



Jigsaw PSHE knowledge and skills progression: Being Me In My World Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the planned Being Me in My World Puzzle (unit of work) for this age group, includes some of the key vocabulary and contains suggestions for Family Learning

Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some of the content and vocabulary may have been changed, or be taught in a different year group. This may be especially true if this is their first year of using Jigsaw PSHE 3-11.

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	- Understand the rights and responsibilities of a member of a class - Understand that their views are important - Understand that their choices have consequences - Understand their own rights and responsibilities with their classroom	- Understanding that they are special - Understand that they are safe in their class - Identifying helpful behaviours to make the class a safe place - Identify what it's like to feel proud of an achievement - Recognise feelings associated with positive and negative consequences - Understand that they have choices	- What do you do in class to help other children? - What do you do to help your teacher? - What does it feel like to be safe? - Can you tell me something you were really proud of? How did it make you feel 'inside'? - What sort of things does your teacher say or do when they are pleased? - What choices can you make to be helpful and kind in school and at home? - What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? - Can you tell me about Calm Me time?
	In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this they discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.		
	New key vocabulary that may be introduced: Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed,.		



Jigsaw knowledge and skills progression: Celebrating Difference Ages 3-11(12)

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Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some of the content and vocabulary may have been changed, or be taught in a different year group. This may be especially true if this is their first year of using Jigsaw PSHE.

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	- Know that people have differences and similarities - Know what bullying means - Know who to tell if they or someone else is being bullied or is feeling unhappy - Know skills to make friendships - Know that people are unique and that it is OK to be different	- Recognise ways in which they are the same as their friends and ways they are different - Identify what is bullying and what isn't - Understand how being bullied might feel - Know ways to help a person who is being bullied - Identify emotions associated with making a new friend - Verbalise some of the attributes that make them unique and special	- Can you say how you are different from a friend? - Can you say how you are the same as a friend? - What can you do to make a friend? - How can you tell when someone is feeling sad, angry or upset? - If someone is making you feel sad or upset what can you do about it? - Can you show me how to do Calm Me time?
	In this Puzzle (unit) the class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied.		
	New key vocabulary that may be introduced: Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations.		



Jigsaw knowledge and skills progression: Dreams & Goals Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Dreams & Goals Puzzle (unit of work) including some of the new key vocabulary used in each year group and suggestions for Family Learning. Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some of the content and vocabulary may have been changed or be taught in a different year group.

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	• Know how to set simple goals • Know how to achieve a goal • Know how to work well with a partner • Know that tackling a challenge can stretch their learning • 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	• Recognise things that they do well • Explain how they learn best • Celebrate an achievement with a friend • Recognise their own feelings when faced with a challenge • Recognise their own feelings when they are faced with an obstacle • Recognise how they feel when they overcome an obstacle • Can store feelings of success so that they can be used in the future	• What goals have you set at school? • What goal would you like to set for home? • What do you need to do achieve your goal? • How do you feel when something is difficult? • How do you feel when you have achieved a goal? • How can we celebrate your achievements together? • How does Jigsaw Jack help you in lessons? • Can you tell me about Calm Me time?
	In this Puzzle the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.		
	New key vocabulary that may be introduced: Proud, success, internal treasure chest, stretchy learning, stepping-stones, process, working together, team work, celebrate, challenge, obstacle, overcome, achieve, dreams, goal.		



Jigsaw knowledge and skills progression: Healthy Me Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Healthy Me Puzzle (unit of work) including the key vocabulary introduced this year and suggestions for Family Learning. Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some content and vocabulary may have been changed or be taught in a different year group.

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	- Know the difference between being healthy and unhealthy - Know some ways to keep healthy - Know how to make healthy lifestyle choices - Know how to keep themselves clean and healthy - Know that germs cause disease / illness - Know that all household products, including medicines, can be harmful if not used properly - Know that medicines can help them if they feel poorly - Know how to keep safe when crossing the road - Know about people who can keep them safe	- Feel good about themselves when they make healthy choices - Realise that they are special - Keep themselves safe - Recognise ways to look after themselves if they feel poorly - Recognise when they feel frightened and know how to ask for help - Recognise how being healthy helps them to feel happy	- Can you give me an example of a healthy / unhealthy choice? - How do you feel when you make a healthy choice? - Can you tell me something that is special about you? - Can I tell you something I think is special about you? - What can you do when you feel poorly? - Can you talk about a time when you felt frightened? - Who can you ask for help when you feel frightened? - How does Jigsaw Jemie Cat help you to pause in lessons?
	In this Puzzle the class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe.		
	New key vocabulary that may be introduced: Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.		



Jigsaw knowledge and skills progression: Relationships 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Relationships Puzzle (unit of work) including key vocabulary introduced this year and suggestions for Family Learning. Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some content and vocabulary may have been changed or be taught in a different year group.

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	- Know that everyone's family is different - Know that there are lots of different types of families - Know that families are founded on belonging, love and care - Know how to make a friend - Know the characteristics of healthy and safe friends - Know that physical contact can be used as a greeting - Know about the different people in the school community and how they help - Know who to ask for help in the school community	- 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 show skills of friendship - Can identify forms of physical contact they prefer - Can say no when they receive a touch they don't like - Can praise themselves and others - Can recognise some of their personal qualities - Can say why they appreciate a special relationship	- Who is in our family? Do any of your friends have a family that is different? - What does 'being a good friend' mean? - Who are you good friends? - Who do you / don't you hug? - Who can you ask for help at school? (In the class, in the playground, in the hall) - Can we share a Calm Me time together? - Can we share what we both like best about our family, and what we are grateful for?
	Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.		
	Key vocabulary that may be introduced Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.		



Jigsaw knowledge and skills progression: Changing Me Ages 3-11(12)

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CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	- 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 that is normal - Know the names of male and female private body parts - 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 learning brings about change	- Understand and accepts that change is a natural part of getting older - 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 suggest ways to manage change e.g. moving to a new class	- What is a life cycle? - How will you change as you grow up? - Who is the tallest / smallest in your class? - Which parts of your body are private? - Who is allowed to see your private body parts? - What should you do if you don't like the way someone is touching you? - Who can you talk to if you ever feel worried or frightened? (at school / at home) - What is the best part about being your age?
	Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body that they might use if talking to a doctor or a nurse. (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them or making them feel uncomfortable.		
	Key vocabulary that may be introduced Changes, Life cycles, Baby, Adult, Growing up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.		