



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 6-7	- Identifying hopes and fears for the year ahead - Understand the rights and responsibilities of class members - Know that it is important to listen to other people - Understand that their own views are valuable - Know about rewards and consequences and that these stem from choices - Know that positive choices impact positively on self-learning and the learning of others	- Recognise own feelings and know when and where to get help - Know how to make their class a safe and fair place - Show good listening skills - Recognise the feeling of being worried - Be able to work cooperatively	- What are you looking forward to this year? - Are you worried about anything that might happen this year? - Can you tell me some good (positive) choices a person can make in school? - How do you show you are a good listener? - What do you do to get on with other children? - If you're worried about something, who can you ask for help in school and at home? - How does your teacher reward /praise children who make positive/helpful choices? - 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 discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.		
	New key vocabulary that may be introduced: Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving.		



Jigsaw knowledge and skills progression: Celebrating Difference 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 Celebrating Difference 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.

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	- Know there are stereotypes about boys and girls - Know that it is OK not to conform to gender stereotypes - Know it is good to be yourself - Know that sometimes people get bullied because of difference - Know the difference between right and wrong and the role that choice has to play in this - Know that friends can be different and still be friends - Know where to get help if being bullied - Know the difference between a one-off incident and bullying	- Understand that boys and girls can be similar in lots of ways and that is OK - Understand that boys and girls can be different in lots of ways and that is OK - Explain how being bullied can make someone feel - Can choose to be kind to someone who is being bullied - Know how to stand up for themselves when they need to - Recognise that they shouldn't judge people because they are different - Understand that everyone's differences make them special and unique	- What is bullying? - Do all boys have to be the same, and all girls have to be the same? How do you feel about this? - Are stereotypes fair? - Can a person be friends with someone who is different from them? - Can we choose how we treat other people? - Can being different be used as a reason for bullying? How do you feel about that? - If you were worried about bullying what could you do? - Does Calm Me time help you feel peaceful?
	In this Puzzle (unit) the class talk about gender stereotypes, that boys and girls can have differences and similarities and that is OK. They talk about children being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. The children talk about feelings associated with bullying and how and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.		
	New key vocabulary that may be introduced: Boys, Girls, Assumptions, Stereotypes, Special, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Value.		



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 6-7	• 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	• Be able to describe their own achievements and the feelings linked to this • Recognise their own strengths as a learner • 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 • Recognise how it feels to be part of a group that succeeds and store this feeling	• 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 do you like to celebrate when you achieve something you are proud of? • How can we celebrate each other's achievements at home? • Does Jigsaw Jo help you learn? • Do you have Pause Points with Jigsaw Jerrie Cat? Do these help you?
	In this Puzzle the class talk about setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children talk about group work and reflect on who they work well with and who they don't. They also talk about sharing success with other people.		
	New key vocabulary that may be introduced: Realistic, strengths, persevere, challenge, difficult, easy, learning together, partner, product, problem-solve.		



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 6-7	• Know what their body needs to stay healthy • Know what relaxed means • Know what makes them feel relaxed / stressed • Know how medicines work in their bodies • Know that it is important to use medicines safely • Know how to make some healthy snacks • Know why healthy snacks are good for their bodies • Know which foods given their bodies energy	• Desire to make healthy lifestyle choices • Identify when a feeling is weak and when a feeling is strong • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Express how it feels to share healthy food with their friends	• What does your body need to stay healthy? • What does relaxed mean? • What makes you feel relaxed / stressed? • What types of medicine have I given you? What are they for? • What healthy snack shall we make and eat together? • What snacks could you eat before exercise? • How can Calm Me time help you stay healthy?
	In this Puzzle the class learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.		
	New key vocabulary that may be introduced: Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Dangerous, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.		



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 6-7	- Know that everyone's family is different - Know that families function well when there is trust, respect, care, love and co-operation - Know that there are lots of forms of physical contact within a family - Know how to stay stop if someone is hurting them - 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 problem-solving methods - Know there are good secrets and worry secrets and why it is important to share worry secrets - Know what trust is	- 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 use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict - Can identify the negative feelings associated with keeping a worry secret - Can identify the feelings associated with trust - Can identify who they trust in their own relationships - Can give and receive compliments - Can say who they would go to for help if they were worried or scared	- What's the same / different from our family to your friend's family? - What would you do if someone was hurting you at school? - Who would you go to for help at school? - Why do people fall out with each other? - What can you do if you don't agree with your friend? - What can you do if you and your friend have had an argument? - Can we share what we are grateful for in our family? - How does Jigsaw Jo help in your Jigsaw lessons? - Can you explain to me what 'Mending Friendships' is about?
	Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also discuss people who can help them if they are worried or scared.		
	Key vocabulary that may be introduced Similarities, Differences, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Surprise, Good secret, Worry secret, Telling, Adult, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments.		



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 6-7	- Know that life cycles exist in nature - Know that aging is a natural 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 - Know the physical differences between male and female bodies - Know the correct names for private body parts - 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	- Can appreciate that changes will happen and that some can be controlled and others not - Be able to express how they feel about changes - 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 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 say what they are looking forward to in the next year	- What is a life cycle? - How have you changed since you were a baby? - How will you change over the next year / 5 years / 20 years? - What changes can you / can't you control? - Which parts are your private parts? - Who is allowed to see them? - What would you do if someone was touching you and you didn't like it? - Who can you talk to if you ever feel worried or frightened? (at school / at home) - What is your favourite part of Jigsaw lessons?
	In this Puzzle children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old-age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.		
	Key vocabulary that may be introduced Control, Life cycle, Adult, Fully grown, Old, Young, Respect, Appearance, Physical, Toddler, Child, Teenager, Independent, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Excited, Nervous, Anxious, Happy.		