

Jigsaw PSHE Early Years 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>PSED – ELG: SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: MANAGING SELF Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Work and play cooperatively and take turns with others.</p> <p>Show sensitivity to their own and to others' needs.</p>

Puzzle overview of Being Me in My World	<p>In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children 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.</p>
Taught knowledge (Key objectives are in bold)	<ul style="list-style-type: none"> ● Know they have a right to learn and play, safely and happily ● Know that some people are different from themselves ● Know that hands can be used kindly and unkindly ● Know special things about themselves ● Know how happiness and sadness can be expressed ● Know that being kind is good
Social and Emotional skills (Key objectives are in bold)	<ul style="list-style-type: none"> ● Identify feelings associated with belonging ● Skills to play co-operatively with others ● Be able to consider others’ feelings ● Identify feelings of happiness and sadness ● Be responsible in the setting
Vocabulary	<p>Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns</p>
British Values	<p>Democracy - learning about our rights and responsibilities (UNCRC) and listening to, valuing and respecting the views of others Rule of Law - creating a safe, happy environment to learn, learning about our responsibilities and safeguarding and keeping safe Mutual Respect - welcoming others and treating others fairly</p>

Celebrating Difference Puzzle – Autumn 2

DfE Statutory Relationships & Health Education outcomes	<p>PSED – ELG: SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Show sensitivity to their own and to others’ needs.</p>

Puzzle overview of Celebrating Differences	<p>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 some 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.</p>
Taught knowledge (Key objectives are in bold)	<ul style="list-style-type: none"> ● Know what being unique means ● Know the names of some emotions such as happy, sad, frightened, angry ● Know why having friends is important ● Know some qualities of a positive friendship ● Know that they don't have to be 'the same as' to be a friend ● Know what being proud means and that people can be proud of different things ● Know that people can be good at different things ● Know that families can be different ● Know that people have different homes and why they are important to them ● Know different ways of making friends ● Know different ways to stand up for myself
Social and Emotional skills (Key objectives are in bold)	<ul style="list-style-type: none"> ● Recognise emotions when they or someone else is upset, frightened or angry ● Identify and use skills to make a friend ● Identify some ways they can be different and the same as others ● Identify and use skills to stand up for themselves ● Identify feelings associated with being proud ● Identify things they are good at ● Be able to vocalise success for themselves and about others successes ● Recognise similarities and differences between their family and other families
Vocabulary	<p>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family</p>
British Values	<p>Democracy - learning about rewards, choices and consequences Rule of Law - creating a safe, happy environment to learn Individual Liberty - making informed choices and personal development (SMSC) Mutual Respect - developing positive relationships with others (peers and adults), making and maintaining friendships, welcoming others and treating others fairly and treating others with kindness and respect Tolerance of those of different faiths and beliefs - belonging and feeling valued and learning about diversity</p>

	<h2 style="background-color: #ADD8E6; padding: 5px;">Dreams and Goals Puzzle – Spring 1</h2>
DfE Statutory Relationships	<p>PSED ELG – SELF-REGULATION Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>

<p>& Health Education outcomes</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED ELG: MANAGING SELF Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Work and play co-operatively and take turns with others.</p>
<p>Puzzle overview of Dreams and Goals</p>	<p>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.</p>
<p>Taught knowledge (Key objectives are in bold)</p>	<ul style="list-style-type: none"> ● Know what a challenge is ● Know that it is important to keep trying ● Know what a goal is ● Know how to set goals and work towards them ● Know which words are kind ● Know some jobs that they might like to do when they are older ● Know that they must work hard now in order to be able to achieve the job they want when they are older ● Know when they have achieved a goal
<p>Social and Emotional skills (Key objectives are in bold)</p>	<ul style="list-style-type: none"> ● Understand that challenges can be difficult ● Resilience ● Recognise some of the feelings linked to perseverance ● Recognise how kind words can encourage people ● Talk about a time that they kept on trying and achieved a goal ● Be ambitious ● Feel proud ● Celebrate success
<p>Vocabulary</p>	<p>Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage</p>
<p>British Values</p>	<p>Democracy - making a choice or a decision Individual Liberty - personal development (SMSC) Mutual Respect - developing positive relationships with others (peers and adults), welcoming others and treating others fairly, treating others with kindness and respect and teamwork and collaboration Tolerance of those of different faiths and beliefs - belonging and feeling valued and being respectful towards others</p>

Healthy Me Puzzle – Spring 2

<p>DfE Statutory Relationships & Health Education outcomes</p>	<p>PSED – ELG: SELF-REGULATION Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. PSED ELG: MANAGING SELF Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
<p>Puzzle overview of Healthy Me</p>	<p>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 ‘stranger danger’ and what they should do if approached by someone they don’t know.</p>
<p>Taught knowledge (Key objectives are in bold)</p>	<ul style="list-style-type: none"> ● Know what the word ‘healthy’ means ● Know some things that they need to do to keep healthy ● Know the names for some parts of their body ● Know when and how to wash their hands properly ● Know how to say no to strangers ● Know that they need to exercise to keep healthy ● Know how to help themselves go to sleep and that sleep is good for them ● Know what to do if they get lost
<p>Social and Emotional skills (Key objectives are in bold)</p>	<ul style="list-style-type: none"> ● Can explain what they need to do to stay healthy ● Recognise how exercise makes them feel ● Can give examples of healthy food ● Can explain what to do if a stranger approaches them ● Can explain how they might feel if they don’t get enough sleep ● Recognise how different foods can make them feel
<p>Vocabulary</p>	<p>Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare</p>
<p>British Values</p>	<p>Rule of Law - safeguarding and keeping safe Individual Liberty - making informed choices and personal development (SMSC) Mutual Respect - developing positive relationships with others (peers and adults) and socialising and including others Tolerance of those of different faiths and beliefs - belonging and feeling valued and listening to and showing respect towards other viewpoints</p>

Relationships Puzzle – Summer 1	
<p>DfE Statutory Relationships & Health Education outcomes</p>	<p>PSED – ELG SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Form positive attachments to adults and friendships with peers.</p>
<p>Puzzle overview of Relationships</p>	<p>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.</p>
<p>Taught knowledge (Key objectives are in bold)</p>	<ul style="list-style-type: none"> ● Know what a family is ● Know that different people in a family have different responsibilities (jobs) ● Know some of the characteristics of healthy and safe friendships ● Know that friends sometimes fall out ● Know some ways to mend a friendship ● Know that unkind words can never be taken back and they can hurt ● Know how to use Jigsaw’s Calm Me to help when feeling angry ● Know some reasons why others get angry
<p>Social and Emotional skills (Key objectives are in bold)</p>	<ul style="list-style-type: none"> ● Can identify what jobs they do in their family and those carried out by parents/carers and siblings ● Can suggest ways to make a friend or help someone who is lonely ● Can use different ways to mend a friendship ● Can recognise what being angry feels like ● Can use Calm Me when angry or upset
<p>Vocabulary</p>	<p>Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing</p>
<p>British Values</p>	<p>Democracy - listening to, valuing and respecting the views of others Rule of Law - creating a safe, happy environment to learn, making positive behavioural choices and safeguarding and keeping safe Individual Liberty - making informed choices, expressing individual views respectfully and welcoming others and creating a positive learning</p>

	<p>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, 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, learning about different faiths, cultures and people who are different to me and being respectful towards others</p>
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Changing Me Puzzle – Summer 2	
DfE Statutory Relationships & Health Education outcomes	<p>PSED – ELG: SELF-REGULATION Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Show sensitivity to their own and to others’ needs.</p>
Puzzle overview of Changing Me	<p>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.</p>
Taught knowledge (Key objectives are in bold)	<ul style="list-style-type: none"> ● Know the names and functions of some parts of the body (see vocabulary list) ● Know that we grow from baby to adult ● Know who to talk to if they are feeling worried ● Know that sharing how they feel can help solve a worry ● Know that remembering happy times can help us move on
Social and Emotional skills (Key objectives are in bold)	<ul style="list-style-type: none"> ● Recognise that changing class can elicit happy and/or sad emotions ● Can say how they feel about changing class/ growing up ● Can identify how they have changed from a baby ● Can say what might change for them they get older ● Can identify positive memories from the past year in school/home
Vocabulary	<p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>

British Values	Individual Liberty - personal development (SMSC) Mutual Respect - developing positive relationships with others (peers and adults) and treating others with kindness and respect Tolerance of those of different faiths and beliefs - being respectful towards others
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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.