Jigsaw Knowledge and skills progression: Being Me in My World Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the **Being Me in My World** Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 3-5

Puzzle 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.

Knowledge	Social and emotional skills
• 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	• 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

Vocabulary

angry, choice, different, excited, feelings, friend, gentle, happy, kind, learn, nervous, responsibilities, rights, sad, share, similar, taking turns, unique

This page offers simple ways to support your child's learning at home. The questions, ideas, and resources below encourage meaningful discussion, independence, and practising key life skills in everyday situations.

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Supporting 'Being Me in My World' Puzzle at home: A Guide for Families

Ages 3-5

Talking Together: suggested questions to support 'Being Me in My World' learning at home		
Belonging and friendship • Who do you like to play with at school? What do you like about them? • What makes someone a good friend? • When do you feel happy in your class?	**Feelings and emotions** • Can you tell me about a time you felt happy, sad or angry at school? • How can we tell how someone else is feeling? • What helps you feel better when you feel upset?	**Kindness and gentle hands** • What does being kind look like in your classroom? • Can you show me what "gentle hands" look like? • How do others feel when we are kind to them?
Similarities and differences • What is the same about you and your friends? • What is different about you and your friends? • Why is it nice that we are all a bit different?	**Playing together** • What games do you like playing with others? • How do you take turns when you play? • What happens when everyone works together?	**Rights and responsibilities** • What do you think your classroom rules are? • Why is it important that everyone can learn and play? • How do you help look after your bedroom or toys?

Resources and additional support for Families

- BBC Tiny Happy People - short videos, ideas and resources to support families
- BookTrust – high-quality book recommendations for children by age (including ages 3–5) including topics on feelings, friendships, starting school and behaviour
- Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Being Me in My World theme.

School-based and local resources (editable box for teachers):

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Jigsaw Knowledge and skills progression: Being Me in My World Ages 3-11

Ages 5-6

Puzzle overview: Being Me in My World

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.

Knowledge	Social and emotional skills
• 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	• 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

Vocabulary

achievement, belong, belonging, calm, choice, choices, consequences, disappointed, feelings, learn, learning charter, proud, responsibilities, rewards, rights, safe, safe place, special, upset, valued, views

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Ages 5-6

Talking Together: suggested questions to support 'Being Me in My World' learning at home

Belonging and feeling safe	Being part of a class	Rights and responsibilities
• When do you feel most safe and happy in your classroom? • What makes your class a good place to learn?	• What does it mean to belong to your class? • How can you help someone feel welcome in your class?	• What are your rights in your classroom? • What responsibilities do you have at school and at home?

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• What helps you feel calm if something feels tricky?	• What do you do that helps your class be a good place to be?	• Why is it important that everyone follows the Learning Charter?
Choices and consequences • Can you tell me about a choice you made at school today? • What might happen if someone makes a kind or unkind choice? • How do your choices affect other people?	**Feelings and rewards** • What does it mean to be proud? • Can you think of something you're proud of? • How does it feel when you get a reward or praise?	**Feeling valued** • Have you shared an idea in class? • How do you know your views are valued? • Why is it important that everyone gets a chance to share their ideas?
Resources and additional support for Families		
• BBC Tiny Happy People - short videos, ideas and resources to support families • BookTrust – high-quality book recommendations for children by age (including ages 5-6) including topics on feelings, friendships, belonging and behaviour • Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Being Me in My World theme.		
School-based and local resources (editable box for teachers):		

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Jigsaw Knowledge and skills progression: Being Me in My World Ages 3-11

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Ages 6-7

Puzzle overview: Being Me in My World

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.

Knowledge	Social and emotional skills
• 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	• 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

Vocabulary

actions, assertive, belong, belonging, boundaries, choices, consequences, controlling, contributions, fair, fears, hopes, learning charter, negative, positive, praise, problem solving, responsible, responsibilities, rewards, rights, safe, worried

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Supporting ‘Being Me in My World’ Puzzle at home: A Guide for Families

This page offers simple ways to support your child's learning at home. The questions, ideas, and resources below encourage meaningful discussion, independence, and practising key life skills in everyday situations.

Ages 6-7

Talking Together: suggested questions to support ‘Being Me in My World’ learning at home		
Hopes, fears and worries • What are you looking forward to this year? • Is there anything that has made you feel worried at school? • Who can you talk to if you feel worried or need help?	**Belonging** • What makes you feel like you belong in your class? • How can you help someone else feel included? • What makes your class a good place to be?	**Rights and responsibilities** • What rights do you have in your classroom? • What responsibilities do you have as a member of your class? • How do your responsibilities help everyone learn?
Choices and consequences • Can you tell me about a choice you made at school today? • What might happen if someone makes a positive or negative choice? • How do your choices affect other people?	**Fairness** • What does being fair mean in your classroom? • Can you tell me about a time when something felt fair or unfair? • How can we make sure everyone is treated fairly?	**Working together – Learning Charter** • What is your Learning Charter and why is it important? • How does following the Learning Charter help everyone learn? • How do you work together with others in your class?
Resources and additional support for Families		
• BBC Bitesize (KS1 PSHE and Wellbeing) – short videos and resources to support children’s understanding of feelings, choices, rights and responsibilities • BookTrust – high-quality book recommendations by age and topic, including feelings, worries, friendships and belonging • Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Being Me in My World theme.		
School-based and local resources (editable box for teachers):		

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Jigsaw Knowledge and skills progression: Being Me in My World Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the **Being Me in My World** Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 7-8

Puzzle overview: Being Me in My World

In this Puzzle, children reflect on their 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 and take responsibility for following the whole-school Learning Charter.

Knowledge	Social and emotional skills
• 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	• 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

Vocabulary

achievements, actions, acknowledge, affirm, assertive, behaviour, belong, challenge, choices, controlling, courtesy, consequences, dream, emotions, exclude, fairness, feelings, fears, friendship, group dynamics, ideal school, include, kind, learning, learning charter, loneliness, manners, nightmare, personal goal, pleased, praise, pride, proud, responsibilities, rewards, rights, self-respect, solutions, support, team work, valued, viewpoint, welcome, wellbeing, worries

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Supporting ‘Being Me in My World’ Puzzle at home: A Guide for Families

This page offers simple ways to support your child's learning at home. The questions, ideas, and resources below encourage meaningful discussion, independence, and practising key life skills in everyday situations.

Ages 7-8

Talking Together: suggested questions to support ‘Being Me in My World’ learning at home		
Self-worth and achievements • What are you proud of about yourself? • What is something you’ve achieved recently? • What helps you recognise your own strengths?	**Goals and challenges** • What goal would you like to work towards this year? • What steps could you take to achieve it? • What can you do if something feels difficult or challenging?	**Feelings, worries and support** • Can you tell me about a time you felt worried or unsure? • What helps you feel calm and supported? • Who can you go to if you need help?
Belonging and inclusion • How can you help someone feel welcome? • What does it mean to include others? • How can you show someone they are valued?	**Rights, responsibilities and fairness** • Why are rules important in school? • What responsibilities do you have in your class and at home? • How can we make sure everyone is treated fairly?	**Working together – Learning Charter** • How do your choices affect other people? • How can you work well with others in a group? • What does following the Learning Charter look like in your class?

Resources and additional support for Families

- **BBC Bitesize (KS2 PSHE and Wellbeing)** – short videos and activities to support learning about emotions, behaviour, choices and relationships
- Time Travel Bill Adventures - Parliament UK Education
- **BookTrust** – high-quality book recommendations by age and topic, including feelings, friendships, confidence and belonging
- Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Being Me in My World theme.

School-based and local resources (editable box for teachers):

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Jigsaw Knowledge and skills progression: Being Me in My World Ages 3-11

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Ages 8-9

Puzzle overview: Being Me in My World

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.

Knowledge	Social and emotional skills
• 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	• 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 from a Learning Charter and can help others to follow it

Vocabulary

authority, charter, choices, community, conflict, consequences, contribution, courtesy, decisions, democracy, democratic, excluded, friend, friendship, healthy, help, included, job description, learning charter, observer, proud, responsibility, responsibilities, respect, rights, role, school, self-respect, solution, team, trusted adult, UN Convention on the Rights of the Child, valued, violence, voting, welcome, wellbeing

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Supporting 'Being Me in My World' Puzzle at home: A Guide for Families

Ages 8-9

Talking Together: suggested questions to support 'Being Me in My World' learning at home		
Belonging, inclusion and teamwork • What does it mean to be part of a team? • How can you help others feel included and valued? • How does it feel when someone is left out?	**Roles, responsibilities and contribution** • What roles do people have in your school community? • What role do you play in your class? • How do your actions contribute to your class or school?	**Feelings, empathy and relationships** • How can you tell how someone else is feeling? • Can you think of a time you showed empathy to someone? • Why is it important to care about other people's feelings?
Democracy, voice and decision-making • What does democracy mean? • How can you share your ideas or opinions? • Why is it important that everyone has a voice?	**Rights, responsibilities and respect** • What rights do you have in school? • What responsibilities come with those rights? • How does showing respect help your school community?	**Choices, behaviour and consequences** • How do your choices affect yourself and others? • How do rewards or consequences influence behaviour? • How can you make responsible choices in different situations?

Resources and additional support for Families

- BBC Bitesize (KS2 PSHE and Citizenship) – short videos and activities to support understanding of democracy, rights, responsibilities and relationships
- Disability History Month illustrated book - Parliament UK Education
- BookTrust – high-quality book recommendations by age and topic, including friendship, inclusion, empathy and community
- Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Being Me in My World theme.

School-based and local resources (editable box for teachers):

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A	**Puzzle overview: Being Me in My World**

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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.

Knowledge	Social and emotional skills
• 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	• 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

Vocabulary

appreciation, asylum, challenge, choices, citizen, collaboration, cooperation, conflict, consequences, courtesy, deprive, denied, education, empathise, goals, hopes, leadership, learning charter, manners, migrant, motivation, opportunities, participation, persecution, poverty, prejudice, privilege, refugee, responsibilities, rewards, rights, self-respect, vision, wealth

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Supporting 'Being Me in My World' Puzzle at home: A Guide for Families

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Ages 9-10

Talking Together: suggested questions to support 'Being Me in My World' learning at home

Goals, hopes and motivation

- What are your goals for this year?
- What are you most looking forward to?
- What helps you stay motivated when something feels challenging?

Empathy, fairness and understanding others

- How can you show empathy towards someone whose life is different from yours?
- What does fairness mean to you?
  Why might some people have different opportunities to others?

Leadership, teamwork and contribution

- What does being a good leader mean?
- How can you work well as part of a team?
- How does your behaviour affect a group you are part of?

Rights, responsibilities and citizenship

- What rights do you have as a child and as a citizen?
- What responsibilities come with those rights?
- Why is it important to take responsibility in your school and community?

Self, values and communities

- What communities are you part of (e.g. school, clubs, sports, local groups)? What do you enjoy about them?
- What makes a community feel safe, happy, and welcoming?
  How can you play a part in your communities and support others?

Democracy, choices and behaviour

- What does it mean to have a voice in your school?
- How can you take part in decisions that affect others?
- How do rewards and consequences influence people's behaviour?

Resources and additional support for Families

- **BBC Bitesize (KS2 PSHE and Citizenship)** – short videos and activities to support understanding of democracy, rights, responsibilities and community
- Influential Black Britons illustrated book - Parliament UK Education
- **BookTrust** – high-quality book recommendations by age and topic, including empathy, fairness, diversity and belonging
- Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Being Me in My World theme.

School-based and local resources (editable box for teachers):

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Jigsaw Knowledge and skills progression: Being Me in My World Ages 3-11

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Ages 10-11

Puzzle overview: Being Me in My World

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.

Knowledge	Social and emotional skills
• 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	• 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

behaviour, choice, choices, collaboration, community, comparison, consequences, cooperation, cocoa plantation, cocoa pods, courtesy, decision, democracy, discernment, education, empathise, empathy, fears, 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

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Ages 10-11

Talking Together: suggested questions to support 'Being Me in My World' learning at home		
Goals, hopes and worries • What goals have you set for yourself this year? • Is there anything you feel worried or unsure about? • What strategies help you manage worries or challenges?	**Belonging, value and inclusion** • What helps you feel welcome and valued in your class or school? • How can you help others feel included and respected? • Why is it important that everyone feels they belong?	**Wants, needs and global awareness** • What is the difference between a want and a need? • How might children in other parts of the world have different needs to you? • Why is it important to understand how others live?
Rights, responsibilities and global citizenship • What rights do all children have? • Why are these rights not always met for everyone? • What responsibilities do we have to others locally and globally?	**Choices, behaviour and impact** • How do your choices affect other people? • Can your actions have an impact beyond your school or community? How? • How do rewards and consequences help people make better choices?	**Democracy, voice and the Learning Charter** • What does it mean to have a voice in your school? • How does democracy help create a fair community? • How can you model the Learning Charter and influence others positively?

Resources and additional support for Families

- **BBC Bitesize (KS2 PSHE and Citizenship)** – short videos and activities to explore rights, responsibilities, democracy and global issues
- Introduction to UK Parliament, video - Parliament UK Education
- **BookTrust** – high-quality book recommendations by age and topic, including empathy, global awareness and identity
- Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Being Me in My World theme.

School-based and local resources (editable box for teachers):

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