



Jigsaw 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 Being Me in My World Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

| BMIMW | Knowledge | Social and Emotional Skills | Questions for Family Learning |
|--|---|--|---|
| Ages 3-5 | <ul style="list-style-type: none"> • Know special things about themselves • Know that some people are different from themselves • Know how happiness and sadness can be expressed • Know that hands can be used kindly and unkindly • Know that being kind is good • Know they have a right to learn and play, safely and happily | <ul style="list-style-type: none"> • Identify feelings associated with belonging • Identify feelings of happiness and sadness • Skills to play cooperatively with others • Be able to consider others' feelings • Be responsible in the setting | <ul style="list-style-type: none"> • What does it feel like to belong? • What's special about you? • How do people show they are happy or sad? • What sort of things can you do to be kind? • How do you play nicely with other children? • How are you different from someone else (e.g. Mummy, Daddy, brother, sister, a friend)? • 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? |
| <p>In this Puzzle (unit), the children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.</p> | | | |
| <p>Key Vocabulary Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.</p> | | | |



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| Ages 5-6 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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? |
| <p>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.</p> | | | |
| <p>Key Vocabulary Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.</p> | | | |



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| Ages 6-7 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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? |
| <p>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.</p> | | | |
| <p>Key Vocabulary Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning Charter, Problem-Solving.</p> | | | |



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| Ages 7-8 | <ul style="list-style-type: none"> • Understand that they are important • Know what a personal goal is • Understanding what a challenge is • 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 • Know that the school has a shared set of values | <ul style="list-style-type: none"> • Recognise self-worth • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in themselves and others • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively | <ul style="list-style-type: none"> • What would your 'nightmare school' look, sound and feel like? • What would your 'dream school' look, sound and feel like? • What are emotions? Can you name some different ones? • Can you give some examples of positive (helpful) choices that could lead to a reward? • Why is making someone feel welcome an important skill? • 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? |
| <p>In this Puzzle (unit) the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They talk about new challenges and how to face them with positivity. The children talk about the need for rules and how these relate to rights and responsibilities. They talk about choices and consequences, working collaboratively and seeing things from other people's points of view. The children talk about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.</p> | | | |
| <p>Key Vocabulary Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group Dynamics, Team Work, View Point, Ideal School, Belong.</p> | | | |



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| Ages 8-9 | <ul style="list-style-type: none"> • Know how individual attitudes and actions make a difference to a class • Know about the different roles in the school community • Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know that their own actions affect themselves and others • Know how groups work together to reach a consensus • Know that having a voice and democracy benefits the school community | <ul style="list-style-type: none"> • Identify the feelings associated with being included or excluded • Can make others feel valued and included • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Can make others feel cared for and welcomed • Recognise the feelings of being motivated or unmotivated • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions | <ul style="list-style-type: none"> • What makes an effective class team? • How do all the different people in school work together so that it runs well? Does everyone have a role in school? • Do you have choices about how to behave? How do rules, rewards and consequences help with this? • What do you think democracy is? Can you give an example? • What skills do you have that can help a team work well together? • 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? |
| <p>In this Puzzle (unit) the children talk about being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also talk about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.</p> | | | |
| <p>Key Vocabulary Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).</p> | | | |



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| Ages 9-10 | <ul style="list-style-type: none"> • Know how to face new challenges positively • Understand how to set personal goals • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how an individual's behaviour can affect a group and the consequences of this • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process | <ul style="list-style-type: none"> • Be able to identify what they value most about school • Identify hopes for the school year • Empathy for people whose lives are different from their own • Consider their own actions and the effect they have on themselves and others • Be able to work as part of a group, listening and contributing effectively • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions | <ul style="list-style-type: none"> • What makes an effective class team? • How do all the different people in school work together so that it runs well? Does everyone have a role in school? • Do you have choices about how to behave? How do rules, rewards and consequences help with this? • What do you think democracy is? Can you give an example? • What skills do you have that can help a team work well together? • 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? |
| <p>In this Puzzle (unit) the children think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.</p> | | | |
| <p>Key Vocabulary Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.</p> | | | |



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| Ages 10-11 | <ul style="list-style-type: none"> • Know how to set goals for the year ahead • Understand what fears and worries are • Know about children’s universal rights (United Nations Convention on the Rights of the Child) • Know about the lives of children in other parts of the world • Know that personal choices can affect others locally and globally • Understand that their own choices result in different consequences and rewards • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process | <ul style="list-style-type: none"> • Be able to make others feel welcomed and valued • Know own wants and needs • Be able to compare their life with the lives of those less fortunate • Demonstrate empathy and understanding towards others • Can demonstrate attributes of a positive role-model • Can take positive action to help others • Be able to contribute towards a group task • Know what effective group work is • Know how to regulate my emotions | <ul style="list-style-type: none"> • How does your teacher use the Jigsaw Chime to teach you mindfulness? Why is mindfulness (the chime) helpful to you? • What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? • Does your teacher use Pause Points? What happens with these? Why do you think they are helpful? • What are some of your hopes and dreams? • What are some of the Universal Rights that all children share across the world? • What have you learnt about children’s lives in other parts of the world? What do you think and feel about this? • Are your wants and needs similar or different from other children in the world? • Why do we have laws in this country? • What is a role model? Can you think of some good examples? |
| <p>In this Puzzle (unit) the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The class learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They talk about their choices and actions and how these can have far-reaching effects, locally and globally. The children talk about their own behaviour and how their choices can result in rewards and consequences and how these feel. They talk about how an individual’s behaviour and the impact it can have on a group. They also talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals.</p> | | | |
| <p>Key Vocabulary Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy.</p> | | | |