

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.

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| <b>Ages 5-6</b> | <b>Puzzle overview: Being Me in My World</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                 | 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. |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                 | <b>Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Social and emotional skills</b>                                                                                                                                                                                                                                                                                                                                                                                                  |
|                 | <ul style="list-style-type: none"> <li>• I know how to use my Jigsaw Journal</li> <li>• I understand the rights and responsibilities as a member of my class</li> <li>• I understand the rights and responsibilities for being a member of my class</li> <li>• I know my views are valued and can contribute to the Learning Charter</li> <li>• I can recognise the choices I make and understand the consequences</li> <li>• I understand my rights and responsibilities within our Learning Charter</li> </ul>                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• I feel special and safe in my class</li> <li>• I know that I belong to my class</li> <li>• I know how to make my class a safe place for everybody to learn</li> <li>• I recognise how it feels to be proud of an achievement</li> <li>• I recognise the range of feelings when I face certain consequences</li> <li>• I understand my choices in following the Learning Charter</li> </ul> |
|                 | <b>Vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                 | achievement, belong, belonging, calm, choice, choices, consequences, disappointed, feelings, learn, learning charter, proud, responsibilities, rewards, rights, safe, safe place, special, upset, valued, views                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## 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.

| Talking Together: suggested questions to support 'Being Me in My World' learning at home |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ages 5-6                                                                                 | <b>Belonging and feeling safe</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Being part of a class</b>                                                                                                                                                                                                    | <b>Rights and responsibilities</b>                                                                                                                                                                                                   |
|                                                                                          | <ul style="list-style-type: none"> <li>When do you feel most safe and happy in your classroom?</li> <li>What makes your class a good place to learn?</li> <li>What helps you feel calm if something feels tricky?</li> </ul>                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>What does it mean to belong to your class?</li> <li>How can you help someone feel welcome in your class?</li> <li>What do you do that helps your class be a good place to be?</li> </ul> | <ul style="list-style-type: none"> <li>What are your rights in your classroom?</li> <li>What responsibilities do you have at school and at home?</li> <li>Why is it important that everyone follows the Learning Charter?</li> </ul> |
|                                                                                          | <b>Choices and consequences</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Feelings and rewards</b>                                                                                                                                                                                                     | <b>Feeling valued</b>                                                                                                                                                                                                                |
|                                                                                          | <ul style="list-style-type: none"> <li>Can you tell me about a choice you made at school today?</li> <li>What might happen if someone makes a kind or unkind choice?</li> <li>How do your choices affect other people?</li> </ul>                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>What does it mean to be proud?</li> <li>Can you think of something you're proud of?</li> <li>How does it feel when you get a reward or praise?</li> </ul>                                | <ul style="list-style-type: none"> <li>Have you shared an idea in class?</li> <li>How do you know your views are valued?</li> <li>Why is it important that everyone gets a chance to share their ideas?</li> </ul>                   |
|                                                                                          | <b>Resources and additional support for Families</b>                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                      |
|                                                                                          | <ul style="list-style-type: none"> <li><a href="#">BBC Tiny Happy People</a> - short videos, ideas and resources to support families</li> <li><a href="#">BookTrust</a> - high-quality book recommendations for children by age (including ages 5-6) including topics on feelings, friendships, belonging and behaviour</li> <li>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.</li> </ul> |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                      |
|                                                                                          | <b>School-based and local resources (editable box for teachers):</b>                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                      |