep Choices Healthy Clean Body parts Toilet items, e.g. toothbrush, shampoo, soap Hygienic Safe Medicines Healthy Unhealthy Trust Safe Safety Green Cross Code Eyes Ears Look Listen Wait</p> <p>Keeping clean Healthy</p>
<p><b>Ages 6-7</b> <b>Year 2</b></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>Healthy choices Lifestyle Motivation Relax Relaxation Tense Calm Healthy Unhealthy Dangerous Medicines Safe Body Healthy Unhealthy Balanced diet Portion Proportion Healthy Unhealthy Balanced diet Energy Fuel Nutritious</p> <p>Working together Team work Achievement Celebrate Learning Stretchy Challenge Feelings Challenge Obstacle Overcome Achieve Goal Stepping stones Success Celebration Challenge Internal treasure chest Feelings Goals Dreams Garden</p>
<p><b>Ages 7-8</b> <b>Year 3</b></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>Oxygen Energy Calories/ Kilojoules Heartbeat Lungs Heart Fitness Energy Calories Labels Sugar Fat Saturated Fat Healthy Drugs Attitude</p> <p>Safe Anxious Scared Strategy Advice</p> <p>Safe Harmful Risk Feelings</p> <p>Complex Appreciate Body Healthy Safe Choice Risk</p>
<p><b>Ages 8-9</b> <b>Year 4</b></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>Friendships Emotions Healthy Relationships Value Friendship groups Roles Leader Follower Assertive Agree / disagree</p> <p>Smoking Pressure Peers Guilt Advice</p> <p>Alcohol Liver Disease</p> <p>Pressure Peers Anxiety Fear</p> <p>Believe Assertive Opinion Right Wrong</p>

<p><b>Ages 9-10</b> <b>Year 5</b></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>Choices Healthy behaviour Unhealthy behaviour Informed decision Pressure Media</p> <p>Informed decision Pressure Media Influence</p> <p>Emergency Procedure Recovery position Calm Level-headed</p> <p>Body image Media Social media Celebrity Altered Self-respect Comparison</p> <p>Body image Eating problem Eating disorder Respect Pressure Debate Opinion Fact Choices Healthy lifestyle Motivation</p>
<p><b>Ages 10-11</b> <b>Year 6</b></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>	<p>Responsibility Choice Immunisation Prevention</p> <p>Drugs Effects Motivation Prescribed Unrestricted Over-the-counter Restricted Illegal Volatile substances 'Legal highs'</p> <p>Exploited Vulnerable Drugs Criminal Illegal Gangs</p> <p>Gang Pressure Strategies Reputation Anti-social behaviour Crime Illegal</p> <p>Stress Triggers Strategies Managing stress Pressure</p> <p>Mental health Emotional health Mental illness Symptoms</p>
<p><b>Ages 11-12</b></p>	<p>I can explain how emotions are linked to physical health in a variety of ways. I can also explain that emotions can play a part in making healthy/less healthy choices, and also that healthy/less healthy choices can impact on emotions.</p> <p>I can explain why it is important to express my feelings and manage them positively to help me make responsible choices. I can offer strategies I could use to do this.</p>	

## Puzzle 5: Relationships

Relationships	Working at	Vocabulary
<p><b>Ages 5-6</b> <b>Year 1</b></p>	<p>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.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>Friends Friendship Qualities Caring Sharing Kind Greeting Touch Feel Texture Like Dislike Help Helpful Community Feelings Confidence Praise Qualities Skills Self belief Incredible Proud</p>
<p><b>Ages 6-7</b> <b>Year 2</b></p>	<p>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.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>Family Different Similarities Special Relationship Important Cooperate Touch Physical contact Communication Hugs Like Dislike Acceptable Not acceptable Friends Likes/dislikes Conflict Point of view Positive problem solving Secret Surprise Good Worry secret Telling Adult Trust Surprised Happy Sad Frightened Trust Trustworthy Honesty Reliability Compliments Celebrate Positive Negative Appreciate</p>
<p><b>Ages 7-8</b> <b>Year 3</b></p>	<p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>Men Women Male Female Unisex Role Job Responsibilities Differences Similarities Respect Stereotype Conflict Solution Problem solving Friendship Win-win Safe Unsafe Risky Internet Social media Private Messaging (PM) Gaming Global Communications Transport Interconnected Food journeys Climate Trade Inequality Needs Wants Rights Deprivation United Nations Equality Justice Happiness Celebrating Relationships Friendship Family Thank you Appreciation</p>
<p><b>Ages 8-9</b> <b>Year 4</b></p>	<p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when</p>	<p>Loss Strategy Shock Disbelief Numb Denial Anger Guilt Sadness Pain Despair Hopelessness Relief Acceptance Special Love Appreciation Symbol Care Souvenir Memento Memorial Loss Memories Special Remember</p>

	missing a special person or animal.	Boyfriend Girlfriend Attraction Pressure Personal Comfortable
<b>Ages 9-10 Year 5</b>	<p>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.</p> <p>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.</p>	<p>Characteristics Personal qualities Attributes Self-esteem Responsibility/Being responsible Age-limit Social network Community Online Off line Responsibility Rights Risky Age-limit Community Violence Appropriate Grooming Trolled Gambling/betting Trustworthy Responsibility Rights Risky Devices Screen time Social Off line Mental health Physical health Personal information Safe Online Choices Vulnerable Risk Grooming Rights Responsibilities</p>

Relationships	Working at	Vocabulary
<p><b>Year 6</b> <b>Ages 10-11</b></p>	<p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>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.</p>	<p>Mental health Ashamed Stigma Stress Anxiety Support</p> <p>Mental health Worried Signs Stress Anxiety Warning Support Self-harm</p> <p>Emotions Feelings Sadness Loss Grief Denial Despair Guilt Shock</p> <p>Hopelessness Anger Acceptance Bereavement Coping strategies</p> <p>Power Control Authority Bullying Script Assertive Strategies</p> <p>Risks Pressure Influences Self-control Real/Fake True/untrue</p> <p>Assertiveness Judgement</p> <p>Communication Technology Power Control Cyberbullying Abuse Safety</p>
<p><b>Ages 11-12</b></p>	<p>I can explain a range of feelings that people may experience within different social groups and social contexts and how this may relate to their behaviour.</p> <p>I can explain the feelings I might experience in different social groups and different social contexts and how these might manifest in my behaviour. I can offer strategies to help me manage these feelings.</p>	

## Puzzle 6: Changing Me

Changing Me	Working at	Vocabulary
<p><b>Year 1</b> <b>Ages 5-6</b></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>Changes Life cycle Baby Adulthood</p> <p>Baby Adult Grown up</p> <p>Baby Growing up Adult Mature Change</p> <p>Male Female Vagina Penis Testicles Vulva Anus</p> <p>Learn New Grow Change</p> <p>Change Feelings Anxious Worried Excited Coping</p>	
<p><b>Year 2</b> <b>Ages 6-7</b></p> <p>I 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>Family Different Similarities Special Relationship Important Cooperate</p> <p>Touch Physical contact Communication Hugs Like Dislike Acceptable Not acceptable</p> <p>Friends Likes/dislikes Conflict Point of view Positive problem solving</p> <p>Secret Surprise Good secret Worry secret Telling Adult Trust Surprised</p> <p>Happy Sad Frightened</p> <p>Trust Trustworthy Honesty Reliability</p> <p>Compliments Celebrate Positive Negative Appreciate</p>	
<p><b>Year 3</b> <b>Ages 7-8</b></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>Men Women Male Female Unisex Role Job Responsibilities Differences</p> <p>Similarities Respect Stereotype</p> <p>Conflict Solution Problem solving Friendship Win-win</p> <p>Safe Unsafe Risky Internet Social media Private Messaging (PM) Gaming</p> <p>Global Communications Transport Interconnected Food journeys Climate</p> <p>Trade Inequality</p> <p>Needs Wants Rights Deprivation United Nations Equality Justice</p> <p>Needs Wants Rights Deprivation United Nations Equality Justice</p>	

<p><b>Year 4</b> <b>Ages 8-9</b></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.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>	<p>Relationship Close Jealousy Problem-solve Emotions Positive Negative Loss Strategy Shock Disbelief Numb Denial Anger Guilt Sadness Pain Despair Hopelessness Relief Acceptance Depression Souvenir Memento Memorial Loss Memories Special Remember Friendships Negotiate Compromise Trust Loyalty Anger Betrayal Empathy Special Love Appreciation Symbol Care</p>
<p><b>Year 5</b> <b>Ages 9-10</b></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, and that I accept these changes might happen at different times to my friends.</p>	<p>Characteristics Personal qualities Attributes Self-esteem Responsibility/Being responsible Age-limit Social network Community Online Off line Responsibility Rights Risky Age-limit Community Violence Appropriate Grooming Trolled Gambling/ betting Trustworthy Responsibility Rights Risky Devices Screen time Social Off line Mental health Physical health Personal information Safe Online Choices Vulnerable Risk Grooming Rights Responsibilities</p>
<p><b>Year 6</b> <b>Ages 10-11</b></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>	<p>Mental health Ashamed Stigma Stress Anxiety Support Power Control Authority Bullying Script Assertive Strategies Emotions Feelings Sadness Loss Grief Denial Despair Guilt Shock Hopelessness Anger Acceptance Bereavement Coping strategies Risks Pressure Influences Self-control Real/Fake True/untrue Assertiveness Judgement Communication Technology Power Control Cyberbullying Abuse Safety</p>

<p><b>Ages 11-12</b></p>	<p>I can explain why some personal and family changes happen.</p> <p>I can explain ways that I can give emotional support to myself and others during times of personal change.</p>	
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