

Jigsaw PSHE Year 4 Progression Map and Overview

Jigsaw, the mindful approach to PSHE, is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within all six Puzzles (units of work) including the key vocabulary used in each year group; explicit links to the DfE statutory Relationships and Health Education outcomes have been made in each Puzzle.

INTENT: Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation.

IMPLEMENTATION: Jigsaw 3-11 offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

IMPACT: This can be established through assessment identified in the key learning.

	Being Me in My World Puzzle – Autumn 1
DfE Statutory Relationships & Health Education outcomes	<p>Relationships Education – By end of primary, pupils should know:</p> <p>Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships</p>

	<p>(R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32) where to get advice e.g. family, school and/or other sources.</p>
	<p>Physical Health and Well-Being – By end of primary, pupils should know:</p> <p>Mental well-being (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>
<p>Puzzle overview Being Me in My World</p>	<p>In this Puzzle (unit), the children explore being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also learn about considering other people’s feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.</p>
<p>Taught knowledge (Key objectives are in bold)</p>	<ul style="list-style-type: none"> ● Know their place in the school community ● Know what democracy is (applied to pupil voice in school) ● Know how groups work together to reach a consensus ● Know that having a voice and democracy benefits the school community ● Know how individual attitudes and actions make a difference to a class ● Know about the different roles in the school community ● Know that their own actions affect themselves and others
<p>Social and Emotional skills</p>	<ul style="list-style-type: none"> ● Identify the feelings associated with being included or excluded ● Be able to take on a role in a group discussion / task and contribute to the overall outcome

(Key objectives are in bold)	<ul style="list-style-type: none"> ● Know how to regulate my emotions ● Can make others feel cared for and welcome ● Recognise the feelings of being motivated or unmotivated ● Can make others feel valued and included ● Understand why the school community benefits from a Learning Charter ● Be able to help friends make positive choices
Vocabulary	Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)
British Values	<p>Democracy - Learning about our rights and responsibilities (UNCRC), Making a choice or decision and Learning about rewards, choices and consequences</p> <p>Rule of Law - Creating a safe, happy environment to learn and Making positive behavioural choices</p> <p>Individual Liberty - Welcoming others and creating a positive learning environment</p> <p>Mutual Respect - Developing positive relationships with others (peers and adults), Making and maintaining friendships, Welcoming others and treating others fairly, Treating others with kindness and respect and Socialising and including others</p> <p>Tolerance of those of different faiths and beliefs - Belonging and feeling valued and Being respectful towards others</p>

	Celebrating Difference Puzzle – Autumn 2
DfE Statutory Relationships & Health Education outcomes	<p>Relationships Education – By end of primary, pupils should know:</p> <p>Families and the people who care for me</p> <p>(R1) that families are important for children growing up because they can give love, security and stability</p> <p>(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives</p> <p>(R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care</p> <p>(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up</p> <p>(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Caring friendships</p> <p>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests</p>

and experiences and support with problems and difficulties

(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships

(R14) the conventions of courtesy and manners

(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive

(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.

Online relationships

(R20) that people sometimes behave differently online, including by pretending to be someone they are not

(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Being safe

(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult

(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard

(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so

(R32) where to get advice e.g. family, school and/or other sources.

Physical Health and Well-Being – By end of primary, pupils should know:

Mental well-being

(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

	<p>(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being</p> <p>(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</p> <p>Internet safety and harms</p> <p>(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (H14) why social media, some computer games and online gaming, for example, are age restricted</p> <p>(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>(H17) where and how to report concerns and get support with issues online.</p>
<p>Puzzle overview Of Celebrating Differences</p>	<p>In this Puzzle (unit), the children consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. They explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children share their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.</p>
<p>Taught knowledge (Key objectives are in bold)</p>	<ul style="list-style-type: none"> ● Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying ● Know the reasons why witnesses sometimes join in with bullying and don't tell anyone ● Know that sometimes people make assumptions about a person because of the way they look or act ● Know there are influences that can affect how we judge a person or situation ● Know what to do if they think bullying is or might be taking place ● Know that first impressions can change
<p>Social and Emotional skills (Key objectives are in bold)</p>	<ul style="list-style-type: none"> ● Be comfortable with the way they look ● Try to accept people for who they are ● Be non-judgemental about others who are different ● Identify influences that have made them think or feel positively/negatively about a situation ● Identify feelings that a bystander might feel in a bullying situation ● Identify reasons why a bystander might join in with bullying ● Revisit the 'Solve it together' technique to practise conflict and bullying scenarios ● Identify their own uniqueness ● Identify when a first impression they had was right or wrong
<p>Vocabulary</p>	<p>Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed</p>

British Values	<p>Rule of Law - Creating a safe, happy environment to learn and Learning about our responsibilities</p> <p>Individual Liberty - Expressing individual views respectfully and Personal development (SMSC)</p> <p>Mutual Respect - Welcoming others and treating others fairly and Treating others with kindness and respect</p> <p>Tolerance of those of different faiths and beliefs - Anti-bullying and prejudice, Learning about different faiths, cultures and people who are different to me, Learning about diversity and Being respectful towards others</p>
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	Dreams and Goals Puzzle – Spring 1
<p>DfE Statutory Relationships & Health Education outcomes</p>	<p>Relationships Education – By end of primary, pupils should know:</p> <p>Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Being safe (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>
<p>Puzzle overview Of Dreams and Goals</p>	<p>Physical Health and Well-Being – By end of primary, pupils should know:</p> <p>Mental well-being (H1) that mental well-being is a normal part of daily life, in the same way as physical health (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>

<p>Taught knowledge</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> ● Know how to make a new plan and set new goals even if they have been disappointed ● Know how to work as part of a successful group ● Know how to share in the success of a group ● Know what their own hopes and dreams are ● Know that hopes and dreams don't always come true ● Know that reflecting on positive and happy experiences can help them to counteract disappointment ● Know how to work out the steps they need to take to achieve a goal
<p>Social and Emotional skills</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> ● Have a positive attitude ● Can identify the feeling of disappointment ● Be able to cope with disappointment ● Can identify what resilience is ● Can identify a time when they have felt disappointed ● Can talk about their hopes and dreams and the feelings associated with these ● Help others to cope with disappointment ● Enjoy being part of a group challenge ● Can share their success with others ● Can store feelings of success (in their internal treasure chest) to be used at another time
<p>Vocabulary</p>	<p>Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise</p>
<p>British Values</p>	<p>Democracy - Expressing my viewpoints Rule of Law - Creating a safe, happy environment to learn and Making positive behavioural choices Individual Liberty - Expressing individual views respectfully and Welcoming others and creating a positive learning environment Mutual Respect - Welcoming others and treating others fairly, Treating others with kindness and respect and Socialising and including others</p>

	<h2>Healthy Me Puzzle – Spring 2</h2>
<p>DfE Statutory Relationships & Health Education outcomes</p>	<p>Relationships Education – By end of primary, pupils should know:</p> <p>Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that</p>

resorting to violence is never right

(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships

(R14) the conventions of courtesy and manners

(R15) the importance of self-respect and how this links to their own happiness

(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.

Online relationships

(R20) that people sometimes behave differently online, including by pretending to be someone they are not

(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

(R24) how information and data is shared and used online.

Being safe

(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe

(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult

(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard

(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so

(R32) where to get advice e.g. family, school and/or other sources.

Physical Health and Well-Being – By end of primary, pupils should know:

Mental well-being

(H1) that mental well-being is a normal part of daily life, in the same way as physical health

(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness

(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
 (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being
 (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online)
 (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms
 (H11) that for most people the internet is an integral part of life and has many benefits
 (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical well-being
 (H17) where and how to report concerns and get support with issues online.

Physical health and fitness
 (H18) the characteristics and mental and physical benefits of an active lifestyle
 (H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
 (H20) the risks associated with an inactive lifestyle (including obesity)
 (H21) how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating
 (H22) what constitutes a healthy diet (including understanding calories and other nutritional content)
 (H23) the principles of planning and preparing a range of healthy meals
 (H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol
 (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention
 (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
 (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
 (H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
 (H31) the facts and science relating to allergies, immunisation and vaccination.

Basic first aid
 (H32) how to make a clear and efficient call to emergency services if necessary
 (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries.

**Puzzle overview
Of Healthy Me**

In this Puzzle, the children look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play. The children reflect on their friendships, how different people make them feel and which friends they value the most. The children also learn about smoking and its

	effects on health; they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they learn about peer pressure and how to deal with it successfully.
Taught knowledge (Key objectives are in bold)	<ul style="list-style-type: none"> ● Know that there are leaders and followers in groups ● Know the facts about smoking and its effects on health ● Know the facts about alcohol and its effects on health, particularly the liver ● Know ways to resist when people are putting pressure on them ● Know what they think is right and wrong ● Know how different friendship groups are formed and how they fit into them ● Know which friends they value most ● Know that they can take on different roles according to the situation ● Know some of the reasons some people start to smoke ● Know some of the reasons some people drink alcohol
Social and Emotional skills (Key objectives are in bold)	<ul style="list-style-type: none"> ● Can identify the feelings that they have about their friends and different friendship groups ● Recognise negative feelings in peer pressure situations ● Can identify the feelings of anxiety and fear associated with peer pressure ● Can tap into their inner strength and know-how to be assertive ● Recognise how different people and groups they interact with impact on them ● Identify which people they most want to be friends with
Vocabulary	Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong
British Values	<p>Democracy - Learning about our rights and responsibilities (UNCRC), Making a choice or decision, Learning about rewards, choices and consequences and Expressing my viewpoints</p> <p>Rule of Law - Understanding rules and why they are important and Making positive behavioural choices</p> <p>Individual Liberty - Making informed choices, Expressing individual views respectfully, Welcoming others and creating a positive learning environment, Children’s rights (UNCRC) and Personal development (SMSC)</p> <p>Mutual Respect - Developing positive relationships with others (peers and adults), Making and maintaining friendships, Welcoming others and treating others fairly, Treating others with kindness and respect, Socialising and including others and Teamwork and collaboration</p> <p>Tolerance of those of different faiths and beliefs - Anti-bullying and prejudice, Belonging and feeling valued, Listening to and showing respect towards other viewpoints and Learning about diversity</p>

	Relationships Puzzle – Summer 1
DfE Statutory	Relationships Education – By end of primary, pupils should know:

<p>Relationships & Health Education outcomes</p>	<p>Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32) where to get advice e.g. family, school and/or other sources.</p>
	<p>Physical Health and Well-Being – By end of primary, pupils should know:</p> <p>Mental well-being (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>
<p>Puzzle overview Of</p>	<p>In this Puzzle (unit), the children explore being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children learn about group work, the different roles people can have, how to make</p>

Relationships	positive contributions, how to make collective decisions and how to deal with conflict. They also learn about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.
Taught knowledge (Key objectives are in bold)	<ul style="list-style-type: none"> ● Know their place in the school community ● Know what democracy is (applied to pupil voice in school) ● Know how groups work together to reach a consensus ● Know that having a voice and democracy benefits the school community ● Know how individual attitudes and actions make a difference to a class ● Know about the different roles in the school community ● Know that their own actions affect themselves and others
Social and Emotional skills (Key objectives are in bold)	<ul style="list-style-type: none"> ● Identify the feelings associated with being included or excluded ● Be able to take on a role in a group discussion / task and contribute to the overall outcome ● Know how to regulate my emotions ● Can make others feel cared for and welcome ● Recognise the feelings of being motivated or unmotivated ● Can make others feel valued and included ● Understand why the school community benefits from a Learning Charter ● Be able to help friends make positive choices
Vocabulary	Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)
British Values	<p>Rule of Law - Making positive behavioural choices</p> <p>Individual Liberty - Welcoming others and creating a positive learning environment</p> <p>Mutual Respect - Developing positive relationships with others (peers and adults), Making and maintaining friendships and Treating others with kindness and respect</p> <p>Tolerance of those of different faiths and beliefs - Belonging and feeling valued and Being respectful towards others</p>

	Changing Me Puzzle – Summer 2
DfE Statutory Relationships	<p>Relationships Education – By end of primary, pupils should know:</p> <p>Families and the people who care for me</p>

& Health Education outcomes

(R1) that families are important for children growing up because they can give love, security and stability

(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

(R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends

(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships

(R14) the conventions of courtesy and manners

(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive

(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.

Online relationships

(R20) that people sometimes behave differently online, including by pretending to be someone they are not

(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

	<p>Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources.</p> <p>Physical Health and Well-Being – By end of primary, pupils should know:</p> <p>Mental well-being (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online).</p> <p>Internet safety and harms (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (H14) why social media, some computer games and online gaming, for example, are age restricted (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health (H17) where and how to report concerns and get support with issues online.</p>
<p>Puzzle overview Of Changing Me</p>	<p>In this Puzzle (unit), the children consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. They explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children share their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.</p>
<p>Taught knowledge (Key objectives)</p>	<ul style="list-style-type: none"> ● Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying ● Know the reasons why witnesses sometimes join in with bullying and don’t tell anyone ● Know that sometimes people make assumptions about a person because of the way they look or act ● Know there are influences that can affect how we judge a person or situation ● Know what to do if they think bullying is or might be taking place ● Know that first impressions can change

are in bold)	
Social and Emotional skills (Key objectives are in bold)	<ul style="list-style-type: none"> ● Be comfortable with the way they look ● Try to accept people for who they are ● Be non-judgemental about others who are different ● Identify influences that have made them think or feel positively/negatively about a situation ● Identify feelings that a bystander might feel in a bullying situation ● Identify reasons why a bystander might join in with bullying ● Revisit the 'Solve it together' technique to practise conflict and bullying scenarios ● Identify their own uniqueness ● Identify when a first impression they had was right or wrong
Vocabulary	Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed
British Values	<p>Democracy - Learning about our rights and responsibilities (UNCRC) and Learning about rewards, choices and consequences</p> <p>Individual Liberty - Making informed choices, Expressing individual views respectfully and Personal development (SMSC)</p> <p>Mutual Respect - Making and maintaining friendships</p> <p>Tolerance of those of different faiths and beliefs - Being respectful towards others</p>

SMSC Links: Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's **spiritual, moral, social and cultural (SMSC) development**, and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise **and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings)**. At Jigsaw, we believe that these opportunities are vital for children's development, their understanding of themselves and others and in increasing their capacity to learn.

British Values: Jigsaw PSHE 3-11 supports the **British Values** of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs. It has been mapped lesson by lesson against the British Values agenda.