

Subject: PSHE (Jigsaw)



Overview:

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.

Pupils will be learning to:

Themes within subject	Progression				
	Year N (ages in brackets)	Year R	Year 1	Year 2	Year 3
Being Me in My World Social and emotional skills	• Skills to play cooperatively with others • Be able to consider others' feelings • Identify feelings of happiness and sadness	• Identify feelings associated with belonging • Skills to play cooperatively with others • Be able to consider others' feelings • Identify feelings of happiness and sadness • Be responsible in the setting	• Understand that they are safe in their class • Identifying helpful behaviours to make the class a safe place • Understand that they have choices • Understanding that they are special	• Know how to make their class a safe and fair place • Show good listening skills • Be able to work cooperatively • Recognise own feelings and know when and where to get help	• Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively • Recognise self-worth • Identify personal strengths

Lilliput infant school – long term plan – Key learning in bold

			• Identify what it's like to feel proud of an achievement • Recognise feelings associated with positive and negative consequences	• Recognise the feeling of being worried	• Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in themselves and others
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	N	R	1	2	3
Subject knowledge. Being me in my world Taught knowledge	• Know they have a right to learn and play, safely and happily • Know that some people are different from themselves • Know that hands can be used kindly and unkindly	• Know they have a right to learn and play, safely and happily • Know that some people are different from themselves • Know that hands can be used kindly and unkindly • Know special things about themselves • Know how happiness and sadness can be expressed • Know that being kind is good	• Understand their own rights and responsibilities with their classroom • Understand that their choices have consequences • Understand that their views are important • Understand the rights and responsibilities of a member of a class	• Understand the rights and responsibilities of class members • Know about rewards and consequences and that these stem from choices • Know that it is important to listen to other people • Understand that their own views are valuable • Know that positive choices impact positively on self learning and the learning of others	• Know that the school has a shared set of values • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others' feelings • Know that others may hold different views • Understand that they are important • Know what a personal goal is • Understanding what a challenge is

Lilliput infant school – long term plan – Key learning in bold

				Identifying hopes and fears for the year ahead	
Possible Vocabulary	Kind, Gentle, Friend, Sharing, Taking Turns, happy, sad	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, Co-Operate, Problem-Solving	Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong

Themes within subject	Progression				
	Year N (ages in brackets)	Year R	Year 1	Year 2	Year 3
Celebrating Difference Social and emotional skills	- Identify and use skills to make a friend - Identify some ways they can be different and the same as others	Recognise emotions when they or someone else is upset, frightened or angry - Identify and use skills to make a friend - Identify some ways they can be different and the same as others - Identify and use skills to stand up for themselves	Identify what is bullying and what isn't - Understand how being bullied might feel - Recognise ways in which they are the same as their friends and ways they are different - Know ways to help a person who is being bullied	Explain how being bullied can make someone feel - Know how to stand up for themselves when they need to - Understand that everyone's differences make them special and unique - Understand that boys and girls can be similar	- Use the 'Solve it together' technique to calm and resolve conflicts with friends and family - Be able to 'problemsolve' a bullying situation accessing appropriate support if necessary - Be able to show appreciation for their families, parents and carers

Lilliput infant school – long term plan – Key learning in bold

		• Identify feelings associated with being proud • Identify things they are good at • Be able to vocalise success for themselves and about others successes • Recognise similarities and differences between their family and other families	• Identify emotions associated with making a new friend • Verbalise some of the attributes that make them unique and special	in lots of ways and that is OK • Understand that boys and girls can be different in lots of ways and that is OK • Can choose to be kind to someone who is being bullied • Recognise that they shouldn't judge people because they are different	• Empathise with people who are bullied • Employ skills to support someone who is bullied • Be able to recognise, accept and give compliments • Recognise feelings associated with receiving a compliment
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	N	R	1	2	3
Subject knowledge. Celebrating Difference Taught knowledge	• Know the names of some emotions such as happy, sad, frightened, angry • Know some qualities of a positive friendship	• Know what being unique means • Know the names of some emotions such as happy, sad, frightened, angry • Know why having friends is important • Know some qualities of a positive friendship	• Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know that people are unique and that it is OK to be different • Know skills to make friendships	• Know the difference between a one-off incident and bullying • Know that sometimes people get bullied because of difference • Know that friends can be different and still be friends • Know there are stereotypes about boys and girls	• Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that conflict is a normal part of relationships • Know that some words are used in hurtful ways and that this can have consequences

Lilliput infant school – long term plan – Key learning in bold

		• Know that they don't have to be 'the same as' to be a friend • Know what being proud means and that people can be proud of different things • Know that people can be good at different things • Know that families can be different • Know that people have different homes and why they are important to them • Know different ways of making friends • Know different ways to stand up for myself	• Know that people have differences	• Know where to get help if being bullied • Know that it is OK not to conform to gender stereotypes • Know it is good to be yourself • Know the difference between right and wrong and the role that choice has to play in this	• Know why families are important • Know that everybody's family is different • Know that sometimes family members don't get along and some reasons for this
Possible Vocabulary	Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family	Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness,	Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,

Lilliput infant school – long term plan – Key learning in bold

				Kindness, Unique, Value	
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Themes within subject	Year N (ages in brackets)	Year R	Year 1	Year 2	Year 3
Dreams and Goals Social and emotional skills	• Understand that challenges can be difficult • Feel proud • Celebrate success	• Understand that challenges can be difficult • Resilience • Recognise some of the feelings linked to perseverance • Recognise how kind words can encourage people • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Feel proud • Celebrate success	• Recognise things that they do well • Explain how they learn best • Recognise their own feelings when faced with a challenge/obstacle • Recognise how they feel when they overcome a challenge/obstacle • Celebrate an achievement with a friend • Can store feelings of success so that they can be used in the future	• Recognise how working with others can be helpful • Be able to work effectively with a partner • Be able to choose a partner with whom they work well • Be able to work as part of a group • Be able to describe their own achievements and the feelings linked to this • Recognise their own strengths as a learner • Recognise how it feels to be part of a group that succeeds and store this feeling	• Can break down a goal into small steps • Can manage feelings of frustration linked to facing obstacles • Imagine how it will feel when they achieve their dream/ambition • Recognise other people's achievements in overcoming difficulties • Recognise how other people can help them to achieve their goals • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time

Lilliput infant school – long term plan – Key learning in bold

	N	R	1	2	3
Subject knowledge. Dreams and Goals Taught knowledge	• Know what a challenge is • Know that it is important to keep trying	• Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal	• Know how to set simple goals • Know how to achieve a goal • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved • Know how to work well with a partner • Know that tackling a challenge can stretch their learning	• Know how to choose a realistic goal and think about how to achieve it • Know that it is important to persevere • Know how to recognise what working together well looks like • Know what good group working looks like • Know how to share success with other people	• Know that they are responsible for their own learning • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacles • Know what dreams and ambitions are important to them • Know about specific people who have overcome difficult challenges to achieve success • Know how they can best overcome learning challenges • Know what their own strengths are as a learner • Know how to evaluate their own learning progress and identify how it can be better next time
Possible Vocabulary		Dream, Goal, Challenge, Job, Ambition,	Proud, Success, Treasure, Coins, Learning, Stepping-	Realistic, Achievement, Goal,	Perseverance, Challenges, Success, Obstacles,

*Lilliput infant school – long term plan – **Key learning in bold***

		Perseverance, Achievement, Happy, Kind, Encourage	stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product	Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Cooperation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate
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Themes within subject	Year N (ages in brackets)	Year R	Year 1	Year 2	Year 3
Social and emotional skills Healthy Me	- Can explain what they need to do to stay healthy - Recognise how exercise makes them feel - Can give examples of healthy food - Can explain what to do if	- Can explain what they need to do to stay healthy - Recognise how exercise makes them feel - Can give examples of healthy food - Can explain what to do if a stranger approaches them - Can explain how	- Keep themselves safe - Recognise how being healthy helps them to feel happy - Recognise ways to look after themselves if they feel poorly - Recognise when they feel frightened and	- Feel positive about caring for their bodies and keeping it healthy - Have a healthy relationship with food - Desire to make healthy lifestyle choices	- Feel positive about caring for their bodies and keeping it healthy - Have a healthy relationship with food - Desire to make healthy lifestyle choices - Identify when a feeling is weak

Lilliput infant school – long term plan – Key learning in bold

	a stranger approaches them	they might feel if they don't get enough sleep Recognise how different foods can make them feel	know how to ask for help - Feel good about themselves when they make healthy choices - Realise that they are special	- Identify when a feeling is weak and when a feeling is strong - Express how it feels to share healthy food with their friends	and when a feeling is strong Express how it feels to share healthy food
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	N	R	1	2	3
Subject knowledge. Healthy Me Taught knowledge	- Know what the word 'healthy' means - Know some things that they need to do to keep healthy - Know the names for some parts of their body - Know when and how to wash their hands	- Know what the word 'healthy' means - Know some things that they need to do to keep healthy - Know the names for some parts of their body - Know when and how to wash their hands properly - Know how to say no to strangers	- Know the difference between being healthy and unhealthy - Know some ways to keep healthy - Know how to make healthy lifestyle choices - Know that all household products, including medicines, can be harmful if not used properly	- Know what their body needs to stay healthy - Know what relaxed means - Know why healthy snacks are good for their bodies - Know which foods given their bodies energy - Know that it is important to use medicines safely	- Know what their body needs to stay healthy - Know what relaxed means - Know why healthy snacks are good for their bodies - Know which foods given their bodies energy - Know that it is important to use medicines safely

*Lilliput infant school – long term plan – **Key learning in bold***

	properly Know how to say no to strangers	- Know that they need to exercise to keep healthy - Know how to help themselves go to sleep and that sleep is good for them - Know what to do if they get lost	- Know that medicines can help them if they feel poorly Know how to keep safe when crossing the road - Know how to keep themselves clean and healthy - Know that germs cause disease/illness - Know about people who can keep them safe	use medicines safely - Know what makes them feel relaxed/stressed - Know how medicines work in their bodies - Know how to make some healthy snacks	- Know what makes them feel relaxed/stressed - Know how medicines work in their bodies - Know how to make some healthy snacks
Possible Vocabulary	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious

Themes within subject	Year N (ages in brackets)	Year R	Year 1	Year 2	Year 3
Social and emotional skills Relationships	• Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like	• Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use Calm Me when angry or upset	• Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like • Can show skills of friendship • Can praise themselves and others • Can recognise some of their personal qualities • Can say why they appreciate a	• Can identify the different roles and responsibilities in their family • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can identify the negative feelings associated with keeping a worry secret • Can identify who they trust in their own relationships	• Can identify the different roles and responsibilities in their family • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can identify the negative feelings associated with keeping a worry secret • Can identify who they trust in their own relationships • Can use positive problem-solving techniques (Mending Friendships or

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			special relationship	• Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict • Can identify the feelings associated with trust • Can give and receive compliments • Can say who they would go to for help if they were worried or scared	Solve it together) to resolve a friendship conflict • Can identify the feelings associated with trust • Can give and receive compliments • Can say who they would go to for help if they were worried or scared
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	N	R	1	2	3
Subject knowledge. Relationships Taught knowledge	• Know some of the characteristics of healthy and	• Know what a family is • Know that	• Know that everyone's family is different	• Know that there are lots of forms of	• Know that there are lots of forms of physical contact within a family

*Lilliput infant school – long term plan – **Key learning in bold***

	safe friendships • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt	different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendships • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry	• Know that families are founded on belonging, love and care • Know that physical contact can be used as a greeting • Know how to make a friend • Know who to ask for help in the school community • Know that there are lots of different types of families • Know the characteristics of healthy and safe friends • Know about the different people in the school community and how they help	physical contact within a family • Know how to stay stop if someone is hurting them • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is • Know that everyone's family is different • Know that families function well when there is trust, respect, care, love and co-operation • Know some reasons why friends have conflicts	• Know how to stay stop if someone is hurting them • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is • Know that everyone's family is different • Know that families function well when there is trust, respect, care, love and co-operation • Know some reasons why friends have conflicts • Know that friendships have ups and downs and sometimes change with time • Know how to use the Mending Friendships or Solve it together
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Lilliput infant school – long term plan – Key learning in bold

				• Know that friendships have ups and downs and sometimes change with time • Know how to use the Mending Friendships or Solve it together problem-solving methods	problem-solving methods
Possible Vocabulary	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing	Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,	Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude	Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude

Themes within subject	Year N (ages in brackets)	Year R	Year 1	Year 2	Year 3
Social and emotional skills Changing Me	• Recognise that changing class can elicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify how they have changed from a baby	• Recognise that changing class can elicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify how they have changed from a baby • Can say what might change for them they get older • Can identify positive memories from the past year in school/home	• Understand and accept that change is a natural part of getting older • Can suggest ways to manage change, e.g. moving to a new class • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) • Can express why they enjoy learning	• Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened • Can appreciate that changes will happen and that some can be controlled and others not • Be able to express how they feel about changes	• Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened

*Lilliput infant school – long term plan – **Key learning in bold***

				• Show appreciation for people who are older • Can recognise the independence and responsibilities they have now compared to being a baby or toddler • Can say what greater responsibilities and freedoms they may have in the future • Can say what they are looking forward to in the next year	
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	N	R	1	2	3
Subject knowledge. Changing Me Taught knowledge	• Know the names and functions of some parts of the body (see	• Know the names and functions of some parts of the body	• Know the names of male and female private body parts	• Know the physical differences between male	• Know the physical differences between male

Lilliput infant school – long term plan – **Key learning in bold**

	vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried	• Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on	• Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened • Know that animals including humans have a life cycle • Know that changes happen when we grow up • Know that people grow up at different rates	and female bodies • Know that private body parts are special and that no one has the right to hurt these • Know who to ask for help if they are worried or frightened • Know there are different types of touch and that some are acceptable and some are unacceptable • Know the correct names for private body parts • Know that life cycles exist in nature • Know that aging is a natural	and female bodies • Know that private body parts are special and that no one has the right to hurt these • Know there are different types of touch and that some are acceptable and some are unacceptable
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Lilliput infant school – long term plan – Key learning in bold

			and that is normal Know that learning brings about change	process including old age Know that some changes are out of an individual's control Know how their bodies have changed from when they were a baby and that they will continue to change as they age	
Possible Vocabulary	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping	Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge