

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 9-10	Puzzle overview: Being Me in My World	
	In this Puzzle, children look ahead to the year, setting personal goals and reflecting on what they value about their school community. They explore leadership, motivation and how to approach challenges positively. Across the six Pieces, children learn about rights and responsibilities as citizens and develop empathy for people whose lives are different from their own. They consider fairness, privilege and disadvantage, and how choices affect themselves and others. Children examine how rewards and consequences influence behaviour and work together to create and follow their Learning Charter, focusing on cooperation and having a voice. By the end of the Puzzle, children understand how democracy and shared expectations support a positive school community, with the whole-school Learning Charter as the shared outcome.	
	Knowledge	Social and emotional skills
	• I can face new challenges positively and know how to set personal goals • I know how to use my Jigsaw Journal • I understand my rights and responsibilities as a citizen of my country • I understand my rights and responsibilities as a citizen of my country and as a member of my school • I can make choices about my own behaviour because I understand how rewards and consequences feel • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community and know how to participate in this	• I know what I value most about my school and can identify my hopes for this school year • I can empathise with people in this country whose lives are different to my own • I understand that my actions affect me and others • I can contribute to the group and understand how we can function best as a whole • I understand why our school community benefits from a Learning Charter and can help others to follow it
	Vocabulary	
	appreciation, asylum, challenge, choices, citizen, collaboration, cooperation, conflict, consequences, courtesy, deprive, denied, education, empathise, goals, hopes, leadership, learning charter, manners, migrant, motivation, opportunities, participation, persecution, poverty, prejudice, privilege, refugee, responsibilities, rewards, rights, self-respect, vision, wealth	

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 9-10	Goals, hopes and motivation	Empathy, fairness and understanding others	Leadership, teamwork and contribution
	- What are your goals for this year? - What are you most looking forward to? - What helps you stay motivated when something feels challenging?	- How can you show empathy towards someone whose life is different from yours? - What does fairness mean to you? Why might some people have different opportunities to others?	- What does being a good leader mean? - How can you work well as part of a team? - How does your behaviour affect a group you are part of?
	Rights, responsibilities and citizenship	Self, values and communities	Democracy, choices and behaviour
	- What rights do you have as a child and as a citizen? - What responsibilities come with those rights? - Why is it important to take responsibility in your school and community?	- What communities are you part of (e.g. school, clubs, sports, local groups)? What do you enjoy about them? - What makes a community feel safe, happy, and welcoming? How can you play a part in your communities and support others?	- What does it mean to have a voice in your school? - How can you take part in decisions that affect others? - How do rewards and consequences influence people's behaviour?
	Resources and additional support for Families		
	BBC Bitesize (KS2 PSHE and Citizenship) – short videos and activities to support understanding of democracy, rights, responsibilities and community Influential Black Britons illustrated book - Parliament UK Education BookTrust – high-quality book recommendations by age and topic, including empathy, fairness, diversity 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 9-10	Puzzle overview: Celebrating Difference	
	In this Puzzle, children explore cultural similarities and differences, reflect on their own identities, and consider how assumptions and stereotypes can lead to conflict. They develop an understanding of racism, discrimination and different forms of bullying, including rumours, name-calling and cyberbullying. Across the six Pieces, children practise problem-solving, managing feelings and supporting others who experience bullying. They explore how wealth and happiness are not the same and compare lives across the world, developing empathy and respect for different communities.	
	Knowledge	Social and emotional skills
	• I understand that cultural differences sometimes cause conflict • I understand what racism is • I understand how rumour-spreading and name-calling can be bullying behaviours • I can explain the difference between direct and indirect types of bullying • I can compare my life with people in the developing world • I can understand a different culture from my own	• I am aware of my own culture • I am aware of my attitude towards people from different races • I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one • I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied • I can appreciate the value of happiness regardless of material wealth • I respect my own and other people's cultures
	Vocabulary	
	appearance, assumptions, banter, bullying, colour, community, continuum, culture, cyber bullying, difference, direct, developing world, disability, discrimination, fair, happiness, homophobic, indirect, included, name-calling, race, racist, racism, respected, respect, rumour, sexist, similarity, stereotype, texting	

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Talking Together: suggested questions to support 'Celebrating Difference' learning at home			
Ages 9-10	Culture and identity - What does culture mean to you? - What is special about your own culture or background? - How can we show respect for different cultures?	Assumptions, stereotypes and conflict - What is a stereotype? - How can assumptions lead to misunderstandings or conflict? - Why is it important to challenge stereotypes?	Racism and discrimination - What does racism mean? - How might discrimination make someone feel? - What can we do if we see someone being treated unfairly?
	Bullying (including online) - What is the difference between direct and indirect bullying? - What is cyberbullying and how might it affect someone? - What should you do if bullying happens online or in person?	Empathy, fairness and global understanding - How might life be different for children in other parts of the world? - Why doesn't having more money always mean more happiness? - How can we show empathy towards people whose lives are different to ours?	Problem-solving and supporting others - What can you do to help solve a problem or conflict? - How can you support someone who is being bullied? - How can you encourage others to make kinder choices?
	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 diversity, empathy, fairness and global understanding - 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 9-10	Puzzle overview: Dreams and Goals	
	In this Puzzle, children explore the lifestyles they hope for as adults and consider how money, careers and personal values can shape future choices. They investigate different jobs, think critically about information online and reflect on how goals can change over time. Across the six Pieces, children compare aspirations with young people in other cultures, learning about rights, opportunities and barriers. They explore ways to support others through teamwork, fundraising and community action.	
	Knowledge	Social and emotional skills
	- I understand that I will need money to help me achieve some of my dreams - I recognise that there are different ways that people's spending decisions can affect others and the environment, and that things have different values - I can explore a range of different jobs and think critically about the information I see about them online - I can describe the dreams and goals of young people in a culture different to mine - I understand that communicating with someone in a different culture means we can learn from each other - I can identify a range of ways that we could support each other - I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship	- I can identify what I would like my life to be like when I am grown up - I recognise that people have different attitudes towards saving and spending money, and towards risk - I can recognise my own strengths and qualities and understand that it's OK for my goals and identity to change as I grow - I can reflect on how these relate to my own - I appreciate the similarities and differences in aspirations between myself and young people in a different culture - I understand why I am motivated to make a positive contribution to supporting others
	Vocabulary	
	adult, aspiration, attitudes, barrier, career, choice, community participation, country, culture, digital spending, dream, environment, financial harm, goal, grown up, identity, influence, job, lifestyle, media, money, motivation, opportunity, profession, rallying, reliable, rights, risk, salary, save, self-care, self-esteem, society, spend, spending decisions, sponsorship, support, team work, technology, values	

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Talking Together: suggested questions to support 'Dreams and Goals' learning at home			
Ages 9-10	Dreams and the life you want - What do you imagine your life looking like when you are grown up? - Have your dreams or goals changed as you've got older? - What kind of person do you want to be?	Careers, jobs and aspirations - Are there any jobs or careers that interest you? What appeals to you about them? - Where do you find out about different careers? - Do you think everyone has an equal chance of achieving their career dreams? What might get in the way?	Money, spending and values - Why do you think money is important when it comes to achieving your goals? - Do you think it matters how people choose to spend/save their money? - How might buying something affect other people or the environment?
	Different cultures and shared dreams - Do you think young people in other countries have similar dreams to you? - What might make it harder for some young people around the world to achieve their goals? - What could we do to help support young people elsewhere to reach their aspirations?	Identity, strengths and changing goals - What are your biggest strengths? What are the things that make you, you? - How do you feel about the idea that your goals and identity might change as you grow up? - What values are most important to you?	Community and making a difference - Is there a cause or community issue you feel strongly about? - How could you use your skills or interests to make a positive difference to others? - What motivates you to help or support other people — what does it feel like when you do?
	Resources and additional support for Families BBC Newsround – child-friendly news covering global issues, different cultures and stories of young people making a difference Money Helper – free, impartial guidance to help families talk about money, saving, spending choices and financial wellbeing Comic/Sport Relief – for ideas of ways to support others through setting goals for fundraising - 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 9-10	Puzzle overview: Healthy Me	
	In this Puzzle, children learn about the health risks linked to smoking, vaping and alcohol, and practise making informed, pressure-resistant choices. They develop basic emergency aid skills, including how to stay calm and get help. Across the six Pieces, children explore body image, the influence of media and advertising, and reflect on their relationship with food. They learn to respect and value their bodies while considering what supports a healthy lifestyle.	
	Knowledge	Social and emotional skills
	- I know there are health risks with smoking and vaping and can tell you some of the ways that tobacco and nicotine are harmful to the body - I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart - I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations - I understand how the media, social media and celebrity culture promotes certain body types - I can describe the different attitudes people have to food and how these can be affected by external influences - I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	- I can make an informed decision about whether or not I choose to smoke or vape and know how to resist pressure - I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure - I know how to keep myself calm in emergencies - I can reflect on my own body image and know how important it is that this is positive, and I accept and respect myself for who I am - I respect and value my body - I am motivated to keep myself healthy and happy
	Vocabulary	
	addicted, alcohol, altered, body image, calm, celebrity, choices, comparison, debate, emergency, fact, healthy behaviour, healthy lifestyle, informed decision, influence, level-headed, media, motivation, nicotine, obesity, opinion, pressure, procedure, recovery position, self-respect, smoking, social media, tobacco, unhealthy behaviour, vaping	

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.

Ages 9-10	Talking Together: suggested questions to support Healthy Me learning at home		
	Smoking and vaping • Why is it important to keep your body safe from harmful substances? • What could you say if someone tried to pressure you to try something unsafe? • How can making healthy choices help you feel proud of yourself?	Alcohol awareness • What do you know about alcohol and its effects on the body? • Why might some people choose to drink alcohol? • How can you make safe and informed choices in the future?	Emergencies and first aid • What might an emergency situation look like? • How can you stay calm in an emergency? • Who can you contact if help is needed urgently?
	Media influence and body image • What messages about bodies do we see in media or social media? • How is everybody unique and special? • How can we focus on what our bodies can do rather than how they look?	Food, feelings and influences • How can feelings influence what or how we eat? • What does having a healthy relationship with food mean? • Who or what might influence our food choices?	Healthy lifestyle – self-respect and wellbeing • What does a healthy lifestyle look like? • What choices help you stay healthy and safe? • Why is it important to respect and value your body?
	Resources and additional support for Families		
	• Better Health – Healthier Families (NHS) – lots of family resources, activities, food recipes and more • British Red Cross – support and advice including home learning first aid resources • NSPCC – advice for families seeking further help and advice on specific topics i.e., online safety, social media, wellbeing and mental health etc. • 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 9-10	Puzzle overview: Relationships	
	In this Puzzle, children build a strong sense of self by reflecting on their qualities, interests and self-esteem. They explore how relationships form online and consider both the benefits and risks of digital communities. Across the six lessons, children learn how to stay safe when using digital technology for uses such as gaming and the internet. They learn about how we can balance screen time, protect personal data and recognise unsafe situations. They practise being responsible, respectful and assertive online, and learn how to seek help when worried.	
	Knowledge	Social and emotional skills
	- I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities - I understand that belonging to an online community can have positive and negative consequences - I understand there are rights and responsibilities in an online community or social network - I know there are rights and responsibilities when playing an online game - I can recognise when I am spending too much time using devices (screen time) - I can explain how to stay safe when using technology to communicate with my friends - I understand I have rights about my personal data	- I know to keep building my own self-esteem - I can recognise when an online community feels unsafe or uncomfortable - I can recognise when an online community is helpful or unhelpful to me - I can recognise when an online game is becoming unhelpful or unsafe - I can identify things I can do to reduce screen time, so my health isn't affected - I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable
	Vocabulary	
	addiction, age restriction, appropriate, assertive, being responsible, bullying, characteristics, choices, community, controlling, data, data protection, devices, fake online hoaxes, gambling / betting, grooming, harassed, hobbies, interests, location settings, lonely, loot boxes, mental health, offline, online, personal information, personal qualities, physical health, privacy, reliable, reporting, responsibility, responsibilities, rights, risk, risky, safe, screen time, self-esteem, self-perception, social, social network, targeting, troll, trustworthy, vulnerable, wellbeing	

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 9-10	Self-esteem and identity - What makes you unique as a person? - What are some of your strengths and interests? - How does positive self-talk help build confidence?	Online communities – benefits and risks - What are some positive things about being part of an online community? - What signs might show an online space is unsafe? - How can online spaces affect how people feel?	Online games, rights and responsibilities - What responsibilities do players have in online games? - How can you behave respectfully when gaming? - Why are age restrictions important?
	Screen time, balance and wellbeing - How can you tell when you've spent too long on a device? - How does too much screen time affect your body or mood? - Why is balance important for wellbeing?	Personal data online, privacy and staying safe - What types of personal information should stay private? - How can location settings affect safety? - What should you do if someone asks for personal information?	Being assertive and responsible - What does it mean to be assertive online? - How can you respond if something makes you uncomfortable? - Who can you report concerns to?
	Resources and additional support for Families		
	NSPCC Keeping children safe online – advice on staying safe online, gaming and social media 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 9-10	Puzzle overview: Changing Me	
	In this Puzzle, children explore self-image and body confidence while learning about physical and emotional changes during puberty for girls and boys. They develop understanding of menstruation, male puberty, and how media influences perceptions of appearance and wellbeing. Pupils practise identifying trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up. This Puzzle includes non-statutory sex education in Piece 4 (conception and how babies are made). Schools should check their policy and parental withdrawal arrangements before teaching.	
	Knowledge	Social and emotional skills
	• I am aware of my own self-image and how my body image fits into that • I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally • I can describe how boys' and girls' bodies change during puberty • I understand that sexual intercourse can lead to conception and that is how babies are usually made • I also understand that sometimes people need IVF to help them have a baby • I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) • I can identify what I am looking forward to when I move to my next class	• I know how to develop my own self esteem • I understand that puberty is a natural process that happens to everybody and that it will be OK for me • I can express how I feel about the changes that will happen to me during puberty • I appreciate how amazing it is that human bodies can reproduce in these ways • I am confident that I can cope with the changes that growing up will bring • I can start to think about changes I will make next year and know how to go about this
	Vocabulary	
	affirmation, anxious, aspects, authentic, body image, change, characteristics, cope, conception, contraception, consent, erection, edited, embryo, emotions, excitement, facial hair, fallopian tube, fear, fertilisation, fertility treatment (IVF), filter, growth spurt, hormone, hope, hormones, influences, larynx, making love, manage, media, media influencer, menstrual cycle, menstrual pads, menstrual towels, menstruation, mental health/wellbeing, milestone, opportunities, oestrogen, ovary, ovaries, perception, perceptions, periods, pregnancy, puberty, relationships, reliable sources, responsibilities, scrotum, self, self-esteem, self-image, sexual intercourse, semen, sperm, teenager, testicles, testes, testosterone, vagina, vulva, wet dream, womb/uterus	

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

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Talking Together: suggested questions to support Changing Me learning at home			
Ages 9-10	Self-image and body confidence - What makes you feel confident about yourself? - Why do images online and in media often look unrealistic? - If someone felt worried about how they look or feel about their body, who could they talk to?	Puberty changes for girls - Why is puberty a natural and healthy process? - What are some physical and emotional changes for girls in puberty? - Can you explain some ways that girls can manage periods comfortably? - In our family, who can you talk to openly about puberty?	Puberty changes for boys - What physical and emotional changes happen to boys during puberty? - Are there any changes you have noticed in older boys that might be part of puberty? - Why does everyone experience puberty at different times? - Who could you ask for advice about growing up?
	How babies are made (Sex Education) - How are babies conceived in a loving relationship? - Why do you think that sex is part of an adult relationship? - Why is the age of consent important? - If you had questions about relationships or bodies, who would you ask?	Being a teenager - responsibilities and pressures - What responsibilities come with being a teenager? - How can someone tell if what they see about teenage life in media is realistic? - What does the age of consent mean and why does it exist?	Preparing for transition/change - What are you excited about for your next school year? - What worries might some children have about moving up, and who could help with them? - How can you look after your wellbeing during times of change?
	Resources and additional support for Families BBC Operation Ouch episode 'How Babies are Made' with further supporting clips about puberty to choose from Always - Understanding First Period Symptoms, or look at NHS pages on periods for more detailed information Nemours guide to puberty for boys - 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):		