



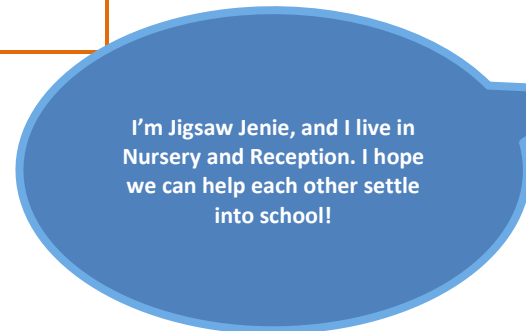
EYFS PSHE – Being Me In My World

In this Puzzle (unit), the children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children’s rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.

Key Vocabulary
Kind
Gentle
Friend
Similar(ity)
Different
Rights
Responsibilities
Feelings
Angry
Happy
Excited
Nervous
Sharing
Taking Turns

Key Knowledge
<ul style="list-style-type: none"> • Know special things about themselves
<ul style="list-style-type: none"> • Know that some people are different from themselves
<ul style="list-style-type: none"> • Know how happiness and sadness can be expressed
<ul style="list-style-type: none"> • Know that hands can be used kindly and unkindly
<ul style="list-style-type: none"> • Know that being kind is good
<ul style="list-style-type: none"> • Know they have a right to learn and play, safely and happily

Social & Emotional Skills
<ul style="list-style-type: none"> • Identify feelings associated with belonging
<ul style="list-style-type: none"> • Identify feelings of happiness and sadness
Skills to play cooperatively with others
<ul style="list-style-type: none"> • Be able to consider others’ feelings
<ul style="list-style-type: none"> • Be responsible in the setting



I’m Jigsaw Jenie, and I live in Nursery and Reception. I hope we can help each other settle into school!



Jigsaw Jenie



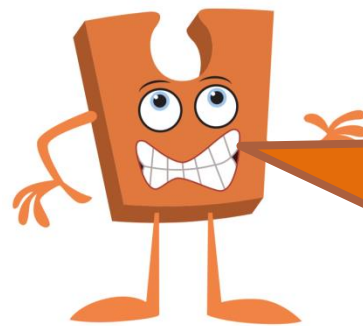
Year 1 PSHE – Being Me In My World

In this Puzzle (unit), the children are introduced to their Jigsaw Folders and discuss their Jigsaw Charter. As part of this they discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.

Key Vocabulary
Safe
Special
Calm
Belonging
Special
Rights
Responsibilities
Learning Charter
Jigsaw Charter
Rewards
Proud
Consequences
Upset
Disappointed
Illustration

Key Knowledge
<ul style="list-style-type: none"> Understand the rights and responsibilities of a member of a class
<ul style="list-style-type: none"> Understand that their views are important
<ul style="list-style-type: none"> Understand that their choices have consequences
<ul style="list-style-type: none"> Understand their own rights and responsibilities with their classroom

Social & Emotional Skills
<ul style="list-style-type: none"> Understanding that they are special
<ul style="list-style-type: none"> Understand that they are safe in their class
<ul style="list-style-type: none"> Identifying helpful behaviours to make the class a safe place
<ul style="list-style-type: none"> Identify what it's like to feel proud of an achievement
<ul style="list-style-type: none"> Recognise feelings associated with positive & negative consequences
<ul style="list-style-type: none"> Understand that they have choices



Jigsaw Jack

I'm Jigsaw Jack and I'm a bit nervous about moving to Year 1. I hope you and I will be friends!



Year 2 PSHE – Being Me In My World

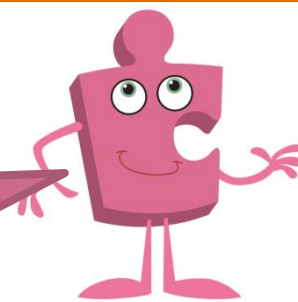
In this Puzzle (unit) the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices, set up their Jigsaw Folders and make the Jigsaw Charter.

Key Vocabulary
Worries
Hopes
Fears
Belonging
Rights
Responsibilities
Responsible
Actions
Praise
Reward
Consequence
Positive
Negative
Choices
Co-operate
Learning Charter
Problem-Solving

Key Knowledge
<ul style="list-style-type: none"> Identifying hopes and fears for the year ahead
<ul style="list-style-type: none"> Understand the rights and responsibilities of class members
<ul style="list-style-type: none"> Know that it is important to listen to other people
<ul style="list-style-type: none"> Understand that their own views are valuable
<ul style="list-style-type: none"> Know about rewards and consequences and that these stem from choices
<ul style="list-style-type: none"> Know that positive choices impact positively on self-learning and the learning of others

Social & Emotional Skills
<ul style="list-style-type: none"> Recognise own feelings and know when and where to get help
<ul style="list-style-type: none"> Know how to make their class a safe and fair place
<ul style="list-style-type: none"> Show good listening skills
<ul style="list-style-type: none"> Recognise the feeling of being worried
<ul style="list-style-type: none"> Be able to work cooperatively

I'm Jigsaw Jo and I like learning new things. I'm looking forward to meeting everyone in Year 2.



Jigsaw Jo



Year 3 – Being Me In My World

In this Puzzle (unit) the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They talk about n and how to face them with positivity. The children talk about the need for rules and how these relate to rights and responsibilities. They talk about choices and consequences, working collaboratively and seeing things from other people’s points of view. The children talk about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Folders and establish the Jigsaw Charter.

Key Vocabulary	
Welcome	Valued
Achievements	Proud
Pleased	Personal Goal
Praise	Acknowledge
Affirm	Emotions
Feelings	Nightmare
Fears	Worries
Solutions	Support
Rights	Responsibilities
Learning Charter	Dream
Behaviour	Rewards
Consequences	Actions
Fairness	Choices
Co-operate	Group Dynamics
Team Work	View Point
Ideal School	Belong

Key Knowledge
<ul style="list-style-type: none"> Understand that they are important
<ul style="list-style-type: none"> Know what a personal goal is
<ul style="list-style-type: none"> Understanding what a challenge is
<ul style="list-style-type: none"> Know why rules are needed and how these relate to choices and consequences
<ul style="list-style-type: none"> Know that actions can affect others’ feelings
<ul style="list-style-type: none"> Know that others may hold different views
<ul style="list-style-type: none"> Know that the school has a shared set of values

Social & Emotional Skills
<ul style="list-style-type: none"> Recognise self-worth
<ul style="list-style-type: none"> Identify personal strengths
<ul style="list-style-type: none"> Be able to set a personal goal
<ul style="list-style-type: none"> Recognise feelings of happiness, sadness, worry & fear in themselves & others
<ul style="list-style-type: none"> Make other people feel valued
<ul style="list-style-type: none"> Develop compassion and empathy for others
<ul style="list-style-type: none"> Be able to work collaboratively

Jigsaw

Jino



I’m Jigsaw Jino, I can’t wait to meet you and have some fun in Year 3.



Knowledge Organisers

Year 4 – Being Me In My World

In this Puzzle (unit) the children talk about being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also talk about considering other people’s feelings. They refresh their Jigsaw Charter and set up their Jigsaw Folders.

Key Vocabulary	
Included	Excluded
Welcome	Valued
Team	Charter
Role	Job Description
School Community	Responsibility
Rights	Democracy
Democratic	Reward
Consequence	Decisions
Voting	Authority
Learning Charter	Contribution
Observer	UN Convention on Rights of Child (UNCRC)

Key Knowledge
<ul style="list-style-type: none"> • Know how individual attitudes and actions make a difference to a class
<ul style="list-style-type: none"> • Know about the different roles in the school community
<ul style="list-style-type: none"> • Know their place in the school community
<ul style="list-style-type: none"> • Know what democracy is (applied to pupil voice in school)
<ul style="list-style-type: none"> • Know that their own actions affect themselves and others
<ul style="list-style-type: none"> • Know how groups work together to reach a consensus
<ul style="list-style-type: none"> • Know that having a voice and democracy benefits the school community

Social & Emotional Skills
<ul style="list-style-type: none"> • Identify the feelings associated with being included or excluded
<ul style="list-style-type: none"> • Can make others feel valued and included
<ul style="list-style-type: none"> • Be able to take on a role in a group discussion / task and contribute to the overall outcome
<ul style="list-style-type: none"> • Can make others feel cared for and welcomed
<ul style="list-style-type: none"> • Recognise the feelings of being motivated or unmotivated
<ul style="list-style-type: none"> • Understand why the school community benefits from a Learning Charter
<ul style="list-style-type: none"> • Be able to help friends make positive choices
<ul style="list-style-type: none"> • Know how to regulate my emotions

I'm Jigsaw Jaz, we'll be tackling some tricky topics together in Year 4.



Jigsaw Jaz



Knowledge Organisers

Year 5 – Being Me In My World

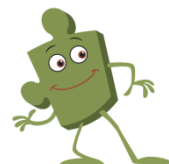
In this Puzzle (unit) the children think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Folders.

Key Vocabulary		
Goals	Worries	Fears
Value	Welcome	Choice
Ghana	West Africa	Cocoa Plantation
Cocoa Pods	Machete	Rights
Community	Education	Wants
Needs	Maslow	Empathy
Comparison	Opportunities	Choices
Behaviour	Responsibilities	Rewards
Consequences	Empathise	Learning Charter
Obstacles	Cooperation	Collaboration
Legal	Illegal	Lawful
Laws	Participation	Motivation
Democracy	Decision	Proud

Key Knowledge
<ul style="list-style-type: none"> Know how to face new challenges positively
<ul style="list-style-type: none"> Understand how to set personal goals
<ul style="list-style-type: none"> Understand the rights and responsibilities associated with being a citizen in the wider community and their country
<ul style="list-style-type: none"> Know how an individual’s behaviour can affect a group and the consequences of this
<ul style="list-style-type: none"> Understand how democracy and having a voice benefits the school community
<ul style="list-style-type: none"> Understand how to contribute towards the democratic process

Social & Emotional Skills
<ul style="list-style-type: none"> Be able to identify what they value most about school
<ul style="list-style-type: none"> Identify hopes for the school year
<ul style="list-style-type: none"> Empathy for people whose lives are different from their own
<ul style="list-style-type: none"> Consider their own actions and the effect they have on themselves and others
<ul style="list-style-type: none"> Be able to work as part of a group, listening and contributing effectively
<ul style="list-style-type: none"> Understand why the school community benefits from a Learning Charter
<ul style="list-style-type: none"> Be able to help friends make positive choices Know how to regulate my emotions

Jigsaw Jez



I’m Jigsaw Jez. We’re going to learn a lot together in Year 5. I can’t wait to meet you all!



Knowledge Organisers

Year 6 – Being Me In My World

In this Puzzle (unit) the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The class learn about the United Nations convention on the Rights of the Child and that these are not met for all children worldwide. They talk about their choices and actions and how these can have far-reaching effects, locally and globally. The children talk about their own behaviour and how their choices can result in rewards and consequences and how these feel. They talk about how an individual’s behaviour and the impact it can have on a group. They also talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Folders.

Key Vocabulary	
Challenge	Goal
Attitude	Actions
Rights and Responsibilities	United Nations Convention on The Rights of the Child
Citizen	Choices
Consequences	Views
Opinion	Collaboration
Collective Decision	Democracy

Key Knowledge
<ul style="list-style-type: none"> • Know how to set goals for the year ahead
<ul style="list-style-type: none"> • Understand what fears and worries are
<ul style="list-style-type: none"> • Know about children’s universal rights (United Nations Convention on the Rights of the Child)
<ul style="list-style-type: none"> • Know about the lives of children in other parts of the world
<ul style="list-style-type: none"> • Know that personal choices can affect others locally and globally
<ul style="list-style-type: none"> • Understand that their own choices result in different consequences and rewards
<ul style="list-style-type: none"> • Understand how democracy and having a voice benefits the school community
<ul style="list-style-type: none"> • Understand how to contribute towards the democratic process

Social & Emotional Skills
<ul style="list-style-type: none"> • Be able to make others feel welcomed and valued
<ul style="list-style-type: none"> • Know own wants and needs
<ul style="list-style-type: none"> • Be able to compare their life with the lives of those less fortunate
<ul style="list-style-type: none"> • Demonstrate empathy and understanding towards others
<ul style="list-style-type: none"> • Can demonstrate attributes of a positive role-model
<ul style="list-style-type: none"> • Can take positive action to help others
<ul style="list-style-type: none"> • Be able to contribute towards a group task
<ul style="list-style-type: none"> • Know what effective group work is
<ul style="list-style-type: none"> • Know how to regulate my emotions

