

# Jigsaw Attainment Descriptors

## Puzzle 5 - Relationships

	Working towards	Working at	Working Beyond
<b>Year 1</b>	I can name someone who is special to me and tell you why I like them	I can tell you why I appreciate someone who is special to me and express how I feel about them	I can talk about someone who is special to me and I can tell you why I appreciate them and why I think we get on well together  I can tell you how I feel about my relationship with this person
<b>Year 2</b>	I can give an example of something that causes conflict between me and my friends  I can say how we could settle this conflict using the positive problem solving technique	I can identify some of the things that cause conflict between me and my friends  I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends	I can identify a range of things that cause conflict between me and my friends and explain why these conflicts arise  I can demonstrate how to use the positive problem solving technique to resolve these conflicts and consider how effective it might be
<b>Year 3</b>	I can name some examples of things I use every day that have been produced by people in other parts of the world  I know I depend on other people and other people depend on me	I can explain how some of the actions and work of people around the world help and influence my life  and can show an awareness of how this could affect my choices	I can explain how some of the actions and work of people around the world help and influence my life, and how the things we buy and use affect their livelihood  I can express a sense of the responsibility we have for each other because of these connections
<b>Year 4</b>	I can express what I think and feel about an animal rights issue  and I can tell you at least one point of view that is different from mine	I can explain different points of view on an animal rights issue and express my own opinion and feelings on this	I can explain and weigh up different points of view people may hold on an animal rights issue  and I can take these into account in expressing and justifying my own opinions and feelings on this
<b>Year 5</b>	I can tell you some basic rules about how to stay safe when using technology to communicate with my friends  I can tell you some reasons why using technology to communicate could lead to harm for myself or others	I can explain how to stay safe when using technology to communicate with my friends  I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others	I can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe  I can explain the pressures that might make me or others use technology in risky or harmful ways and consider how best to resist those pressures
<b>Year 6</b>	I can give an example of a situation where someone tries to 'boss' or control other people  I can suggest a good way of standing up to someone who behaves like that	I can recognise when people are trying to gain power or control  I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control	I can analyse and explain some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways  I can consider ways of standing up for myself and my friends in such situations, and judge between those likely to be effective and those that may aggravate the problem

# Jigsaw Attainment Descriptors

## Puzzle 6 - Changing Me

	Working towards	Working at	Working Beyond
<b>Year 1</b>	<p>I know the main body parts that make boys and girls different and I recognise the correct names for these</p> <p>I know that some parts of my body are private</p>	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</p> <p>I respect my body and understand which parts are private</p>	<p>I can talk about the similarities and the differences between boys' and girls' bodies and can use the correct terms to describe the differences: penis, testicles, vagina</p> <p>I respect my body and I understand how to keep certain parts private, and I can tell you when I should and should not talk about these</p>
<b>Year 2</b>	<p>I can correctly name the main parts of the body that make boys and girls different and I know these are parts we keep private</p> <p>I can tell you something that I either like or dislike about being a boy/girl</p>	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I can tell you what I like/don't like about being a boy/girl</p>	<p>I can talk 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</p> <p>I can explain how I feel about being a boy/girl and talk about what I like and dislike about it</p>
<b>Year 3</b>	<p>I can tell you some of the ways that boys' and girls' bodies change on the inside as they grow up, and I know these changes are connected to making babies</p> <p>I can tell you something I like and something that worries me about the idea of growing up</p>	<p>I can identify how boys' and girls' bodies change on the inside 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 know how to cope with these feelings</p>	<p>I can describe fully the changes that take place inside 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</p> <p>I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and I understand how to manage these feelings</p>
<b>Year 4</b>	<p>I can describe something I am looking forward to when I am in Year 5</p> <p>I can tell you something that I think I can change for myself when I am in Year 5</p>	<p>I can identify what I am looking forward to when I am in Year 5</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>	<p>I can explain the changes I am looking forward to when I am in Year 5, and I can identify which changes are within my control</p> <p>I can consider and prioritise the changes I would like to make in Year 5 and can plan the approaches I will use to tackle these changes</p>
<b>Year 5</b>	<p>I can identify some changes that happen to girls' and boys' bodies during puberty</p> <p>I know my body will change during puberty and I can tell you how I feel about that</p>	<p>I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p>	<p>I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty, and I understand the emotional changes that may take place at the same time</p> <p>I can consider how these changes will affect me and prepare myself for the feelings I may experience</p>
<b>Year 6</b>	<p>I can identify the main stages by which a baby develops through conception, pregnancy and birth</p> <p>and I can tell you some words that describe my feelings about this</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and</p> <p>I recognise how I feel when I reflect on the development and birth of a baby</p>	<p>I can explain the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth</p> <p>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</p>