

## Jigsaw knowledge and skills progression EYFS & KS1



Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below shows an overview of each puzzle piece, the spiral knowledge and skills progression from Early Years to the end of KS1.

		EYFS	Year 1	Year 2
Being Me in My World Autumn 1	Puzzle overview	In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.	In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.	In this Puzzle (unit), the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.

	Kn owl ed ge	<ul style="list-style-type: none"> <li>● Know special things about themselves.</li> <li>● Know that some people are different from themselves.</li> <li>● Know how happiness and sadness can be expressed.</li> <li>● Know that hands can be used kindly and unkindly.</li> <li>● Know that being kind is good.</li> <li>● Know they have a right to learn and play, safely and happily</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the rights and responsibilities of a member of a class.</li> <li>● Understand their views are important.</li> <li>● Understand that their choices have consequences.</li> <li>● Understand their own rights and responsibilities with their class.</li> </ul>	<ul style="list-style-type: none"> <li>● Identifying hopes and fears for the year ahead.</li> <li>● Understand the rights and responsibilities of class members.</li> <li>● Know that it is important to listen to other people.</li> <li>● Understand that their own views are valuable.</li> <li>● Know about rewards and consequences and that these stem from choices.</li> <li>● Know that positive choices impact positively on self-learning and the learning of others.</li> </ul>
	Soc ial and Em otio nal Skil ls	<ul style="list-style-type: none"> <li>● Identify feelings associated with belonging.</li> <li>● Identify feelings of happiness and sadness.</li> <li>● Skills to play cooperatively with others.</li> <li>● Be able to consider others' feelings.</li> <li>● Be responsible in the setting.</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding they are special.</li> <li>● Understand that they are safe in their class.</li> <li>● Identifying helpful behaviours to make the class a safe place.</li> <li>● Identify what it's like to feel proud of an achievement.</li> <li>● Recognise feelings associated with positive and negative consequences.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise own feelings and know when and where to get help.</li> <li>● Know how to make their class a safe and fair place.</li> <li>● Show good listening skills.</li> <li>● Recognise the feeling of being worried.</li> <li>● Be able to work cooperatively.</li> </ul>
	Voc abu lary	Kind, gentle, friend, similar(ity), different, rights, responsibilities, feelings, angry, happy, excited, nervous, sharing, taking turns	Safe, special, calm, belonging, special, rights, responsibilities, learning charter, Jigsaw charter, rewards, proud consequences, upset, disappointed, illustration	Worries, hopes, fears, belonging, rights, responsibilities, responsible, actions, praise, reward, consequence, positive, negative, choices, co-operate, learning charter, problem-solving.

Puzzle		EYFS	Year 1	Year 2
Puzzle overview		<p>In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things.</p> <p>They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.</p>	<p>In this Puzzle (unit), the children explore the similarities and differences between people and how these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. The children also discuss being nice to and looking after other children who might be being bullied.</p>	<p>In this Puzzle (unit), the children learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK. They explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied. The children share feelings associated with bullying and how and where to get help. They explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.</p>

Celebrating Difference Autumn 2

Knowledge

- Know what being proud means and that people can be proud of different things.
- Know that people can be good at different things.
- Know what being unique means.
- Know that families can be different.
- Know that people have different homes and why they are important to them.
- Know different ways of making friends.
- Know different ways to stand up for myself.
- Know the names of some emotions such as happy, sad, frightened, angry.
- Know that they don't have to be 'the same as' to be a friend.
- Know why having friends is important.
- Know some qualities of a positive friendship.

- Know that people have differences and similarities.
- Know what bullying means.
- Know who to tell if they or someone else is being bullied or unhappy.
- Know skills to make friendships.
- Know that people are unique and that it is OK to be different

- Know there are stereotypes about boys and girls.
- Know that is OK not to conform to gender stereotypes.
- Know it is good to be yourself.
- Know that sometimes people get bullied because of differences.
- Know the difference between right and wrong and the role that choice has to play in this.
- Know that friends can be different and still be friends.
- Know where to get help if being bullied.
- Know the difference between a one-off incident and bullying.

	Social and Emotional Skills	<ul style="list-style-type: none"> <li>● Identify feelings associated with being proud.</li> <li>● Identify things they are good at.</li> <li>● Be able to vocalise success for themselves and about others successes.</li> <li>● Identify some ways they can be different and the same as others.</li> <li>● Recognise similarities and differences between their family and other family.</li> <li>● Identify and use skills to make a friend.</li> <li>● Identify and use skills to stand up for themselves.</li> <li>● Recognise emotions when they or someone else is upset, frightened or angry.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise ways in which they are the same as their friends and ways they are different.</li> <li>● Identify what is bullying and what isn't.</li> <li>● Understand how being bullied might feel.</li> <li>● Know ways to help a person who is being bullied.</li> <li>● Identify emotions associated with making a new friend.</li> <li>● Verbalise some of the attributes that make unique and special.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand that boys and girls can be similar in lots of ways and that is OK.</li> <li>● Understand that boys and girls can be different in lots of ways and that is OK.</li> <li>● Explain how being bullied can make someone feel.</li> <li>● Can choose to be kind to someone who is being bullied.</li> <li>● Know how to stand up for themselves when they need to.</li> <li>● Recognise that they shouldn't judge people because they are different.</li> <li>● Understand that everyone's differences make them special and unique.</li> </ul>
	Vocabulary	Different, special, proud, friends, kind, same, similar, happy, sad, frightened, angry, upset, family.	Similarity, same as, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, bully, bullied, celebrations, special, unique	Boys, girls, similarities, assumptions, shield, stereotypes, special, differences, bully, purpose, kind, unkind, feelings, sad, lonely, help, stand up for, male, female, diversity, fairness, kindness, friends, unique, value

Puzzle		EYFS	Year 1	Year 2
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	Puzzle overview	<p>In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.</p>	<p>In this Puzzle, the children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.</p>	<p>In this Puzzle, the children explore setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children consider group work and reflect on with whom they work well and with whom they don't. They also reflect on sharing success with other people.</p>
Dreams and Goals Spring 1	Knowledge	<ul style="list-style-type: none"> <li>● Know what a challenge is.</li> <li>● Know that it is important to keep trying.</li> <li>● Know what a goal is.</li> <li>● Know how to set goals and work towards them.</li> <li>● Know which words are kind.</li> <li>● Know some jobs that they might like to do when they are older.</li> <li>● Know that they must work hard now in order to be able to achieve the job they want when they are older.</li> <li>● Know when they have achieved a goal.</li> </ul>	<ul style="list-style-type: none"> <li>● Know how to set simple goals.</li> <li>● Know how to achieve a goal.</li> <li>● Know how to work well with a partner.</li> <li>● Know that tackling a challenge can stretch their learning.</li> <li>● Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them.</li> <li>● Know when a goal has been achieved.</li> </ul>	<ul style="list-style-type: none"> <li>● Know how to choose a realistic goal and think about how to achieve it.</li> <li>● Know that it is important to persevere.</li> <li>● Know how to recognise what working together well looks like.</li> <li>● Know what good group working looks like.</li> <li>● Know how to share success with other people.</li> </ul>

So ci al an d E m oti on al Sk ills	So ci al an d E m oti on al Sk ills	<ul style="list-style-type: none"> <li>● Understand challenges can be difficult.</li> <li>● Recognise some of the feelings linked to perseverance.</li> <li>● Talk about a time that they kept on trying and achieved a goal.</li> <li>● Be ambitious.</li> <li>● Resilience.</li> <li>● Recognise how kind words can encourage people.</li> <li>● Feel proud.</li> <li>● Celebrate success.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise things that they do well.</li> <li>● Explain how they learn best.</li> <li>● Celebrate an achievement with a friend.</li> <li>● Recognise their own feelings when faced with a challenge.</li> <li>● Recognise their own feelings when they are face with an obstacle.</li> <li>● Recognise how they feel when they overcome an obstacle.</li> <li>● Can store feelings of success so that they can be used in the future.</li> </ul>	<ul style="list-style-type: none"> <li>● Be able to describe their own achievements and the feelings linked to this.</li> <li>● Recognise their own strengths as a learner.</li> <li>● Recognise how working with others can be helpful.</li> <li>● Be able to work effectively with a partner.</li> <li>● Be able to choose a partner with whom they work well with.</li> <li>● Be able to work as part of a group.</li> <li>● Recognise how it feels to be part of a group that succeeds and store this feeling.</li> </ul>
	Vo ca bu lar y	Dream, goal, challenge, job, ambition, perseverance, achievement, happy, kind, encourage.	Proud, success, achievement, goal, treasure, coins, learning, stepping-stones, process, working together, team work, celebrate, learning, stretchy challenge, feelings, obstacle, overcome, achieve, dreams, goals.	Realistic, proud, success, celebrate, achievement, goal, strength, persevere, challenge, difficult, easy, learning together, partner, team work, product.

Puzzle	EYFS	Year 1	Year 2
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	Puzzle overview	<p>In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss 'stranger danger' and what they should do if approached by someone they don't know.</p>	<p>In this Puzzle, the children learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe.</p>	<p>In this Puzzle, the children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies.</p>
Healthy Me Spring 2	Knowledge	<ul style="list-style-type: none"> <li>● Know the names for some parts of their body.</li> <li>● Know what the word 'healthy' means.</li> <li>● Know some things that they need to do to keep healthy.</li> <li>● Know that they need to exercise to keep healthy.</li> <li>● Know how to help themselves go to sleep and that sleep is good for them.</li> <li>● Know when and how to wash their hands properly.</li> <li>● Know what to do if they get lost.</li> <li>● Know how to say NO to strangers.</li> </ul>	<ul style="list-style-type: none"> <li>● Know the difference between being healthy and unhealthy.</li> <li>● Know some ways to keep healthy.</li> <li>● Know how to make health lifestyle choices.</li> <li>● Know how to keep themselves clean and healthy.</li> <li>● Know that germs cause disease / illness.</li> <li>● Know that all household products, including medicines, can be harmful if not used properly.</li> <li>● Know that medicines can help them if they feel poorly.</li> <li>● Know how to keep safe when crossing the road.</li> <li>● Know about people who can keep them safe.</li> </ul>	<ul style="list-style-type: none"> <li>● Know what their body needs to stay healthy.</li> <li>● Know what relaxed means.</li> <li>● Know what makes them feel relaxed / stressed.</li> <li>● Know how medicines work in their bodies.</li> <li>● Know that it is important to use medicines safely.</li> <li>● Know how to make some healthy snacks.</li> <li>● Know why healthy snacks are good for their bodies.</li> <li>● Know which foods give their bodies energy.</li> </ul>



Social and Emotional Skills	<ul style="list-style-type: none"> <li>● Recognise how exercise helps them feel.</li> <li>● Recognise how different foods can make them feel.</li> <li>● Can explain what they need to do to stay healthy.</li> <li>● Can give examples of healthy food.</li> <li>● Can explain how they might feel if they don't get enough sleep.</li> <li>● Can explain what to do if a stranger approaches them.</li> </ul>	<ul style="list-style-type: none"> <li>● Feel good about themselves when they make a healthy choice.</li> <li>● Realise that they are special.</li> <li>● Keep themselves safe.</li> <li>● Recognise ways to look after themselves if they feel poorly.</li> <li>● Recognise when they feel frightened and know how to ask for help.</li> <li>● Recognise how being healthy helps them to feel happy.</li> </ul>	<ul style="list-style-type: none"> <li>● Desire to make healthy lifestyle choices.</li> <li>● Identify when a feeling is weak and when a feeling is strong.</li> <li>● Feel positive about caring for their bodies and keeping it healthy.</li> <li>● Have a healthy relationship with food.</li> <li>● Express how it feels to share healthy food with their friends.</li> </ul>
	Vocabulary	Healthy, exercise, head, shoulders, knees, toes, sleep, wash, clean, stranger, scared, trust.	Healthy, unhealthy, balanced, exercise, sleep, choices, clean, body parts, keeping clean, toiletry items (e.g. toothbrush, shampoo, soap), hygienic, safe, medicines, trust, safe, safety, green cross code, eyes, ears, look, listen, wait.

Puzzle	EYFS	Year 1	Year 2
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Puzzle over view

Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.

Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.

Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also learn about people who can help them if they are worried or scared.

Relationships  
Summer 1

Knowledge

- Know what a family is.
- Know that different people in a family have different responsibilities (jobs).
- Know some of the characteristics of healthy and safe friendship.
- Know that friends sometimes fall out.
- Know some ways to mend a friendship.
- Know that unkind words can never be taken back and they can hurt.
- Know how to use Jigsaw's Calm Me to help when feeling angry.
- Know some reasons why others get angry.

- Know that everyone's family is different.
- Know there are lots of different types of families.
- Know that families are founded on belonging, love and care.
- Know how to make a friend.
- Know the characteristics of healthy and safe friends.
- Know that physical contact can be used as a greeting.
- Know about the different people in the school community and how they help.
- Know who to ask for help in the school community.

- Know that everyone's family is different.
- Know that families function well when there is trust, respect, care, love and co-operation.
- Know that there are lots of forms of physical contact within a family.
- Know how to say stop if someone is hurting them.
- Know some reasons why friends have conflicts.
- Know that friendships have ups and downs and sometimes change with time.
- Know how to use the Mending Friendships or Sove-it-together problem-solving methods.
- Know there are good secrets and worry secrets and why it is important to share worry secrets.
- Know what trust is.

So ci al an d E m oti on al Sk ill s	<ul style="list-style-type: none"> <li>• Can identify what jobs they do in their family and those carried out by parents/carers and siblings.</li> <li>• Can suggest ways to make a friend or help someone who is lonely.</li> <li>• Can use different ways to mend a friendship.</li> <li>• Can recognise what being angry feels like.</li> <li>• Can use Calm Me when angry or upset.</li> </ul>	<ul style="list-style-type: none"> <li>• Can express how it feels to be part of a family and to care for family members.</li> <li>• Can say what being a good friend means.</li> <li>• Can show skills of friendship.</li> <li>• Can identify forms of physical contact they prefer.</li> <li>• Can say no when they receive a touch they don't like.</li> <li>• Can praise themselves and others.</li> <li>• Can recognise some of their personal qualities.</li> <li>• Can say why they appreciate a special friendship.</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify the different roles and responsibilities in their family.</li> <li>• Can recognise the value that families can bring.</li> <li>• Can recognise and talk about the types of physical contact that is acceptable or unacceptable.</li> <li>• Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict.</li> <li>• Can identify the negative feelings associated with keeping a worry secret.</li> <li>• Can identify the feelings associated with trust.</li> <li>• Can identify who they trust in their own relationships.</li> <li>• Can give and receive compliments.</li> <li>• Can say who they would go to for help if they were worried or scared.</li> </ul>
	Vo ca bu lar y	Family, jobs, relationships, friend, lonely, argue, fall-out, words, feelings, angry, upset, Calm me, breathing.	Family, belong, same, different, friends, friendship, qualities, caring, sharing, kind, greeting, touch feel, texture, like, dislike, help, helpful, community, feelings confidence, praise, skills, self-belief, incredible, proud, celebrate, relationships, special, appreciate.

Puzzle		EYFS	Year 1	Year 2
Puzzle overview		<p>Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</p>	<p>Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, penis, testicle). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>	<p>In this Puzzle, children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, penis, testicle). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p>

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- Know the names and functions of some parts of the body (see vocabulary list).
- Know that we grow from baby to adult.
- Know who to talk to if they are feeling worried.
- Know that sharing how they feel can help solve a worry.
- Know that remembering happy times can help us move on.

- Know that animals, including humans have a life cycle.
- Know that changes happen when we grow up.
- Know that people grow up at different rates and that is normal.
- Know the parts of male and female private body parts.
- Know there are correct names for private body parts and nicknames, and when to use them.
- Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these.
- Know to ask for help if they are worried or frightened.
- Know that learning brings about change.

- Know that life cycles exist in nature.
- Know that ageing is a natural process including old-age.
- Know that some changes are out of an individual's control.
- Know how their bodies have changed from when they were a baby and that they will continue to change as they age.
- Know the physical differences between male and female bodies.
- Know the correct names for private body parts.
- Know that private body parts are special and that no one has the right to hurt these.
- Know who to ask for help if they are worried or frightened.
- Know there are some different types of touch and that some are acceptable and some are unacceptable.

	Social and Emotional Skills	<ul style="list-style-type: none"> <li>• Can identify how they have changed from a baby.</li> <li>• Can say what might change for them as they get older.</li> <li>• Recognise that changing class can illicit happy and/or sad emotions.</li> <li>• Can say how they feel about changing class/growing up.</li> <li>• Can identify positive memories from the past year in school/home.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and accepts that change is a natural part of getting older.</li> <li>• Can identify some things that have changes and some things that have stayed the same since being a baby (including the body).</li> <li>• Can express why they enjoy learning.</li> <li>• Can suggest ways to manage change e.g. moving to a new class.</li> </ul>	<ul style="list-style-type: none"> <li>• Can appreciate that changes will happen and that some can be controlled and others not.</li> <li>• Be able to express how they feel about changes.</li> <li>• Show appreciation for people who are older.</li> <li>• Can recognise the independence and responsibilities they have now compared to being a baby or toddler.</li> <li>• Can say what greater responsibilities and freedoms they may have in the future.</li> <li>• Can say who they would go to for help if worried or scared.</li> <li>• Can say what types of touch they find comfortable/ uncomfortable.</li> <li>• Be able to confidently ask someone to stop if they are being hurt or frightened.</li> <li>• Can say what they are looking forward to in the next year.</li> </ul>
	Vocabulary	Eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand, baby, grown-up, adult, change, worry, excited, memories.	Changes, life cycles, baby, adult, adulthood, grown-up, mature, male, female, vagina, penis, testicles, learn, new, grow, feelings, anxious, worried, excited, coping.	Change, grow, control, life cycle, baby, adult, fully grown, growing up, old, young, change, respect, appearance, physical, toddler, child, teenager, independent, timeline, freedom, responsibilities, male, female, vagina, penis, testicles, public, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable, looking forward, excited, nervous, anxious, happy.