**Progression of Jigsaw Attainment descriptors in each Puzzle**

## Puzzle 1: Being Me in My World

| Being Me in My World | Working towards | Working at | Working beyond |
|---|---|---|---|
| **Ages 5-6** | I can tell you something positive that I like about being in my class.<br>I can say how I help make my class a happy and safe place. | I can explain why my class is a happy and safe place to learn.<br>I can give different examples where I or others make my class happy and safe. | I can explain why I have a right to learn in a happy and safe class.<br>I can explain how everyone in my class has responsibilities to make our class happy and safe. |
| **Ages 6-7** | I can tell you some things that make my class a safe and fair place.<br>I can say how I feel about my class and why I like it being safe and fair. | I can explain why my behaviour can impact on other people in my class.<br>I can compare my own and my friends' choices and can express why some choices are better than others. | I can justify the choices I make to help keep my class and school a safe and fair place.<br>I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences. |
| **Ages 7-8** | I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it.<br>I can give you some examples of how to work/play well with others. | I can explain how my behaviour can affect how others feel and behave.<br>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 evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities.<br>I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued. |
| **Ages 8-9** | I can tell you why my school is a community and some of the different roles people have in it.<br>I can say how it feels to be part of a positive school community and to be listened to. | I can explain why being listened to and listening to others is important in my school community.<br>I can explain why being democratic is important and can help me and others feel valued. | I can problem-solve and offer different solutions to help my team/ class/ school be more democratic.<br>I can justify why being in a democracy helps people feel valued and is fair. |


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| **Ages 9-10** | I can give some examples of people in my country who have different lives to mine.<br><br>I can tell you why being part of a community is positive and why it is important that the community is a fair one. | 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.<br><br>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 evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community.<br><br>I can explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/or from a community context. |
| **Ages 10-11** | I can tell you how some of my choices affect others locally and globally.<br><br>I can tell you how I try to make others feel valued by understanding their feelings and doing something positive. | I can explain how my choices can have an impact on people in my immediate community and globally.<br><br>I can empathise with others in my community and globally and explain how this can influence the choices I make. | I can compare and contrast my own wants and needs with others in my immediate community and some from global communities. From this I can infer some universal rights and responsibilities that we share.<br><br>I can explain why empathising with others is important when considering the choices that I and others make. This will include my ideas around personal, local and global communities. |
| **Ages 11-12** | I can tell you about my self-identity.<br><br>I can name some ways that make me a unique individual. I can also tell you why this makes me different from my friends and family. | 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.<br><br>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. I can also express a level of independence while maintaining positive relationships with others. | I can explain how the self-identities of people are different and this may cause them to behave differently in similar situations. I can also link this to the different emotional states they may be experiencing.<br><br>I can discuss my growing independence as a unique individual and how this has been shaped by my history and future aspirations. I can also discuss how others may view me differently and may have similar or different expectations of me. I can justify which of these expectations are fair. |


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## Puzzle 2: Celebrating Difference

| Celebrating Difference | Working towards | Working at | Working beyond |
|---|---|---|---|
| **Ages 5-6** | I can talk about one thing that makes me different from my friends and one thing that we have in common.<br>I can tell you ways that I could be kind to other people in my class. | 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.<br>I can explain what bullying is and how being bullied might make somebody feel. | I can explain why being unique and special is important.<br>I can explain why bullying might happen and I can offer strategies to help the person who is being bullied. |
| **Ages 6-7** | I can name some differences and similarities between me and other people in my class.<br>I can give a reason why a friend is special to me. | 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.<br>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. | I can justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people.<br>I can offer strategies that allow me to stand up for myself and my friends. |
| **Ages 7-8** | I can tell you about a conflict that I have witnessed or been involved with.<br>I can tell you how a conflict that I have seen or been involved with made me feel. | 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.<br>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. | I can explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships.<br>I can explain how the role of a witness in a conflict situation can be helpful/ unhelpful depending on their actions. I can suggest ways that I might act in these situations. |
| **Ages 8-9** | I can tell you about my first impressions of someone.<br>I can give a reason why sometimes people don't tell about a bullying situation.<br>I can say why it is good to try to get to know someone before making judgements about them. | I can tell you a time when my first impression of someone changed as I got to know them.<br>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.<br>I can explain why it is good to accept myself and others for who we are. | I can explain how first impressions can be misleading.<br>I can appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation.<br>I can explain how I form opinions about myself and other people and what might influence me about that. |


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| **Ages 9-10** | I can give some examples of bullying behaviours including direct and indirect types and explain how this might make people feel.<br><br>I can tell you why it is important to respect my own and other people's cultures. | 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.<br><br>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour. | I can consider a range of bullying behaviours and explain the impact these may have on everyone involved. I can also explain the different roles that people have within each scenario and offer solutions to try to resolve the situation.<br><br>I can recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour. I can suggest why some people are the victims of bullying/ discrimination and why respect is an important value. |
| **Ages 10-11** | I can tell you some ways that difference can be a source of conflict in people's lives.<br><br>I can say how I feel about people experiencing conflict in their lives because they are different. | I can explain ways in which difference can be a source of conflict or a cause for celebration.<br><br>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration. | I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration.<br><br>I can express my own attitudes towards people who are different and empathise with their circumstances. |
| **Ages 11-12** | I can give examples of different types of prejudice and discrimination.<br><br>I can treat others as they wish to be treated and I can take others' thoughts, feelings and circumstances into account in how I manage my relationships. | I can explain why different forms of positive and negative prejudice and discrimination happen.<br><br>I can challenge my own and others' attitudes and values and accept difference in others.<br><br>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. | I can explain how prejudice and discrimination may be influenced by a variety of factors, such as personal belief, stereotypes, the impact of the media and societal and cultural influences. I can argue my own viewpoint on these issues to challenge prejudice and discrimination assertively.<br><br>I can evaluate the effectiveness of different strategies that may support those involved in prejudice and discrimination and suggest the possible outcomes. |


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## Puzzle 3: Dreams & Goals

| Dreams & Goals | Working towards | Working at | Working beyond |
|---|---|---|---|
| **Ages 5-6** | I can tell you about a challenge and what I did well.<br>I can say why a challenge made me feel good about myself. | I can explain how I feel when I am successful and how this can be celebrated positively.<br>I can say why my internal treasure chest is an important place to store positive feelings. | I can explain what helped me to succeed in a learning challenge and explain how this made me feel.<br>I can explain why it is important to store positive feelings in my internal treasure chest and how this can help me in my future learning. |
| **Ages 6-7** | I can tell you what I did to help my group create an end product.<br>I can say how I felt about working in a group. | 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.<br>I can explain how it felt to be part of a group and can identify a range of feelings about group work. | I can analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't.<br>I can identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time. |
| **Ages 7-8** | I can tell you something I did well in a learning challenge and something I want to get better at.<br>I am happy to talk about what I did well and say why it makes me feel good. | I can explain the different ways that help me learn and what I need to do to improve.<br>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. | I can analyse my learning strengths and use this to design clear steps to help me improve.<br>I am confident to discuss my successes and difficulties with others. I can analyse these feelings and explain how they can assist me in the future. |
| **Ages 8-9** | I know that sometimes things can go wrong and can tell you why it is good to try again.<br>I know how it feels to be disappointed and can tell you ways to stay positive. | I can plan and set new goals even after a disappointment.<br>I can explain what it means to be resilient and to have a positive attitude. | I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles.<br>I can explain why being resilient /having a positive attitude contributes to having greater chance of success. |


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| **Ages 9-10** | I can tell you about my dreams and goals and also some that young people from different cultures might have.<br><br>I can tell you how I feel about my dreams and goals. | I can compare my hopes and dreams with those of young people from different cultures.<br><br>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. | I can explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this.<br><br>I can evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this. |
| **Ages 10-11** | I can tell you about something I can do with others that makes the world a better place.<br><br>I can tell you how making the world a better place makes me feel. | I can explain different ways to work with others to help make the world a better place.<br><br>I can explain what motivates me to make the world a better place. | I can analyse and justify why my group chose an activity and how this contributes to making the world a better place.<br><br>I can explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected. |
| **Ages 11-12** | I can give examples of some of my dreams and goals and suggest how they might change as I get older.<br><br>I can identify some of the steps I might need to take to achieve a dream or goal. I can also identify any potential obstacles that I might face and can suggest ways to overcome them and stay positive. | I can explain how internal and external factors might affect my own dreams and goals as I get older.<br><br>I can explain why breaking a dream or goal into smaller steps is a helpful strategy. I can also offer a range of strategies that I could use to overcome obstacles and remain positive. | I can evaluate what factors might have more /less influence on my personal dreams and goals.<br><br>I can anticipate and plan in advance strategies to help me achieve some of my dreams or goals. I can evaluate these plans and suggest ways they might change and how they could be adapted as necessary. |


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## Puzzle 4: Healthy Me

| Healthy Me | Working towards | Working at | Working beyond |
|---|---|---|---|
| **Ages 5-6** | I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy.<br>I know that my body is special and I need to take care of it. | I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.<br>I can give examples of when being healthy can help me feel happy. | I can explain many ways that my body is amazing and how the different things I do, keep it safe and healthy.<br>I can suggest how my body might come to harm if I make unhealthy choices.<br>I can explain how healthy choices affect the way I feel about myself and help to make me happy. |
| **Ages 6-7** | I can tell you some things I can put in or on my body to keep it healthy.<br>I can say how I feel about being healthy. | I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.<br>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. | I can justify my choices about food and medicines and explain healthy and safe ways in which they can be good for my body.<br>I can give evidence as to why my own and my friends' choices are healthy / less healthy. I can also evaluate how it feels to make healthy and less healthy choices. |
| **Ages 7-8** | I can name some things I need to keep myself safe from and ways to stay healthy. I can tell you who I can go to for help if I feel unsafe/ unwell.<br>I know how to tell someone if I feel scared/unwell. | 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.<br>I can express how being anxious/ scared and unwell feels. | I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom and how to make a call to emergency services.<br>I can express and respond appropriately to feelings of anxiety or fear or when I feel unwell. |
| **Ages 8-9** | I can tell you how I would say 'no' if someone tried to make me do something that I know is wrong or bad for me.<br>I can say how it feels when someone else is pushing me to do something. | I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.<br>I can identify feelings of anxiety and fear associated with peer pressure. | I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure.<br>I can identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices. |


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| **Ages 9-10** | I can give some reasons why people may worry about how they look, and I can describe healthy and unhealthy ways that people use food and substances in their lives.<br><br>I can tell you why my body is good the way it is. | 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.<br><br>I can summarise different ways that I respect and value my body. | I can evaluate the different roles food and substances can play in people's lives. I can also justify the potential health risks associated with pressures about body image, unhealthy relationships with food, smoking and alcohol misuse.<br><br>I respect and value my body and health, and can consider the part this plays in maintaining my self confidence. |
| **Ages 10-11** | I can tell you how substance misuse has an unhealthy impact on the body and mind<br><br>I can tell you how I try to keep myself emotionally healthy. | 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.<br><br>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure. | I can give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse.<br><br>I can reflect on the links between mental/emotional health and alcohol and substances. I have considered what my attitude to these may be when I am older. |
| **Ages 11-12** | I can give examples of how a person's health choices might be influenced by the way they are feeling.<br><br>I can tell you some things a person could do to help them feel good that are not damaging to themselves or others. | 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.<br><br>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. | I can justify different ways that emotions can affect responsible choices and evaluate strategies that people could use to help them stay happy and healthy and to reduce risk-taking behaviour.<br><br>I can evidence my thinking about making responsible choices and managing the internal and external pressures that might influence me. |


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## Puzzle 5: Relationships

| Relationships | Working towards | Working at | Working beyond |
|---|---|---|---|
| **Ages 5-6** | I can name some people who are special to me. I can tell you ways they help me stay safe and feel special.<br><br>I can tell you why I like some people and who I might go to for help if I need it. | 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.<br><br>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. | I can suggest different ways to show appreciation for other people and how to recognise their appreciation for me.<br><br>I can also explain how this helps me feel safe and good about myself.<br><br>I can explain how other people's behaviour can make me feel about myself and whether I feel safe or not. I can also explain how my behaviour affects others. |
| **Ages 6-7** | When talking about my relationships with others I can tell you some of the things that might make me feel comfortable and some things that might make me feel uncomfortable.<br><br>I can tell you ways that might help me to solve problems in my relationships. This might be asking for help or using a problem-solving technique. | 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.<br><br>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 justify how and why some things might make me feel comfortable or uncomfortable in relationships.<br><br>I can appraise how effective different problem-solving solutions might be when solving problems in my relationships. |
| **Ages 7-8** | I can give examples of things that I appreciate in my friends and family and also things I appreciate in people I don't know, such as those from other countries.<br><br>I can tell you how I depend on other people and how other people depend on me. | I can explain how my life is influenced positively by people I know and also by people from other countries.<br><br>I can explain why my choices might affect my family, friendships and people around the world who I don't know. | I can explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens.<br><br>I can express a sense of the responsibility we have for each other because of these connections. |
| **Ages 8-9** | I can tell you some different ways that I can show love for special people and animals.<br><br>I can tell you how it might feel to miss a special person or animal. | I can recognise how people are feeling when they miss a special person or animal.<br><br>I can give ways that might help me manage my feelings when missing a special person or animal. | I can give reasons why people may experience a range of feelings associated with personal loss.<br><br>I can offer and evaluate solutions to help manage personal loss. |
| **Ages 9-10** | I can tell you about different types of friendship and ways these might change. I can also tell you some basic rules about how to stay safe when using technology to communicate with my friends.<br><br>I can tell you why some feelings might lead to someone using technology to harm me or others. | 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.<br><br>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 justify why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this.<br><br>I can appraise different strategies that might help me or others stay safe online and to help resist the pressures to use technology in risky or harmful ways. |


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| Relationships | Working towards | Working at | Working beyond |
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| **Ages 10-11** | I can say how people might feel if they lose someone special to them. I can also give some examples of when people might try to control or gain power over others.<br><br>I can tell you some ways that I can manage my feelings and ways of standing up for myself in real and online situations. | I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.<br><br>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. | I can explain why people may experience a range of feelings associated with loss. I can also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online.<br><br>I can consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem. I can also appraise the effectiveness of different strategies to help me manage my feelings. |
| **Ages 11-12** | I can give examples of the different types of social groups I may belong to, including friendship, romantic relationships, family and in wider society.<br><br>I can suggest ways that I or others may behave emotionally within social groups in certain situations. | 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.<br><br>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. | I can analyse why people may experience different feelings when having a shared experience and how this could relate to their behaviour.<br><br>I can evaluate strategies that might support myself or others in situations where there are conflicts or times of personal change and any role that I might play in that. |


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# Puzzle 6: Changing Me

| Changing Me | Working towards | Working at | Working beyond |
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| **Ages 5-6** | I can tell you some ways that I have changed since being a baby and I know the main body parts that make boys and girls different. I know some of the correct names for these and that they are private.<br><br>I can tell you some things that will change for me and how I feel about this. | 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.<br><br>I can explain why some changes I might experience might feel better than others. | I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can also explain when it might be appropriate to talk about these, and when I should not.<br><br>I can suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. I can offer some ideas about how I could manage feelings that are worrying or sad. |
| **Ages 6-7** | I can tell you how I am different now to when I was a baby and say 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.<br><br>I can tell you something that I like/dislike about being a boy/ girl and something that I like/ dislike about getting older. | 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.<br><br>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. | I can explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy.<br><br>I can explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it. I can explain why other people may feel differently to me and give some examples. |
| **Ages 7-8** | I can tell you some of the ways that boys' and girls' bodies change on the inside/outside as they grow up, and I know these changes are connected to making babies.<br><br>I can tell you something I like and something that worries me about the idea of growing up. | 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.<br><br>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings. | I can describe fully the changes that take place inside/ outside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up.<br><br>I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and understand how to manage these feelings. |


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| **Ages 8-9** | I can tell you that an egg and a sperm are needed to make a baby, and when the egg is not fertilised then it is lost in a period (menstruation).<br><br>I can tell you about some of the changes that will happen to me physically and emotionally and I can express how I feel about some of these. | I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.<br><br>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. | I can give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this.<br><br>I can consider and prioritise the changes I would like to make when I am older and can plan the approaches I will use to tackle these changes. I can also explain why some changes I face are out of my control and evaluate how positive feelings management can help me. |
| **Ages 9-10** | I can identify some changes that happen to girls' and boys' bodies during puberty and tell you about some of the emotional changes that happen too.<br><br>I know that I will change during puberty and I can tell you how I feel about that. | 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.<br><br>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. | I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty and any associated emotional changes. I can relate these changes to the conception process.<br><br>I can consider how changes at puberty might affect me and my friends, and prepare myself for the feelings I may experience at different times. |
| **Ages 10-11** | I can identify the main stages by which a baby develops through conception, pregnancy and birth.<br><br>I can tell you some words that describe my feelings about becoming a teenager and how I feel about conception, pregnancy and birth of a baby. | I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.<br><br>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby. | I can explain in more detail, the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth.<br><br>I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it. |
| **Ages 11-12** | I can tell you about some of the changes that might/will happen to me, my friends and family as I get older.<br><br>I can tell you how I feel about some of the changes that might/ will happen to me in my personal life. | I can explain why some personal and family changes happen.<br><br>I can explain ways that I can give emotional support to myself and others during times of personal change. | I can discuss a range of changes that I or others may/will experience in our personal lives and relate these to internal and/or external factors.<br><br>I can evaluate different strategies that might help me and others manage in times of personal change. |


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