

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 8-9	Puzzle overview: Being Me in My World	
	In this Puzzle, children explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others. They learn about roles in school and how to contribute to their community. Across the six Pieces, children explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas. They consider how rewards and consequences influence behaviour and practise empathy. By the end of the Puzzle, children understand how responsible choices and participation benefit their school community, with the Learning Charter as the shared outcome.	
	Knowledge	Social and emotional skills
	• I know my attitudes and actions make a difference to the class team • I know how to use my Jigsaw Journal • I understand who is in my school community, the roles they play, how I fit in and how I can contribute • I understand how democracy works through the School Council • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • I understand how groups come together to make decisions • I understand how democracy and having a voice benefits the school community	• I know how good it feels to be included in a group and understand how it feels to be excluded • I try to make people feel welcome and valued • I can take on a role in a group and contribute to the overall outcome • I can recognise my contribution to making a Learning Charter for the whole school • I understand how rewards and consequences motivate people's behaviour • I understand why our school community benefits from a Learning Charter and can help others to follow it
	Vocabulary	
	authority, charter, choices, community, conflict, consequences, contribution, courtesy, decisions, democracy, democratic, excluded, friend, friendship, healthy, help, included, job description, learning charter, observer, proud, responsibility, responsibilities, respect, rights, role, school, self-respect, solution, team, trusted adult, UN Convention on the Rights of the Child, valued, violence, voting, welcome, wellbeing	

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 8-9	Belonging, inclusion and teamwork - What does it mean to be part of a team? - How can you help others feel included and valued? - How does it feel when someone is left out?	Roles, responsibilities and contribution - What roles do people have in your school community? - What role do you play in your class? - How do your actions contribute to your class or school?	Feelings, empathy and relationships - How can you tell how someone else is feeling? - Can you think of a time you showed empathy to someone? - Why is it important to care about other people's feelings?
	Democracy, voice and decision-making - What does democracy mean? - How can you share your ideas or opinions? - Why is it important that everyone has a voice?	Rights, responsibilities and respect - What rights do you have in school? - What responsibilities come with those rights? - How does showing respect help your school community?	Choices, behaviour and consequences - How do your choices affect yourself and others? - How do rewards or consequences influence behaviour? - How can you make responsible choices in different situations?
	Resources and additional support for Families BBC Bitesize (KS2 PSHE and Citizenship) – short videos and activities to support understanding of democracy, rights, responsibilities and relationships Disability History Month illustrated book – Parliament UK Education BookTrust – high-quality book recommendations by age and topic, including friendship, inclusion, empathy and community - 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 8-9	Puzzle overview: Celebrating Difference	
	In this Puzzle, children explore how first impressions and appearance can influence assumptions, learning to accept others for who they are and question their own judgements. They develop a deeper understanding of bullying, including the roles of bystanders and witnesses, and practice how to seek help and solve problems safely. Protected characteristics are introduced including age, disability, race and sex. Across the six Pieces, children reflect on what makes them special and unique, learn to value physical differences, and practice kindness, respect and empathy. They explore how opinions can change when people get to know one another.	
	Knowledge	Social and emotional skills
	• I understand that, sometimes, we make assumptions based on what people look like • I understand what influences me to make assumptions based on how people look • I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure • I can tell you why witnesses sometimes join in with bullying and sometimes don't tell • I can identify what is special about me and value the ways in which I am unique • I can tell you a time when my first impression of someone changed when I got to know them	• I try to accept people for who they are • I can question why I think what I do about other people • I know how it might feel to be a witness to and a target of bullying • I can problem-solve a bullying situation with others • I like and respect the unique features of my physical appearance • I can explain why it is good to accept people for who they are
	Vocabulary	
	accept, appearance, assumption, bully, bullying, bystander, changed, character, characteristics, courtesy, deliberate, different, empathy, friend, hurtful, impression, influence, judgement, kindness, manners, on purpose, physical features, problem solve, protected characteristics, respect, secret, special, surprised, troll, unique, witness	

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Talking Together: suggested questions to support 'Celebrating Difference' learning at home			
Ages 8-9	First impressions and assumptions - What is a first impression? - Have you ever changed your mind about someone after getting to know them? - Why is it important not to judge people by how they look?	Identity, uniqueness and self-value - What makes you unique? - What do you like about yourself? - Why is it important to value differences in ourselves and others?	Bullying and recognising it - What does bullying look like? - Why can bullying sometimes be hard to spot? - What do you think you should do if you think bullying might be happening?
	Bystanders, witness and taking action - What does it mean to be a bystander or witness? - Why might some people join in or stay silent? - How can you help safely if you see bullying?	Respect, kindness and physical differences - Why is it important for us to respect people's physical differences? - How can you show kindness to someone who looks or acts differently to you? - How might it feel if someone judged you based on your appearance?	Opinions and understanding others - Can someone's opinion about someone change over time? How? - What helps you understand someone better? - Why is it important to get to know people before making decisions about them?
	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 identity, difference, bullying and belonging - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Celebrating Difference theme.		
	School-based and local resources (editable box for teachers):		

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the **Dreams and Goals** Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 8-9	Puzzle overview: Dreams and Goals	
	In this Puzzle, children explore their hopes and dreams and learn how feelings such as excitement, anxiety and disappointment can accompany them. They develop resilience by reflecting on setbacks, coping strategies and how support from others can help them move forward. Across the Pieces, children practise creating new plans, setting achievable goals and working collaboratively on group challenges. They reflect on the importance of perseverance, positive attitudes and self-belief whilst helping themselves and others to succeed.	
	Knowledge	Social and emotional skills
	- I can tell you about some of my hopes and dreams - I understand that sometimes hopes and dreams do not come true and that this can hurt and recognise how resilience and support from others can help - I know how to cope with disappointment and find ways to move forward - I know how to make a new plan and set new goals even if I have been disappointed - I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group - I can identify the contributions made by myself and others to the group's achievement	- I know how it feels to have hopes and dreams - I know how disappointment feels and identify when I have felt that way, recognising the roles people (including myself) take in groups and how these can support or challenge me - I can respect myself and notice how coping builds my self-esteem and resilience - I know what it means to be resilient and to have a positive attitude - I can enjoy being part of a group challenge - I know how to share in the success of a group and how to store this success experience in my internal treasure chest
	Vocabulary	
	agree/disagree, anxious, attitude, celebrate, cope, courtesy, courage, design, determination, determined, disappointed, disappointment, dream, dreams, follower, goal, goals, help, hope, hopeful, hopes, hurt, inspired, internal, treasure chest, leader, learning, manners, motivated, plans, positive, positive attitude, problem-solve, proud, resilience, review, risk, roles, safety, self-belief, self-esteem, self-respect, setback, success, wellbeing	

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Talking Together: suggested questions to support 'Dreams and Goals' learning at home			
Ages 8-9	Hopes and dreams - What are some of your hopes and dreams for the future? - How does it feel when you think about something you really hope will happen? - Is there someone who inspires you to dream big? What is it about them that inspires you?	Dealing with disappointment - Have you ever really hoped for something that didn't work out? How did that feel? - What do you do when you feel disappointed? - What helps you start to feel better?	Resilience and self-belief - What does being resilient mean to you? - When things get hard, what do you tell yourself to keep going? - How does coping with something difficult make you feel about yourself afterwards?
	Making new plans and setting goals - If something doesn't go to plan, how do you go about starting again or trying a different way? - What steps do you take when you are working towards a new goal? - Who helps you stay on track when you are working towards something important?	Teamwork and roles in a group - When you work in a group, what role do you usually take — leader, follower, organiser, encourager? - How do other people in a group help you, and how do you help them? - How does it feel to be part of a group that achieves something together?	Celebrating success - What is something you are really proud of achieving ? - How do you like to celebrate success with the people around you? - If you could keep the feeling of a really proud moment with you always, how might that help you when things get tough?
	Resources and additional support for Families Place2Be – advice on how to open up conversations about hopes, disappointment and emotional wellbeing at home Childline – child-friendly articles and tools to help build self-respect and a positive attitude towards goals - 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 8-9	Puzzle overview: Healthy Me	
	In this Puzzle, children explore friendships, group dynamics and the emotions linked to belonging, trust and feeling left out. They consider how peer influence can affect choices and learn ways to stay safe with friends, including near railways. Across the six Pieces, children learn key facts about smoking, vaping and alcohol, and practise recognising pressure, managing uncomfortable feelings and acting assertively. They reflect on what makes a healthy friendship and how to resist unsafe situations.	
	Knowledge	Social and emotional skills
	• I recognise how different friendship groups are formed, how I fit into them and the friends I value the most • I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help • I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape • I understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol • I can recognise when people are putting me under pressure and can explain ways to resist this when I want • I know myself well enough to have a clear picture of what I believe is right and wrong	• I can identify the feelings I have about my friends and my different friendship groups • I can recognise feelings of embarrassment, pressure or wanting to fit in that might stop me making safe choices, and know how to manage these feelings to keep myself safe • I can recognise negative feelings in peer pressure situation (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others • I can identify feelings of anxiety and fear associated with peer pressure • I can tap into my inner strength and know how to be assertive
	Vocabulary	
	advice, agree/disagree, alcohol, anxiety, assertive, believe, disease, emotions, embarrassment, fear, follower, friendship groups, friendships, guilt, healthy, leader, liver, lonely, opinion, peers, pressure, puberty, relationships, right, roles, smoking, trust, value, vaping, wrong	

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Talking Together: suggested questions to support Healthy Me learning at home			
Ages 8-9	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 it important to have a balanced diet?	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) – lots of family resources, activities, food recipes and more Stay Wise –learning about emergency services with interactive games, activities, videos and stories, and BBC – Level Crossing Video 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 8-9	Puzzle overview: Relationships	
	In this Puzzle, children explore feelings such as jealousy, love and loss, and learn how memories can help us stay connected to people we no longer see. They develop strategies for managing difficult emotions and supporting others through change. Across the six lessons, children practise negotiating, compromising and repairing friendships, and reflect on what makes healthy relationships. They consider early ideas about romantic relationships and learn not to feel pressured.	
	Knowledge	Social and emotional skills
	- I can recognise situations which can cause jealousy in relationships - I can identify someone I love and can express why they are special to me - I can tell you about someone I know that I no longer see - I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends - I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older - I know how to show love and appreciation to the people and animals who are special to me	- I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens - I know how most people feel when they lose someone or something they love - I understand that we can remember people even if we no longer see them - I know how to stand up for myself and how to negotiate and compromise - I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend - I can love and be loved
	Vocabulary	
	anger, appreciation, attraction, betrayal, boyfriend, care, close, comfortable, compromise, conflict, critical thinking, emotions, empathy, envy, friendships, girlfriend, jealousy, lonely / loneliness, loss, love, loyalty, manage, memories, memento, negotiate, negative, personal, positive, pressure, problem-solve, reality, relationship, remember, souvenir, special, support, symbol, trust, vulnerable	

Supporting 'Relationships' Puzzle at home: A Guide for Families

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Talking Together: suggested questions to support Relationships learning at home			
Ages 8-9	Jealousy and friendship emotions - What situations might make someone feel jealous? - How can jealousy affect friendships? - What can you do if you notice jealous feelings?	Love and appreciation - What makes someone special to you? - How can you show care and appreciation to others? - How does it feel to give and receive love?	Loss, memories and staying connected - How might someone feel when they no longer see someone they care about? - What can help us remember special people? - Why are memories important?
	Friendship changes, conflict and repair - Why do friendships sometimes change? - What can you do if you fall out with a friend? - What does it mean to compromise? - How can negotiation help solve conflicts fairly?	Standing up to pressure and healthy boundaries - What does it mean to stand up for yourself? - How can you respond if you feel pressured? - Who can you talk to if you feel uncomfortable?	Relationships and respect - What does it mean for a relationship to be important or special? - What makes any relationship healthy and respectful? - Why is it important to respect other people's choices?
	Resources and additional support for Families		
	NSPCC – advice for families on boundaries, secrets, safety and relationships Child Bereavement UK – support and advice about helping children cope with loss - 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 8-9	Puzzle overview: Changing Me	
	In this Puzzle, children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They consider the role of families, trusted adults, and inner circles in providing care and support. Across the six Pieces, children develop strategies for coping with change, managing worries, and accepting things beyond their control. They practise reflecting on personal goals and positive changes they would like to make.	
	Knowledge	Social and emotional skills
	- I understand that lots of things make up a person's identity and this is what makes them unique - I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this - I know there are many types of family and that often our family members form part of our inner circle - I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty - I know how the circle of change works and can apply it to changes I want to make in my life - I can identify changes that have been and may continue to be outside of my control that I learnt to accept - I can identify what I am looking forward to when I move to a new class	- I can describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am - I have strategies to help me cope with the physical and emotional changes I will experience during puberty - I know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me - I am confident enough to try to make changes when I think they will benefit me - I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively - I can reflect on the changes I would like to make next year and describe how to go about this
	Vocabulary	
	acceptance, anxious, belonging, care, characteristics, change, choices, circle, control, family, fallopian tube, hobbies, hormone, identity, inner circle, interests, love, looking forward, menstrual cup, menstrual cycle, menstrual pads, menstrual towel, menstruation, ovaries, panty liner, period pants, period products, periods, personality, proud, proportionate, puberty, reliable, seasons, skills, support, tampons, trusted adult, trustworthy, unique, values, vagina, vulva, womb	

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Talking Together: suggested questions to support Changing Me learning at home			
Ages 8-9	What makes you unique - What things about you come from our family? What things are from your own choices? - How do your interests and hobbies help make you who you are? - What are you proud of about yourself?	Puberty and menstruation - What have you learnt about puberty at school? - What is menstruation and why does it happen? - Why do periods start at different ages for different girls?	Families and your inner circle - Who are the people in your inner circle that you trust? - In our family, who are the people you know you can always turn to? - What makes someone a trusted adult?
	Managing change in your life - What changes can people control? What changes can't they control? - What helps you cope when things change in your life? - How can planning ahead make change feel less scary?	Accepting changes you can't control - How can someone respond positively to changes they can't stop? - What's the difference between worrying a normal amount and needing extra support? - If you needed reliable information about something, where would you look?	Looking forward and asking for help - What changes are you looking forward to next year? - When might someone need to ask a trusted adult for support? - In our family, how do we ask for help when we need it?
	Resources and additional support for Families NSPCC – advice for families on boundaries, secrets, safety and Changing Me Always Advice on how to discuss periods with your child BBC Operation Ouch clip explaining main changes of puberty - 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):		