

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 3-5	Puzzle overview: Being Me in My World	
	In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin by working on recognising and managing and naming their feelings. The children learn 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 learn what it means to be responsible.	
	Knowledge	Social and emotional skills
	• I understand that people are similar and different • I am beginning to recognise and talk about different feelings • I understand that my classroom is a place where we learn and play together • I know that working together helps make school a good place to be • I understand why kindness matters and how it affects others • I know what using gentle hands looks like • I know that everyone has the right to learn and play • I understand what being responsible means • I know how we look after our classroom and resources • I can describe how they help everyone feel safe and able to learn	• I can name my feelings • I know how work and play with others • I know why it is important to be kind and gentle • I understand why it is important to care about others' feelings • I can make good choices • I can follow our class rules
	Vocabulary	
	angry, choice, different, excited, feelings, friend, gentle, happy, kind, learn, nervous, responsibilities, rights, sad, share, similar, taking turns, unique	

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 3-5	Belonging and friendship	Feelings and emotions	Kindness and gentle hands
	- Who do you like to play with at school? What do you like about them? - What makes someone a good friend? - When do you feel happy in your class?	- Can you tell me about a time you felt happy, sad or angry at school? - How can we tell how someone else is feeling? - What helps you feel better when you feel upset?	- What does being kind look like in your classroom? - Can you show me what "gentle hands" look like? - How do others feel when we are kind to them?
	Similarities and differences	Playing together	Rights and responsibilities
	- What is the same about you and your friends? - What is different about you and your friends? - Why is it nice that we are all a bit different?	- What games do you like playing with others? - How do you take turns when you play? - What happens when everyone works together?	- What do you think your classroom rules are? - Why is it important that everyone can learn and play? - How do you help look after your bedroom or toys?
Resources and additional support for Families			
BBC Tiny Happy People - short videos, ideas and resources to support families BookTrust – high-quality book recommendations for children by age (including ages 3–5) including topics on feelings, friendships, starting school and behaviour - 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):			

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Ages 5-6	Puzzle overview: Being Me in My World	
	In this Puzzle, children are introduced to their Jigsaw Journals and explore what helps them feel special, safe and calm in their class. They learn what it means to belong and understand their rights and responsibilities as class members. Children think about welcoming others, keeping their classroom safe for learning, and how their views are valued when contributing to the whole-school Learning Charter. They explore feelings linked to rewards and pride, reflect on their choices, and recognise emotions that can arise from consequences. By the end of the Puzzle, children understand their role in creating a positive, respectful and safe school community, with the Learning Charter as the shared outcome.	
	Knowledge	Social and emotional skills
	• I know how to use my Jigsaw Journal • I understand the rights and responsibilities as a member of my class • I understand the rights and responsibilities for being a member of my class • I know my views are valued and can contribute to the Learning Charter • I can recognise the choices I make and understand the consequences • I understand my rights and responsibilities within our Learning Charter	• I feel special and safe in my class • I know that I belong to my class • I know how to make my class a safe place for everybody to learn • I recognise how it feels to be proud of an achievement • I recognise the range of feelings when I face certain consequences • I understand my choices in following the Learning Charter
	Vocabulary	
	achievement, belong, belonging, calm, choice, choices, consequences, disappointed, feelings, learn, learning charter, proud, responsibilities, rewards, rights, safe, safe place, special, upset, valued, views	

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Ages 5-6	Talking Together: suggested questions to support 'Being Me in My World' learning at home		
	Belonging and feeling safe • When do you feel most safe and happy in your classroom? • What makes your class a good place to learn?	Being part of a class • What does it mean to belong to your class? • How can you help someone feel welcome in your class?	Rights and responsibilities • What are your rights in your classroom? • What responsibilities do you have at school and at home?

What helps you feel calm if something feels tricky?	What do you do that helps your class be a good place to be?	Why is it important that everyone follows the Learning Charter?
Choices and consequences - Can you tell me about a choice you made at school today? - What might happen if someone makes a kind or unkind choice? - How do your choices affect other people?	Feelings and rewards - What does it mean to be proud? - Can you think of something you're proud of? - How does it feel when you get a reward or praise?	Feeling valued - Have you shared an idea in class? - How do you know your views are valued? - Why is it important that everyone gets a chance to share their ideas?
Resources and additional support for Families		
BBC Tiny Happy People - short videos, ideas and resources to support families BookTrust – high-quality book recommendations for children by age (including ages 5-6) including topics on feelings, friendships, belonging and behaviour - 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):		

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Ages 6-7	Puzzle overview: Being Me in My World	
	In this Puzzle, children reflect on their hopes and fears for the year and learn how to recognise feelings of worry and seek help. They explore belonging in their class and school community, developing an understanding of rights and responsibilities and making positive contributions. Across the six Pieces, children discuss rewards and consequences, consider how choices affect themselves and others, and explore what makes a classroom safe and fair. Children then learn how the Learning Charter supports learning and boundaries. By the end of the Puzzle, children understand their role in creating a positive school community, with the whole-school Learning Charter as the shared outcome.	
	Knowledge	Social and emotional skills
	• I can identify some of my hopes and fears for this year • I know how to use my Jigsaw Journal • I understand the rights and responsibilities for being a member of my class and the importance of making contributions • I can listen to other people and contribute my own ideas about rewards and consequences • I understand how following the Learning Charter will help me and others learn • I can recognise the choices I make and understand the consequences	• I can recognise when I feel worried and know who to ask for help • I can help myself and others feel like we belong • I can help make my class a safe and fair place • I can listen to others and share my ideas • I can work co-operatively with others • I can follow our Learning Charter
	Vocabulary	
	actions, assertive, belong, belonging, boundaries, choices, consequences, controlling, contributions, fair, fears, hopes, learning charter, negative, positive, praise, problem solving, responsible, responsibilities, rewards, rights, safe, worried	

Supporting 'Being Me in My World' Puzzle at home: A Guide for Families

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Talking Together: suggested questions to support 'Being Me in My World' learning at home			
Ages 6-7	Hopes, fears and worries	Belonging	Rights and responsibilities
	- What are you looking forward to this year? - Is there anything that has made you feel worried at school? - Who can you talk to if you feel worried or need help?	- What makes you feel like you belong in your class? - How can you help someone else feel included? - What makes your class a good place to be?	- What rights do you have in your classroom? - What responsibilities do you have as a member of your class? - How do your responsibilities help everyone learn?
	Choices and consequences	Fairness	Working together – Learning Charter
	- Can you tell me about a choice you made at school today? - What might happen if someone makes a positive or negative choice? - How do your choices affect other people?	- What does being fair mean in your classroom? - Can you tell me about a time when something felt fair or unfair? - How can we make sure everyone is treated fairly?	- What is your Learning Charter and why is it important? - How does following the Learning Charter help everyone learn? - How do you work together with others in your class?
	Resources and additional support for Families		
	BBC Bitesize (KS1 PSHE and Wellbeing) – short videos and resources to support children's understanding of feelings, choices, rights and responsibilities BookTrust – high-quality book recommendations by age and topic, including feelings, worries, friendships 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):		

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Ages 7-8	Puzzle overview: Being Me in My World	
	In this Puzzle, children reflect on their achievements, set personal goals, and learn how to make others feel welcome. They explore emotions linked to worries and fears and think about what helps a school feel safe and supportive. Children compare nightmare and dream schools, develop an understanding of rights and responsibilities, and consider how behaviour and choices affect others. They work together to create and follow their Learning Charter, focusing on teamwork, fairness and inclusion. By the end of the Puzzle, children recognise how their actions impact others and take responsibility for following the whole-school Learning Charter.	
	Knowledge	Social and emotional skills
	• I recognise my worth and can identify positive things about myself and my achievements • I can set personal goals • I know how to use my Jigsaw Journal • I can face new challenges positively, make responsible choices and ask for help when I need it • I understand why rules are needed and how they relate to rights and responsibilities • I understand that my actions affect myself and others and I care about other people's feelings • I can make responsible choices and take action • I understand my actions affect others and try to see things from their points of view	• I value myself and know how to make someone else feel welcome and valued • I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions • I know how to make others feel valued • I understand that my behaviour brings rewards/consequences • I can work cooperatively in a group • I am choosing to follow the Learning Charter
	Vocabulary	
	achievements, actions, acknowledge, affirm, assertive, behaviour, belong, challenge, choices, controlling, courtesy, consequences, dream, emotions, exclude, fairness, feelings, fears, friendship, group dynamics, ideal school, include, kind, learning, learning charter, loneliness, manners, nightmare, personal goal, pleased, praise, pride, proud, responsibilities, rewards, rights, self-respect, solutions, support, team work, valued, viewpoint, welcome, wellbeing, worries	

Supporting 'Being Me in My World' Puzzle at home: A Guide for Families

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Talking Together: suggested questions to support 'Being Me in My World' learning at home			
Ages 7-8	Self-worth and achievements	Goals and challenges	Feelings, worries and support
	- What are you proud of about yourself? - What is something you've achieved recently? - What helps you recognise your own strengths?	- What goal would you like to work towards this year? - What steps could you take to achieve it? - What can you do if something feels difficult or challenging?	- Can you tell me about a time you felt worried or unsure? - What helps you feel calm and supported? - Who can you go to if you need help?
	Belonging and inclusion	Rights, responsibilities and fairness	Working together – Learning Charter
	- How can you help someone feel welcome? - What does it mean to include others? - How can you show someone they are valued?	- Why are rules important in school? - What responsibilities do you have in your class and at home? - How can we make sure everyone is treated fairly?	- How do your choices affect other people? - How can you work well with others in a group? - What does following the Learning Charter look like in your class?
	Resources and additional support for Families		
	BBC Bitesize (KS2 PSHE and Wellbeing) – short videos and activities to support learning about emotions, behaviour, choices and relationships Time Travel Bill Adventures - Parliament UK Education BookTrust – high-quality book recommendations by age and topic, including feelings, friendships, confidence 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):		

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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	

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Talking Together: suggested questions to support 'Being Me in My World' learning at home			
Ages 8-9	Belonging, inclusion and teamwork	Roles, responsibilities and contribution	Feelings, empathy and relationships
	- 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?	- 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?	- 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	Rights, responsibilities and respect	Choices, behaviour and consequences
	- What does democracy mean? - How can you share your ideas or opinions? - Why is it important that everyone has a voice?	- What rights do you have in school? - What responsibilities come with those rights? - How does showing respect help your school community?	- 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):		

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A	Puzzle overview: Being Me in My World
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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

- 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

Social and emotional skills

- 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

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Ages 9-10	Talking Together: suggested questions to support ‘Being Me in My World’ learning at home		
	Goals, hopes and motivation - What are your goals for this year? - What are you most looking forward to? - What helps you stay motivated when something feels challenging?	Empathy, fairness and understanding others - 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?	Leadership, teamwork and contribution - 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 - 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?	Self, values and communities - 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?	Democracy, choices and behaviour - 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):		

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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	

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Ages 10-11	Talking Together: suggested questions to support 'Being Me in My World' learning at home		
	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 3-5	Puzzle overview: Celebrating Difference	
	In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in many ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.	
	Knowledge	Social and emotional skills
	• I know what being unique means • I can name and recognise some emotions • I understand why having friends is important • I can name qualities of a positive friendship • I know what being proud means, and that people can be proud of different things • I understand that people can be good at different things • I know all families are different • I know that everyone has different homes	• I can recognise emotions in myself and others • I know some skills to help make a friend • I recognise some ways that I am different yet similar to others • I know how to use skills to stand up for themselves • I can recognise things I am good at • I can identify similarities and differences between my own family and other families
	Vocabulary	
	differences, different, friendship, frightened, family, friends, happy, home, kind, proud, sad, similar, similarities, special, unique, unkind	

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Talking Together: suggested questions to support 'Celebrating Difference' learning at home			
Ages 3-5	Being unique and special - What makes you special? - What are you really good at? - How are you the same as other people? - How are you different?	Feelings and emotions - Can you tell me about a time you felt happy or sad? - How can we tell how someone else is feeling? - What helps you feel better if you feel upset?	Friendship and kindness - Who are your friends? What do you like about them? - What does being a kind friend look like? - How can you make someone feel happy or included?
	Families and homes - Who is in your family? - What makes your home special to you? - How are other families the same or different to yours?	Being proud and celebrating others - What are you proud of? - What might someone else feel proud of? - How can we celebrate what other people are good at?	Standing up for yourself and others - What can you do if someone is unkind? - Who can you talk to if something worries you? - How can you help someone if they feel sad or left out?
	Resources and additional support for Families BBC Tiny Happy People - short videos, ideas and resources to support families with themes of friendship, difference, families and kindness BookTrust – high-quality book recommendations for children by age (including ages 3–5) including topics on feelings, friendships, starting school and behaviour - 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):		

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Ages 5-6	Puzzle overview: Celebrating Difference	
	In this Puzzle, children explore how people can be similar and different, reflecting on their own similarities and differences while learning to include others, use kind words and recognise what makes them special. They develop an understanding of what bullying is, how it can make people feel, and who they can talk to if they need help. Across the six Pieces, children practise making new friends, giving and receiving compliments, and showing courage by supporting others. They reflect on how differences should be respected and celebrated.	
	Knowledge	Social and emotional skills
	- I can identify similarities between people in my class - I can identify differences between people in my class - I can tell you what bullying is - I know some people who I could talk to if I was feeling unhappy or being bullied - I know how to make new friends - I can tell you some ways I am different from my friends	- I can tell you some ways in which I am the same as my friends - I can tell you some ways I am different from my friends - I understand how being bullied might feel - I can be kind to children who are bullied - I know how it feels to make a new friend - I understand these differences make us all special and unique
	Vocabulary	
	bully, bullied, bullying, bullying behaviour, celebration, courtesy, courage, deliberate, difference, different from, harmful, inclusive, included, lonely, manners, on purpose, safe, same as, similarity, similar, special, support, unique, unfair	

Supporting 'Celebrating Difference' puzzle at home: A Guide for Families

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Talking Together: suggested questions to support 'Celebrating Difference' learning at home			
Ages 5-6	Similarities and differences - How are you the same as your friends? - How are you different from your friends? - Why do our differences make us special?	Being inclusive and kind - What does it mean to include others? - How can you use kind words to make someone feel happy? - How can you help someone feel welcome?	Friendship and making new friends - How do you make a new friend? - What does a good friend do? - How does it feel when you make a new friend?
	Understanding bullying - What is bullying? - How might someone feel if they are being bullied? - What should you do if you see or experience bullying?	Courage and standing up for others - What does it mean to be brave or show courage? - How can you help someone if they are being treated unkindly? - Who can you talk to if something worries you?	Celebrating each other - What makes you special? - Can you think of something kind about someone else? - How can we celebrate what makes everyone unique?
	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 themes of diversity, bullying, friendship 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 **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 6-7	Puzzle overview: Celebrating Difference	
	In this Puzzle, children explore similarities and differences, learning how assumptions and stereotypes can form and why it is important to treat others with courtesy and respect. They develop an understanding of why bullying can happen, how it makes people feel, and how to seek help. Across the six Pieces, children practise standing up for themselves and others and solving problems kindly. They explore diversity in families, cultures and abilities, and reflect on what it means to belong and be a good friend.	
	Knowledge	Social and emotional skills
	• I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I understand that bullying is sometimes about difference • I can recognise what is right and wrong and know how to look after myself • I understand that it is OK to be different from other people and to be friends with them • I can tell you some ways I am different from my friends	• I understand some ways in which boys and girls are similar and feel good about this • I understand some ways in which boys and girls are different and accept that this is OK • I can tell you how someone who is bullied feels • I can be kind to children who are bullied • I know when and how to stand up for myself and others • I know how to get help if I am being bullied • I understand we shouldn't judge people if they are different • I know how it feels to be a friend and have a friend • I understand these differences make us all special and unique
	Vocabulary	
	assumptions, belong, belonging, boundary, boys, bully, bystander, culture, courtesy, difference, different, disability, fairness, family, feelings, female, friends, girls, help, identity, included, inclusive, kind, kindness, lonely, male, on purpose, purpose, respect, sad, self-respect, shield, similarities, special, stereotypes, stand up for, support, teasing, unkind, unique, value	

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Talking Together: suggested questions to support 'Celebrating Difference' learning at home			
Ages 6-7	Similarities, differences and belonging	Stereotypes and assumptions	Kindness, respect and friendship
	- How are you similar to your friends? - How are you different from your friends? - What helps you feel like you belong?	- What do you think a stereotype is? - Why is it important not to make assumptions about people? - Can boys and girls like or do the same things? Why?	- What does it mean to treat someone with respect? - How can you be a kind friend? - How does it feel to be a good friend or have a good friend?
	Bullying and feelings	Standing up and getting help	Diversity, families and inclusion
	- What is bullying and how is it different from being unkind? - How might someone feel if they are being bullied? - Why do you think bullying sometimes happens?	- What can you do if someone is being bullied? - How can you stand up for yourself or someone else? - Who can you go to if you need help?	- How can families be different from each other? - Why is it important to include everyone? - Why should we not judge people for being different?
	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 friendship, diversity, inclusion and kindness - 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):		

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Ages 7-8	Puzzle overview: Celebrating Difference	
	In this Puzzle, children explore different types of families and why they are important, learning how to manage disagreements calmly and solve problems together. They develop an understanding of what it means to be a witness to bullying and how their actions and words may help or harm others. Across the six Pieces, children practise using kind language, challenging stereotypes, and offering support to those who feel excluded. They learn how to give and receive compliments and reflect on how the words we choose affect feelings.	
	Knowledge	Social and emotional skills
	- I understand that everybody's family is different and important to them - I understand that differences and conflicts sometimes happen among family members - I know what it means to be a witness to bullying - I know that witnesses can make the situation better or worse by what they do - I recognise that some words are used in hurtful ways - I can tell you about a time when my words affected someone's feelings and what the consequences were	- I appreciate my family/the people who care for me - I know how to calm myself down and can use the 'Solve it together' technique - I know some ways of helping to make someone who is bullied feel better - I can problem-solve a bullying situation with others - I try hard not to use hurtful words (e.g., gay, fat) - I can give and receive compliments and know how this feels
	Vocabulary	
	banter, bullying, bystander, caring, compliment, conflict, connected, consequences, difference, discrimination, family, feelings, gay, hurtful, include, incident, isolate, kindness, lonely, love, loving, protection, resolve, rights, safe, security, self-regulation, similarity, solve it together, special, stability, stereotype, support, tell, unique, unkind, witness	

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Talking Together: suggested questions to support 'Celebrating Difference' learning at home			
Ages 7-8	Families and relationships - What makes your family special to you? - How can families be different from each other? - Why is it important to respect all types of families?	Conflict and problem solving - What can you do if you disagree with someone at home or school? - How can you calm yourself down when you feel upset or angry? - What does "solve it together" mean?	Bullying and being a witness - What does it mean to be a witness (bystander) to bullying? - How can a witness make a situation better? - What could you do if you saw someone being bullied?
	Kind words and hurtful language - What are kind words you can use with others? - Why can some words be hurtful, even if people say them as a joke? - How do words affect how people feel?	Inclusion and supporting others - How can you help someone who feels left out or lonely? - What does it mean to include others? - How can our actions make someone feel valued?	Compliments and positive relationships - What is a compliment? - How does it feel to give or receive a compliment? - How can compliments help build friendships?
	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 friendship, bullying, kindness and inclusion - 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):		

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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	

Supporting 'Celebrating Difference' puzzle at home: A Guide for Families

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Talking Together: suggested questions to support 'Celebrating Difference' learning at home			
Ages 8-9	First impressions and assumptions	Identity, uniqueness and self-value	Bullying and recognising it
	- 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?	- What makes you unique? - What do you like about yourself? - Why is it important to value differences in ourselves and others?	- 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	Respect, kindness and physical differences	Opinions and understanding others
	- 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?	- 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?	- 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):		

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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	Assumptions, stereotypes and conflict	Racism and discrimination
	- What does culture mean to you? - What is special about your own culture or background? - How can we show respect for different cultures?	- What is a stereotype? - How can assumptions lead to misunderstandings or conflict? - Why is it important to challenge stereotypes?	- What does racism mean? - How might discrimination make someone feel? - What can we do if we see someone being treated unfairly?
	Bullying (including online)	Empathy, fairness and global understanding	Problem-solving and supporting others
	- 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?	- 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?	- 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):		

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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	

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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 3-5	Puzzle overview: Dreams and Goals	
	In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.	
	Knowledge	Social and emotional skills
	• I know what a challenge is • I understand that it is important to keep trying • I know what a goal is • I know how to set goals and work towards them • I can recognise words that are kind • I can name some jobs that I might like to do when I am older • I know that working hard helps me to be able to achieve the job I want when I am older • I know when I have achieved a goal	• I understand that challenges can be difficult • I am learning what it means to be resilient • I can recognise some of the feelings linked to perseverance • I can use kind words and can encourage people • I can talk about time when I kept on trying and achieved a goal • I am ambitious • I can feel proud • I can celebrate success
	Vocabulary	
	achieve, challenge, difficult, dreams, encourage, earn, frustrated, future, goal, job, keep trying, kind, persevere, proud, reward, skills	

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Talking Together: suggested questions to support 'Dreams and Goals' learning at home			
Ages 3-5	Dreams and jobs	Challenges and trying your best	Goals and achievements
	- What job would you like to do when you grow up? - Why would you like to do that job? - What do you think you might need to learn to do that job one day?	- Can you tell me about something that felt really tricky for you? - What did you do when it got difficult? - Why do you think it's important to keep trying even when something is hard?	- Is there something you really want to get better at? - How could we make that happen, what small steps could you take? - Can you think of something you have achieved that you are really proud of?
	Feelings	Being kind	Celebrating success
	- How does it feel when something is really difficult? - How does it feel when you finally manage to do something you've been trying hard at? - Have you ever felt frustrated? What happened and what did you do?	- What kind words could you say to a friend who is finding something difficult? - Has anyone ever said something encouraging to you that helped you keep going? What did they say? - How does it feel when someone cheers you on?	- Can you think of something you are really proud of achieving? - How did you celebrate when you did something you had been working hard at? - What would you like to achieve next and how will we celebrate when you get there?
Resources and additional support for Families			
BBC Tiny Happy People - short videos, ideas and resources for parents to build confidence, communication and resilience for their children BookTrust – high-quality book recommendations for children by age (including ages 3–5) including topics on trying hard, feelings and achieving - 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):			

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Ages 5-6	Puzzle overview: Dreams and Goals	
	In this Puzzle, children explore what success means to them, learn how to set simple goals and recognise their own strengths. They practise breaking goals into steps, trying new challenges and understanding how learning can feel “stretchy”, with challenge as a sign our brains are growing. Across the six Pieces, children work with others, celebrate achievements and reflect on how perseverance and a positive attitude help them overcome obstacles. They talk about feelings linked to challenge and success and learn how to support friends in reaching their goals.	
	Knowledge	Social and emotional skills
	• I can set simple goals • I can set a goal and work out how to achieve it • I understand how to work well with a partner • I can tackle a new challenge and understand this might stretch my learning • I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them • I can tell you how I felt when I succeeded in a new challenge and how I celebrated it	• I can tell you about a thing I do well • I can tell you how I learn best • I can celebrate achievement with my partner • I can identify how I feel when I am faced with a new challenge • I know how I feel when I see obstacles and how I feel when I overcome them • I know how to store the feelings of success in my internal treasure chest
	Vocabulary	
	achieve, achievement, active, celebrate, celebration, challenge, confidence, coins, dreams, feelings, garden, goal, goals, happiness, internal, learning, obstacle, overcome, proud, process, rest, self-respect, special, stepping stones, stretchy, success, team work, treasure, treasure chest, working together	

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Ages 5-6	Talking Together: suggested questions to support 'Dreams and Goals' learning at home		
	Setting goals and making plans - Is there something you really want to achieve/something you would like to work towards? - What steps do you think you'd need to take to get there? - How will you know when you've reached your goal?	Strengths and how we learn - What is something you are really good at? - How do you learn best e.g. do you like to watch, have a go, or have someone show you? - Is there something new you would like to try and get better at?	Stretchy learning and challenges - Have you tried something recently that felt really difficult? - What does it feel like in your body when you are trying really hard at something? - What helps you keep going when something feels too difficult?
	Obstacles and overcoming them - Can you think of something that got in the way of you reaching a goal? - How did you feel when you hit that obstacle and what did you do? - What could you do differently next time if something gets in the way?	Feelings and success - How do you feel when you try something new? - Have you ever feel excited and nervous at the same time? - What do you do when you feel frustrated — how do you make yourself feel better?	Working together - Have you worked towards something with a friend or partner recently? How did it go? - How can you help a friend when they are finding something difficult? - How do you like to celebrate when you or someone you care about achieves something special?
	Resources and additional support for Families		
	BBC Bitesize – short videos and activities exploring how a 'can do' attitude can help children learn and grow BookTrust – high-quality book recommendations for themes of trying and perseverance - 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):		

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Ages 6-7	Puzzle overview: Dreams and Goals	
	In this Puzzle, children learn how to set realistic goals, recognise their strengths and reflect on achievements. They explore how healthy choices, motivation and perseverance help them succeed and consider how working with others can support learning. Across the six Pieces, children practise teamwork through group challenges, develop problem-solving skills and learn how relaxation and managing feelings can support wellbeing. They reflect on pride, courtesy and sharing success with others.	
	Knowledge	Social and emotional skills
	• I can choose a realistic goal and think about how to achieve it • I know what I need to keep my body healthy • I can recognise who I work well with and who it is more difficult for me to work with • I can work well in a group to create an end-product • I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed	• I can tell you things I have achieved and say how that makes me feel • I am motivated to make healthy choices that help me to reach my goals • I can tell you how working with other people helps me learn • I can work with others in a group to solve problems • I can tell you when a feeling is weak and when a feeling is strong • I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest
	Vocabulary	
	achievement, calm, celebrate, challenge, community, courtesy, dream, feelings, goal, group, health, healthy choices, hobbies, interest, interests, learning together, lifestyle, manners, motivation, partner, product, proud, realistic, relax, relaxation, safety, self-care, self-esteem, stress, success, team work, tense, wellbeing	

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Talking Together: suggested questions to support 'Dreams and Goals' learning at home			
Ages 6-7	Setting realistic goals - Is there something you really want to achieve? - How do you plan to reach your goal and what would you need to do first? - How will you know when you have achieved it?	Strengths and achievements - What is something you have achieved recently that made you feel proud? - What are you good at (your strengths)? - How does it feel when you look back at something you have worked hard to achieve?	Healthy choices and motivation - What healthy choices do you make to help you feel your best? - What helps you feel motivated to keep going when something is tough? - Is there a healthy habit you would like to start or get better at?
	Feelings, stress and relaxation - What kinds of things make you feel calm and relaxed? - What kinds of things make you feel stressed or tense? - When you notice a big feeling, what do you do to help yourself feel better?	Teamwork and learning together - Can you think of a time you worked really well with someone — what made it work? - Is there anyone you find it tricky to work with? What makes it difficult? - How does working with other people help you learn?	Sharing and celebrating success - How do you like to celebrate when you or someone else achieves something? - How does it feel to be part of a team that has done something really well? - How could you show kindness and courtesy when celebrating someone else's success?
	Resources and additional support for Families NHS - Healthy Lifestyles for Children – simple, practical advice on sleep, physical activity, nutrition and wellbeing for children. BookTrust – high-quality book recommendations for children about friendship, diversity, inclusion and kindness - 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):		

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Ages 7-8	Puzzle overview: Dreams and Goals	
	In this Puzzle, children explore people who have overcome challenges and reflect on their own dreams and ambitions. They consider how goals, motivation and a positive attitude support success, and learn to respect differences and build self-esteem. Across the six Pieces, children break goals into steps, work collaboratively on new challenges and make responsible choices that support wellbeing and safety. They practise overcoming obstacles, managing frustration and helping others to succeed.	
	Knowledge	Social and emotional skills
	- I can tell you about a person who has faced difficult challenges and achieved success - I can identify a dream / ambition that is important to me - I enjoy facing new challenges. I'm working out the best ways need to achieve them - I am motivated and enthusiastic about achieving a new challenge - I can recognise obstacles which might hinder my achievements and can take steps to overcome them - I can evaluate my own learning process and identify how it can be better next time	- I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability) - I can imagine how I will feel when I achieve my dream / ambition - I can break down a goal into a number of steps and know how others could help me to achieve it - I know that I'm responsible for my own learning and can use my strengths as a learner to achieve the challenge - I can manage the feelings of frustration that may arise when obstacles occur - I am confident in sharing my success with others and can store my feelings in my internal treasure chest
	Vocabulary	
	ambitions, challenge, challenges, community, design, differences, dream, dreams, enthusiastic, evaluate, frustration, future, garden, goal, goals, healthy, identity, include, learning, motivated, obstacles, outdoors, responsible, respect, review, safe choices, self-esteem, self-review, solution, strengths, success, team work, teamwork, wellbeing, water safety	

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Talking Together: suggested questions to support 'Dreams and Goals' learning at home			
Ages 7-8	Dreams and ambitions - Is there something you dream of doing? - Can you think of someone who worked hard to achieve their dream? What do you admire about them? - How do you think it will feel when you achieve something you've been working really hard towards?	Goals and taking steps - What is a goal you are working towards right now? - How could you break your goal into smaller steps? - Who could help you along the way and how?	Motivation and a positive attitude - What keeps you motivated when something feels difficult? - How does having a positive attitude help you when things get tough? - Is there something you are feeling really enthusiastic about at the moment?
	Obstacles and frustration - Can you think of a time something got in the way of what you were trying to achieve? - How did you overcome the obstacles that happened? - What could you do next time you feel really frustrated to help yourself keep going?	Respecting differences and including others - Do you know anyone who has overcome a big challenge to achieve something? - Why is it important to respect and include people who are different from us? - How can you help someone else reach their goals?	Reflecting and sharing success - When you finish something, do you think about what went well and what you'd do differently? - How do you like to share your successes with others? - What is something you are really proud of recently and who did you want to tell?
	Resources and additional support for Families BBC Bitesize – inspiring stories of real people who faced obstacles and achieved their goals – great for discussing role models Childline – age-appropriate information to help children understand and manage big feelings like frustration and self-doubt - 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):		

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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	Dealing with disappointment	Resilience and self-belief
	- 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?	- 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?	- 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	Teamwork and roles in a group	Celebrating success
	- 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?	- 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?	- 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):		

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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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Ag	Talking Together: suggested questions to support 'Dreams and Goals' learning at home
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	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):		

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Ag	Puzzle overview: Dreams and Goals
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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		

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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):		

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Ages 3-5	Puzzle overview: Healthy Me	
	In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss safe adults and what they should do if approached by someone they don't know.	
	Knowledge	Social and emotional skills
	- I can name some parts of my body and understand that being active helps keep me healthy - I understand that moving my body and resting are both important for my health - I can talk about things I need to do to stay healthy - I know what "healthy" means and can begin to make healthy food choices - I know how to help myself go to sleep and understand why sleep is important - I can wash my hands and understand why this is important, especially before eating and after using the toilet - I know who my safe adults are and how to stay safe if they are not close by	- I can notice how my body feels when I am active and understand that moving helps keep me well - I can recognise when my body needs movement or rest - I can talk about some ways I can look after myself and keep my body healthy - I can make simple healthy choices and notice how these help my body and feelings - I can use strategies that help me feel calm and ready for sleep - I can take responsibility for caring for my body by keeping myself clean and healthy - I can identify trusted adults and ask for help when I feel unsafe or unsure
	Vocabulary	
	asleep, challenge, clean, exercise, germs, healthy, hygiene, less healthy, movement, rest, safe, scared, sleep, stranger, stretch, teeth, unexpected, unplanned, worried	

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Talking Together: suggested questions to support Healthy Me learning at home			
Ages 3-5	Body awareness - How does your body feel when you run, jump, or stretch? - What is your favourite way to move your body? - When does your body feel tired and need a rest?	Healthy choices and self-care - Which foods help us to be healthy? - What can we do to keep our bodies clean? - Can you think of something that might help your body to stay healthy?	Hygiene and independence - When should we wash our hands? - Can you show me how to wash your hands? - Why should we brush our teeth?
	Sleep and wellbeing - What helps you get ready for bedtime? - Why is sleep important for our bodies? - What helps you feel calm before bed?	Safety and trusted adults - What would you do if you felt worried or scared? - Who can you ask for help if you get lost? - What should you do if a stranger talks to you?	Feelings and self-awareness - How does your body feel when you are happy? - How does your body feel when you are worried? - What helps you feel calm again?
	Resources and additional support for Families		
	NHS Start for Life – guidance and advice on sleep, hygiene, routines and more Better Health – Healthier Families (NHS) – lots of family resources, activities, food recipes and more - 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):		

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Ages 5-6	Puzzle overview: Healthy Me	
	In this Puzzle, children learn what it means to be healthy, exploring food, exercise, sleep and everyday choices that help their bodies and minds. They develop understanding of hygiene, germs and how to keep clean and safe at home. Across the six Pieces, children learn about medicine safety and road safety, practise recognising when they feel worried or unwell, and think about who can help them stay safe. They reflect on how healthy choices can make them feel good about themselves.	
	Knowledge	Social and emotional skills
	• I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy • I know how to make healthy lifestyle choices • I know how to keep myself clean and healthy, and understand how germs cause disease/illness • I know that all household products including medicines can be harmful if not used properly • I understand how medicines can help me if I feel poorly and I know how to use them safely • I know how to keep safe when crossing the road, and about people who can help me to stay safe • I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	• I feel good about myself when I make healthy choices • I am special so keep myself safe • I know some ways to help myself when I feel poorly • I can recognise when I feel frightened and know who to ask for help • I can recognise how being healthy helps me to feel happy
	Vocabulary	
	balanced, bacteria, body parts, choices, clean, crossing, ears, exercise, eyes, germs, healthy, hygienic, keeping clean, kerb, less healthy, listen, look, medicines, nervous, pavement, safe, scared, sleep, soap, traffic, traffic lights, trust, unhealthy, virus, wait	

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Ages 5-6	Talking Together: suggested questions to support Healthy Me learning at home		
	Healthy choices and looking after my body	Exercise, rest and wellbeing	Keeping clean and understanding germs
	- What things can you do to help keep your body healthy? - How do you feel when you make healthy choices? - Why is your body special and amazing?	- How does your body feel when you have been active? - Why is it important to rest and sleep? - What activities help you feel happy and well?	- When should we wash our hands? - What are germs and how can we stop them spreading? - Why is it important to keep ourselves clean?
	Medicines and being safe at home	Road safety	Feelings, safety and getting help
	- What should you do if you find medicine at home? - Who can give you medicine safely? - How can medicines help when you feel poorly?	- What should you remember when crossing the road? - What do traffic lights and crossings help us do? - How can you make safe choices near roads?	- How can you tell when you feel worried or frightened? - Who are the trusted adults you can ask for help? - What can you do if you feel unsafe or unwell?
	Resources and additional support for Families		
	NHS Start for Life – guidance and advice on sleep, hygiene, routines and more Better Health – Healthier Families (NHS) – lots of family resources, activities, food recipes and more THINK! Road Safety – advice, support and games - BBC Bitesize: Things that might be dangerous - 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):		

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 6-7	Puzzle overview: Healthy Me	
	In this Puzzle, children learn about healthy eating, balanced diets and making healthier food choices, including nutritious foods. They explore how to keep safe at home and outside, learning to recognise risks and hazards, and how to respond when something feels unsafe. Across the six Pieces, children develop understanding of medicine safety and how to care for their bodies. They reflect on feelings linked to safety and practise making calm, responsible choices that support wellbeing.	
	Knowledge	Social and emotional skills
	• I can sort foods into the correct food groups and know which foods my body needs to keep me healthy • I can make some healthy snacks and explain why they are good for my body and give me energy • I can recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe • I can recognise risks and know how to keep safe around roads, railways, and water, and can explain why safety rules help protect me • I understand how medicines work in my body and how important it is to use them safely • I can explain how to keep my body healthy and safe at home and when I'm out	• I have a healthy relationship with food and know which foods I enjoy the most • I can express how it feels to share healthy food with my friends • I can recognise when I feel worried or unsafe and know to tell an adult straight away • I can recognise some of the feelings I get when something feels unsafe and know some ways to manage these to make a safer choice • I feel positive about caring for my body and keeping it healthy • I can make good choices that help me stay healthy and safe
	Vocabulary	
	assess, balanced diet, barriers, body, choices, crossing, dangerous, energy, hazard, healthy, medicines, nutritious, portion, react, risk, risks, safe, scared, stop, drop, roll, unhealthy, unsafe, worry	

Supporting 'Healthy Me' puzzle at home: A Guide for Families

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Talking Together: suggested questions to support Healthy Me learning at home			
Ages 6-7	Balanced diet and healthier food choices - What foods help your body stay healthy and strong? - Why is it important to eat a balanced diet? - How does food give your body energy?	Caring for our bodies - How can healthy choices help your body work well? - What does looking after your body mean? - Why does your body need energy?	Safety at home – hazards and risks - Can you think of things at home that could be dangerous? - How can we reduce risks at home? - Why is it important to tell an adult if you feel unsafe?
	Staying safe outside - What safety rules help keep you safe near roads? - Why do we need to be careful around water or railways? - What should you do if you feel unsafe outside?	Medicine safety and health - What are medicines used for? - Who can give you medicine safely? - Why should medicines never be taken without an adult?	Feelings, safety and responsible choices - How does your body feel when something seems unsafe? - What can you do if you feel worried or scared? - Who can you tell if something doesn't feel right?
	Resources and additional support for Families		
	NHS Start for Life – guidance and advice on sleep, hygiene, routines and more Better Health – Healthier Families (NHS) – lots of family resources, activities, food recipes and more RNLI (Royal National Lifeboat Institution) – activities and interaction games to support learning about water safety - ROSPA Road Safety guides to share with children, including for those with additional needs - 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):		

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Ages 7-8	Puzzle overview: Healthy Me	
	In this Puzzle, children learn how exercise and food affect their bodies, exploring energy, fitness and making balanced choices. They consider attitudes towards drugs and reflect on how these make them feel. Across the six Pieces, children learn about ways to keep themselves safe - especially around water - recognising risk and who to contact in emergencies and how to do this, including the water safety code . They practise identifying safe and unsafe situations, managing worried feelings and taking responsibility for their own safety and the safety of others.	
	Knowledge	Social and emotional skills
	• I understand how exercise affects my body and know why my heart and lungs are such important organs • I know that the amount of calories, fat and sugar I put into my body will affect my health • I can tell you my knowledge and attitude towards drugs • I can identify things, people and places that I need to keep safe from • I know some strategies for keeping myself safe, who to go to for help and how to call emergency services • I can identify when something feels safe or unsafe • I understand how complex my body is and how important it is to take care of it	• I can set myself a fitness challenge • I know what it feels like to make a healthy choice • I can identify how I feel towards drugs • I can express how being anxious or scared feels • I can take responsibility for keeping myself and others safe • I respect my body and appreciate what it does for me
	Vocabulary	
	advice, ambulance, anxious, appreciate, attitude, body, calories/kilojoules, choice, coastguard helicopter, complex, dangerous, drugs, emergency, emergency services, energy, fat, feelings, fire engine, fitness, harmful, heartbeat, healthy, heart, labels, lungs, oxygen, police car, responsibility, risk, safe, scared, strategy, sugar, saturated fat, unsafe	

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Talking Together: suggested questions to support Healthy Me learning at home			
Ages 7-8	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 a balanced diet important?	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) –family resources, activities, food recipes and more: advice from GOSH on physical activity Stay Wise – support learning about emergency services with interactive games, activities, videos and stories - Canal and River Trust Family Resources and Swim Safe – a community focussed programme for children about safety in and around open water 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):		

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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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Supporting 'Healthy Me' puzzle at home: A Guide for Families

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Ages 8-9	Talking Together: suggested questions to support Healthy Me learning at home		
	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):		

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.

Talking Together: suggested questions to support Healthy Me learning at home			
Ages 9-10	Smoking and vaping	Alcohol awareness	Emergencies and first aid
	- 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?	- 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?	- 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	Food, feelings and influences	Healthy lifestyle – self-respect and wellbeing
	- 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?	- 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?	- 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 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.	

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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):		

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Ages 3-5	Puzzle overview: Relationships	
	Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.	
	Knowledge	Social and emotional skills
	• I understand what a family is • I know that different people in a family have different responsibilities (jobs) • I understand some of the characteristics of healthy and safe friendships • I understand that friends sometimes fall out • I know some ways to mend a friendship • I understand that unkind words can never be taken back and they can hurt • I know how to use Jigsaw's Calm Me to help when feeling angry • I understand some reasons why others get angry	• I can identify what jobs they do in their family and those carried out by parents/carers and siblings • I can suggest ways to make a friend or help someone who is lonely • I understand there are different ways to mend a friendship • I can recognise what being angry feels like • I know how to use Calm Me when angry or upset
	Vocabulary	
	angry, argue, calm, family, friend, feelings, jobs, lonely, relationships, upset	

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

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Ages 3-5

Talking Together: suggested questions to support Relationships learning at home

Families and caring relationships - Who is in your family? - How do families help and care for each other? - What do you like doing with your family?	Making friends - What makes someone a good friend? - How can you make a new friend? - What does being kind to friends look like?	Looking after friendships - Do friends always agree? - What can you do if you fall out with a friend? - How can you make things better again?
Kind words and hurt feelings - How do kind words make people feel? - How do unkind words make people feel? - Why is it important to think carefully about the words we use?	Understanding feelings - How does your body feel when you are... angry, upset or happy? - What might make someone feel angry, upset or angry? - How can you tell when someone else is upset?	Calm Me and managing feelings - What helps you feel calm? - Can you show me how you use Calm Me? - Who can help you when you have big feelings?
Resources and additional support for families NSPCC - Early Years Resources – guidance and resources for families ‘Look, Say, Single and Play’ BBC Tiny Happy People – resources to support emotional development and communication - 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):		

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Ages 5-6	Puzzle overview: Relationships	
	In this Puzzle, children explore families, friendships and what it means to belong and help others feel included. They learn how to make friends, solve problems and when to seek help or support. Across the six lessons, children practise appropriate ways to greet others, learn who can help them in their school community, and reflect on how to ask for support when they feel upset. They also build confidence by recognising their own qualities and learning how to praise themselves.	
	Knowledge	Social and emotional skills
	- I can identify the members of my family and understand that there are lots of different types of families - I can identify what being a good friend means to me - I know appropriate ways of physical contact to greet my friends and know which ways I prefer - I know who can help me in my school community - I can recognise my qualities as a person and a friend - I can tell you why I appreciate someone who is special to me	- I know how it feels to belong to a family and care about the people who are important to me - I know how to make a new friend - I can recognise which forms of physical contact are acceptable and unacceptable to me - I know when I need help and know how to ask for it - I know ways to praise myself - I can express how I feel about them
	Vocabulary	
	appreciate, belong, celebrate, community, confidence, different, dislike, family, feel, feelings, friendship, friends, greeting, help, helpful, incredible, kind, like, praise, proud, qualities, relationships, same, skills, special, texture, touch	

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Talking Together: suggested questions to support Relationships learning at home			
Ages 5-6	Families and belonging - Who are the important people in your family? - How do families help us feel safe and cared for? - What makes you feel like you belong?	Friendship and being a good friend - What does being a good friend mean to you? - How can you help someone feel included? - What can you do if someone is lonely?	Greeting others and personal boundaries - Can you tell me some ways we can greet people politely? - What types of touch feel comfortable to you? e.g. holding hands, high five, linking arms, hugs - Why is it important to respect other people's boundaries?
	Getting help at school - Who are the adults at school who help you? - When might you need to ask for help? - Why is it important to tell someone you trust if you feel worried about something?	Recognising qualities and building confidence - What are you good at? - How can you praise yourself for trying your best? - How do you feel when someone praises you?	Appreciating others and expressing feelings - Who is special to you and why? - How can you show someone you appreciate them? - How do you feel when someone is kind to you?
	Resources and additional support for families		
	BBC Bitesize – resources about relationships including friendships, feelings and belonging Kidscape Parent Advice – guidance, tips and advice to help children build healthy friendships and manage challenges within friendships - 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):		

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Ages 6-7	Puzzle overview: Relationships	
	In this Puzzle, children explore different types of families and learn why cooperation and care are important in relationships. They develop understanding about safe and unsafe physical contact and practise expressing what feels comfortable to them. Across the six lessons, children learn how to manage friendship conflicts, recognise the difference between good and worrying secrets, and identify trusted adults who can help them. They reflect on trust, honesty and appreciation in relationships.	
	Knowledge	Social and emotional skills
	• I can identify the members of my family, understand my relationship with each of them and know why it is important to share and cooperate • I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • I can identify some of the things that cause conflict with my friends • I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • I recognise and appreciate people who can help me in my family, my school and my community • I can express my appreciation for the people in my special relationships	• I accept that everyone's family is different and understand that most people value their family • I know which types of physical contact I like and don't like and can talk about this • I can demonstrate how to use the positive problem-solving technique to resolve conflicts • I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this • I understand how it feels to trust someone • I am comfortable accepting appreciation from others
	Vocabulary	
	acceptable, adult, appreciate, celebrate, communication, compliments, conflict, cooperate, different, dislike, diverse, family, frightened, friends, good secret, happy, honesty, hugs, important, like, likes/dislikes, negative, not acceptable, physical contact, point of view, positive, problem solving, relationship, reliability, sad, secret, special, stereotype, surprise, touch, trust, trustworthy, worry secret	

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

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Talking Together: suggested questions to support Relationships learning at home			
Ages 6-7	Families and caring relationships	Safe and unsafe physical contact	Friendship, conflict and problem solving
	- Who are the important people in your family? - How do families work together to help each other? - Why is it important to share and cooperate at home?	- What types of touch feel comfortable to you? - Why is it important to respect other people's boundaries? - Who can you talk to if something makes you feel uncomfortable?	- What kinds of things can cause disagreements between friends? - How can you solve a problem calmly? - What could you say if you have fallen out with a friend?
	Secrets	Trust and honesty	Trusted adults and getting help
	- What is the difference between a good secret and a worrying secret? - How might you feel if someone asks you to keep a secret that worries you? - Why is it important to always tell a trusted adult about worrying secrets?	- What does it mean to trust someone? - Why is honesty important in relationships? - Who are the people you trust the most and why?	- When might you need to ask for help? - How can you ask for support if you feel worried or frightened about something? - Why is it important to speak to someone you trust?
	Resources and additional support for families		
	NSPCC – advice for families on boundaries, secrets, safety and relationships Kidscape Parent Advice – guidance, tips and advice to help children build healthy friendships and manage challenges within friendships - 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):		

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Ages 7-8	Puzzle overview: Relationships	
	In this Puzzle, children explore family roles and responsibilities and develop skills for building positive friendships, including solving conflicts and negotiating fairly. They start to learn how to stay safe online and think critically about information they see through the media and digital platforms. Across the six lessons, children explore global connections, rights and wellbeing, developing empathy for people in different cultures and understanding how the world is interconnected.	
	Knowledge	Social and emotional skills
	• I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females • I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener • I know and can use some strategies for keeping myself safe online • I understand how people around the world can help and influence my life and that media doesn't always show complete information • I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes • I know how to express my appreciation to my friends and family	• I can describe how taking some responsibility in my family makes me feel • I know how to negotiate in conflict situations to try to find a win-win solution • I know who to ask for help if I am worried or concerned about anything online • I can appreciate different cultures, and question stereotypes I might see in photos or information • I can empathise with children whose lives are different to mine and know who I can talk to when I need help • I enjoy being part of a family and friendship groups
	Vocabulary	
	age restriction, appreciation, careers, celebrating, conflict, culture, deprivation, differences, fairness, family, feelings/emotions, female, friendship, gaming/apps, global, happiness, influence, inequality, in-app purchases, internet, interconnected, job, location settings, male, manners, media, messaging, needs, personal information, privacy, problem solving, relationships, respect, responsibilities, rights, risky, role, safe/unsafe, sex (male and female), social media, solution, stereotype, support, trade, trusted adult, trust, united nations, unisex, wants, wellbeing, win-win	

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

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Talking Together: suggested questions to support Relationships learning at home			
Ages 7-8	Family roles, responsibilities and fairness - What responsibilities do people have in our family? - How does helping at home make you feel? - Why is it important that jobs in families are shared fairly?	Friendship skills and solving conflicts - What makes someone a good friend? - How can you solve disagreements fairly? - How can listening help resolve conflicts?	Staying safe online (incl. apps and tv) - What personal information should you keep private online? - What should you do if something online makes you feel worried? - Why are age restrictions important?
	Media, influence and thinking critically - Do you think everything we see online is true? Why or why not? - What are stereotypes and why can they be unfair? - How can we check if information is reliable?	Global connections, rights and empathy - How are children around the world similar to you? - How might their lives be different? - What rights do all children share? - Why is it important to understand other cultures?	Belonging, wellbeing and appreciation - How does it feel to belong to a group or family? - How can you show appreciation to others? - Who can you talk to if you feel worried?
	Resources and additional support for families NSPCC – advice for families on boundaries, secrets, safety and relationships 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):		

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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	

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Ages 8-9	Talking Together: suggested questions to support Relationships learning at home		
	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):		

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	

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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):		

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	

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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):		

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Ages 3-5	Puzzle overview: Changing Me	
	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.	
	Knowledge	Social and emotional skills
	• I know the names and functions of some parts of the body • I understand that we grow from baby to adult • I know who to talk to if I am feeling worried • I understand that sharing how I feel can help solve a problem or worry • I understand that remembering happy times can help us move on	• I recognise that changing class can elicit happy and/or sad emotions • I know I can say how I feel about changing class or growing up • I can identify how I have changed from a baby • I understand what might change as I get older and explore how this makes me feel • I can identify positive memories from the past year in school/home
	Vocabulary	
	angry, argue, calm, family, feelings, friends, jobs, lonely, relationships, upset	

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 3-5	Growing and changing - How were you different when you were a baby? - What can you do now that you couldn't do before? - What are you looking forward to as you get older?	Knowing our bodies - What are some parts of your body and what do they help you do? - How does your body help you play and learn? - Why is it important to take care of our bodies?	Talking about feelings - How do you feel about growing up? - What can you do when you feel worried or upset? - Who can you talk to if you need help?
	Getting help and solving problems - Who helps you when you have a problem? - What can you do if something is worrying you? - How can sharing your feelings help solve problem?	Happy memories - What are some happy memories from this year? - How can remembering happy times help when we feel sad? - What special things do you remember doing?	Feelings about change - How can change make us feel happy and sad at the same time? - What changes are happening for you soon? - What can help you feel calm about change?
	Resources and additional support for Families		
	NSPCC - Early Years Resources – guidance to help children understand feelings and transitions BBC Tiny Happy People – resources to support emotional development and communication Anna Freud Common difficulties for under fives - 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):		

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Ages 5-6	Puzzle overview: Changing Me	
	In this Puzzle, children learn about life cycles and the changes that happen as humans and animals grow. They reflect on how their own bodies have changed and develop understanding that everyone grows at different rates. Across the six Pieces, children learn the correct names for private body parts, explore how boys' and girls' bodies can be different, and practise respecting their own bodies and those of others. They also think about feelings linked to change, such as excitement and worry, and learn ways to cope.	
	Knowledge	Social and emotional skills
	• I am starting to understand the life cycles of animals and humans • I can tell you some things about me that have changed and some things about me that have stayed the same • I can tell you how my body has changed since I was a baby • I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus • I understand that every time I learn something new, I change a little bit • I can tell you about changes that have happened in my life	• I understand that changes happen as we grow and that this is OK • I know that changes are OK and that sometimes they will happen whether I want them to or not • I understand that growing up is natural and that everybody grows at different rates • I respect my body and understand which parts are private • I enjoy learning new things • I know some ways to cope with changes
	Vocabulary	
	adult, adulthood, anus, anxious, baby, change, changes, coping, curious, excited, feelings, female, grow, growing up, growth, happy, learn, life cycle, male, nervous, new, penis, proud, testicles, vulva, worried	

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Talking Together: suggested questions to support Changing Me learning at home			
Ages 5-6	Life cycles and growing	Changes from a baby to now	Understanding body changes
	- How do animals and people change as they grow? - What can you do now that you couldn't do when you were a baby? - Why does everyone grow at their own pace?	- What has changed about you since you were a baby? - What new skills have you learned recently? - How does learning new things help you grow?	- How does your body change as you grow? - Why do bodies need care and respect? - What helps your body stay healthy? - Why is it good for our bodies to grow and change?
	Private body parts and respect	Feelings about change	Coping with change and growing confidence
	- Which parts of the body are private? - Why is it important to respect our own and other people's bodies? - If someone makes you feel unsafe, what could you do?	- How can change make us feel excited or worried? - What changes are happening for you now? - Why is it okay to have different feelings to others about change?	- What can help you feel calm when things change? - Who can you talk to if you feel worried? - How can learning new things build confidence?
	Resources and additional support for Families		
	NSPCC 'PANTS' – guidance on body safety, privacy and growing up conversations BBC Bitesize KS1 – resources to learn more about life cycles, growth and change - 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):		

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Ages 6-7	Puzzle overview: Changing Me	
	In this Puzzle, children explore life cycles in nature and how humans grow from young to old, learning that some changes are outside their control. They reflect on how their own bodies and independence change over time and develop respect for differences in themselves and others. Across the six Pieces, children learn correct names for body parts, understand privacy, and practise being assertive about touch and personal boundaries. They also think about feelings linked to future change, such as excitement and worry, and learn ways to cope.	
	Knowledge	Social and emotional skills
	• I can recognise cycles of life in nature • I can tell you about the natural process of growing from young to old and understand that this is not in my control • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private • I understand there are different types of touch and can tell you which ones I like and don't like • I can identify what I am looking forward to when I move to my next class	• I understand there are some changes that are outside my control and can recognise how I feel about this • I can identify people I respect who are older than me • I feel proud about becoming more independent • I can describe what I enjoy about being a boy or girl whilst understanding we are all different • I am confident to say what I like and don't like and can ask for help • I can start to think about changes I will make when I am in Year 3 and know how to go about this
	Vocabulary	
	adult, anus, anxious, assertive, baby, change, child, cope, comfortable, control, dislike, elderly, excited, female, freedom, fully grown, grow, growing up, hug, independent, life cycle, like, looking forward, male, nervous, old, older, penis, physical, private, public, respect, responsibilities, teenager, testicles, texture, timeline, toddler, touch, uncomfortable, vagina, vulva, young	

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 6-7	Life cycles in nature - How do living things change as they grow? - What changes happen around us that we can't control? - How might someone feel about changes they can't control?	Growing from young to old - How do people change as they get older? - In our family, who are the older people you respect and why? - What positive things happen as people get older?	Your changing body and independence - What has changed about you since you were a baby? - What can you do more independently now than before? - How does your body help you to learn and do new things?
	Boys' and girls' bodies - Which parts of your body are private? - What are the correct names for private body parts? - If any part of your body felt sore or uncomfortable, who could you tell?	Touch and boundaries - What types of touch feel comfortable? What types don't? - Why is it important to respect what other people like and don't like? - If someone's touch made you uncomfortable, what should you do?	Looking ahead to change - What are you looking forward to in your next class? - When someone feels worried about changes, what might help? - In our family, who can you talk to about worries?
	Resources and additional support for Families NSPCC – advice for families on boundaries, secrets, safety and Changing Me Kidscape Parent Advice – guidance, tips and advice to help children build healthy friendships and manage challenges within friendships - 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):		

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Ages 7-8	Puzzle overview: Changing Me	
	In this Puzzle, children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty. They develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change. Across the six Pieces, children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They also think about future transitions and how to cope with them.	
	Knowledge	Social and emotional skills
	- I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby - Can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up - I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy - I know some simple ways of keeping clean which can keep me healthy and protect me from some infections - I can start to recognise stereotypical ideas I might have about parenting and family roles - I can identify what I am looking forward to when I move to my next class	- I can express how I feel when I see babies or baby animals - Recognise how I feel about these changes happening to me and know how to cope with those feelings - I have started to think about the ways to keep my body clean as I grow up and how I feel about this - I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes - I can start to think about changes I will make next year and know how to go about this
	Vocabulary	
	animals, babies, birth, breasts, care, challenge, change, changes, control, egg, family, female, genitals, growing up, looking forward, male, mother, ovaries, ovum / ova, penis, personal hygiene, puberty, pubic hair, roles, scrotum, sperm, stereotypes, task, testicles, vagina, womb / uterus, worries	

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Talking Together: suggested questions to support Changing Me learning at home			
Ages 7-8	How babies grow and families - What different jobs do people in families do to care for babies? - In our family, who does what to help look after everyone? - What makes a family loving and caring, no matter who is in it?	Understanding body changes during puberty - What are some changes that happen to bodies as people grow up? - How might someone feel about their body changing during puberty? - If you had questions about your body changing, who would you talk to?	Keeping clean and healthy - Why does keeping clean become more important as we grow up? - What are some ways you can look after your body as it grows and changes? - In our family, who can you ask if you have questions about hygiene or growing up?
	Challenging stereotypes about families - Can anyone in a family do any job at home? Why or why not? - In our family, how do we share jobs and responsibilities? - What stereotypes have you heard about what boys or girls "should" do?	Feelings about growing up - What excites you about growing up? What worries you? - Is it natural to have mixed feelings about changes? Why? - Who are the trusted adults in your life you can talk to about growing up?	Looking ahead and managing worries - What are you looking forward to in your next class? - When someone feels worried about changes, what might help them? - Why is it important to share worries rather than keep them to yourself?
	Resources and additional support for Families NSPCC – advice for families on boundaries, secrets, safety and Changing Me Cambridgeshire NHS advice around personal hygiene for children - 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):		

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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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Ages 8-9

Talking Together: suggested questions to support Changing Me learning at home

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):

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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	

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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):		

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. 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.	
	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	

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Ages 10-11	Talking Together: suggested questions to support Changing Me learning at home		
	Self-esteem and media influence	Puberty - bringing it all together What questions do you have about puberty?	How babies develop and are born (Sex Ed)

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	- 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?	- 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 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):				