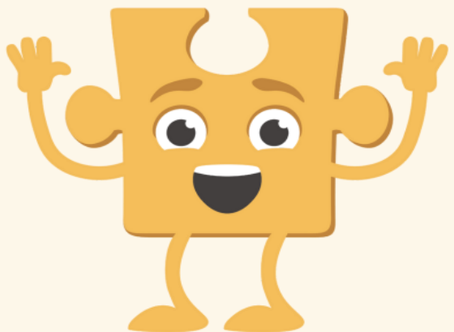
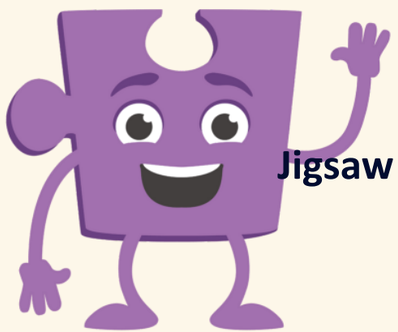


Jigsaw PSHE 3-11

Knowledge and Skills

Progression Map







Skills and Knowledge Progression Map

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 2026 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. These opportunities for spiritual, moral, social and cultural (SMSC) development and emotional literacy are integral to children's understanding of themselves and others and to increasing their capacity to learn.

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. Every lesson offers opportunities for SMSC development, clearly mapped and balanced across each year group, alongside structured opportunities to practise and enhance the five skills associated with emotional literacy: self-awareness, social skills, empathy, motivation and managing feelings**.** We encourage schools to adapt the materials to make them suitable to the needs of the children in their class.

IMPACT: This can be established through assessment identified in the key learning. This can include pupil voice, informal assessment, reviewing behaviour records an attendance.

This progression map illustrates how knowledge, skills and vocabulary develop across the programme from Early Years through to Year 6, showing how learning is revisited and extended year on year. The document is fully editable so that schools can adapt it to reflect how they tailor Jigsaw PSHE for their own school community. The evidence sources and enrichment ideas included for each Puzzle are examples rather than an exhaustive list, and schools may wish to add their own, or get in touch with us for further sources of research and data.

Similarly, the statutory RSHE links provided for each Puzzle indicate the strongest connections but do not represent a complete mapping. For the full mapping of Jigsaw PSHE to each of the DfE's RSHE July 2025 statutory statements, which we have abbreviated for space in this document, please refer to the RSHE Mapping Documents available in the Community Area on the Jigsaw portal.

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Being Me in My World Puzzle – Autumn 1

About this Puzzle

This Puzzle opens each academic year by establishing the foundations for everything else in Jigsaw PSHE: belonging, emotional safety and shared expectations. Children explore what it means to be part of a class, a school, a wider community and, as they progress, a global community. Through creating the Learning Charter together, they experience democracy, British Values, rights and responsibilities, and how this related to the rule of law. Alongside this, they develop the emotional literacy to recognise and manage feelings, understand how their behaviour affects others, and build the self-respect and empathy that underpin all healthy relationships**.**

Key evidence sources for this Puzzle (and throughout the year)

- EEF Improving SEL in Primary Schools (2021) — Universal, explicit teaching of social and emotional learning in planned lesson time has a positive impact on both wellbeing and academic success, across the five CASEL competencies, also reflected in HM Government and CYP Mental Health Coalition's report into the impact of a whole school approach to PSHE
- NCB Belonging Matters (2024) — Schools that actively foster belonging provide the foundation for confident, capable individuals — directly underpinning the Charter and community focus of this Puzzle.
- The Sutton Trusts Life Lessons report 2024 brought together research and recommendations for developing oracy as part of improving communication, resilience, motivation and confidence for children form lower socio-economic backgrounds. Oracy is a building block for academic progression and preparation for citizenship; collaborative dialogue, as modelled through the Jigsaw Charter and class discussions, supports every child's engagement.
- Mental health is a core focus of Jigsaw PSHE, reflecting the growing recognition of its importance in children's overall development and academic success. Jigsaw's approach incorporates mindfulness practices, supported by research from The Mindfulness Initiative

Wider curriculum and enrichment

- Strong links to citizenship, British Values (democracy, rule of law, individual liberty, mutual respect) and the UNCRC
- Opportunities for pupil voice through School Council, class discussions and the Learning Charter
- Invite school leaders, local community representatives and local government figures to enrich learning

Jigsaw+ and further resources

- Mapping overviews for British Values and UNCRC content
- Articles mapping non-statutory Citizenship Guidance and financial education to Jigsaw PSHE
- Additional teaching materials in the Citizenship area of Jigsaw+, including Democracy assemblies and whole-school focus ideas
- Belonging content and Pupil Voice materials in Jigsaw+
- Additional lesson on Fireworks in Jigsaw+
- Assemblies on Fireworks and Vaccinations coming Summer 2026
- Puzzle-specific weekly assemblies available in Whole School Resources

Statutory mapping

The most closely linked statutory expectations are summarised below, but for more thorough mapping and the full wording of every standard, go to the RSHE Mapping Document in the Community Area.

Strongest RSHE 2025 Relationships contributions	**CF 2** – Importance of friendships, not excluding others. **CF 3** – Feeling lonely is normal and not shameful. **RKR 1** – Paying attention to other people's feelings and treating them with sensitivity. **RKR 2** – How their behaviour affects other people. **RKR 4** – Difference between assertive and controlling (enhanced 2026).	**RKR 5** – Expecting to be treated with respect by others and treating others with respect. **RKR 6 –** Practical steps to improve or support relationships **RKR 7** – Conventions of courtesy and manners (new explicit teaching 2026). **RKR 8** – Self-respect and its link to happiness. .	**BS 1** – Appropriate boundaries in friendships **BS 4** – How to respond safely to adults. **BS 6** – How to recognise and report unsafe feelings. **BS 7** – Where to get advice.
Strongest RSHE 2025 Health contributions	**GW 1** – How to help others in an emergency. **GW 3** – Range and scale of emotions; worrying and feeling down are normal.	**GW 4** – Vocabulary to describe feelings to others and how to judge appropriate/proportionate responses. **GW 5** – Benefits of community participation, volunteering.	**GW 6** – Loneliness can affect children and how to address it (enhanced 2026). **GW 9** – Where and how to seek support, including who in school to speak to. **PS 1** – Identifying hazards and risks (contributing, Ages 10–11).

Puzzle	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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overview **Being Me in My World**	In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin by working on recognising and managing and naming their feelings. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.	In this Puzzle, children are introduced to their Jigsaw Journals and explore what helps them feel special, safe and calm in their class. They learn what it means to belong and understand their rights and responsibilities as class members. Children think about welcoming others, keeping their classroom safe for learning, and how their views are valued when contributing to the whole-school Learning Charter. They explore feelings linked to rewards and pride, reflect on their choices, and recognise emotions that can arise from consequences. By the end of the Puzzle, children understand their role in creating a positive, respectful and safe school community, with the Learning Charter as the shared outcome.	In this Puzzle, children reflect on their hopes and fears for the year and learn how to recognise feelings of worry and seek help. They explore belonging in their class and school community, developing an understanding of rights and responsibilities and making positive contributions. Across the six Pieces, children discuss rewards and consequences, consider how choices affect themselves and others, and explore what makes a classroom safe and fair. Children then learn how the Learning Charter supports learning and boundaries. By the end of the Puzzle, children understand their role in creating a positive school community, with the whole-school Learning Charter as the shared outcome.	In this Puzzle, children reflect on their worth and achievements, set personal goals, and learn how to make others feel welcome. They explore emotions linked to worries and fears and think about what helps a school feel safe and supportive. Children compare nightmare and dream schools, develop an understanding of rights and responsibilities, and consider how behaviour and choices affect others. They work together to create and follow their Learning Charter, focusing on teamwork, fairness and inclusion. By the end of the Puzzle, children recognise how their actions impact others, consider different viewpoints, and take responsibility for following the whole-school Learning Charter.	In this Puzzle, children explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others. They learn about roles in school and how to contribute to their community. Across the six Pieces, children explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas. They consider how rewards and consequences influence behaviour and practise empathy. By the end of the Puzzle, children understand how responsible choices and participation benefit their school community, with the Learning Charter as the shared outcome.	In this Puzzle, children look ahead to the year, setting personal goals and reflecting on what they value about their school community. They explore leadership, motivation and how to approach challenges positively. Across the six Pieces, children learn about rights and responsibilities as citizens and develop empathy for people whose lives are different from their own. They consider fairness, privilege and disadvantage, and how choices affect themselves and others. Children examine how rewards and consequences influence behaviour and work together to create and follow their Learning Charter, focusing on cooperation and having a voice. By the end of the Puzzle, children understand how democracy and shared expectations support a positive school community, with the whole-school Learning Charter as the shared outcome.	In this Puzzle, children reflect on the year ahead, identifying goals, worries and fears and exploring how to feel welcome and valued. Across the six Pieces, children explore what it means to be a global citizen, comparing wants and needs, learning about children's rights, and considering how their choices affect people locally and worldwide. Children then explore how rights, responsibilities, rewards and consequences connect to the Learning Charter, working collaboratively to agree shared expectations and safe behaviour. By the end of the Puzzle, children understand how democracy and modelling positive choices support a strong school community, with the whole-school Learning Charter as the shared outcome.

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Taught knowledge	**Knowledge** • I belong in my class and am part of a group • I understand that people are similar and different • I am beginning to recognise and talk about different feelings • I understand that my classroom is a place where we learn and play together • I know that working together helps make school a good place to be • I understand why kindness matters and how it affects others • I know what using gentle hands looks like • I know that everyone has the right to learn and play • I understand what being responsible means • I know how we look after our classroom and resources • I can describe how they help everyone feel safe and able to learn	**Knowledge** • I know how to use my Jigsaw Journal • I understand the rights and responsibilities as a member of my class • I understand the rights and responsibilities for being a member of my class • I know my views are valued and can contribute to the Learning Charter • I can recognise the choices I make and understand the consequences • I understand my rights and responsibilities within our Learning Charter	**Knowledge** • I can identify some of my hopes and fears for this year • I know how to use my Jigsaw Journal • I understand the rights and responsibilities for being a member of my class and the importance of making contributions • I can listen to other people and contribute my own ideas about rewards and consequences • I understand how following the Learning Charter will help me and others learn • I can recognise the choices I make and understand the consequences	**Knowledge** • I recognise my worth and can identify positive things about myself and my achievements • I can set personal goals • I know how to use my Jigsaw Journal • I can face new challenges positively, make responsible choices and ask for help when I need it • I understand why rules are needed and how they relate to rights and responsibilities • I understand that my actions affect myself and others and I care about other people's feelings • I can make responsible choices and take action • I understand my actions affect others and try to see things from their points of view	**Knowledge** • I know my attitudes and actions make a difference to the class team • I know how to use my Jigsaw Journal • I understand who is in my school community, the roles they play, how I fit in and how I can contribute • I understand how democracy works through the School Council • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • I understand how groups come together to make decisions • I understand how democracy and having a voice benefits the school community	**Knowledge** • I can face new challenges positively and know how to set personal goals • I know how to use my Jigsaw Journal • I understand my rights and responsibilities as a citizen of my country • I understand my rights and responsibilities as a citizen of my country and as a member of my school • I can make choices about my own behaviour because I understand how rewards and consequences feel • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community and know how to participate in this	**Knowledge** • I can identify my goals for this year, understand my fears and worries about the future and know how to express them • I know how to use my Jigsaw Journal • I know that there are universal rights for all children but for many children these rights are not met • I understand that my actions affect other people locally and globally • I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community

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Social and Emotional skills	**Social and Emotional Skills** • I can name my feelings • I know how work and play with others • I know why it is important to be kind and gentle • I understand why it is important to care about others' feelings • I can make good choices • I can follow our class rules •	**Social and Emotional Skills** • I feel special and safe in my class • I know that I belong to my class • I know how to make my class a safe place for everybody to learn • I recognise how it feels to be proud of an achievement • I recognise the range of feelings when I face certain consequences • I understand my choices in following the Learning Charter	**Social and Emotional Skills** • I can recognise when I feel worried and know who to ask for help • I can help myself and others feel like we belong • I can help make my class a safe and fair place • I can listen to others and share my ideas • I can work co-operatively with others • I can follow our Learning Charter •	**Social and Emotional Skills** • I value myself and know how to make someone else feel welcome and valued • I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions • I know how to make others feel valued • I understand that my behaviour brings rewards/consequences • I can work cooperatively in a group • I am choosing to follow the Learning Charter	**Social and Emotional Skills** • I know how good it feels to be included in a group and understand how it feels to be excluded • I try to make people feel welcome and valued • I can take on a role in a group and contribute to the overall outcome • I can recognise my contribution to making a Learning Charter for the whole school • I understand how rewards and consequences motivate people's behaviour • I understand why our school community benefits fro m a Learning Charter and can help others to follow it	**Social and Emotional Skills** • I know what I value most about my school and can identify my hopes for this school year • I can empathise with people in this country whose lives are different to my own • I understand that my actions affect me and others • I can contribute to the group and understand how we can function best as a whole • I understand why our school community benefits from a Learning Charter and can help others to follow it	**Social and Emotional Skills** • I feel welcome and valued and know how to make others feel the same • I understand my own wants and needs and can compare these with children in different communities • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • I can contribute to the group and understand how we can function best as a whole • I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself

Vocabulary							
Year group	**EYFS**	**Year 1** Consolidate EYFS	**Year 2** Consolidate EYFS & Yr 1	**Year 3** Consolidate EYFS & KS1	**Year 4** Consolidate KS1 & Yr 3	**Year 5** Consolidate KS1, Yrs 3 & 4	**Year 6** Consolidate KS1 & KS2
Puzzle vocabulary	angry choice different excited feelings friend gentle happy kind learn nervous responsibilities rights sad share	achievement belong belonging calm choice choices consequences disappointed feelings learn learning charter proud responsibilities rewards rights safe safe place special	actions assertive belong belonging boundaries choices consequence consequences controlling contributions fair fears hopes learning charter negative positive praise problem solving	achievements actions acknowledge affirm assertive behaviour belong challenge choices controlling courtesy consequences dream emotions exclude fairness feelings fears	authority charter choices community conflict consequence contribution courtesy decisions democracy democratic excluded friend friendship healthy help included job description	appreciation asylum challenge choices citizen collaboration cooperation conflict consequences courtesy deprive denied education empathise goals hopes leadership learning charter	behaviour choice choices collaboration community comparison consequences cooperation cocoa plantation cocoa pods courtesy decision democracy discernment education empathise empathy fears

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	similar taking turns turn taking unique	upset valued views	responsible responsibilities reward rewards rights safe worried worries	friendship group dynamics ideal school include kind learning learning charter loneliness lonely manners nightmare personal goal pleased praise pride proud responsibilities rewards rights self-respect solutions support team work valued view point welcome wellbeing worries	learning charter observer proud responsibility responsibilities respect rights role school self-respect solution team trusted adult un convention on rights of the child valued violence voting welcome wellbeing	manners migrant motivation opportunities participation persecution poverty prejudice privilege refugee responsibilities rewards rights self-respect vision wealth	Ghana goals hazard/risk illegal lawful laws learning charter legal manners Maslow motivation needs obstacles opportunities participation proud report resilience responsibilities rewards rights trusted adult value welcome wants west Africa worries
Emotional Literacy	We have a section to support Emotional Literacy with a whole-school progression document which includes words which have been carefully chosen to help pupils explore the topics within each Puzzle, whilst also equipping them with language that matters for their relationships and understanding of the world around them. By using this vocabulary consistently, teachers will be actively supporting children's emotional literacy, giving them the words they need to understand and express how they feel.						

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