

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 6-7	Puzzle overview: Being Me in My World	
	In this Puzzle, children reflect on their hopes and fears for the year and learn how to recognise feelings of worry and seek help. They explore belonging in their class and school community, developing an understanding of rights and responsibilities and making positive contributions. Across the six Pieces, children discuss rewards and consequences, consider how choices affect themselves and others, and explore what makes a classroom safe and fair. Children then learn how the Learning Charter supports learning and boundaries. By the end of the Puzzle, children understand their role in creating a positive school community, with the whole-school Learning Charter as the shared outcome.	
	Knowledge	Social and emotional skills
	• I can identify some of my hopes and fears for this year • I know how to use my Jigsaw Journal • I understand the rights and responsibilities for being a member of my class and the importance of making contributions • I can listen to other people and contribute my own ideas about rewards and consequences • I understand how following the Learning Charter will help me and others learn • I can recognise the choices I make and understand the consequences	• I can recognise when I feel worried and know who to ask for help • I can help myself and others feel like we belong • I can help make my class a safe and fair place • I can listen to others and share my ideas • I can work co-operatively with others • I can follow our Learning Charter
	Vocabulary	
	actions, assertive, belong, belonging, boundaries, choices, consequences, controlling, contributions, fair, fears, hopes, learning charter, negative, positive, praise, problem solving, responsible, responsibilities, rewards, rights, safe, worried	

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 6-7	Hopes, fears and worries - What are you looking forward to this year? - Is there anything that has made you feel worried at school? - Who can you talk to if you feel worried or need help?	Belonging - What makes you feel like you belong in your class? - How can you help someone else feel included? - What makes your class a good place to be?	Rights and responsibilities - What rights do you have in your classroom? - What responsibilities do you have as a member of your class? - How do your responsibilities help everyone learn?
	Choices and consequences - Can you tell me about a choice you made at school today? - What might happen if someone makes a positive or negative choice? - How do your choices affect other people?	Fairness - What does being fair mean in your classroom? - Can you tell me about a time when something felt fair or unfair? - How can we make sure everyone is treated fairly?	Working together – Learning Charter - What is your Learning Charter and why is it important? - How does following the Learning Charter help everyone learn? - How do you work together with others in your class?
	Resources and additional support for Families BBC Bitesize (KS1 PSHE and Wellbeing) – short videos and resources to support children's understanding of feelings, choices, rights and responsibilities BookTrust – high-quality book recommendations by age and topic, including feelings, worries, friendships and belonging - 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 6-7	Puzzle overview: Celebrating Difference	
	In this Puzzle, children explore similarities and differences, learning how assumptions and stereotypes can form and why it is important to treat others with courtesy and respect. They develop an understanding of why bullying can happen, how it makes people feel, and how to seek help. Across the six Pieces, children practise standing up for themselves and others and solving problems kindly. They explore diversity in families, cultures and abilities, and reflect on what it means to belong and be a good friend.	
	Knowledge	Social and emotional skills
	• I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I understand that bullying is sometimes about difference • I can recognise what is right and wrong and know how to look after myself • I understand that it is OK to be different from other people and to be friends with them • I can tell you some ways I am different from my friends	• I understand some ways in which boys and girls are similar and feel good about this • I understand some ways in which boys and girls are different and accept that this is OK • I can tell you how someone who is bullied feels • I can be kind to children who are bullied • I know when and how to stand up for myself and others • I know how to get help if I am being bullied • I understand we shouldn't judge people if they are different • I know how it feels to be a friend and have a friend • I understand these differences make us all special and unique
	Vocabulary	
	assumptions, belong, belonging, boundary, boys, bully, bystander, culture, courtesy, difference, different, disability, fairness, family, feelings, female, friends, girls, help, identity, included, inclusive, kind, kindness, lonely, male, on purpose, purpose, respect, sad, self-respect, shield, similarities, special, stereotypes, stand up for, support, teasing, unkind, unique, value	

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Talking Together: suggested questions to support 'Celebrating Difference' learning at home			
Ages 6-7	Similarities, differences and belonging	Stereotypes and assumptions	Kindness, respect and friendship
	- How are you similar to your friends? - How are you different from your friends? - What helps you feel like you belong?	- What do you think a stereotype is? - Why is it important not to make assumptions about people? - Can boys and girls like or do the same things? Why?	- What does it mean to treat someone with respect? - How can you be a kind friend? - How does it feel to be a good friend or have a good friend?
	Bullying and feelings	Standing up and getting help	Diversity, families and inclusion
	- What is bullying and how is it different from being unkind? - How might someone feel if they are being bullied? - Why do you think bullying sometimes happens?	- What can you do if someone is being bullied? - How can you stand up for yourself or someone else? - Who can you go to if you need help?	- How can families be different from each other? - Why is it important to include everyone? - Why should we not judge people for being different?
	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 children about friendship, diversity, inclusion and kindness - 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 6-7	Puzzle overview: Dreams and Goals	
	In this Puzzle, children learn how to set realistic goals, recognise their strengths and reflect on achievements. They explore how healthy choices, motivation and perseverance help them succeed and consider how working with others can support learning. Across the six Pieces, children practise teamwork through group challenges, develop problem-solving skills and learn how relaxation and managing feelings can support wellbeing. They reflect on pride, courtesy and sharing success with others.	
	Knowledge	Social and emotional skills
	• I can choose a realistic goal and think about how to achieve it • I know what I need to keep my body healthy • I can recognise who I work well with and who it is more difficult for me to work with • I can work well in a group to create an end-product • I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed • I know how to share success with other people	• I can tell you things I have achieved and say how that makes me feel • I am motivated to make healthy choices that help me to reach my goals • I can tell you how working with other people helps me learn • I can work with others in a group to solve problems • I can tell you when a feeling is weak and when a feeling is strong • I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest
	Vocabulary	
	achievement, calm, celebrate, challenge, community, courtesy, dream, feelings, goal, group, health, healthy choices, hobbies, interest, interests, learning together, lifestyle, manners, motivation, partner, product, proud, realistic, relax, relaxation, safety, self-care, self-esteem, stress, success, team work, tense, wellbeing	

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Talking Together: suggested questions to support 'Dreams and Goals' learning at home			
Ages 6-7	Setting realistic goals - Is there something you really want to achieve? - How do you plan to reach your goal and what would you need to do first? - How will you know when you have achieved it?	Strengths and achievements - What is something you have achieved recently that made you feel proud? - What are you good at (your strengths)? - How does it feel when you look back at something you have worked hard to achieve?	Healthy choices and motivation - What healthy choices do you make to help you feel your best? - What helps you feel motivated to keep going when something is tough? - Is there a healthy habit you would like to start or get better at?
	Feelings, stress and relaxation - What kinds of things make you feel calm and relaxed? - What kinds of things make you feel stressed or tense? - When you notice a big feeling, what do you do to help yourself feel better?	Teamwork and learning together - Can you think of a time you worked really well with someone — what made it work? - Is there anyone you find it tricky to work with? What makes it difficult? - How does working with other people help you learn?	Sharing and celebrating success - How do you like to celebrate when you or someone else achieves something? - How does it feel to be part of a team that has done something really well? - How could you show kindness and courtesy when celebrating someone else's success?
	Resources and additional support for Families NHS - Healthy Lifestyles for Children – simple, practical advice on sleep, physical activity, nutrition and wellbeing for children. BookTrust – high-quality book recommendations for children about friendship, diversity, inclusion and kindness - 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 6-7	Puzzle overview: Healthy Me	
	In this Puzzle, children learn about healthy eating, balanced diets and making healthier food choices, including nutritious foods. They explore how to keep safe at home and outside, learning to recognise risks and hazards, and how to respond when something feels unsafe. Across the six Pieces, children develop understanding of medicine safety and how to care for their bodies. They reflect on feelings linked to safety and practise making calm, responsible choices that support wellbeing.	
	Knowledge	Social and emotional skills
	- I can sort foods into the correct food groups and know which foods my body needs to keep me healthy - I can make some healthy snacks and explain why they are good for my body and give me energy - I can recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe - I can recognise risks and know how to keep safe around roads, railways, and water, and can explain why safety rules help protect me - I understand how medicines work in my body and how important it is to use them safely - I can explain how to keep my body healthy and safe at home and when I'm out	- I have a healthy relationship with food and know which foods I enjoy the most - I can express how it feels to share healthy food with my friends - I can recognise when I feel worried or unsafe and know to tell an adult straight away - I can recognise some of the feelings I get when something feels unsafe and know some ways to manage these to make a safer choice - I feel positive about caring for my body and keeping it healthy - I can make good choices that help me stay healthy and safe
	Vocabulary	
	assess, balanced diet, barriers, body, choices, crossing, dangerous, energy, hazard, healthy, medicines, nutritious, portion, react, risk, risks, safe, scared, stop, drop, roll, unhealthy, unsafe, worry	

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 6-7	Balanced diet and healthier food choices - What foods help your body stay healthy and strong? - Why is it important to eat a balanced diet? - How does food give your body energy?	Caring for our bodies - How can healthy choices help your body work well? - What does looking after your body mean? - Why does your body need energy?	Safety at home – hazards and risks - Can you think of things at home that could be dangerous? - How can we reduce risks at home? - Why is it important to tell an adult if you feel unsafe?
	Staying safe outside - What safety rules help keep you safe near roads? - Why do we need to be careful around water or railways? - What should you do if you feel unsafe outside?	Medicine safety and health - What are medicines used for? - Who can give you medicine safely? - Why should medicines never be taken without an adult?	Feelings, safety and responsible choices - How does your body feel when something seems unsafe? - What can you do if you feel worried or scared? - Who can you tell if something doesn't feel right?
	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 RNLI (Royal National Lifeboat Institution) – activities and interaction games to support learning about water safety - ROSPA Road Safety guides to share with children, including for those with additional needs - 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 6-7	Puzzle overview: Relationships	
	In this Puzzle, children explore different types of families and learn why cooperation and care are important in relationships. They develop understanding about safe and unsafe physical contact and practise expressing what feels comfortable to them. Across the six lessons, children learn how to manage friendship conflicts, recognise the difference between good and worrying secrets, and identify trusted adults who can help them. They reflect on trust, honesty and appreciation in relationships.	
	Knowledge	Social and emotional skills
	• I can identify the members of my family, understand my relationship with each of them and know why it is important to share and cooperate • I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • I can identify some of the things that cause conflict with my friends • I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • I recognise and appreciate people who can help me in my family, my school and my community • I can express my appreciation for the people in my special relationships	• I accept that everyone's family is different and understand that most people value their family • I know which types of physical contact I like and don't like and can talk about this • I can demonstrate how to use the positive problem-solving technique to resolve conflicts • I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this • I understand how it feels to trust someone • I am comfortable accepting appreciation from others
	Vocabulary	
	acceptable, adult, appreciate, celebrate, communication, compliments, conflict, cooperate, different, dislike, diverse, family, frightened, friends, good secret, happy, honesty, hugs, important, like, likes/dislikes, negative, not acceptable, physical contact, point of view, positive, problem solving, relationship, reliability, sad, secret, special, stereotype, surprise, touch, trust, trustworthy, worry secret	

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 6-7	Families and caring relationships - Who are the important people in your family? - How do families work together to help each other? - Why is it important to share and cooperate at home?	Safe and unsafe physical contact - What types of touch feel comfortable to you? - Why is it important to respect other people's boundaries? - Who can you talk to if something makes you feel uncomfortable?	Friendship, conflict and problem solving - What kinds of things can cause disagreements between friends? - How can you solve a problem calmly? - What could you say if you have fallen out with a friend?
	Secrets - What is the difference between a good secret and a worrying secret? - How might you feel if someone asks you to keep a secret that worries you? - Why is it important to always tell a trusted adult about worrying secrets?	Trust and honesty - What does it mean to trust someone? - Why is honesty important in relationships? - Who are the people you trust the most and why?	Trusted adults and getting help - When might you need to ask for help? - How can you ask for support if you feel worried or frightened about something? - Why is it important to speak to someone you trust?
	Resources and additional support for families		
	NSPCC – advice for families on boundaries, secrets, safety and relationships 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 6-7	Puzzle overview: Changing Me	
	In this Puzzle, children explore life cycles in nature and how humans grow from young to old, learning that some changes are outside their control. They reflect on how their own bodies and independence change over time and develop respect for differences in themselves and others. Across the six Pieces, children learn correct names for body parts, understand privacy, and practise being assertive about touch and personal boundaries. They also think about feelings linked to future change, such as excitement and worry, and learn ways to cope.	
	Knowledge	Social and emotional skills
	- I can recognise cycles of life in nature - I can tell you about the natural process of growing from young to old and understand that this is not in my control - I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old - I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private - I understand there are different types of touch and can tell you which ones I like and don't like - I can identify what I am looking forward to when I move to my next class	- I understand there are some changes that are outside my control and can recognise how I feel about this - I can identify people I respect who are older than me - I feel proud about becoming more independent - I can describe what I enjoy about being a boy or girl whilst understanding we are all different - I am confident to say what I like and don't like and can ask for help - I can start to think about changes I will make when I am in Year 3 and know how to go about this
	Vocabulary	
	adult, anus, anxious, assertive, baby, change, child, cope, comfortable, control, dislike, elderly, excited, female, freedom, fully grown, grow, growing up, hug, independent, life cycle, like, looking forward, male, nervous, old, older, penis, physical, private, public, respect, responsibilities, teenager, testicles, texture, timeline, toddler, touch, uncomfortable, vagina, vulva, young	

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Talking Together: suggested questions to support Changing Me learning at home			
Ages 6-7	Life cycles in nature - How do living things change as they grow? - What changes happen around us that we can't control? - How might someone feel about changes they can't control?	Growing from young to old - How do people change as they get older? - In our family, who are the older people you respect and why? - What positive things happen as people get older?	Your changing body and independence - What has changed about you since you were a baby? - What can you do more independently now than before? - How does your body help you to learn and do new things?
	Boys' and girls' bodies - Which parts of your body are private? - What are the correct names for private body parts? - If any part of your body felt sore or uncomfortable, who could you tell?	Touch and boundaries - What types of touch feel comfortable? What types don't? - Why is it important to respect what other people like and don't like? - If someone's touch made you uncomfortable, what should you do?	Looking ahead to change - What are you looking forward to in your next class? - When someone feels worried about changes, what might help? - In our family, who can you talk to about worries?
	Resources and additional support for Families NSPCC – advice for families on boundaries, secrets, safety and Changing Me 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 Changing Me theme.		
	School-based and local resources (editable box for teachers):		