

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	

Supporting 'Being Me in My World' Puzzle at home: A Guide for Families

This page offers simple ways to support your child's learning at home. The questions, ideas, and resources below encourage meaningful discussion, independence, and practising key life skills in everyday situations.

Talking Together: suggested questions to support 'Being Me in My World' learning at home			
Ages 3-5	Belonging and friendship	Feelings and emotions	Kindness and gentle hands
	- Who do you like to play with at school? What do you like about them? - What makes someone a good friend? - When do you feel happy in your class?	- Can you tell me about a time you felt happy, sad or angry at school? - How can we tell how someone else is feeling? - What helps you feel better when you feel upset?	- What does being kind look like in your classroom? - Can you show me what "gentle hands" look like? - How do others feel when we are kind to them?
	Similarities and differences	Playing together	Rights and responsibilities
	- What is the same about you and your friends? - What is different about you and your friends? - Why is it nice that we are all a bit different?	- What games do you like playing with others? - How do you take turns when you play? - What happens when everyone works together?	- What do you think your classroom rules are? - Why is it important that everyone can learn and play? - How do you help look after your bedroom or toys?
Resources and additional support for Families			
BBC Tiny Happy People - short videos, ideas and resources to support families BookTrust - high-quality book recommendations for children by age (including ages 3-5) including topics on feelings, friendships, starting school and behaviour - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Being Me in My World theme.			
School-based and local resources (editable box for teachers):			

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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Ages 3-5	Talking Together: suggested questions to support ‘Celebrating Difference’ learning at home		
	Being unique and special	Feelings and emotions	Friendship and kindness
	• What makes you special? • What are you really good at? • How are you the same as other people? • How are you different?	• Can you tell me about a time you felt happy or sad? • How can we tell how someone else is feeling? • What helps you feel better if you feel upset?	• Who are your friends? What do you like about them? • What does being a kind friend look like? • How can you make someone feel happy or included?
	Families and homes	Being proud and celebrating others	Standing up for yourself and others
	• Who is in your family? • What makes your home special to you? • How are other families the same or different to yours?	• What are you proud of? • What might someone else feel proud of? • How can we celebrate what other people are good at?	• What can you do if someone is unkind? • Who can you talk to if something worries you? • How can you help someone if they feel sad or left out?
	Resources and additional support for Families		
	• BBC Tiny Happy People – short videos, ideas and resources to support families with themes of friendship, difference, families and kindness • BookTrust – high-quality book recommendations for children by age (including ages 3–5) including topics on feelings, friendships, starting school and behaviour • Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Celebrating Difference theme.		
School-based and local resources (editable box for teachers):			

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 be 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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Ages 3-5	Talking Together: suggested questions to support 'Dreams and Goals' learning at home		
	Dreams and jobs - What job would you like to do when you grow up? - Why would you like to do that job? - What do you think you might need to learn to do that job one day?	Challenges and trying your best - Can you tell me about something that felt really tricky for you? - What did you do when it got difficult? - Why do you think it's important to keep trying even when something is hard?	Goals and achievements - Is there something you really want to get better at? - How could we make that happen, what small steps could you take? - Can you think of something you have achieved that you are really proud of?
	Feelings - How does it feel when something is really difficult? - How does it feel when you finally manage to do something you've been trying hard at? - Have you ever felt frustrated? What happened and what did you do?	Being kind - What kind words could you say to a friend who is finding something difficult? - Has anyone ever said something encouraging to you that helped you keep going? What did they say? - How does it feel when someone cheers you on?	Celebrating success - Can you think of something you are really proud of achieving? - How did you celebrate when you did something you had been working hard at? - What would you like to achieve next and how will we celebrate when you get there?
	Resources and additional support for Families		
	BBC Tiny Happy People – short videos, ideas and resources for parents to build confidence, communication and resilience for their children BookTrust – high-quality book recommendations for children by age (including ages 3–5) including topics on trying hard, feelings and achieving - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Dreams and Goals theme.		
	School-based and local resources (editable box for teachers):		

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	

Supporting 'Healthy Me' puzzle at home: A Guide for Families

This page offers simple ways to support your child's learning at home. The questions, ideas, and resources below encourage meaningful discussion, independence, and practising key life skills in everyday situations.

Talking Together: suggested questions to support Healthy Me learning at home			
Ages 3-5	Body awareness - How does your body feel when you run, jump, or stretch? - What is your favourite way to move your body? - When does your body feel tired and need a rest?	Healthy choices and self-care - Which foods help us to be healthy? - What can we do to keep our bodies clean? - Can you think of something that might help your body to stay healthy?	Hygiene and independence - When should we wash our hands? - Can you show me how to wash your hands? - Why should we brush our teeth?
	Sleep and wellbeing - What helps you get ready for bedtime? - Why is sleep important for our bodies? - What helps you feel calm before bed?	Safety and trusted adults - What would you do if you felt worried or scared? - Who can you ask for help if you get lost? - What should you do if a stranger talks to you?	Feelings and self-awareness - How does your body feel when you are happy? - How does your body feel when you are worried? - What helps you feel calm again?
	Resources and additional support for Families		
	NHS Start for Life – guidance and advice on sleep, hygiene, routines and more Better Health – Healthier Families (NHS) – lots of family resources, activities, food recipes and more - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Healthy Me theme.		
	School-based and local resources (editable box for teachers):		

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	

Supporting 'Relationships' Puzzle at home: A Guide for Families

This page offers simple ways to support your child's learning at home. The questions, ideas, and resources below encourage meaningful discussion, independence, and practising key life skills in everyday situations.

Talking Together: suggested questions to support Relationships learning at home			
Ages 3-5	Families and caring relationships - Who is in your family? - How do families help and care for each other? - What do you like doing with your family?	Making friends - What makes someone a good friend? - How can you make a new friend? - What does being kind to friends look like?	Looking after friendships - Do friends always agree? - What can you do if you fall out with a friend? - How can you make things better again?
	Kind words and hurt feelings - How do kind words make people feel? - How do unkind words make people feel? - Why is it important to think carefully about the words we use?	Understanding feelings - How does your body feel when you are... angry, upset or happy? - What might make someone feel angry, upset or angry? - How can you tell when someone else is upset?	Calm Me and managing feelings - What helps you feel calm? - Can you show me how you use Calm Me? - Who can help you when you have big feelings?
	Resources and additional support for families		
	NSPCC - Early Years Resources – guidance and resources for families 'Look, Say, Single and Play' BBC Tiny Happy People – resources to support emotional development and communication - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Relationships theme.		
	School-based and local resources (editable box for teachers):		

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	

Supporting 'Changing Me' Puzzle at home: A Guide for Families

This page offers simple ways to support your child's learning at home. The questions, ideas, and resources below encourage meaningful discussion, independence, and practising key life skills in everyday situations.

Talking Together: suggested questions to support Changing Me learning at home			
Ages 3-5	Growing and changing - How were you different when you were a baby? - What can you do now that you couldn't do before? - What are you looking forward to as you get older?	Knowing our bodies - What are some parts of your body and what do they help you do? - How does your body help you play and learn? - Why is it important to take care of our bodies?	Talking about feelings - How do you feel about growing up? - What can you do when you feel worried or upset? - Who can you talk to if you need help?
	Getting help and solving problems - Who helps you when you have a problem? - What can you do if something is worrying you? - How can sharing your feelings help solve problem?	Happy memories - What are some happy memories from this year? - How can remembering happy times help when we feel sad? - What special things do you remember doing?	Feelings about change - How can change make us feel happy and sad at the same time? - What changes are happening for you soon? - What can help you feel calm about change?
	Resources and additional support for Families		
	NSPCC - Early Years Resources – guidance to help children understand feelings and transitions BBC Tiny Happy People – resources to support emotional development and communication Anna Freud Common difficulties for under fives - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Changing Me theme.		
	School-based and local resources (editable box for teachers):		