



## Jigsaw knowledge and skills progression: Being Me in My World - Ages 3-5

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
<b>Ages 3-5</b>	<ul style="list-style-type: none"> <li>• Know special things about themselves</li> <li>• Know that some people are different from themselves</li> <li>• Know how happiness and sadness can be expressed</li> <li>• Know that hands can be used kindly and unkindly</li> <li>• Know that being kind is good</li> <li>• Know they have a right to learn and play, safely and happily</li> </ul>	<ul style="list-style-type: none"> <li>• Identify feelings associated with belonging</li> <li>• Identify feelings of happiness and sadness</li> <li>• Skills to play cooperatively with others</li> <li>• Be able to consider others' feelings</li> <li>• Be responsible in the setting</li> </ul>	<ul style="list-style-type: none"> <li>• What does it feel like to belong?</li> <li>• What's special about you?</li> <li>• How do people show they are happy or sad?</li> <li>• What sort of things can you do to be kind?</li> <li>• How do you play nicely with other children?</li> <li>• How are you different from someone else (e.g. Mummy, Daddy, brother, sister, a friend)?</li> <li>• What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons?</li> <li>• Can you tell me about Calm Me time?</li> </ul>
	<p>In this Puzzle (unit), the children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.</p>		
	<p><b>Key Vocabulary</b> Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.</p>		

## Jigsaw knowledge and skills progression: Celebrating Difference - Ages 3-5

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
<b>Ages 3-5</b>	<ul style="list-style-type: none"> <li>• Know what being proud means and that people can be proud of different things</li> <li>• Know that people can be good at different things</li> <li>• Know what being unique means</li> <li>• Know that families can be different</li> <li>• Know that people have different homes and why they are important to them</li> <li>• Know different ways of making friends</li> <li>• Know different ways to stand up for myself</li> <li>• Know the names of some emotions such as happy, sad, frightened, angry</li> <li>• Know that they don't have to be 'the same as' to be a friend</li> <li>• Know why having friends is important</li> <li>• Know some qualities of a positive friendship</li> </ul>	<ul style="list-style-type: none"> <li>• Identify feelings associated with being proud</li> <li>• Identify things they are good at</li> <li>• Be able to vocalise success for themselves and about others successes</li> <li>• Identify some ways they can be different and the same as others</li> <li>• Recognise similarities and differences between their family and other families</li> <li>• Identify and use skills to make a friend</li> <li>• Identify and use skills to stand up for themselves</li> <li>• Recognise emotions when they or someone else is upset, frightened or angry</li> </ul>	<ul style="list-style-type: none"> <li>• Can you say how you are different from a friend?</li> <li>• Can you say how you are the same as a friend?</li> <li>• What makes a family?</li> <li>• What makes you proud?</li> <li>• What are you good at doing?</li> <li>• Are all families the same?</li> <li>• What can you do to make a friend?</li> <li>• How can you tell when someone is feeling sad, angry or upset?</li> <li>• If someone is making you feel sad or upset what can you do about it?</li> <li>• Shall we share a Calm Me time?</li> </ul>
<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 talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk 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>			
<p><b>Key Vocabulary</b> Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.</p>			



## Jigsaw knowledge and skills progression: Dreams & Goals - Ages 3-5

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
<b>Ages 3-5</b>	<ul style="list-style-type: none"> <li>• Know what a challenge is</li> <li>• Know that it is important to keep trying</li> <li>• Know what a goal is</li> <li>• Know how to set goals and work towards them</li> <li>• Know which words are kind</li> <li>• Know some jobs that they might like to do when they are older</li> <li>• Know that they must work hard now in order to be able to achieve the job they want when they are older</li> <li>• Know when they have achieved a goal</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that challenges can be difficult</li> <li>• Recognise some of the feelings linked to perseverance</li> <li>• Talk about a time that they kept on trying and achieved a goal</li> <li>• Be ambitious</li> <li>• Resilience</li> <li>• Recognise how kind words can encourage people</li> <li>• Feel proud</li> <li>• Celebrate success</li> </ul>	<ul style="list-style-type: none"> <li>• What is a challenge?</li> <li>• How does it feel when you think you can't do something?</li> <li>• What job would you like when you are older?</li> <li>• What goals have you set?</li> <li>• Why is it important to keep trying?</li> <li>• Tell me about a time when something was hard but you kept trying.</li> <li>• How do you like to celebrate when you achieve something?</li> <li>• How can we celebrate together?</li> <li>• How does Jigsaw Jenie help you in lessons?</li> <li>• Can you tell me about Calm Me time?</li> </ul>
<p>In this Puzzle the children talk about 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><b>Key Vocabulary</b>            Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage.</p>			



## Jigsaw knowledge and skills progression: Healthy Me - Ages 3-5

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
<b>Ages 3-5</b>	<ul style="list-style-type: none"> <li>• Know the names for some parts of their body</li> <li>• Know what the word 'healthy' means</li> <li>• Know some things that they need to do to keep healthy</li> <li>• Know that they need to exercise to keep healthy</li> <li>• Know how to help themselves go to sleep and that sleep is good for them</li> <li>• Know when and how to wash their hands properly</li> <li>• Know what to do if they get lost</li> <li>• Know how to say No to strangers</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how exercise makes them feel</li> <li>• Recognise how different foods can make them feel</li> <li>• Can explain what they need to do to stay healthy</li> <li>• Can give examples of healthy food</li> <li>• Can explain how they might feel if they don't get enough sleep</li> <li>• Can explain what to do if a stranger approaches them</li> </ul>	<ul style="list-style-type: none"> <li>• Can you tell me which parts of the body you know the names for</li> <li>• What do we need to do to be healthy?</li> <li>• What food do we eat that is healthy?</li> <li>• What can you do to help yourself get to sleep?</li> <li>• What would you do if a stranger approached you? (discuss a few different locations, park, shop etc)</li> <li>• How does Jigsaw Jenie help you at school?</li> <li>• Shall we share a Calm Me time</li> </ul>
<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><b>Key Vocabulary</b>            Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.</p>			





## Jigsaw knowledge and skills progression: Relationships - Ages 3-5

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
<b>Ages 3-5</b>	<ul style="list-style-type: none"> <li>• Know what a family is</li> <li>• Know that different people in a family have different responsibilities (jobs)</li> <li>• Know some of the characteristics of healthy and safe friendship</li> <li>• Know that friends sometimes fall out</li> <li>• Know some ways to mend a friendship</li> <li>• Know that unkind words can never be taken back and they can hurt</li> <li>• Know how to use Jigsaw's Calm Me to help when feeling angry</li> <li>• Know some reasons why others get angry</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify what jobs they do in their family and those carried out by parents/carers and siblings</li> <li>• Can suggest ways to make a friend or help someone who is lonely</li> <li>• Can use different ways to mend a friendship</li> <li>• Can recognise what being angry feels like</li> <li>• Can use Calm Me when angry or upset</li> </ul>	<ul style="list-style-type: none"> <li>• Who is in your family?</li> <li>• What jobs do mummy / daddy do around the house?</li> <li>• Who are your friends? How do they make you feel?</li> <li>• What do you do if your friend makes you upset?</li> <li>• Can you tell me about a time when you felt angry – what happened to stop you from feeling angry?</li> <li>• How does Jigsaw Jenie or Jigsaw Jerrie Cat help you stay calm?</li> </ul>
	<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 learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry.</p>		
	<p><b>Key Vocabulary</b> Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.</p>		



## Jigsaw knowledge and skills progression: Changing Me - Ages 3-5

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
<b>Ages 3-5</b>	<ul style="list-style-type: none"> <li>• Know the names and functions of some parts of the body (see vocabulary list)</li> <li>• Know that we grow from baby to adult</li> <li>• Know who to talk to if they are feeling worried</li> <li>• Know that sharing how they feel can help solve a worry</li> <li>• Know that remembering happy times can help us move on</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify how they have changed from a baby</li> <li>• Can say what might change for them they get older</li> <li>• Recognise that changing class can illicit happy and/or sad emotions</li> <li>• Can say how they feel about changing class/ growing up</li> <li>• Can identify positive memories from the past year in school/ home</li> </ul>	<ul style="list-style-type: none"> <li>• Which parts of your body do you know the same of?</li> <li>• Who can you talk to if you ever feel worried or frightened? (at school / at home)</li> <li>• Can you tell me about a time when you felt really happy?</li> </ul>
<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 as we get older in lots of different ways. 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>			
<p><b>Key Vocabulary</b>            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>			