

PSHE Curriculum

Curriculum Intent

Bilton Community Federation

It is our intent that children will leave our schools resilient, emotionally literate, aspirational, effective communicators who are happy and therefore ready for the next stage of their life through the behaviour, knowledge and skills they have learnt whilst in our care. If we can achieve this for our children then we believe we are giving them the best opportunity to achieve success in their life. Through an inclusive and stimulating environment we will develop every child and allow them to write their own story in life. This intent is defined as our **REACH** principles.

Resilient: Every child is resilient.

Emotionally Literate: Every child is aware of their feelings and those of others.

Aspirational: Every child aspires for more in their learning and in life.

Communicators: Every child is an effective communicator.

Happy: Every child has the right to be happy.

Our vision is to empower children to make a positive impact on the world and to apply the following values in all they do: **Care, Co-operation, Honesty, Forgiveness, Respect and Resilience.**

Our Whole-School Approach

At Bawnmore, we believe that **PSHE and RSE are central to our ethos** and vital to every child's success—not just academically, but emotionally, socially and personally. Our vision is to provide a **whole-school approach** that enables all pupils to develop the **qualities and attributes they need to thrive**—as individuals, as family members, and as active members of society, both now and in the future.

Through our PSHE and RSE curriculum, we aim to nurture:

- Children who understand and can manage their own feelings and behaviour
- Growing levels of self-confidence and resilience
- A secure understanding of physical and mental health and wellbeing

We are deeply committed to supporting the **emotional health and wellbeing** of all pupils, staff and families. This means we prioritise not just curriculum content, but also **relationships, mental health and inclusion** across school life. Where needed, we take proactive steps to provide children with **additional emotional support**, recognising that early intervention is essential.

PSHE at Bawnmore is not taught in isolation—it is part of the **golden thread** that runs through our wider curriculum, assemblies, ethos and school culture. It supports our safeguarding duties, reinforces our school values, and helps create a safe, inclusive environment where every child feels valued and able to flourish.

Our Curriculum and Planning

Our PSHE and RSE curriculum is carefully sequenced using the **Jigsaw 3–11 Programme**, a trusted whole-school scheme that provides structured, progressive learning from EYFS to Year 2. The programme is fully aligned with:

- The **Early Learning Goals (ELGs)** in EYFS
- The **National Curriculum (2014)**
- The **DfE's statutory guidance on Relationships and Health Education (2020)**

Jigsaw provides a consistent framework while allowing for **adaptation to meet the needs of our pupils**. Teachers are encouraged to respond to real-life issues and deliver additional sessions where appropriate—ensuring that PSHE remains relevant, responsive and meaningful for every child.

We deliver PSHE through:

- **Weekly timetabled lessons** in every class
- The **'Taking Care' Protective Behaviours curriculum**, which reinforces personal safety
- Opportunities for discussion and reflection in **assemblies**, circle times, and class routines
- A responsive teaching approach that allows staff to address needs as they arise within the school community

We believe PSHE plays a vital role in preparing children for life's opportunities and challenges. It helps them understand **risk and responsibility**, build strong relationships, and become **kind, confident and thoughtful citizens** in an ever-changing world.

The programme also significantly contributes to:

- Our **safeguarding and equality duties**
- Children's **Spiritual, Moral, Social and Cultural (SMSC) development**
- The promotion of **British Values**, such as democracy, respect, and the rule of law

In short, PSHE at Bawnmore is **integral to our curriculum and ethos**. It is a thread that connects learning, behaviour, wellbeing and belonging—empowering every child to grow, connect and thrive.

What does PSHE and RSE look like at Bawnmore?

Relationships Education

As outlined in the DfE's statutory guidance (2020), Relationships Education in primary schools includes the following themes:

- *Families and people who care for me*
- *Caring friendships*
- *Respectful relationships*
- *Online relationships*
- *Being safe*

At Bawnmore, these areas are taught through age-appropriate, interactive lessons that support children to build positive relationships, recognise safe and unsafe behaviours, and understand the importance of kindness, consent and boundaries in everyday life.

Health Education

Health Education in school covers the following themes, in line with DfE guidance:

- *Mental wellbeing*
- *Internet safety and harms*
- *Physical health and fitness*
- *Healthy eating*
- *Drugs, alcohol and tobacco (in an age-appropriate way)*
- *Health and prevention*
- *Changing adolescent body*

At infant level (Reception to Year 2), we focus on building children's understanding of healthy lifestyles, good hygiene, safety (including online safety), and emotional wellbeing.

Topics such as alcohol, drugs and puberty are not taught explicitly but are gently introduced through early messages about staying safe, making healthy choices, and respecting one's body.

Sex Education

In line with the DfE's 2020 guidance, primary schools may choose to include a sex education programme that is appropriate to the age and stage of pupils. At Bawnmore, we do not teach content related to conception, birth or adolescence in the infant years.

In Reception, Year 1 and Year 2, the Jigsaw 'Changing Me' unit focuses only on:

- *Learning the correct scientific names for external body parts (e.g. penis, vulva)*
- *Understanding that our bodies belong to us and recognising the importance of using proper words to keep ourselves safe*
- *Respecting our own and others' privacy*
- *Beginning to understand changes from baby to toddler to child, in a general developmental sense (no content about puberty or reproduction)*

We teach this content in a gentle, age-appropriate and safeguarding-focused way, using the Jigsaw programme's trusted structure and resources.

Jigsaw

The Jigsaw Scheme

Jigsaw is a whole-school approach in which every year group works on the same theme (puzzle) at the same time. There are six half-termly units (puzzles), each containing six lessons (pieces).



These are designed to give children relevant learning experiences that help them understand themselves and others, navigate relationships, and make positive choices.

The six Jigsaw puzzles are:

Autumn 1: *Being Me in My World*

Autumn 2: *Celebrating Differences (including anti-bullying)*

Spring 1: *Dreams and Goals*

Spring 2: *Healthy Me*

Summer 1: *Relationships*

Summer 2: *Changing Me*

Each class has a weekly Jigsaw lesson, following a familiar structure:

- *A Connect Us game to build teamwork*
- *A Calm Me mindfulness session using a chime to develop focus and emotional regulation*
- *A clear lesson focus using The Jigsaw Charter, which reinforces safe and respectful behaviour*
- *A soft toy Jigsaw character that helps children develop turn-taking and listening skills in discussions*

This structured, nurturing approach helps children develop not only their understanding of key PSHE topics, but also the emotional tools to thrive in school and beyond.

Protective Behaviours



At Bawnmore we follow a whole school programme that aims to equip children with the tools to keep them safe. Protective Behaviours is a practical approach to personal safety, self-esteem, resilience and confidence building. This is introduced in every class at the beginning of the school year and regularly revisited throughout the year.

Protective Behaviours is based on two themes, which are used to teach and reinforce the basic concepts on which the process is based.

We all have the right to feel safe all the time

We carefully look at the connection between rights and responsibilities. We explore feeling safe and the recognition of Early Warning Signs.

We can talk with someone about anything even if feels awful or small

This theme focuses on the ideas and effects of 'talking' and what might happen if we don't. We encourage everyone to develop their own personal networks of support, those people they could turn to if in need.

Zones of Regulation

Alongside our Jigsaw lessons we have a PSHE week where all the children and staff are engaged in age appropriate exciting lessons where life skills are taught including road safety, sun safety, first aid and money (bank accounts etc). We also believe at Bawnmore that we treat everyone with unconditional respect. We believe in setting a good example and having high expectations so that everyone can fulfil their potential.

These high expectations of social behaviours and attitudes to learning apply to all our children and staff when they are in school, on educational visits or visiting places on behalf of the school. All those who work in our school have a responsibility for modelling these positive behaviours. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

Our children when joining us are introduced to the Zones of Regulation framework to teach children self-regulation and self-control. It helps children to categorize the complex feelings and states they experience, improving their ability to recognise and communicate how they're feeling in a safe, non-judgmental way. We teach the children to use strategies or tools to help them move between zones. There are four coloured zones categorising alertness and emotions. It is important that the children know that it's fine to experience all of these emotions while they're at school. There is no bad zone, but it is important for them to learn and use strategies to help them move to their Green Zone

The ZONES of Regulation®

| BLUE ZONE | GREEN ZONE | YELLOW ZONE | RED ZONE |
|---|--|--|--|
|  sad  tired |  happy  calm |  frustrated  worried |  angry  terrified |
|  sick  bored |  feeling ok  ready to learn |  silly  excited |  yelling  hitting |
| I can try...  stretch | I can try...  drink water | I can try...  deep breaths | I can try...  take a break |

Reception



Hello
I'm Jigsaw Jenie



Being Me in My World Puzzle Map - F2 (Reception) - Ages 4-5

Puzzle Outcome

Help me fit together the six pieces of learning about Being Me in My World to create the Learning Charter (see Piece 6)

| Weekly Celebration | Pieces | Learning Intentions | Resources |
|---|----------------------------|---|--|
| Help other to feel welcome | 1. Who... Me?! | I understand how it feels to belong and that we are similar and different | Jigsaw Song sheet: 'Together As One' Decorated box and an assortment of toys (from inside and outside learning environments) Jigsaw Jenie Jigsaw Jerrie Cat |
| Try to make our Nursery/Pre-school community a better place | 2. How am I feeling today? | I can start to recognise and manage my feelings | Jigsaw Song sheet: 'Together As One' Jigsaw Jenie 4 hoops Emotion photos Jigsaw Jerrie Cat |
| Think about everyone's right to learn | 3. Being at School | I enjoy working with others to make school a good place to be | Assortment of toys Paper General mess Clipboards Timers Bell Police hats Jigsaw Jenie Jigsaw Jerrie Cat |
| Care about other people's feelings | 4. Gentle hands | I understand why it is good to be kind and use gentle hands | Jigsaw Song sheet: 'Together As One' Book: 'Hands are not for hitting', by Martine Agassi, or similar themed book e.g. 'No Hitting, Henry' by Lisa Regan Jigsaw Jenie Jigsaw Jerrie Cat |
| Work well with others | 5. Our Rights | I am starting to understand children's rights and this means we should all be allowed to learn and play | Blindfold Keys Jigsaw Jenie Jigsaw Jerrie Cat |
| Choose to follow the Learning Charter | 6. Our Responsibilities | I am learning what being responsible means | Book: 'Dogger' by Shirley Hughes Cubes Jigsaw Jenie Jigsaw Jerrie Cat |



Hello
I'm Jigsaw Jenie



Celebrating Difference Puzzle Map - F2 (Reception) Ages 4-5

Puzzle Outcome

Help me fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame (see Piece 2)

| Weekly Celebration | Pieces | Learning Intentions | Resources |
|--|-----------------------------|---|---|
| Accept that everyone is different | 1. What I am good at? | I can identify something I am good at and understand everyone is good at different things | Jigsaw Song sheet: 'There's a Place' Large box/bag Selection of objects that demonstrate things that the grown-up is good at/likes Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |
| Include others when working and playing | 2. I'm Special, I'm Me! | I understand that being different makes us all special | Book: 'Naked Trevor' by Rebecca Elliot (being comfortable with who you are) Book: 'Barry the Fish with Fingers' by Sue Henra (being different is a good thing) Book: 'It's OK to Be Different' by Todd Parr Jigsaw Jenie Large selection of catalogues, magazines, leaflets for cutting up Plain paper Scissors Glue Pencils Jigsaw Jerrie Cat Jigsaw Chime |
| Know how to help if someone is being bullied | 3. Families | I know we are all different but the same in some ways | Jigsaw Song sheet: 'There's a Place' Large selection of pictures ranging from adults, children, families from around the world (Teachers to find more) Book: 'The Family Book' by Todd Parr Book: 'The Huys in the New Jumper', by Oliver Jeffers: (similarities and differences amongst people) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |
| Try to solve problems | 4. Houses and Homes | I can tell you why I think my home is special to me | Teddies Construction materials Photos of different houses from around the world (Teachers to find more) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |
| Try to use kind words | 5. Making Friends | I can tell you how to be a kind friend | Jigsaw Song sheet: 'There's a Place' Book: 'The Dog and the Dolphin', by James Dworkin Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |
| Know how to give and receive compliments | 6. Standing Up for Yourself | I know which words to use to stand up for myself when someone says or does something unkind | Puppets or teddies Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |

The mindful approach to PSHE



Dreams and Goals Puzzle Map - F2 (Reception) - Ages 4-5

Puzzle Outcome

Help me fit together the six pieces of learning about Dreams and Goals to create the Garden of Dreams and Goals (see Piece 6)

| Weekly Celebration | Pieces | Learning Intentions | Resources |
|---|--------------------------|--|--|
| Stay motivated when doing something challenging | 1. Challenge | I understand that if I persevere I can tackle challenges | Jigsaw Song sheet: 'For Me' Resources for challenge in 'Interest Me' Book: 'Love Monster' by Rachel Bright Book: 'Don't worry, Hugless Douglas' by David Melling Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |
| Keep trying even when it is difficult | 2. Never Giving Up | I can tell you about a time I didn't give up until I achieved my goal | Jigsaw Song sheet: 'For Me' Book: 'The Hare and The Tortoise', Aesop's Fables (available on-line) Book: 'The Jungle Run' by Tony Mitton Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |
| Work well with a partner or in a group | 3. Setting a goal | I can set a goal and work towards it | Jigsaw Song sheet: 'For Me' Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime Wooden bricks Paper Pencils |
| Have a positive attitude | 4. Obstacles and Support | I can use kind words to encourage people | 2 teddies/puppets Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |
| Help others to achieve their goals | 5. Flight to the Future | I understand the link between what I learn now and the job I might like to do when I'm older | Large variety of picture and word cards of different jobs done by adults (Teachers to find more) Box or bag to hold picture cards Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |
| Are working hard to achieve their own dreams and goals | 6. Footprint Awards | I can say how I feel when I achieve a goal and know what it means to feel proud | Well done certificate A special box/bag Children's goals from Piece 3 Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |



Healthy Me Puzzle Map - F2 (Reception) - Ages 4-5

Puzzle Outcome

Help me fit together the six pieces of learning about Healthy Me to create the Bedtime section of the Healthy Me Recipe Book (see Piece 4)

| Weekly Celebration | Pieces | Learning Intentions | Resources |
|---|---------------------------------|--|--|
| Have made a healthy choice | 1. Everybody's Body | I understand that I need to exercise to keep my body healthy | Jigsaw Song sheet: 'Make a Good Decision' Jigsaw Jenie Colouring pictures Assortment of pictures of active play/sports (Teachers to find more) Jigsaw Jerrie Cat Jigsaw Chime |
| Have eaten a healthy, balanced diet | 2. We like to move it, move it! | I understand how moving and resting are good for my body | Large space needed Calm music to assist with the cool down Small apparatus Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |
| Have been physically active | 3. Food, Glorious Food | I know which foods are healthy and not so healthy and can make healthy eating choices | An assortment of healthy food and not so healthy food (preferably real) to make a sandwich Fruit for directed activity Shopping bags/basket Food, Glorious Food song Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |
| Have tried to keep themselves and others safe | 4. Sweet Dreams | I know how to help myself go to sleep and understand why sleep is good for me | Bedtime equipment: Pjamas, Teddy, Hot water bottle, Dressing gown, Glass of milk, Night light, Story book Chitty Chitty Bang Bang DVD (or similar example) Jigsaw Jenie Lullaby CD Large clock Jigsaw Jerrie Cat Jigsaw Chime |
| Know how to be a good friend and enjoy healthy friendships | 5. Keeping Clean | I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet | Cleaning equipment: jug of water, bowl, soap, flannel, towel Fruit/vegetables Dirt Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |
| Know how to keep calm and deal with difficult situations | 6. Stranger Danger | I know what a stranger is and how to stay safe if a stranger approaches me | Book: 'Not Everyone is Nice' (Let's Talk Book) by Ann Tedesco, or similar Book: 'Never Talk to Strangers', by Irma Joyce If possible, ask your local PCSO to come by and chat to the children about Stranger Danger. Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |



Relationships Puzzle Map - F2 (Reception) - Ages 4-5

Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create mittens for the Relationship Fiesta (see Piece 6)

| Weekly Celebration | Pieces | Learning Intentions | Resources |
|---|---|--|---|
| Know how to make friends | 1. My Family and Me! | I can identify some of the jobs I do in my family and how I feel like I belong | Staff photo - preferably on IWB Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |
| Try to solve friendship problems when they occur | 2. Make friends, make friends, never ever break friends! Part 1 | I know how to make friends to stop myself from feeling lonely | Jigsaw Song sheet: 'RELATIONSHIP' Lonely child photo Body puzzle template Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |
| Help others to feel part of a group | 3. Make friends, make friends, never ever break friends! Part 2 | I can think of ways to solve problems and stay friends | Jigsaw Song sheet: 'RELATIONSHIP' Book: 'Mabel and Me', by Sarah Warburton Book: 'George and Martha: The Complete Stories of Two Best Friends' by James Marshall (or similar) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |
| Show respect in how they treat others | 4. Falling Out and Bullying Part 1 | I am starting to understand the impact of unkind words | Jigsaw Song sheet: 'RELATIONSHIP' Sparkly box, bin and bag Assortment of phrases (positive/negative) e.g. you are brilliant, thank you very much, you are stupid, shut up, etc. Squirly cream and plate Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |
| Know how to help themselves and others when they feel upset and hurt | 5. Falling Out and Bullying Part 2 | I can use Calm Me time to manage my feelings | Wall paper roll Mark-making materials YouTube (or similar) video clips of tantrums Puppets Calming music Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |
| Know and show what makes a good relationship | 6. Being the best friends we can be | I know how to be a good friend | You've Got A Friend In Me' by Randy Newman (Toy Story song) 'True Friends' song by Miley Cyrus (Hannah Montana) 'That's what friends are for' (Fox and Hounds song) Pictures of friends from TV/movies e.g. Woody and Buzz but separate so that children can match (Teachers to find) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |



Changing Me Puzzle Map - F2 (Reception) - Ages 4-5

Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change (see Piece 2)

| Weekly Celebration | Pieces | Learning Intentions | Resources |
|---|-------------------------|---|---|
| Understand that everyone is unique and special | 1. My Body | I can name parts of the body | Large paper big enough to fit the outline of a child on Post-its or labels of body parts Book: 'Look Inside Your Body' by Louie Stowell Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |
| Can express how they feel when change happens | 2. Respecting My Body | I can tell you some things I can do and foods I can eat to be healthy | Jigsaw Song sheet: 'Make a Good Decision' Selection of pictures that show healthy/less healthy activities/food 2 containers/hoops for sorting Magazines/food leaflets for child-initiated Paper Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |
| Understand and respect the changes that they see in themselves | 3. Growing Up | I understand that we all grow from babies to adults | Jigsaw Song sheet: 'A New Day' Book: 'Tell Me What It's Like To Be Big', by Joyce Dunbar Book: 'I Wonder Why Kangaroos Have Pouches', by Jenny Wood Picture cards showing different developmental stages of life ranging from baby to elderly (Teachers to find more) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |
| Understand and respect the changes that they see in other people | 4. Fun and Fears Part 1 | I can express how I feel about moving to Year 1 | Jigsaw Song sheet: 'A New Day' Book: 'The Huge Bag of Worries' by Virginia Ironside Book: 'I Wonder Why Kangaroos Have Pouches', by Jenny Wood Book: 'The Very Hungry Caterpillar', by Eric Carle Box or bag for worries/looking forward to ideas Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |
| Know who to ask for help if they are worried about change | 5. Fun and Fears Part 2 | I can talk about my worries and/or the things I am looking forward to about being in Year 1 | Jigsaw Jenie Music Jigsaw Jerrie Cat Jigsaw Chime |
| Are looking forward to change | 6. Celebration | I can share my memories of the best bits of this year in Reception | Paper A special box Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime |

Being Me in My World Puzzle Map - Ages 5-6



Puzzle Outcome

The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.

| Weekly Celebration | Piece | PSHE learning intention | Social and emotional development learning intention | Resources |
|---|--------------------------------|---|--|---|
| Help others to feel welcome | 1. Special and Safe | I know how to use my Jigsaw Journal | I feel special and safe in my class | Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jack, Jigsaw Jack's letter, 'Safe' pictures, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Try to make our school community a better place | 2. My Class | I understand the rights and responsibilities as a member of my class | I know that I belong to my class | Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jack, 'I am special' song sheet, picture of a class learning well, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Think about everyone's right to learn | 3. Rights and Responsibilities | I understand the rights and responsibilities for being a member of my class | I know how to make my class a safe place for everybody to learn | Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jack, rights/responsibility pictures, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Care about other people's feelings | 4. Rewards and Feeling Proud | I know my views are valued and can contribute to the Learning Charter | I recognise how it feels to be proud of an achievement | Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, colour cards, treasure chest, proud face pictures, I feel proud of you ticket, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Work well with others | 5. Consequences | I can recognise the choices I make and understand the consequences | I recognise the range of feelings when I face certain consequences | Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, scenario picture PowerPoint, flipchart with rights/responsibility pictures from Piece 3, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Choose to follow the Learning Charter ★ | 6. Owing our Learning Charter | I understand my rights and responsibilities within our Learning Charter | I understand my choices in following the Learning Charter | Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jack, postcards made into puzzles, Jigsaw Journals, certificates, My Jigsaw Learning, flip chart for Piece 3, Jigsaw Jerrie Cat. |

© Jigsaw PSHE Ltd

Year 1

Dreams & Goals Puzzle Map - Ages 5-6



Puzzle Outcome

Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals (Stretchy flowers and dream wellies from Pieces 3 and 4)

| Weekly Celebration | Pieces | PSHE learning intention | Social and emotional development learning intention | Resources |
|--|--|---|--|--|
| Stay motivated when doing something challenging | 1. My Treasure Chest of Success | I can set simple goals | I can tell you about a thing I do well | Jigsaw Jack, Treasure chest filled with marbles, beads, coins, coloured stones, Jigsaw Chime, 'Calm Me' script, Success pictures, Success coin templates, Treasure chest boxes/simple boxes, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Keep trying even when it is difficult | 2. Steps to Goals | I can set a goal and work out how to achieve it | I can tell you how I learn best | Jigsaw Song: 'For Me', Jigsaw Chime, 'Calm Me' script, Jam sandwich ingredients: jam, bread, butter, Jigsaw Jack, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Work well with a partner or in a group | 3. Achieving Together Puzzle outcome: Dream wellies | I understand how to work well with a partner | I can celebrate achievement with my partner | Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Welly template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Have a positive attitude | 4. Stretchy Learning Puzzle outcome: Stretchy flowers | I can tackle a new challenge and understand this might stretch my learning | I can identify how I feel when I am faced with a new challenge | Jigsaw Chime, 'Calm Me' script, Pipe cleaners, garden sticks, paper, paint, Jigsaw Jack, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Help others to achieve their goals | 5. Overcoming Obstacles | I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them | I know how I feel when I see obstacles and how I feel when I overcome them | Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'For Me', Jigsaw story: Pauli's Journey, PowerPoint slides/Paulies Journey, Pieces of paper for stepping stones, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Are working hard to achieve their own dreams and goals | 6. Celebrating My Success Assessment Opportunity H | I can tell you how I felt when I succeeded in a new challenge and how I celebrated it | I know how to store the feelings of success in my internal treasure chest | Jigsaw Song: 'For Me', Jigsaw Chime, 'Calm Me' script, Jigsaw Jack's treasure chest, Success pictures - from Piece 1, Treasure chest template, Jigsaw Jack, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat. |

© Jigsaw PSHE Ltd

Celebrating Difference Puzzle Map - Ages 5-6



Puzzle Outcome

Help me fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame display (Puzzle Outcome: Gingerbread People from Pieces 1-6)

| Weekly Celebration | Pieces | PSHE learning intention | Social and emotional development learning intention | Resources |
|--|---|--|---|--|
| Accept that everyone is different | 1. The same as... | I can identify similarities between people in my class | I can tell you some ways in which I am the same as my friends | Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Spot the similarities pictures, Set of picture cards e.g. Snap, Happy Families. Cardboard cut-out gingerbread person, T-shirt templates for gingerbread person, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Include others when working and playing | 2. Different from... | I can identify differences between people in my class | I can tell you some ways I am different from my friends | Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Yes and no labels, Spot the difference pictures, Set of pair cards, Shorts templates for gingerbread people (could be trouser templates as an alternative), Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Know how to help if someone is being bullied | 3. What is 'bullying'? | I can tell you what bullying is | I understand how being bullied might feel | Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Bully pictures, Bullying pictures, Hat templates, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Try to solve problems | 4. What do I do about bullying? | I know some people who I could talk to if I was feeling unhappy or being bullied | I can be kind to children who are bullied | Jigsaw Chime, 'Calm Me' script, Puzzle Song sheet: 'Playground Blues', Jigsaw Jack, Shoes template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Use kind words | 5. Making new friends | I know how to make new friends | I know how it feels to make a new friend | Jigsaw Chime, 'Calm Me' script, Soft/sponge football, Jigsaw song: 'There's a Place', Jigsaw story, Friendship tokens, Friendship token template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Know how to give and receive compliments | 6. Celebrating difference; celebrating me Assessment Opportunity H | I can tell you some ways I am different from my friends | I understand these differences make us all special and unique | Jigsaw Chime, 'Calm Me' script, Jigsaw song: 'There's a Place', Jigsaw Jack, Celebrating Me label template (one per child), Gingerbread people, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |

© Jigsaw PSHE Ltd

Healthy Me Puzzle Map - Ages 5-6



Puzzle Outcome

Help me fit together the six pieces of learning about Healthy Me to create 'The Happy, Healthy Me Recipe Book' Piece 6: Keeping clean and healthy

| Weekly Celebration | Pieces | PSHE learning intention | Social and emotional development learning intention | Resources |
|--|---|---|---|---|
| Have made a healthy choice | 1. Being Healthy | I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy | I feel good about myself when I make healthy choices | Jigsaw Chime, 'Calm Me' script, PowerPoint slides, Healthy Balance Sum sheet, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Have eaten a healthy, balanced diet | 2. Healthy Choices | I know how to make healthy lifestyle choices | I feel good about myself when I make healthy choices | Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Jigsaw Son: 'Make a Good Decision', PowerPoint slides, Child picture template, Healthy Balance Sum sheet, Jigsaw Journal, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Have been physically active | 3. Clean and Healthy | I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly | I am special so I keep myself safe | Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Bag of toiletry items, e.g. toothbrush, tooth cleaning equipment, shampoo, soap, etc. Empty bathroom and kitchen cleaning products, Pictures of household products, Jigsaw Journal, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Have tried to keep themselves and others safe | 4. Medicine Safety | I understand that medicines can help me if I feel poorly and I know how to use them safely | I know some ways to help myself when I feel poorly | Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Empty medicine packaging, Picture cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Know how to be a good friend and enjoy healthy friendships | 5. Road Safety | I know how to keep safe when crossing the road, and about people who can help me to stay safe | I can recognise when I feel frightened and know who to ask for help | Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, PowerPoint slide: Learn to cross the road, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Know how to keep calm and deal with difficult situations | 6. Happy, Healthy Me Assessment Opportunity * Puzzle outcome: Keeping clean and healthy | I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy | I can recognise how being healthy helps me to feel happy | Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Keeping Clean and Healthy timeline template, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat. |

© Jigsaw PSHE Ltd

Puzzle 5 - Relationships

Puzzle Map - Ages 5-6

Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create 'Our Relationship Fiesta' Piece 6: Balloons

Hello
I'm Jigsaw Jack



| Weekly Celebration | Pieces | PSHE learning intention | Social and emotional development learning intention | Resources |
|---|---|---|---|--|
| Know how to make friends | 1. Families | I can identify the members of my family and understand that there are lots of different types of families | I know how it feels to belong to a family and care about the people who are important to me | Family game cards, Jigsaw Chime, 'Calm Me' script, 'Welcome to Planet Zarg' PowerPoint, Jigsaw Journals, My Jigsaw Learning, My Jigsaw Learning PowerPoint slide, Jigsaw Jack, Jigsaw Jerrie Cat. |
| Try to solve friendship problems when they occur | 2. Making Friends | I can identify what being a good friend means to me | I know how to make a new friend | Music and blanket for hedgehogs game OR children's names put into a hat, Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'RELATIONSHIPS', PowerPoint slide of Ione child, Jigsaw Jack. Sets of 'A Good Friend Should...' cards, or set, for each group, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Help others to feel part of a group | 3. Greetings | I know appropriate ways of physical contact to greet my friends and know which ways I prefer | I can recognise which forms of physical contact are acceptable and unacceptable to me | Jigsaw Chime, 'Calm Me' script, Holding Hands Images, 'Feely bags' containing a variety of textures: e.g. fur, velvet, sandpaper, pebble Playdoh, water snake toy, stress ball and a other suitable objects. Jigsaw Jack, Jigsaw Journal, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Show respect in how they treat others | 4. People Who Help Us | I know who can help me in my school community | I know when I need help and know how to ask for it | Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, People cards, Scenario cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Know how to help themselves and others when they feel upset or hurt | 5. Being My Own Best Friend | I can recognise my qualities as person and a friend | I know ways to praise myself | Bottle weighted with water or sand or children's names in a hat, Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, PowerPoint of incredible children 'The Incredible Me' picture frame template, Jigsaw Learning, Jigsaw Jerrie Cat. |
| Know and show what makes a good relationship | 6. Celebrating My Special Relationships Puzzle Outcome: Balloons Assessment Opportunity H | I can tell you why I appreciate someone who is special to me | I can express how I feel about them | Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Balloons, Balloon label template, Sticks, Jigsaw Jack's balloon with pre-prepared label, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat. |

© Jigsaw PSHE Ltd

3

Year 2

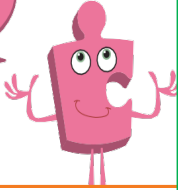
Being Me in My World

Puzzle Map - Ages 6-7

Puzzle Outcome

The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.

Hello
I'm Jigsaw Jo



| Weekly Celebration | Piece | PSHE learning intention | Social and emotional development learning intention | Resources |
|---|---------------------------------|--|--|--|
| Help others to feel welcome | 1. Hopes and Fears for the Year | I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal | I recognise when I feel worried and know who to ask for help | Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Number cards, Jigsaw Jo, basket/bag, monster worries resource sheet, My Jigsaw Learning, Jigsaw Journals, Jigsaw Jerrie Cat. |
| Try to make our school community a better place | 2. Rights and Responsibilities | I understand the rights and responsibilities for being a member of my class and school | I recognise when I feel worried and know who to ask for help | Jigsaw Charter, number cards, 'Calm Me' script, 'Calm' pictures, Jigsaw Chime, My Jigsaw Learning, Responsibility PowerPoint, Jigsaw Journal, Jigsaw Jerrie Cat. |
| Think about everyone's right to learn | 3. Rewards and Consequences | I understand the rights and responsibilities for being a member of my class | I can help to make my class a safe and fair place | Jigsaw Charter, colour cards, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jo, Jigsaw Jo's bag of rewards, Jigsaw Song: Together as One', picture cards, My Jigsaw Learning, Jigsaw Journals, Jigsaw Jerrie Cat. |
| Care about other people's feelings | 4. Rewards and Consequences | I can listen to other people and contribute my own ideas about rewards and consequences | I can help make my class a safe and fair place | Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, 'What Might Happen?' PowerPoint, scenario picture cards, flipchart traffic light with red post-it learning behaviours from Piece 3, My Jigsaw Learning, Jigsaw Journals, Jigsaw Jerrie Cat. |
| Work well with others | 5. Our Learning Charter | I understand how following the Learning Charter will help me and others learn | I can work cooperatively | Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jo, art materials, Whole School Learning Charter or sample Jigsaw version, Jigsaw Jo's bag, Jigsaw pieces template, My Jigsaw Learning, Jigsaw Journals, Jigsaw Jerrie Cat. |
| Choose to follow the Learning Charter ★ | 6. Owning our Learning Charter | I can recognise the choices I make and understand the consequences | I am choosing to follow the Learning Charter | Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Learning Charter, Children's pictures from last week, A4 paper, My Jigsaw Learning, Jigsaw Journals, certificates, Jigsaw Jerrie Cat. |

© Jigsaw PSHE Ltd

3

Puzzle 6 - Changing Me

Puzzle Map - Ages 5-6

Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change display Piece 5 Flowers

Hello
I'm Jigsaw Jack



| Weekly Celebration | Pieces | PSHE learning intention | Social and emotional development learning intention | Resources |
|--|--|---|--|--|
| Understand that everyone is unique and special | 1. Life cycles | I am starting to understand the life cycles of animals and humans | I understand that changes happen as we grow and that this is OK | Jigsaw Jack, Find your pair cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Song: A New Day, Teacher's photos, series of photos from baby to adult, YouTube clip of frog's lifecycle (teacher source), Life cycle cards, Jigsaw Journals, Jigsaw Learning, Jigsaw Jerrie Cat. |
| Can express how they feel when change happens | 2. Changing Me | I can tell you some things about me that have changed and some things about me that have stayed the same | I know that changes are OK and that sometimes they will happen whether I want them to or not | Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Life cycle cards, Paper for concertina bookle, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Understand and respect the changes that they see in themselves | 3. My Changing Body | I can tell you how my body has changed since I was a baby | I understand that growing up is natural and that everybody grows at different rates | Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'A New Day', Jigsaw Jack, Baby photo of teacher, Baby photos brought in by the children in a box, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Understand and respect the changes that they see in other people | 4. Boys' and Girls' Bodies | I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus | I respect my body and understand which parts are private | Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, Male/female animal PowerPoint, PE hoops or flipchart paper, Body parts cards, PowerPoint of body parts, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Know who to ask for help if they are worried about change | 5. Learning and Growing Puzzle Outcome: Piece 5 Flowers | I understand that every time I learn something new I change a little bit | I enjoy learning new things | Jigsaw Song: 'A New Day', Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, Picture cards, Flower shape and petals for flipchart, Flower template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Are looking forward to change | 6. Coping with Changes Assessment Opportunity H | I can tell you about changes that have happened in my life | I know some ways to cope with changes | Jigsaw Chime, 'Calm Me' script, Story and PowerPoint: 'All change for Jack', Jigsaw Jack, Bag of items for Changes Game e.g. baby item, a piece of school uniform, holiday item, name next teacher etc., Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat. |

© Jigsaw PSHE Ltd

3

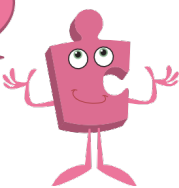
Celebrating Difference

Puzzle Map - Ages 6-7

Puzzle Outcome

Help me fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame display (Trophy of Celebration Piece 6)

Hello
I'm Jigsaw Jo



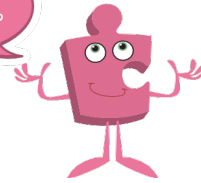
| Weekly Celebration | Pieces | PSHE learning intention | Social and emotional development learning intention | Resources |
|--|--|---|---|---|
| Accept that everyone is different | 1. Boys and girls | I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) | I understand some ways in which boys and girls are similar and feel good about this | Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Jigsaw Jo's bag, Four photo cards of children, Four description cards, Shield templates, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Include others when working and playing | 2. Boys and girls | I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) | I understand some ways in which boys and girls are different and accept that this is OK | Jigsaw Chime, 'Calm Me' script, Duvet covers (or pictures of), Jigsaw Jo, Difference shield templates, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Know how to help if someone is being bullied | 3. Why does bullying happen? | I understand that bullying is sometimes about difference | I can tell you how someone who is bullied feels I can be kind to children who are bullied | Jigsaw Chime, 'Calm Me' script, Jigsaw Song 'There's a Place', Jigsaw Jo, Scenario picture/description cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Try to solve problems | 4. Standing up for myself and others | I can recognise what is right and wrong and know how to look after myself | I know when and how to stand up for myself and others I know how to get help if I am being bullied | Number cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'There's a Place', Jigsaw Jo, Scenario picture/description cards, Paper person chain template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Try to use kind words | 5. Gender Diversity | I understand that it is OK to be different from other people and to be friends with them | I understand we shouldn't judge people if they are different. I know how it feels to be a friend and have a friend | Jigsaw Chime, 'Calm Me' script, PowerPoint story 'Billy, Bella and B', Jigsaw Friend, Birthday present template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Know how to give and receive compliments | 6. Celebrating difference and still being friends Assessment Opportunity H Puzzle Outcome: Trophy of Celebration | I can tell you some ways I am different from my friends | I understand these differences make us all special and unique | Jigsaw Chime, 'Calm Me' script, Pair cards, Jigsaw Jo, 3D Trophy template, Puzzle 2 Attainment Descriptor Grid, Jigsaw Journals, My Jigsaw Learning, Puzzzle Certificate, Jigsaw Jerrie Cat. |

© Jigsaw PSHE Ltd

3

Dreams & Goals Puzzle Map - Ages 6-7

Hello
I'm Jigsaw Jo



Puzzle Outcome

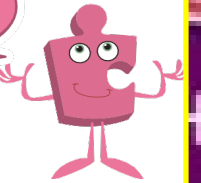
Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals (Pieces 4&5 Dream Birds)

| Weekly Celebration | Pieces | PSHE learning intention | Social and emotional development learning intention | Resources |
|--|--|---|--|--|
| Stay motivated when doing something challenging | 1. Goals to Success | I can choose a realistic goal and think about how to achieve it | I can tell you things I have achieved and say how that makes me feel | Treasure chest filled with marbles, beads, coins, coloured stones, Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Success pictures, Treasure chest template, Jigsaw Jo's Challenge PowerPoint, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Keep trying even when it is difficult | 2. My Learning Strengths | I carry on trying (persevering) even when I find things difficult | I can tell you some of my strengths as a learner | Treasure chest filled with marbles, beads, coins, coloured stones, Jigsaw Chime, 'Calm Me' script, Jigsaw Song; 'For Me', Jigsaw Jo, Ladder template, Treasure chest boxes/simple boxes, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Work well with a partner or in a group | 3. Learning with Others | I can recognise who I work well with and who it is more difficult for me to work with | I can tell you how working with other people helps me learn | Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'There's a Place', Book: 'The Owl and the Pussy Cat' by Edward Lear, Materials for the challenge: French numbers 1-20, Manderin/Chinese numbers 1-10, Macarena dance moves, Card and colouring materials, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Have a positive attitude | 4. A Group Challenge Puzzle Outcome: Dream Birds | I can work well in a group | I can work with others in a group to solve problems | Soft ball, Jigsaw Chime, 'Calm Me' script, Gentle music, Garden PowerPoint slides, Jigsaw Jo, Art materials/modelling materials/ paints, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Help others to achieve their goals | 5. Continuing Our Group Challenge | I can tell you some ways I worked well with my group | I can tell you how I felt about working in my group | Soft ball, Jigsaw Chime, 'Calm Me' script, Gentle music, Garden PowerPoint slides, Jigsaw Jo, Art materials/ modelling materials/ paints, Treasure chest boxes, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Are working hard to achieve their own dreams and goals | 6. Celebrating Our Achievement Assessment Opportunity H | I know how to share success with other people | I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest | Jigsaw Chime, 'Calm Me' script, Special objects, Dream birds, Treasure chest template, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat, Jigsaw Jo. |

© Jigsaw PSHE Ltd

Puzzle 5 - Relationships Puzzle Map - Ages 6-7

Hello
I'm Jigsaw Jo



Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create 'Our Relationship Fiesta' Piece 6: Relationship Flag/Bunting

| Weekly Celebration | Pieces | PSHE learning intention | Social and emotional development learning intention | Resources |
|---|--|---|---|---|
| Know how to make friends | 1. Families | I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate | I accept that everyone's family is different and understand that most people value their family | Jigsaw Chime, 'Calm Me' script, Families PowerPoint, Jigsaw Jo, Mixing bowl, post-it notes, wooden spoon, Happy Home recipe sheets, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Try to solve friendship problems when they occur | 2. Keeping Safe - exploring physical contact | I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not | I know which types of physical contact I like and don't like and can talk about this | Jigsaw Chime, 'Calm Me' script, PowerPoint different types of contact, My Jigsaw Learning, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Help others to feel part of a group | 3. Friends and Conflict | I can identify some of the things that cause conflict with my friends | I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends | Jigsaw Chime, 'Calm Me' script, PowerPoint picture of children, 'Mending Friendships' cut printed on A3 or displayed on whiteboard, 'Mending Friendships' resource sheet, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Show respect in how they treat others | 4. Secrets | I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret | I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this | Jigsaw Chime, 'Calm Me' script, Wrapped gift box, Jigsaw Jo, Picture of 'good secret' and 'worry secret', Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Know how to help themselves and others when they feel upset or hurt | 5. Trust and Appreciation | I recognise and appreciate people who can help me in my family, my school and my community | I understand how it feels to trust someone | Jigsaw Chime, 'Calm Me' script, Balloon, Peo cards, Flipchart paper, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jo, Jigsaw Jerrie Cat. |
| Know and show what makes a good relationship | 6. Celebrating My Special Relationships Puzzle Outcome: Relationship Flag/Bunting Assessment Opportunity H | I can express my appreciation for the people in my special relationships | I am comfortable accepting appreciation from others | Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, String, Coloured paper cut into triangular flag shapes, Jigsaw Journals, Certificates, My Jigsaw Learning, Jigsaw Jerrie Cat. |

© Jigsaw PSHE Ltd

Healthy Me

Puzzle Map - Ages 6-7

Hello
I'm Jigsaw Jo



Puzzle Outcome

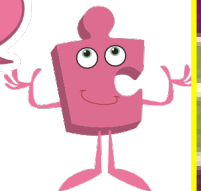
Help me fit together the six pieces of learning about Healthy Me to create 'The Happy, Healthy Me Recipe Book' (Piece 6: Healthy Recipes)

| Weekly Celebration | Pieces | PSHE learning intention | Social and emotional development learning intention | Resources |
|--|--|--|--|--|
| Have made a healthy choice | 1. Being Healthy | I know what I need to keep my body healthy | I am motivated to make healthy lifestyle choices | Jigsaw Chime, 'Calm Me' script, Jigsaw Jo 'Make a Good Decision', Help Jigsaw Jo sheet, Jigsaw Jo, Music, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Have eaten a healthy, balanced diet | 2. Being Relaxed | I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed | I can tell you when a feeling is weak and when a feeling is strong | Jigsaw Chime, 'Calm Me' script, PowerPoint slides, PowerPoint slides - printed copies, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Have been physically active | 3. Medicine Safety | I understand how medicines work in my body and how important it is to use them safely | I feel positive about caring for my body and keeping it healthy | Jigsaw Chime, 'Calm Me' script, Bag of medicine packets/bottles, Jigsaw Journals, Jigsaw Learning, Jigsaw Jerrie Cat. |
| Have tried to keep themselves and others safe | 4. Healthy Eating | I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy | I have a healthy relationship with food and know which foods I enjoy the most | Jigsaw Chime, 'Calm Me' script, Eat Well Plate - complete, Eat Well Plate - blank, Food cards Pictures of composite foods, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Know how to be a good friend and enjoy healthy friendships | 5. Healthy Eating | I can make some healthy snacks and explain why they are good for my body | I can express how it feels to share healthy food with my friends | Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, range of healthy food choices/ snack ingredients, Basic cookery equipment, Recipe cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Know how to keep calm and deal with difficult situations | 6. Happy, Healthy Me! Puzzle outcome: Healthy recipes Assessment Opportunity * | I can decide which foods to eat to give my body energy | I have a healthy relationship with food and I know which foods are most nutritious for my body | Jigsaw Chime, 'Calm Me' script, Happy Healthy Me Recipe templates, Optional: large pieces paper for life-size child body outlines, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat. |

© Jigsaw PSHE Ltd

Puzzle 6 - Changing Me Puzzle Map - Ages 6-7

Hello
I'm Jigsaw Jo



Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change display (Pieces 2 and 6: Leaf Mobile)

| Weekly Celebration | Pieces | PSHE learning intention | Social and emotional development learning intention | Resources |
|--|--|--|---|---|
| Understand that everyone is unique and special | 1. Life Cycles in Nature | I can recognise cycles of life in nature | I understand there are some changes that are outside my control and can recognise how I feel about this | Find your pair cards, Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, PowerPoint slides of seasonal changes, PowerPoint of lifecycle images, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Can express how they feel when change happens | 2. Growing from Young to Old | I can tell you about the natural process of growing from young to old and understand that this is not in my control | I can identify people I respect who are older than me | Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, PowerPoint - young to old, Photos from home, Card leaf template A4 size - one per child, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Understand and respect the changes that they see in themselves | 3. The Changing Me | I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old | I feel proud about becoming more independent | Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Timeline labels: Baby, Toddler, Child, Teenager, Adult, A box - bag of collected items to represent different stages growing up (see below for details), Timeline template Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Understand and respect the changes that they see in other people | 4. Boys' and Girls' Bodies | I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private | I can tell you what I like/don't like about being a boy/girl | Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Body part cards (2 sets so you have duplicates of some cards) A bag or laundry-type basket containing a collection of girls' and boys' clothes including underwear and swimsuits, Flip chart, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Know who to ask for help if they are worried about change | 5. Assertiveness | I understand there are different types of touch and can tell you which ones I like and don't like | I am confident to say what I like and don't like and can ask for help | Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Feely bag 1 (containing e.g. pebble, sandpaper, Playdoh, fur velvet, pine cone, plastic dinosaur toy and any other suitable objects), Feely bag 2 (containing soft material like velvet, satin or silk, a soft toy) Poem: 'What about you?', Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Are looking forward to change | 6. Looking Ahead Assessment Opportunity H | I can identify what I am looking forward to when I move to my next class | I can start to think about changes I will make when I am in Year 3 and know how to go about this | Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Card leaf templates on A4, PowerPoint slide of leaf mobile instructions, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat. |

© Jigsaw PSHE Ltd