

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 5-6	Puzzle overview: Being Me in My World	
	In this Puzzle, children are introduced to their Jigsaw Journals and explore what helps them feel special, safe and calm in their class. They learn what it means to belong and understand their rights and responsibilities as class members. Children think about welcoming others, keeping their classroom safe for learning, and how their views are valued when contributing to the whole-school Learning Charter. They explore feelings linked to rewards and pride, reflect on their choices, and recognise emotions that can arise from consequences. By the end of the Puzzle, children understand their role in creating a positive, respectful and safe school community, with the Learning Charter as the shared outcome.	
	Knowledge	Social and emotional skills
	• I know how to use my Jigsaw Journal • I understand the rights and responsibilities as a member of my class • I understand the rights and responsibilities for being a member of my class • I know my views are valued and can contribute to the Learning Charter • I can recognise the choices I make and understand the consequences • I understand my rights and responsibilities within our Learning Charter	• I feel special and safe in my class • I know that I belong to my class • I know how to make my class a safe place for everybody to learn • I recognise how it feels to be proud of an achievement • I recognise the range of feelings when I face certain consequences • I understand my choices in following the Learning Charter
	Vocabulary	
	achievement, belong, belonging, calm, choice, choices, consequences, disappointed, feelings, learn, learning charter, proud, responsibilities, rewards, rights, safe, safe place, special, upset, valued, views	

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 5-6	Belonging and feeling safe	Being part of a class	Rights and responsibilities
	- When do you feel most safe and happy in your classroom? - What makes your class a good place to learn? - What helps you feel calm if something feels tricky?	- What does it mean to belong to your class? - How can you help someone feel welcome in your class? - What do you do that helps your class be a good place to be?	- What are your rights in your classroom? - What responsibilities do you have at school and at home? - Why is it important that everyone follows the Learning Charter?
	Choices and consequences	Feelings and rewards	Feeling valued
	- Can you tell me about a choice you made at school today? - What might happen if someone makes a kind or unkind choice? - How do your choices affect other people?	- What does it mean to be proud? - Can you think of something you're proud of? - How does it feel when you get a reward or praise?	- Have you shared an idea in class? - How do you know your views are valued? - Why is it important that everyone gets a chance to share their ideas?
	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 5-6) including topics on feelings, friendships, belonging 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 5-6	Puzzle overview: Celebrating Difference	
	In this Puzzle, children explore how people can be similar and different, reflecting on their own similarities and differences while learning to include others, use kind words and recognise what makes them special. They develop an understanding of what bullying is, how it can make people feel, and who they can talk to if they need help. Across the six Pieces, children practise making new friends, giving and receiving compliments, and showing courage by supporting others. They reflect on how differences should be respected and celebrated.	
	Knowledge	Social and emotional skills
	• I can identify similarities between people in my class • I can identify differences between people in my class • I can tell you what bullying is • I know some people who I could talk to if I was feeling unhappy or being bullied • I know how to make new friends • I can tell you some ways I am different from my friends	• I can tell you some ways in which I am the same as my friends • I can tell you some ways I am different from my friends • I understand how being bullied might feel • I can be kind to children who are bullied • I know how it feels to make a new friend • I understand these differences make us all special and unique
	Vocabulary	
	bully, bullied, bullying, bullying behaviour, celebration, courtesy, courage, deliberate, difference, different from, harmful, inclusive, included, lonely, manners, on purpose, safe, same as, similarity, similar, special, support, unique, unfair	

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Talking Together: suggested questions to support 'Celebrating Difference' learning at home			
Ages 5-6	Similarities and differences - How are you the same as your friends? - How are you different from your friends? - Why do our differences make us special?	Being inclusive and kind - What does it mean to include others? - How can you use kind words to make someone feel happy? - How can you help someone feel welcome?	Friendship and making new friends - How do you make a new friend? - What does a good friend do? - How does it feel when you make a new friend?
	Understanding bullying - What is bullying? - How might someone feel if they are being bullied? - What should you do if you see or experience bullying?	Courage and standing up for others - What does it mean to be brave or show courage? - How can you help someone if they are being treated unkindly? - Who can you talk to if something worries you?	Celebrating each other - What makes you special? - Can you think of something kind about someone else? - How can we celebrate what makes everyone unique?
	Resources and additional support for Families Anti-Bullying Alliance – guidance for families on understanding bullying and how to support children BookTrust – high-quality book recommendations for themes of diversity, bullying, friendship and belonging - 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 5-6	Puzzle overview: Dreams and Goals	
	In this Puzzle, children explore what success means to them, learn how to set simple goals and recognise their own strengths. They practise breaking goals into steps, trying new challenges and understanding how learning can feel “stretchy”, with challenge as a sign our brains are growing. Across the six Pieces, children work with others, celebrate achievements and reflect on how perseverance and a positive attitude help them overcome obstacles. They talk about feelings linked to challenge and success and learn how to support friends in reaching their goals.	
	Knowledge	Social and emotional skills
	• I can set simple goals • I can set a goal and work out how to achieve it • I understand how to work well with a partner • I can tackle a new challenge and understand this might stretch my learning • I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them • I can tell you how I felt when I succeeded in a new challenge and how I celebrated it	• I can tell you about a thing I do well • I can tell you how I learn best • I can celebrate achievement with my partner • I can identify how I feel when I am faced with a new challenge • I know how I feel when I see obstacles and how I feel when I overcome them • I know how to store the feelings of success in my internal treasure chest
	Vocabulary	
	achieve, achievement, active, celebrate, celebration, challenge, confidence, coins, dreams, feelings, garden, goal, goals, happiness, internal, learning, obstacle, overcome, proud, process, rest, self-respect, special, stepping stones, stretchy, success, team work, treasure, treasure chest, working together	

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Talking Together: suggested questions to support 'Dreams and Goals' learning at home			
Ages 5-6	Setting goals and making plans - Is there something you really want to achieve/something you would like to work towards? - What steps do you think you'd need to take to get there? - How will you know when you've reached your goal?	Strengths and how we learn - What is something you are really good at? - How do you learn best e.g. do you like to watch, have a go, or have someone show you? - Is there something new you would like to try and get better at?	Stretchy learning and challenges - Have you tried something recently that felt really difficult? - What does it feel like in your body when you are trying really hard at something? - What helps you keep going when something feels too difficult?
	Obstacles and overcoming them - Can you think of something that got in the way of you reaching a goal? - How did you feel when you hit that obstacle and what did you do? - What could you do differently next time if something gets in the way?	Feelings and success - How do you feel when you try something new? - Have you ever feel excited and nervous at the same time? - What do you do when you feel frustrated — how do you make yourself feel better?	Working together - Have you worked towards something with a friend or partner recently? How did it go? - How can you help a friend when they are finding something difficult? - How do you like to celebrate when you or someone you care about achieves something special?
	Resources and additional support for Families BBC Bitesize – short videos and activities exploring how a 'can do' attitude can help children learn and grow BookTrust – high-quality book recommendations for themes of trying and perseverance - 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 5-6	Puzzle overview: Healthy Me	
	In this Puzzle, children learn what it means to be healthy, exploring food, exercise, sleep and everyday choices that help their bodies and minds. They develop understanding of hygiene, germs and how to keep clean and safe at home. Across the six Pieces, children learn about medicine safety and road safety, practise recognising when they feel worried or unwell, and think about who can help them stay safe. They reflect on how healthy choices can make them feel good about themselves.	
	Knowledge	Social and emotional skills
	• I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy • I know how to make healthy lifestyle choices • I know how to keep myself clean and healthy, and understand how germs cause disease/illness • I know that all household products including medicines can be harmful if not used properly • I understand how medicines can help me if I feel poorly and I know how to use them safely • I know how to keep safe when crossing the road, and about people who can help me to stay safe • I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	• I feel good about myself when I make healthy choices • I am special so keep myself safe • I know some ways to help myself when I feel poorly • I can recognise when I feel frightened and know who to ask for help • I can recognise how being healthy helps me to feel happy
	Vocabulary	
	balanced, bacteria, body parts, choices, clean, crossing, ears, exercise, eyes, germs, healthy, hygienic, keeping clean, kerb, less healthy, listen, look, medicines, nervous, pavement, safe, scared, sleep, soap, traffic, traffic lights, trust, unhealthy, virus, wait	

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 5-6	Healthy choices and looking after my body - What things can you do to help keep your body healthy? - How do you feel when you make healthy choices? - Why is your body special and amazing?	Exercise, rest and wellbeing - How does your body feel when you have been active? - Why is it important to rest and sleep? - What activities help you feel happy and well?	Keeping clean and understanding germs - When should we wash our hands? - What are germs and how can we stop them spreading? - Why is it important to keep ourselves clean?
	Medicines and being safe at home - What should you do if you find medicine at home? - Who can give you medicine safely? - How can medicines help when you feel poorly?	Road safety - What should you remember when crossing the road? - What do traffic lights and crossings help us do? - How can you make safe choices near roads?	Feelings, safety and getting help - How can you tell when you feel worried or frightened? - Who are the trusted adults you can ask for help? - What can you do if you feel unsafe or unwell?
	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 THINK! Road Safety – advice, support and games - BBC Bitesize: Things that might be dangerous - 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 5-6	Puzzle overview: Relationships	
	In this Puzzle, children explore families, friendships and what it means to belong and help others feel included. They learn how to make friends, solve problems and when to seek help or support. Across the six lessons, children practise appropriate ways to greet others, learn who can help them in their school community, and reflect on how to ask for support when they feel upset. They also build confidence by recognising their own qualities and learning how to praise themselves.	
	Knowledge	Social and emotional skills
	• I can identify the members of my family and understand that there are lots of different types of families • I can identify what being a good friend means to me • I know appropriate ways of physical contact to greet my friends and know which ways I prefer • I know who can help me in my school community • I can recognise my qualities as a person and a friend • I can tell you why I appreciate someone who is special to me	• I know how it feels to belong to a family and care about the people who are important to me • I know how to make a new friend • I can recognise which forms of physical contact are acceptable and unacceptable to me • I know when I need help and know how to ask for it • I know ways to praise myself • I can express how I feel about them
	Vocabulary	
	appreciate, belong, celebrate, community, confidence, different, dislike, family, feel, feelings, friendship, friends, greeting, help, helpful, incredible, kind, like, praise, proud, qualities, relationships, same, skills, special, texture, touch	

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.

Ages 5-6	Talking Together: suggested questions to support Relationships learning at home		
	Families and belonging - Who are the important people in your family? - How do families help us feel safe and cared for? - What makes you feel like you belong?	Friendship and being a good friend - What does being a good friend mean to you? - How can you help someone feel included? - What can you do if someone is lonely?	Greeting others and personal boundaries - Can you tell me some ways we can greet people politely? - What types of touch feel comfortable to you? e.g. holding hands, high five, linking arms, hugs - Why is it important to respect other people's boundaries?
	Getting help at school - Who are the adults at school who help you? - When might you need to ask for help? - Why is it important to tell someone you trust if you feel worried about something?	Recognising qualities and building confidence - What are you good at? - How can you praise yourself for trying your best? - How do you feel when someone praises you?	Appreciating others and expressing feelings - Who is special to you and why? - How can you show someone you appreciate them? - How do you feel when someone is kind to you?
	Resources and additional support for families		
	BBC Bitesize – resources about relationships including friendships, feelings and belonging Kidscape Parent Advice – guidance, tips and advice to help children build healthy friendships and manage challenges within friendships - 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 5-6	Puzzle overview: Changing Me	
	In this Puzzle, children learn about life cycles and the changes that happen as humans and animals grow. They reflect on how their own bodies have changed and develop understanding that everyone grows at different rates. Across the six Pieces, children learn the correct names for private body parts, explore how boys' and girls' bodies can be different, and practise respecting their own bodies and those of others. They also think about feelings linked to change, such as excitement and worry, and learn ways to cope.	
	Knowledge	Social and emotional skills
	• I am starting to understand the life cycles of animals and humans • I can tell you some things about me that have changed and some things about me that have stayed the same • I can tell you how my body has changed since I was a baby • I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus • I understand that every time I learn something new, I change a little bit • I can tell you about changes that have happened in my life	• I understand that changes happen as we grow and that this is OK • I know that changes are OK and that sometimes they will happen whether I want them to or not • I understand that growing up is natural and that everybody grows at different rates • I respect my body and understand which parts are private • I enjoy learning new things • I know some ways to cope with changes
	Vocabulary	
	adult, adulthood, anus, anxious, baby, change, changes, coping, curious, excited, feelings, female, grow, growing up, growth, happy, learn, life cycle, male, nervous, new, penis, proud, testicles, vulva, worried	

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 5-6	Life cycles and growing - How do animals and people change as they grow? - What can you do now that you couldn't do when you were a baby? - Why does everyone grow at their own pace?	Changes from a baby to now - What has changed about you since you were a baby? - What new skills have you learned recently? - How does learning new things help you grow?	Understanding body changes - How does your body change as you grow? - Why do bodies need care and respect? - What helps your body stay healthy? - Why is it good for our bodies to grow and change?
	Private body parts and respect - Which parts of the body are private? - Why is it important to respect our own and other people's' bodies? - If someone makes you feel unsafe, what could you do?	Feelings about change - How can change make us feel excited or worried? - What changes are happening for you now? - Why is it okay to have different feelings to others about change?	Coping with change and growing confidence - What can help you feel calm when things change? - Who can you talk to if you feel worried? - How can learning new things build confidence?
	Resources and additional support for Families		
	NSPCC 'PANTS' – guidance on body safety, privacy and growing up conversations BBC Bitesize KS1 – resources to learn more about life cycles, growth and change - 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):		