



Jigsaw PSHE knowledge and skills progression: Being Me In My World Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the planned Being Me in My World Puzzle (unit of work) for this age group, includes some of the key vocabulary and contains suggestions for Family Learning

Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some of the content and vocabulary may have been changed, or be taught in a different year group. This may be especially true if this is their first year of using Jigsaw PSHE 3-11.

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5	<ul style="list-style-type: none"> • Know special things about themselves • Know that some people are different from themselves • Know how happiness and sadness can be expressed • Know that hands can be used kindly and unkindly • Know that being kind is good • Know they have a right to learn and play, safely and happily 	<ul style="list-style-type: none"> • Identify feelings associated with belonging • Identify feelings of happiness and sadness • Skills to play cooperatively with others • Be able to consider others' feelings • Be responsible in the setting 	<ul style="list-style-type: none"> • What does it feel like to belong? • What's special about you? • How do people show they are happy or sad? • What sort of things can you do to be kind? • How do you play nicely with other children? • How are you different from someone else (e.g. Mummy, Daddy, brother, sister, a friend)? • What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? • Can you tell me about Calm Me time?
<p>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.</p>			
<p>New key vocabulary that may be introduced: Kind, Gentle, Friend, Similar, Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns, Unique.</p>			



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BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	<ul style="list-style-type: none"> Understand the rights and responsibilities of a member of a class Understand that their views are important Understand that their choices have consequences Understand their own rights and responsibilities with their classroom 	<ul style="list-style-type: none"> Understanding that they are special Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences Understand that they have choices 	<ul style="list-style-type: none"> What do you do in class to help other children? What do you do to help your teacher? What does it feel like to be safe? Can you tell me something you were really proud of? How did it make you feel 'inside'? What sort of things does your teacher say or do when they are pleased? What choices can you make to be helpful and kind in school and at home? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? Can you tell me about Calm Me time?
<p>In this Puzzle (unit), the children are introduced to their Jigsaw Journals 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.</p>			
<p>New key vocabulary that may be introduced: Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed,.</p>			



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BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	<ul style="list-style-type: none"> Identifying hopes and fears for the year ahead Understand the rights and responsibilities of class members Know that it is important to listen to other people Understand that their own views are valuable Know about rewards and consequences and that these stem from choices Know that positive choices impact positively on self-learning and the learning of others 	<ul style="list-style-type: none"> Recognise own feelings and know when and where to get help Know how to make their class a safe and fair place Show good listening skills Recognise the feeling of being worried Be able to work cooperatively 	<ul style="list-style-type: none"> What are you looking forward to this year? Are you worried about anything that might happen this year? Can you tell me some good (positive) choices a person can make in school? How do you show you are a good listener? What do you do to get on with other children? If you're worried about something, who can you ask for help in school and at home? How does your teacher reward /praise children who make positive/helpful choices? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? Can you tell me about Calm Me time?
<p>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 and who to ask. 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 Journals and make the Jigsaw Charter.</p>			
<p>New key vocabulary that may be introduced: Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving.</p>			



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