

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 10-11	Puzzle overview: Being Me in My World	
	In this Puzzle, children reflect on the year ahead, identifying goals, worries and fears and exploring how to feel welcome and valued. Across the six Pieces, children explore what it means to be a global citizen, comparing wants and needs, learning about children's rights, and considering how their choices affect people locally and worldwide. Children then explore how rights, responsibilities, rewards and consequences connect to the Learning Charter, working collaboratively to agree shared expectations and safe behaviour. By the end of the Puzzle, children understand how democracy and modelling positive choices support a strong school community, with the whole-school Learning Charter as the shared outcome.	
	Knowledge	Social and emotional skills
	- I can identify my goals for this year, understand my fears and worries about the future and know how to express them - I know how to use my Jigsaw Journal - I know that there are universal rights for all children but for many children these rights are not met - I understand that my actions affect other people locally and globally - I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities - I understand how an individual's behaviour can impact on a group - I understand how democracy and having a voice benefits the school community	- I feel welcome and valued and know how to make others feel the same - I understand my own wants and needs and can compare these with children in different communities - I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them - 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 how I can help others to follow it by modelling it myself
Vocabulary		
behaviour, choice, choices, collaboration, community, comparison, consequences, cooperation, cocoa plantation, cocoa pods, courtesy, decision, democracy, discernment, education, empathise, empathy, fears, Ghana, goals, hazard/risk, illegal, lawful, laws, learning charter, legal, manners, Maslow, motivation, needs, obstacles, opportunities, participation, proud, report, resilience, responsibilities, rewards, rights, trusted adult, value, welcome, wants, West Africa, 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.

Talking Together: suggested questions to support 'Being Me in My World' learning at home			
Ages 10-11	Goals, hopes and worries - What goals have you set for yourself this year? - Is there anything you feel worried or unsure about? - What strategies help you manage worries or challenges?	Belonging, value and inclusion - What helps you feel welcome and valued in your class or school? - How can you help others feel included and respected? - Why is it important that everyone feels they belong?	Wants, needs and global awareness - What is the difference between a want and a need? - How might children in other parts of the world have different needs to you? - Why is it important to understand how others live?
	Rights, responsibilities and global citizenship - What rights do all children have? - Why are these rights not always met for everyone? - What responsibilities do we have to others locally and globally?	Choices, behaviour and impact - How do your choices affect other people? - Can your actions have an impact beyond your school or community? How? - How do rewards and consequences help people make better choices?	Democracy, voice and the Learning Charter - What does it mean to have a voice in your school? - How does democracy help create a fair community? - How can you model the Learning Charter and influence others positively?
	Resources and additional support for Families BBC Bitesize (KS2 PSHE and Citizenship) – short videos and activities to explore rights, responsibilities, democracy and global issues Introduction to UK Parliament, video – Parliament UK Education BookTrust – high-quality book recommendations by age and topic, including empathy, global awareness and identity - 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 10-11	Puzzle overview: Celebrating Difference	
	In this Puzzle, children explore what “normal” can mean and develop empathy for people who are different. They examine prejudice, discrimination and protected characteristics, reflecting on their own attitudes and the importance of equality and respect. Across the six Pieces, children learn about power imbalances, why bullying might happen, and how to manage feelings and solve problems safely. They explore inspirational individuals, including disabled athletes, and reflect on perseverance and achievement.	
	Knowledge	Social and emotional skills
	• I understand there are different perceptions about what normal means • I understand how being different could affect someone's life • I can explain some of the ways in which one person or a group can have power over another • I know some of the reasons why people use bullying behaviours • I can give examples of people with disabilities who lead amazing lives • I can explain ways in which difference can be a source of conflict and a cause for celebration	• I can empathise with people who are different • I am aware of my attitude towards people who are different • I know how it can feel to be excluded or treated badly by being different in some way • 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 appreciate people for who they are • I can show empathy with people in either situation
	Vocabulary	
	achievement, accolade, admiration, argument, assumption, banter, belonging, bullying, bullying behaviour, celebration, community, conflict, control, difference, direct, disability, discrimination, empathy, equality, equality act, harassment, imbalance, indirect, misunderstanding, normal, Paralympian, perception, perseverance, power, prejudice, protected characteristics, racism, recipient, respect, rights, sport, stamina, struggle, stereotype	

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 'Celebrating Difference' learning at home			
Ages 10-11	Perceptions of 'normal' and difference - What does "normal" mean to you? - Why might people have different ideas about what is normal? - How can being different affect someone's life?	Equality, prejudice and discrimination - What do prejudice and discrimination mean? - Why is it important to treat everyone equally and with respect? - How can we challenge unfair attitudes or behaviour?	Power, bullying and responsibility - What does it mean for someone to have power over others? - Why might people use bullying behaviours? - What can you do if you see or experience unfair treatment?
	Empathy, inclusion and respect - How can you show empathy towards someone who is different from you? - How might it feel to be excluded or treated unfairly? - What can you do to help others feel included and valued?	Managing feelings and problem-solving - How can you manage your feelings in a difficult situation? - What strategies can you use to solve a problem calmly? - How can you support others in resolving conflict?	Inspiration, perseverance and achievement - Can you think of someone who has achieved something despite challenges? - What can we learn from people who show perseverance? - How can differences be a strength rather than a weakness?
	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, equality, perseverance and identity - 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 10-11	Puzzle overview: Dreams and Goals	
	In this Puzzle, children set ambitious but realistic personal learning goals and identify steps to success, reflecting on motivation, strengths and perseverance. They explore global issues that matter to them and consider how these affect people's lives. Across the six Pieces, children work collaboratively to plan fundraising and awareness projects, developing empathy, leadership and teamwork while learning how to make a positive difference in the world.	
	Knowledge	Social and emotional skills
	- I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) - I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these - I can identify problems in the world that concern me and talk to other people about them - I can work with other people to help make the world a better place - I can describe some ways in which I can work with other people to help make the world a better place - I know what some people in my class like or admire about me and can accept their praise	- I understand why it is important to stretch the boundaries of my current learning - I can set success criteria so that I will know whether I have reached my goal - I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations - I can empathise with people who are suffering or who are living in difficult situations - I can identify why I am motivated to do this - I can give praise and compliments to other people when I recognise their contributions and achievements
	Vocabulary	
	achieve, achievement, admire, aspirations, awareness, collaborate, compliment, concern, contribution, cooperate, dream, feeling, feelings, global, goal, issue, leadership skills, learning, money, motivate, personal, praise, prevention, recognition, realistic, rescue, role, safety, strategy, strengths, stretch, success, success criteria, suffering, support, unrealistic	

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 'Dreams and Goals' learning at home			
Ages 10-11	Setting goals and stretching yourself - What is one goal you have for yourself at school, and one outside of school? - How do you know if a goal is realistic but still challenging? - How will you know when you have achieved your goal? What does success look like?	Motivation and perseverance - What helps you stay motivated when working towards something over a long period of time? - What do you do when you feel like giving up? - Is there something you have achieved recently by really pushing yourself? How did that feel?	Strengths, praise and being recognised - What do you think your biggest learning strengths are? - How does it feel when someone recognises something good in you or gives you a compliment? - Is it easy or hard to accept praise – why do you think that is?
	Global issues and empathy - Is there a problem in the world that you feel strongly about or that worries you? - Why do you think it matters that we care about what is happening to people in other parts of the world? - Is there anything you could do to help?	Making a difference - Have you ever done something to help others or raise awareness of something important? - How might it feel to make a difference? - What skills or strengths do you have that could help make a positive difference?	Collaboration, leadership and contribution - When you work with others towards a shared goal, what role do you naturally take? - How do you make sure everyone in a group feels valued and heard? - Can you think of a time someone else's contribution or effort really stood out to you – did you tell them?
	Resources and additional support for Families UNICEF – information and activities to help families explore global challenges, children's rights and how we can all make a difference BookTrust – high-quality book recommendations for children on empathy, global awareness and real-life inspiration - 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 10-11	Puzzle overview: Healthy Me	
	In this Puzzle, children learn to take responsibility for their physical and emotional wellbeing, exploring how choices, prevention and healthy habits support long-term health. They develop understanding of different types of drugs and their effects and discuss safer ways to cope with life's challenges. Across the six Pieces, children learn about exploitation and how pressure can affect decisions. Children learn how to seek help and they explore emotional and mental health, recognise signs of stress and practise strategies for managing pressure.	
	Knowledge	Social and emotional skills
	- I can take responsibility for my health and make choices that benefit my health and well-being - I know about different types of drugs and their uses and their effects on the body particularly the liver and heart - I understand that some people can be exploited and made to do things that are against the law - I know why some people join gangs and the risks this involves - I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness - I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse	- I am motivated to care for my physical and emotional health - I am motivated to find ways to be happy and cope with life's situations without using drugs - I can suggest ways that someone who is being exploited can help themselves - I can suggest strategies someone could use to avoid being pressurised - I know how to help myself feel emotionally healthy and can recognise when I need help with this - I use different strategies to manage stress and pressure
	Vocabulary	
	anti-social behaviour, choice, crime, criminal, drugs, effects, emotional health, exploited, gangs, gang, illegal, immunisation, managing stress, mental health, mental illness, motivation, new psychoactive substances, over-the-counter, prevention, prescribed, pressure, reputation, responsibility, restricted, strategies, stress, synthetic highs, symptoms, triggers, unrestricted, volatile substances, vulnerable.	

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 10-11	Taking responsibility for health and wellbeing - What does it mean to take responsibility for your health? - What choices help you stay physically and emotionally well? - How do healthy habits support you in the long term?	Drugs, medicines and their effects - What are some different types of drugs and medicines used for? - Why is it important to use medicines safely and only as directed? - Who can you ask if you have questions about medicines or health?	Exploitation, gangs and staying safe - What does it mean if someone is being exploited? - Why might some people feel pressured to join gangs? - What could someone do if they felt unsafe or pressured?
	Pressure, influence and making safe choices - What does it feel like when someone pressures you? - What strategies can help you resist pressure? - Who can support you if you feel unsure about something?	Emotional health and mental wellbeing - What does it mean to feel emotionally healthy? - How can you tell when someone might need extra support? - Who can you talk to if you feel worried or low?	Stress, triggers and coping strategies - What does stress feel like in your body? - What kinds of situations can cause stress? - What helps you feel calmer when you are under pressure? - Why is it important to find healthy ways to cope?
	Resources and additional support for Families		
	Better Health – Healthier Families (NHS) – lots of family resources, activities, food recipes and more NSPCC – advice for families seeking further help and advice on specific topics e.g. online safety, social media, wellbeing ,mental health Young Minds – a parent section with advice, guidance and support – also Anna Freud Self Care resources for children and young people - 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 10-11	Puzzle overview: Relationships	
	In this Puzzle, children explore mental health, learning how to recognise stress, anxiety and early warning signs, and how to seek support for themselves and others. They examine love and loss, understanding grief and developing strategies for managing strong emotions. Across the six lessons, children learn about power and control in relationships, practise assertive responses, and explore how to stay safe online, including judging what is real or fake and resisting pressure.	
	Knowledge	Social and emotional skills
	• I know that it is important to take care of my mental health • I know how to take care of my mental health • I understand there are different stages of grief and that there are different types of loss that cause people to grieve • I can recognise when people are trying to gain power or control • I can judge whether something online is safe and helpful to me • I can use technology positively and safely to communicate with my friends and family	• I can understand that people can get problems with their mental health and that it is nothing to be ashamed of • I can help myself and others when worried about a mental health problem • I can recognise when I am feeling those emotions and have strategies to manage them • I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control • I can resist pressure to do something online that might hurt myself or others • I can take responsibility for my own safety and well-being
	Vocabulary	
	age restrictions, AI (artificial intelligence), anxiety, ashamed, assertive, authority, bullying, communication, consent, control, courtesy, digital rights, early warning signs, emotions, feelings, grief, influences, isolation, loneliness, mental health, personal data, power, pressure, privacy, real / fake, respect, risks, safety, self-care, self-control, signs, stigma, strategies, stress, support, targeting, technology, true / untrue, warning	

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 10-11	Mental health, self-care and wellbeing - What things help you look after your mental wellbeing? - Why is it important to talk about mental health openly? - Who can you talk to if you feel worried or low?	Stress, anxiety and early warning signs - What does stress or anxiety feel like in your body? - What early warning signs can help you notice when you need support? - What strategies help you feel calmer?	Grief, loss and managing emotions - What does loss mean, and how might people feel when they experience it? - Why do people grieve in different ways? - What can help someone cope with grief?
	Power, control and assertiveness - Why might someone try to control or pressure you? - How can you stand up for yourself respectfully? - Who can help if you feel unsafe or uncomfortable?	Online safety and digital responsibility - How can you tell if something online is real or fake? - What should you do if you see something upsetting online? - What tips do you know to help you use technology safely and positively?	Support, responsibility and seeking help - Why is it important to ask for help when you need it? - Who are trusted adults you can talk to? - What does taking responsibility for your wellbeing mean?
	Resources and additional support for Families YoungMinds – support for children's mental health and emotional wellbeing NSPCC – advice for families on safety, relationships, pressure and online risks NHS Every Mind Matters – advice on managing stress, anxiety and wellbeing - 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 10-11	Puzzle overview: Changing Me	
	In this Puzzle, children explore self-image and self-esteem while learning about physical and emotional changes during puberty. Children reflect on identity, adolescent friendships, and the pressures linked to appearance and growing independence. They practise challenging negative self-talk and identifying trusted adults for support, alongside discussing attraction, consent, and respectful relationships. <i>This Puzzle includes non-statutory sex education in Piece 3 (conception and how babies are made). Schools should check their policy and parental withdrawal arrangements before teaching.</i>	
	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 girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally - I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born - I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend OR <i>I know myself well enough to maintain positive relationships with others whilst still keeping my own identity</i> - I am aware of the importance of a positive self-esteem and what I can do to develop it - 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 can express how I feel about the changes that will happen to me during puberty - I can recognise how I feel when I reflect on the development and birth of a baby - I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to OR <i>I can be assertive when appropriate</i> - I can express how I feel about my self-image and know how to challenge negative 'body-talk' - I know how to prepare myself emotionally for the changes next year
	Vocabulary	
	adolescent, assertive, attraction, baby, caesarean, celebrity, cervix, challenge, choice, contractions, consent, criticise, embryo, feelings/emotions, foetus, freedoms, identity, independence, journey, labour, looking forward, love, mental health, midwife, negative body-talk, opportunities, placenta, pregnancy, pressure, puberty, real self, relationship, relationships, responsibilities, secondary, self-esteem, self-image, sexting, transition, umbilical cord, values, worries	

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 10-11	Talking Together: suggested questions to support Changing Me learning at home		
	Self-esteem and media influence - How do adverts and influencers try to make people feel about themselves? - What's the difference between your 'real self' and an 'ideal self'? - In our family, how do we support each other's confidence and self-esteem?	Puberty - bringing it all together - What questions do you have about puberty? - Why is looking after yourself physically and emotionally important during puberty? - If someone needed accurate, reliable information about growing up, where should they look?	How babies develop and are born (Sex Ed) - How does a baby develop during pregnancy? - What different ways can babies be born? - Why is reproduction amazing but also completely natural?
	Relationships, attraction and respect - What makes a relationship healthy and respectful? - What does consent mean and why is it important? - If someone felt pressured to do something, what should they do?	Challenging negative body-talk - Why is negative body-talk harmful to ourselves and others? - How can someone challenge body-focused comments in their friendship group? - In our family, how can we support each other to feel good about ourselves?	Preparing emotionally for next year - What strategies help you manage big changes and transitions? - How can young people look after their mental wellbeing during times of change? - Who will be there to support you in your new school, and how can our family help?
	Alternative Piece 4: Friendships + staying true to yourself - How can someone keep their own identity even when friends might disagree? - When is it important to stand up for what you believe in?		
	Resources and additional support for Families NSPCC – advice for families on safety and changing bodies, and resources to children with learning disabilities Childline – puberty advice for children that you could look select from and look at with your child Anna Freud information about how puberty can affect children Children’s Commissioner Guide for talking to your child about online sexual harassment as they approach secondary school age		
	School-based and local resources (editable box for teachers):		