Jigsaw Knowledge and skills progression: Being Me in My World Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the **Being Me in My World** Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 3-5

Puzzle overview: Being Me in My World

In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin by working on recognising and managing and naming their feelings. The children learn 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 learn what it means to be responsible.

Knowledge	Social and emotional skills
• I understand that people are similar and different • I am beginning to recognise and talk about different feelings • I understand that my classroom is a place where we learn and play together • I know that working together helps make school a good place to be • I understand why kindness matters and how it affects others • I know what using gentle hands looks like • I know that everyone has the right to learn and play • I understand what being responsible means • I know how we look after our classroom and resources • I can describe how they help everyone feel safe and able to learn	• I can name my feelings • I know how work and play with others • I know why it is important to be kind and gentle • I understand why it is important to care about others' feelings • I can make good choices • I can follow our class rules

Vocabulary

angry, choice, different, excited, feelings, friend, gentle, happy, kind, learn, nervous, responsibilities, rights, sad, share, similar, taking turns, unique

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Jigsaw Knowledge and skills progression: Celebrating Difference Puzzle Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the **Celebrating Difference** Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 3-5

Puzzle overview: Celebrating Difference

In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in many ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.

Knowledge	Social and emotional skills
• I know what being unique means • I can name and recognise some emotions • I understand why having friends is important • I can name qualities of a positive friendship • I know what being proud means, and that people can be proud of different things • I understand that people can be good at different things • I know all families are different • I know that everyone has different homes	• I can recognise emotions in myself and others • I know some skills to help make a friend • I recognise some ways that I am different yet similar to others • I know how to use skills to stand up for themselves • I can recognise things I am good at • I can identify similarities and differences between my own family and other families

Vocabulary

differences, different, friendship, frightened, family, friends, happy, home, kind, proud, sad, similar, similarities, special, unique, unkind

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Jigsaw Knowledge and skills progression: Dreams and Goals Puzzle Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the **Dreams and Goals** Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 3-5

Puzzle overview: Dreams and Goals

In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.

Knowledge	Social and emotional skills
• I know what a challenge is • I understand that it is important to keep trying • I know what a goal is • I know how to set goals and work towards them • I can recognise words that are kind • I can name some jobs that I might like to do when I am older • I know that working hard helps me to able to achieve the job I want when I am older • I know when I have achieved a goal	• I understand that challenges can be difficult • I am learning what it means to be resilient • I can recognise some of the feelings linked to perseverance • I can use kind words and can encourage people • I can talk about time when I kept on trying and achieved a goal • I am ambitious • I can feel proud • I can celebrate success

Vocabulary

achieve, challenge, difficult, dreams, encourage, earn, frustrated, future, goal, job, keep trying, kind, persevere, proud, reward, skills

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

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the Healthy Me Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 3-5

Puzzle overview: Healthy Me

In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss safe adults and what they should do if approached by someone they don't know.

Knowledge	Social and emotional skills
• I can name some parts of my body and understand that being active helps keep me healthy • I understand that moving my body and resting are both important for my health • I can talk about things I need to do to stay healthy • I know what "healthy" means and can begin to make healthy food choices • I know how to help myself go to sleep and understand why sleep is important • I can wash my hands and understand why this is important, especially before eating and after using the toilet • I know who my safe adults are and how to stay safe if they are not close by	• I can notice how my body feels when I am active and understand that moving helps keep me well • I can recognise when my body needs movement or rest • I can talk about some ways I can look after myself and keep my body healthy • I can make simple healthy choices and notice how these help my body and feelings • I can use strategies that help me feel calm and ready for sleep • I can take responsibility for caring for my body by keeping myself clean and healthy • I can identify trusted adults and ask for help when I feel unsafe or unsure

Vocabulary

asleep, challenge, clean, exercise, germs, healthy, hygiene, less healthy, movement, rest, safe, scared, sleep, stranger, stretch, teeth, unexpected, unplanned, worried

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Jigsaw Knowledge and skills progression: Relationships Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the Relationships Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 3-5

Puzzle overview: Relationships

Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.

Knowledge	Social and emotional skills
• I understand what a family is • I know that different people in a family have different responsibilities (jobs) • I understand some of the characteristics of healthy and safe friendships • I understand that friends sometimes fall out • I know some ways to mend a friendship • I understand that unkind words can never be taken back and they can hurt • I know how to use Jigsaw's Calm Me to help when feeling angry • I understand some reasons why others get angry	• I can identify what jobs they do in their family and those carried out by parents/carers and siblings • I can suggest ways to make a friend or help someone who is lonely • I understand there are different ways to mend a friendship • I can recognise what being angry feels like • I know how to use Calm Me when angry or upset

Vocabulary

angry, argue, calm, family, friend, feelings, jobs, lonely, relationships, upset

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Jigsaw Knowledge and skills progression: Changing Me Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the Changing Me Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 3-5

Puzzle overview: Changing Me

Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.

Knowledge	Social and emotional skills
• I know the names and functions of some parts of the body • I understand that we grow from baby to adult • I know who to talk to if I am feeling worried • I understand that sharing how I feel can help solve a problem or worry • I understand that remembering happy times can help us move on	• I recognise that changing class can elicit happy and/or sad emotions • I know I can say how I feel about changing class or growing up • I can identify how I have changed from a baby • I understand what might change as I get older and explore how this makes me feel • I can identify positive memories from the past year in school/home

Vocabulary

angry, argue, calm, family, feelings, friends, jobs, lonely, relationships, upset

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