

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 7-8	Puzzle overview: Being Me in My World	
	In this Puzzle, children reflect on their achievements, set personal goals, and learn how to make others feel welcome. They explore emotions linked to worries and fears and think about what helps a school feel safe and supportive. Children compare nightmare and dream schools, develop an understanding of rights and responsibilities, and consider how behaviour and choices affect others. They work together to create and follow their Learning Charter, focusing on teamwork, fairness and inclusion. By the end of the Puzzle, children recognise how their actions impact others and take responsibility for following the whole-school Learning Charter.	
	Knowledge	Social and emotional skills
	• I recognise my worth and can identify positive things about myself and my achievements • I can set personal goals • I know how to use my Jigsaw Journal • I can face new challenges positively, make responsible choices and ask for help when I need it • I understand why rules are needed and how they relate to rights and responsibilities • I understand that my actions affect myself and others and I care about other people's feelings • I can make responsible choices and take action • I understand my actions affect others and try to see things from their points of view	• I value myself and know how to make someone else feel welcome and valued • I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions • I know how to make others feel valued • I understand that my behaviour brings rewards/consequences • I can work cooperatively in a group • I am choosing to follow the Learning Charter
	Vocabulary	
	achievements, actions, acknowledge, affirm, assertive, behaviour, belong, challenge, choices, controlling, courtesy, consequences, dream, emotions, exclude, fairness, feelings, fears, friendship, group dynamics, ideal school, include, kind, learning, learning charter, loneliness, manners, nightmare, personal goal, pleased, praise, pride, proud, responsibilities, rewards, rights, self-respect, solutions, support, team work, valued, viewpoint, welcome, wellbeing, worries	

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.

Ages 7-8	Talking Together: suggested questions to support 'Being Me in My World' learning at home		
	Self-worth and achievements	Goals and challenges	Feelings, worries and support
	- What are you proud of about yourself? - What is something you've achieved recently? - What helps you recognise your own strengths?	- What goal would you like to work towards this year? - What steps could you take to achieve it? - What can you do if something feels difficult or challenging?	- Can you tell me about a time you felt worried or unsure? - What helps you feel calm and supported? - Who can you go to if you need help?
	Belonging and inclusion	Rights, responsibilities and fairness	Working together – Learning Charter
	- How can you help someone feel welcome? - What does it mean to include others? - How can you show someone they are valued?	- Why are rules important in school? - What responsibilities do you have in your class and at home? - How can we make sure everyone is treated fairly?	- How do your choices affect other people? - How can you work well with others in a group? - What does following the Learning Charter look like in your class?
	Resources and additional support for Families		
	BBC Bitesize (KS2 PSHE and Wellbeing) – short videos and activities to support learning about emotions, behaviour, choices and relationships Time Travel Bill Adventures - Parliament UK Education BookTrust – high-quality book recommendations by age and topic, including feelings, friendships, confidence 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 7-8	Puzzle overview: Celebrating Difference	
	In this Puzzle, children explore different types of families and why they are important, learning how to manage disagreements calmly and solve problems together. They develop an understanding of what it means to be a witness to bullying and how their actions and words may help or harm others. Across the six Pieces, children practise using kind language, challenging stereotypes, and offering support to those who feel excluded. They learn how to give and receive compliments and reflect on how the words we choose affect feelings.	
	Knowledge	Social and emotional skills
	• I understand that everybody's family is different and important to them • I understand that differences and conflicts sometimes happen among family members • I know what it means to be a witness to bullying • I know that witnesses can make the situation better or worse by what they do • I recognise that some words are used in hurtful ways • I can tell you about a time when my words affected someone's feelings and what the consequences were	• I appreciate my family/the people who care for me • I know how to calm myself down and can use the 'Solve it together' technique • I know some ways of helping to make someone who is bullied feel better • I can problem-solve a bullying situation with others • I try hard not to use hurtful words (e.g., gay, fat) • I can give and receive compliments and know how this feels
	Vocabulary	
	banter, bullying, bystander, caring, compliment, conflict, connected, consequences, difference, discrimination, family, feelings, gay, hurtful, include, incident, isolate, kindness, lonely, love, loving, protection, resolve, rights, safe, security, self-regulation, similarity, solve it together, special, stability, stereotype, support, tell, unique, unkind, witness	

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Talking Together: suggested questions to support 'Celebrating Difference' learning at home			
Ages 7-8	Families and relationships - What makes your family special to you? - How can families be different from each other? - Why is it important to respect all types of families?	Conflict and problem solving - What can you do if you disagree with someone at home or school? - How can you calm yourself down when you feel upset or angry? - What does "solve it together" mean?	Bullying and being a witness - What does it mean to be a witness (bystander) to bullying? - How can a witness make a situation better? - What could you do if you saw someone being bullied?
	Kind words and hurtful language - What are kind words you can use with others? - Why can some words be hurtful, even if people say them as a joke? - How do words affect how people feel?	Inclusion and supporting others - How can you help someone who feels left out or lonely? - What does it mean to include others? - How can our actions make someone feel valued?	Compliments and positive relationships - What is a compliment? - How does it feel to give or receive a compliment? - How can compliments help build friendships?
	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, bullying, kindness and inclusion - 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 7-8	Puzzle overview: Dreams and Goals	
	In this Puzzle, children explore people who have overcome challenges and reflect on their own dreams and ambitions. They consider how goals, motivation and a positive attitude support success, and learn to respect differences and build self-esteem. Across the six Pieces, children break goals into steps, work collaboratively on new challenges and make responsible choices that support wellbeing and safety. They practise overcoming obstacles, managing frustration and helping others to succeed.	
	Knowledge	Social and emotional skills
	- I can tell you about a person who has faced difficult challenges and achieved success - I can identify a dream / ambition that is important to me - I enjoy facing new challenges. I'm working out the best ways need to achieve them - I am motivated and enthusiastic about achieving a new challenge - I can recognise obstacles which might hinder my achievements and can take steps to overcome them - I can evaluate my own learning process and identify how it can be better next time	- I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability) - I can imagine how I will feel when I achieve my dream / ambition - I can break down a goal into a number of steps and know how others could help me to achieve it - I know that I'm responsible for my own learning and can use my strengths as a learner to achieve the challenge - I can manage the feelings of frustration that may arise when obstacles occur - I am confident in sharing my success with others and can store my feelings in my internal treasure chest
	Vocabulary	
	ambitions, challenge, challenges, community, design, differences, dream, dreams, enthusiastic, evaluate, frustration, future, garden, goal, goals, healthy, identity, include, learning, motivated, obstacles, outdoors, responsible, respect, review, safe choices, self-esteem, self-review, solution, strengths, success, team work, teamwork, wellbeing, water safety	

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Talking Together: suggested questions to support 'Dreams and Goals' learning at home			
Ages 7-8	Dreams and ambitions - Is there something you dream of doing? - Can you think of someone who worked hard to achieve their dream? What do you admire about them? - How do you think it will feel when you achieve something you've been working really hard towards?	Goals and taking steps - What is a goal you are working towards right now? - How could you break your goal into smaller steps? - Who could help you along the way and how?	Motivation and a positive attitude - What keeps you motivated when something feels difficult? - How does having a positive attitude help you when things get tough? - Is there something you are feeling really enthusiastic about at the moment?
	Obstacles and frustration - Can you think of a time something got in the way of what you were trying to achieve? - How did you overcome the obstacles that happened? - What could you do next time you feel really frustrated to help yourself keep going?	Respecting differences and including others - Do you know anyone who has overcome a big challenge to achieve something? - Why is it important to respect and include people who are different from us? - How can you help someone else reach their goals?	Reflecting and sharing success - When you finish something, do you think about what went well and what you'd do differently? - How do you like to share your successes with others? - What is something you are really proud of recently and who did you want to tell?
	Resources and additional support for Families BBC Bitesize – inspiring stories of real people who faced obstacles and achieved their goals – great for discussing role models Childline – age-appropriate information to help children understand and manage big feelings like frustration and self-doubt - 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 7-8	Puzzle overview: Healthy Me	
	In this Puzzle, children learn how exercise and food affect their bodies, exploring energy, fitness and making balanced choices. They consider attitudes towards drugs and reflect on how these make them feel. Across the six Pieces, children learn about ways to keep themselves safe - especially around water - recognising risk and who to contact in emergencies and how to do this, including the water safety code . They practise identifying safe and unsafe situations, managing worried feelings and taking responsibility for their own safety and the safety of others.	
	Knowledge	Social and emotional skills
	• I understand how exercise affects my body and know why my heart and lungs are such important organs • I know that the amount of calories, fat and sugar I put into my body will affect my health • I can tell you my knowledge and attitude towards drugs • I can identify things, people and places that I need to keep safe from • I know some strategies for keeping myself safe, who to go to for help and how to call emergency services • I can identify when something feels safe or unsafe • I understand how complex my body is and how important it is to take care of it	• I can set myself a fitness challenge • I know what it feels like to make a healthy choice • I can identify how I feel towards drugs • I can express how being anxious or scared feels • I can take responsibility for keeping myself and others safe • I respect my body and appreciate what it does for me
	Vocabulary	
	advice, ambulance, anxious, appreciate, attitude, body, calories/kilojoules, choice, coastguard helicopter, complex, dangerous, drugs, emergency, emergency services, energy, fat, feelings, fire engine, fitness, harmful, heartbeat, healthy, heart, labels, lungs, oxygen, police car, responsibility, risk, safe, scared, strategy, sugar, saturated fat, unsafe	

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 7-8	My body – heart, lungs and fitness - What happens to your body when you exercise? - Why are your heart and lungs important? - What helps you keep your body strong and fit?	Healthier food choices - What foods help you be healthy and strong? - How do you feel when you make a healthy choice? - Why is a balanced diet important?	Medicines, drugs and making safe choices - What are medicines are used for? - Who can help you use medicine safely? - Why is it important to make safe choices about what we put into our bodies?
	Safety, risk and responsibility - What does it mean to keep yourself safe? - Can you think of places or situations where you might need to be extra careful? - What does taking responsibility for your safety mean?	Emergencies - Who can help you in an emergency? - Do you know how to get help if you are worried or feel unsafe? - How do emergency services help people?	Feelings, worries and safe choices - How does your body feel when you are anxious or scared? - Who can you talk to if something feels unsafe? - How can making healthy choices help you feel good about yourself?
	Resources and additional support for Families		
	Better Health – Healthier Families (NHS) –family resources, activities, food recipes and more: advice from GOSH on physical activity Stay Wise – support learning about emergency services with interactive games, activities, videos and stories - Canal and River Trust Family Resources and Swim Safe – a community focussed programme for children about safety in and around open water British Red Cross – support and advice including home learning first aid resources - 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 7-8	Puzzle overview: Relationships	
	In this Puzzle, children explore family roles and responsibilities and develop skills for building positive friendships, including solving conflicts and negotiating fairly. They start to learn how to stay safe online and think critically about information they see through the media and digital platforms. Across the six lessons, children explore global connections, rights and wellbeing, developing empathy for people in different cultures and understanding how the world is interconnected.	
	Knowledge	Social and emotional skills
	- I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females - I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener - I know and can use some strategies for keeping myself safe online - I understand how people around the world can help and influence my life and that media doesn't always show complete information - I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes - I know how to express my appreciation to my friends and family	- I can describe how taking some responsibility in my family makes me feel - I know how to negotiate in conflict situations to try to find a win-win solution - I know who to ask for help if I am worried or concerned about anything online - I can appreciate different cultures, and question stereotypes I might see in photos or information - I can empathise with children whose lives are different to mine and know who I can talk to when I need help - I enjoy being part of a family and friendship groups
	Vocabulary	
	age restriction, appreciation, careers, celebrating, conflict, culture, deprivation, differences, fairness, family, feelings/emotions, female, friendship, gaming/apps, global, happiness, influence, inequality, in-app purchases, internet, interconnected, job, location settings, male, manners, media, messaging, needs, personal information, privacy, problem solving, relationships, respect, responsibilities, rights, risky, role, safe/unsafe, sex (male and female), social media, solution, stereotype, support, trade, trusted adult, trust, united nations, unisex, wants, wellbeing, win-win	

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 7-8	Family roles, responsibilities and fairness - What responsibilities do people have in our family? - How does helping at home make you feel? - Why is it important that jobs in families are shared fairly?	Friendship skills and solving conflicts - What makes someone a good friend? - How can you solve disagreements fairly? - How can listening help resolve conflicts?	Staying safe online (incl. apps and tv) - What personal information should you keep private online? - What should you do if something online makes you feel worried? - Why are age restrictions important?
	Media, influence and thinking critically - Do you think everything we see online is true? Why or why not? - What are stereotypes and why can they be unfair? - How can we check if information is reliable?	Global connections, rights and empathy - How are children around the world similar to you? - How might their lives be different? - What rights do all children share? - Why is it important to understand other cultures?	Belonging, wellbeing and appreciation - How does it feel to belong to a group or family? - How can you show appreciation to others? - Who can you talk to if you feel worried?
	Resources and additional support for families		
	NSPCC – advice for families on boundaries, secrets, safety and relationships UK Safer Internet – practical guidance for families on keeping children safe online - 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 7-8	Puzzle overview: Changing Me	
	In this Puzzle, children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty. They develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change. Across the six Pieces, children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They also think about future transitions and how to cope with them.	
	Knowledge	Social and emotional skills
	- I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby - Can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up - I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy - I know some simple ways of keeping clean which can keep me healthy and protect me from some infections - I can start to recognise stereotypical ideas I might have about parenting and family roles - I can identify what I am looking forward to when I move to my next class	- I can express how I feel when I see babies or baby animals - Recognise how I feel about these changes happening to me and know how to cope with those feelings - I have started to think about the ways to keep my body clean as I grow up and how I feel about this - I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes - I can start to think about changes I will make next year and know how to go about this
	Vocabulary	
	animals, babies, birth, breasts, care, challenge, change, changes, control, egg, family, female, genitals, growing up, looking forward, male, mother, ovaries, ovum / ova, penis, personal hygiene, puberty, pubic hair, roles, scrotum, sperm, stereotypes, task, testicles, vagina, womb / uterus, worries	

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 7-8	How babies grow and families - What different jobs do people in families do to care for babies? - In our family, who does what to help look after everyone? - What makes a family loving and caring, no matter who is in it?	Understanding body changes during puberty - What are some changes that happen to bodies as people grow up? - How might someone feel about their body changing during puberty? - If you had questions about your body changing, who would you talk to?	Keeping clean and healthy - Why does keeping clean become more important as we grow up? - What are some ways you can look after your body as it grows and changes? - In our family, who can you ask if you have questions about hygiene or growing up?
	Challenging stereotypes about families - Can anyone in a family do any job at home? Why or why not? - In our family, how do we share jobs and responsibilities? - What stereotypes have you heard about what boys or girls "should" do?	Feelings about growing up - What excites you about growing up? What worries you? - Is it natural to have mixed feelings about changes? Why? - Who are the trusted adults in your life you can talk to about growing up?	Looking ahead and managing worries - What are you looking forward to in your next class? - When someone feels worried about changes, what might help them? - Why is it important to share worries rather than keep them to yourself?
	Resources and additional support for Families NSPCC – advice for families on boundaries, secrets, safety and Changing Me Cambridgeshire NHS advice around personal hygiene for children - 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):		