Jigsaw knowledge and skills progression: Being Me In My World - Ages 8-9

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

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	• Know how individual attitudes and actions make a difference to a class • Know about the different roles in the school community • Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know that their own actions affect themselves and others • Know how groups work together to reach a consensus • Know that having a voice and democracy benefits the school community	• Identify the feelings associated with being included or excluded • Can make others feel valued and included • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Can make others feel cared for and welcomed • Recognise the feelings of being motivated or unmotivated • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions	• What makes an effective class team? • How do all the different people in school work together so that it runs well? Does everyone have a role in school? • Do you have choices about how to behave? How do rules, rewards and consequences help with this? • What do you think democracy is? Can you give an example? • What skills do you have that can help a team work well together? • What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? • Can you tell me about Calm Me time?
	In this Puzzle (unit) the children talk about being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also talk about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.		
	Key Vocabulary Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).		

© Jigsaw PSHE Ltd

Jigsaw knowledge and skills progression: Celebrating Difference - Ages 8-9

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within the Celebrating Difference Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	• 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 that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying • Know what to do if they think bullying is, or might be taking place • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone • Know that first impressions can change	• Try to accept people for who they are • 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 • Be comfortable with the way they look • Identify when a first impression they had was right or wrong • Be non-judgemental about others who are different	• What is an assumption? Are assumptions always right? • What can influence us to make an unfair judgement about someone else? • Is social media always helpful? • What's good/ bad about social media? • What is a stereotype? What stereotypes do you see on social media, in the movies or on TV? • Are stereotypes fair? • Do you know any rules for staying safe with technology? • What could you do if you were worried about something online or in social media e.g. cyber-bullying? • Does your Jigsaw friend help you learn? • What does Jigsaw Jerrie cat do in your lessons?
	In this Puzzle (unit) the children talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. They talk 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 talk about their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.		
	Key Vocabulary Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.		

© Jigsaw PSHE Ltd

Jigsaw knowledge and skills progression: Dreams & Goals - Ages 8-9

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within the Dreams and Goals Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	• 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 make a new plan and set new goals even if they have been disappointed • Know how to work out the steps they need to take to achieve a goal • Know how to work as part of a successful group • Know how to share in the success of a group	• Can talk about their hopes and dreams and the feelings associated with these • Can identify the feeling of disappointment • Can identify a time when they have felt disappointed • Be able to cope with disappointment • Help others to cope with disappointment • Can identify what resilience is • Have a positive attitude • 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	• What are your hopes and dreams? • Can you tell me about a time that one of your dreams didn't come true? • What can we do when we feel disappointed? • What is resilience? • Describe how it felt when you achieved your goal? • Can I tell you what my dreams and goals were when I was your age? • How can you use this feeling the next time you are stuck? • Does Calm Me time help you when you are feeling stuck? • How does Jigsaw Jaz help you learn?
	In this Puzzle the children talk about their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with / overcome feelings of disappointment. The children talk about making new plans and setting new goals even if they have been disappointed. The class talk about group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.		
	Key Vocabulary Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.		

© Jigsaw PSHE Ltd

Jigsaw knowledge and skills progression: Healthy Me - Ages 8-9

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

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	• Know how different friendship groups are formed and how they fit into them • Know which friends they value most • Know that there are leaders and followers in groups • Know that they can take on different roles according to the situation • Know the facts about smoking and its effects on health • Know some of the reasons some people start to smoke • Know the facts about alcohol and its effects on health, particularly the liver • Know some of the reasons some people drink alcohol • Know ways to resist when people are putting pressure on them • Know what they think is right and wrong	• Can identify the feelings that they have about their friends and different friendship groups • Recognise how different people and groups they interact with impact on them • Identify which people they most want to be friends with • 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	• Who are your friends? How do they make you feel? • Which groups do you spend time with? How do you feel when you are with the different groups? • Can you tell me about a time when you were the leader / follower in the group? • How can smoking affect people's health? • How can drinking affect people's health? • What can you do if a group of children are trying to convince you to do something you don't want to do or know you shouldn't do? • How can you build your inner strength? • Does Calm me time help you feel stronger inside?
	In this Puzzle the class look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. The children are asked to reflect on their friendships, how different people make them feel and which friends they value the most. The class also look at 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 talk about peer pressure and how to deal with it.		
	Key Vocabulary Friendship, Emotions, Healthy, 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.		

© Jigsaw PSHE Ltd

Jigsaw knowledge and skills progression: Relationships - Ages 8-9

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within the Relationships Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	• Know some reasons why people feel jealousy • Know that jealousy can be damaging to relationships • Know that loss is a normal part of relationships • Know that negative feelings are a normal part of loss • Know that memories can support us when we lose a special person or animal • Know that change is a natural part of relationships/ friendship • Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe	• Can identify feelings and emotions that accompany jealousy • Can suggest positive strategies for managing jealousy • Can identify people who are special to them and express why • Can identify the feelings and emotions that accompany loss • Can suggest strategies for managing loss • Can tell you about someone they no longer see • Can suggest ways to manage relationship changes including how to negotiate	• Can you tell me about a time when you felt jealous? Did it affect how you behaved? • Can we tell each other about the people we love? • Do you miss seeing anyone? • Who could we make a memory box for? • Have you ever fallen out with any of your friends? What happened? How did you resolve it? • Do you have any friends that you fall out with a lot? • How does Jigsaw Jaz help you learn about friendships? • Does Calm Me time help you stay calm?
	Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.		
	Key Vocabulary Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.		

© Jigsaw PSHE Ltd

Jigsaw knowledge and skills progression: Changing Me - Ages 8-9

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

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	• Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm • Know that babies are made by a sperm joining with an ovum • Know the names of the different internal and external body parts that are needed to make a baby • Know how the female and male body change at puberty • Know that personal hygiene is important during puberty and as an adult • Know that change is a normal part of life and that some cannot be controlled and have to be accepted • Know that change can bring about a range of different emotions	• Can appreciate their own uniqueness and that of others • Can express how they feel about having children when they are grown up • Can express any concerns they have about puberty • Can say who they can talk to about puberty if they are worried • Can apply the circle of change model to themselves to have strategies for managing change • Have strategies for managing the emotions relating to change	• Which of your characteristics did you get from your birth parents? • Do you have any questions about the changes that happen to a girl when they grow up? • Do you have any questions about how babies are made? • How do you feel about the changes that will happen to you as you grow?
	In this Puzzle bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The unit (Puzzle) ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.		
	Key Vocabulary Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.		

© Jigsaw PSHE Ltd