

# Jigsaw PSHE Early Years to Year Two Curriculum Map



Jigsaw, the mindful approach to PSHE, is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within all six Puzzles (units of work) including the key vocabulary used in each year group.

**INTENT:** Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation.

**IMPLEMENTATION:** Jigsaw 3-11 offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

**IMPACT:** This can be established through assessment identified in the key learning.  
It's good to be me

	EYFS	YEAR ONE	YEAR TWO
<b>It's Good to Be Me</b>	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.
<b>Taught knowledge</b> (Key objectives are in bold)	<ul style="list-style-type: none"> <li>Know they have a right to learn and play, safely and happily</li> <li>Know that some people are different from themselves</li> <li>Know that hands can be used kindly and unkindly</li> <li>Know special things about themselves</li> <li>Know how happiness and sadness can be expressed</li> <li>Know that being kind is good</li> </ul>	<ul style="list-style-type: none"> <li>Understand their own rights and responsibilities with their classroom</li> <li>Understand that their choices have consequences</li> <li>Understand that their views are important</li> <li>Understand the rights and responsibilities of a member of a class</li> </ul>	<ul style="list-style-type: none"> <li>Understand the rights and responsibilities of class members</li> <li>Know about rewards and consequences and that these stem from choices</li> <li>Know that it is important to listen to other people</li> <li>Understand that their own views are valuable</li> <li>Know that positive choices impact positively on self-learning and the learning of others</li> <li>Identifying hopes and fears for the year ahead</li> </ul>
<b>Social and Emotional skills</b> (Key objectives are in bold)	<ul style="list-style-type: none"> <li>Identify feelings associated with belonging</li> <li>Skills to play co-operatively with others</li> <li>Be able to consider others' feelings</li> <li>Identify feelings of happiness and sadness</li> <li>Be responsible in the setting</li> </ul>	<ul style="list-style-type: none"> <li>Understand that they are safe in their class</li> <li>Identifying helpful behaviours to make the class a safe place</li> <li>Understand that they have choices</li> <li>Understanding that they are special</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>Know how to make their class a safe and fair place</li> <li>Show good listening skills</li> <li>Be able to work co-operatively</li> <li>Recognise own feelings and know when and where to get help</li> <li>Recognise the feeling of being worried</li> </ul>
<b>Vocabulary</b>	<b>EYFS</b>	<b>Year 1</b> Consolidate EYFS	<b>Year 2</b> Consolidate EYFS & Yr 1
	Kind, Gentle, Friend, Similar (ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving



Celebrating Difference

<p>Puzzle overview Celebrating Difference</p>	<p>EYFS</p>	<p>YEAR ONE</p>	<p>YEAR TWO</p>
<p>Taught knowledge (Key objectives are in bold)</p>	<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. 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> <ul style="list-style-type: none"> <li>• Know what being unique means</li> <li>• Know the names of some emotions such as happy, sad, frightened, angry</li> <li>• Know why having friends is important</li> <li>• Know some qualities of a positive friendship</li> <li>• Know that they don't have to be 'the same as' to be a friend</li> <li>• Know what being proud means and that people can be proud of different things</li> <li>• Know that people can be good at different things</li> <li>• Know that families can be different</li> <li>• Know that people have different homes and why they are important to them</li> <li>• Know different ways of making friends</li> <li>• Know different ways to stand up for myself</li> </ul>	<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> <ul style="list-style-type: none"> <li>• Know what bullying means</li> <li>• Know who to tell if they or someone else is being bullied or is feeling unhappy</li> <li>• Know that people are unique and that it is OK to be different</li> <li>• Know skills to make friendships</li> <li>• Know that people have differences and similarities</li> </ul>	<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> <ul style="list-style-type: none"> <li>• Know the difference between a one-off incident and bullying</li> <li>• Know that sometimes people get bullied because of difference</li> <li>• Know that friends can be different and still be friends</li> <li>• Know there are stereotypes about boys and girls</li> <li>• Know where to get help if being bullied</li> <li>• Know that it is OK not to conform to gender stereotypes</li> <li>• Know it is good to be yourself</li> <li>• Know the difference between right and wrong and the role that choice has to play in this</li> </ul>
<p>Social and Emotional skills (Key objectives are in bold)</p>	<ul style="list-style-type: none"> <li>• Recognise emotions when they or someone else is upset, frightened or angry</li> <li>• Identify and use skills to make a friend</li> <li>• Identify some ways they can be different and the same as others</li> <li>• Identify and use skills to stand up for themselves</li> <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>• Recognise similarities and differences between their family and other families</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what is bullying and what isn't</li> <li>• Understand how being bullied might feel</li> <li>• Recognise ways in which they are the same as their friends and ways they are different</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 them unique and special</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how being bullied can make someone feel</li> <li>• Know how to stand up for themselves when they need to</li> <li>• Understand that everyone's differences make them special and unique</li> <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>• Can choose to be kind to someone who is being bullied</li> <li>• Recognise that they shouldn't judge people because they are different</li> </ul>
<p>Vocabulary</p>	<p>EYFS</p>	<p>Year 1 Consolidate EYFS</p>	<p>Year 2 Consolidate EYFS &amp; Yr 1</p>
	<p>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family</p>	<p>Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique</p>	<p>Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value</p>

Dreams and Goals

Puzzle overview Dreams and Goals	EYFS	Year 1	Year 2
	<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>
<p>Taught knowledge  (Key objectives are in bold)</p>	<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 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> <li>• Know how to work well with a partner</li> <li>• Know that tackling a challenge can stretch their learning</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>
<p>Social and Emotional skills  (Key objectives are in bold)</p>	<ul style="list-style-type: none"> <li>• Understand that challenges can be difficult</li> <li>• Resilience</li> <li>• Recognise some of the feelings linked to perseverance</li> <li>• Recognise how kind words can encourage people</li> <li>• Talk about a time that they kept on trying and achieved a goal</li> <li>• Be ambitious</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>• Recognise their own feelings when faced with a challenge/obstacle</li> <li>• Recognise how they feel when they overcome a challenge/obstacle</li> <li>• Celebrate an achievement with a friend</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>• 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</li> <li>• Be able to work as part of a group</li> <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 it feels to be part of a group that succeeds and store this feeling</li> </ul>
<p>Vocabulary</p>	<p><b>EYFS</b></p> <p>Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage</p>	<p><b>Year 1</b> Consolidate EYFS</p> <p>Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve</p>	<p><b>Year 2</b> Consolidate EYFS &amp; Yr 1</p> <p>Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product</p>



Healthy Me

Puzzle overview <b>Healthy Me</b>	EYFS	Year 1	Year 2
	<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>
<p>Taught knowledge  (Key objectives are in bold)</p>	<ul style="list-style-type: none"> <li>• Know what the word 'healthy' means</li> <li>• Know some things that they need to do to keep healthy</li> <li>• Know the names for some parts of their body</li> <li>• Know when and how to wash their hands properly</li> <li>• Know how to say no to strangers</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 what to do if they get lost</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 healthy lifestyle choices</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 how to keep themselves clean and healthy</li> <li>• Know that germs cause disease/illness</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 why healthy snacks are good for their bodies</li> <li>• Know which foods given their bodies energy</li> <li>• Know that it is important to use medicines safely</li> <li>• Know what makes them feel relaxed/stressed</li> <li>• Know how medicines work in their bodies</li> <li>• Know how to make some healthy snacks</li> </ul>
<p>Social and Emotional skills  (Key objectives are in bold)</p>	<ul style="list-style-type: none"> <li>• Can explain what they need to do to stay healthy</li> <li>• Recognise how exercise makes them feel</li> <li>• Can give examples of healthy food</li> <li>• Can explain what to do if a stranger approaches them</li> <li>• Can explain how they might feel if they don't get enough sleep</li> <li>• Recognise how different foods can make them feel</li> </ul>	<ul style="list-style-type: none"> <li>• Keep themselves safe</li> <li>• Recognise how being healthy helps them to feel happy</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>• Feel good about themselves when they make healthy choices</li> <li>• Realise that they are special</li> </ul>	<ul style="list-style-type: none"> <li>• Feel positive about caring for their bodies and keeping it healthy</li> <li>• Have a healthy relationship with food</li> <li>• Desire to make healthy lifestyle choices</li> <li>• Identify when a feeling is weak and when a feeling is strong</li> <li>• Express how it feels to share healthy food with their friends</li> </ul>
<p>Vocabulary</p>	<p>EYFS</p>	<p>Year 1 Consolidate EYFS</p>	<p>Year 2 Consolidate EYFS &amp; Yr 1</p>
	<p>Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare</p>	<p>Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait</p>	<p>Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious</p>

Relationships

Puzzle Overview Relationships	EYFS	Year 1	Year 2
<p><b>Taught knowledge</b></p> <p><b>(Key objectives are in bold)</b></p>	<ul style="list-style-type: none"> <li>• Know what a family is</li> <li>• Know that different people in a family have different responsibilities (jobs)</li> <li>• Know some of the characteristics of healthy and safe friendships</li> <li>• Know that friends sometimes fall out</li> <li>• Know some ways to mend a friendship</li> <li>• Know that unkind words can never be taken back and they can hurt</li> <li>• Know how to use Jigsaw's Calm Me to help when feeling angry</li> <li>• Know some reasons why others get angry</li> </ul>	<ul style="list-style-type: none"> <li>• Know that everyone's family is different</li> <li>• Know that families are founded on belonging, love and care</li> <li>• Know that physical contact can be used as a greeting</li> <li>• Know how to make a friend</li> <li>• Know who to ask for help in the school community</li> <li>• Know that there are lots of different types of families</li> <li>• Know the characteristics of healthy and safe friends</li> <li>• Know about the different people in the school community and how they help</li> </ul>	<ul style="list-style-type: none"> <li>• Know that there are lots of forms of physical contact within a family</li> <li>• Know how to stay stop if someone is hurting them</li> <li>• Know there are good secrets and worry secrets and why it is important to share worry secrets</li> <li>• Know what trust is</li> <li>• Know that everyone's family is different</li> <li>• Know that families function well when there is trust, respect, care, love and co-operation</li> <li>• Know some reasons why friends have conflicts</li> <li>• Know that friendships have ups and downs and sometimes change with time</li> <li>• Know how to use the Mending Friendships or Solve it together problem-solving methods</li> </ul>
<p><b>Social and Emotional skills</b></p> <p><b>(Key objectives are in bold)</b></p>	<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 identify forms of physical contact they prefer</li> <li>• Can say no when they receive a touch they don't like</li> <li>• Can show skills of friendship</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 relationship</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 identify the negative feelings associated with keeping a worry secret</li> <li>• Can identify who they trust in their own relationships</li> <li>• Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict</li> <li>• Can identify the feelings associated with trust</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>
<p><b>Vocabulary</b></p>	<p><b>EYFS</b></p> <p>Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing</p>	<p><b>Year 1</b></p> <p>Consolidate EYFS</p> <p>Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate</p>	<p><b>Year 2</b></p> <p>Consolidate EYFS &amp; Yr 1</p> <p>Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,</p>



<p><b>Puzzle Overview</b> <b>Changing Me</b></p>	<p><b>EYFS</b></p>	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>
<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 that they have private parts of the body (those kept private by underwear). 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 that they have private parts of their body (those kept private by underwear). 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>	
<p><b>Taught knowledge</b> <i>(Key objectives are in bold)</i></p>	<ul style="list-style-type: none"> <li>• Know the names and functions of some parts of the body (see vocabulary list)</li> <li>• Know that we grow from baby to adult</li> <li>• Know who to talk to if they are feeling worried</li> <li>• Know that sharing how they feel can help solve a worry</li> <li>• Know that remembering happy times can help us move on</li> </ul>	<ul style="list-style-type: none"> <li>• Know the names of male and female private body parts</li> <li>• Know that there are correct names for private body parts and nicknames, and when to use them</li> <li>• Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</li> <li>• Know who to ask for help if they are worried or frightened</li> <li>• Know that animals including humans have a life cycle</li> <li>• Know that changes happen when we grow up</li> <li>• Know that people grow up at different rates and that is normal</li> <li>• Know that learning brings about change</li> </ul>	<ul style="list-style-type: none"> <li>• Know the physical differences between male and female bodies</li> <li>• Know that private body parts are special and that no one has the right to hurt these</li> <li>• Know who to ask for help if they are worried or frightened</li> <li>• Know there are different types of touch and that some are acceptable and some are unacceptable</li> <li>• Know the correct names for private body parts</li> <li>• Know that life cycles exist in nature</li> <li>• Know that aging is a natural process including old age</li> <li>• Know that some changes are out of an individual's control</li> <li>• Know how their bodies have changed from when they were a baby and that they will continue to change as they age</li> </ul>
<p><b>Social and Emotional skills</b> <i>(Key objectives are in bold)</i></p>	<ul style="list-style-type: none"> <li>• Recognise that changing class can elicit happy and/or sad emotions</li> <li>• Can say how they feel about changing class/ growing up</li> <li>• Can identify how they have changed from a baby</li> <li>• Can say what might change for them they get older</li> <li>• Can identify positive memories from the past year in school/home</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and accept that change is a natural part of getting older</li> <li>• Can suggest ways to manage change, e.g. moving to a new class</li> <li>• Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</li> <li>• Can express why they enjoy learning</li> </ul>	<ul style="list-style-type: none"> <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 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 what they are looking forward to in the next year</li> </ul>
<p><b>Vocabulary</b></p>	<p><b>EYFS</b></p> <p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>	<p><b>Year 1</b> Consolidate EYFS</p> <p>Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping</p>	<p><b>Year 2</b> Consolidate EYFS &amp; Yr 1</p> <p>Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy</p>

**SMSC Links:** Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's **spiritual, moral, social and cultural (SMSC) development**, and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise **and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings)**. At Jigsaw, we believe that these opportunities are vital for children's development, their understanding of themselves and others and in increasing their capacity to learn.

**British Values:** Jigsaw PSHÉ 3-11 supports the **British Values** of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs. It has been mapped lesson by lesson against the British Values agenda.

