

Year 1 PSHE Autumn Term 1 – Being Me in My World

Outcome of unit (Jigsaw p29)

- I can explain why I have a right to learn in a happy and safe class.
- I can explain how everyone in my class has responsibilities to make our class happy and safe.



- I can explain why my class is a happy and safe place to learn.
- I can give different examples where I or others make my class happy and safe.



- I can tell you something positive that I like about being in my class.
- I can say how I help make my class a happy and safe place.

Puzzle Outcome of Weekly Celebrations (Jigsaw p3)



Knowledge/Learning Objectives

1) Can I feel special and safe in my class? H7	I can understand what safe means, describe some situations where I feel safe and draw a place that is safe and special to me in my Jigsaw Journal. I can greet Jigsaw Jack and welcome him as a friend to my class by making him feel safe and special.
2) Can I understand the rights and responsibilities of being a member of my class? (1) R7 R14	I can think of ways that I can learn well with my friends and share them with my class. I can start to use the words 'rights' and 'responsibilities' to describe how all of the people in my class should be able to learn and how this should make us feel.
3) Can I understand the rights and responsibilities of being a member of my class? (2) R9 R12 R14 R16	I can describe how I like to learn and share this with others. I can identify the rights and responsibilities at school that are important for my class and I to learn happily. I know that it is important to follow the rules in class so that everyone feels safe and special.
4) Can I contribute to the Learning Charter and know that my views are valued? H2 H3	I can identify things that make people proud, disappointed or upset and explain why they have these feelings. I can share a time when I have been proud of my achievements. I can think of lots of different feeling words and use them to talk about how I feel.
5) Can I recognise the choices I make and understand the consequences? H4	I can explore what the word 'consequence' means and how it is influenced by different situations, like choosing to follow or break rules. I know that a consequence can be either a good or a bad thing. I can think of suitable and fair consequences for when somebody makes a wrong choice.
6) Can I understand my rights and responsibilities within our Learning Charter? R12 R16	I can remember the rules of my classroom and share them with others as part of our Learning Charter. I can use illustrations to show how safe and special my classroom would be if everybody in it chose to follow the Learning Charter.

Subject Specific Vocabulary/Facts

Belonging	To be in a particular place or be with someone.
Calm	To not show strong emotions or feelings.
Consequence	A result of something that has been done.
Disappointed	To be saddened or upset by something.
Illustration	A picture or drawing.
Learning Charter	A learning contract.
Proud	To be pleased with an achievement.
Responsibility	Doing something that is required.
Reward	Something that is given for doing well.
Rights	The legal, social or ethical needs of a person.
Safe	To be protected from harm or danger.
Special	To belong to a particular place or person.
Upset	To be unhappy, disappointed or worried.

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H – Health and Wellbeing (PSHE Association PoS)
R – Relationships (PSHE Association PoS)
L – Living in the Wider World (PSHE Association PoS)

Year 2 PSHE Autumn Term 1 – Being Me in My World

Outcome of unit (Jigsaw p42)

- I can justify the choices I make to help keep my class and school a safe and fair place.
- I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.



- I can explain why my behaviour can impact on other people in my class.
- I can compare my own and my friends' choices and can express why some choices are better than others.



- I can tell you some things that make my class a safe and fair place.
- I can say how I feel about my class and why I like it being safe and fair.

Puzzle Outcome of Weekly Celebrations (Jigsaw p3)



Knowledge/Learning Objectives

1) Can I recognise when I feel worried and who I can ask for help? H2 H3	I can greet Jigsaw Jo and welcome them as a friend to my class. I understand that Jigsaw Jo may be worried about meeting everybody and that everyone worries sometimes. I know that sharing my worries with someone I trust is a good way to cope with them.
2) Can I understand the rights and responsibilities of being a member of my class? R12 R14 R16 R19 R25 R32	I know that a right is something that I am entitled to and that people should make sure that I am exposed to that right. I know that a responsibility is something that is expected. I can explain my rights and responsibilities inside school and that being responsible is an important part of growing up.
3) Can I recognise the difference between rewards and consequences? (1) R12 R14 R15 R16	I know that rewards are given in many ways, such as words, actions or gifts, and that they should be realistic. I understand that positive, helpful behaviours lead to rewards and negative, unhelpful behaviours lead to consequences, and can suggest appropriate examples of each to suit a situation.
4) Can I recognise the difference between rewards and consequences? (2) R12 R14 R15 R16	I can express my feelings when I am rewarded. I understand that every action has consequences and can think of fair examples where a negative consequence is needed. I can think of alternative positive choices to take the place of negative, unhelpful ones.
5) Can I work and learn cooperatively? R12 R13 R14	I understand that rights, responsibilities, rewards and consequences form an important part of our class Learning Charter. I can work with others to create illustrations that show how the Learning Charter allows everybody the chance to work well together.
6) Can I recognise the choices I make and understand the consequences? R12 R13 R14	I understand the importance of friendship to help me enjoy myself, learn well and connect me to others. I know what it looks like to follow the Learning Charter in my class and can demonstrate this through illustrations.

Subject Specific Vocabulary/Facts

Actions	Something a person does.
Belonging	To be in a particular place or be with someone.
Choice	Something a person chooses to do.
Consequence	A result of something that has been done.
Co-operate	To work together.
Fears	Something a person worries about or is scared of.
Hopes	Something a person wants to happen.
Learning Charter	A learning contract.
Negative	Something that is not good.
Positive	Something that is good.
Praise	Approval for doing something well.
Problem Solving	To try and find solutions or answers to difficult issues.
Responsibility	Doing something that is required.
Responsible	To look after or be in charge of someone or something.
Reward	Something that is given for doing well.
Rights	The legal, social or ethical needs of a person.
Worries	To feel anxious or have a fear of something.

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H – Health and Wellbeing (PSHE Association PoS)
R – Relationships (PSHE Association PoS)
L – Living in the Wider World (PSHE Association PoS)

Year 3 PSHE Autumn Term 1 – Being Me in My World

Outcome of unit (Jigsaw p41)

- I can evaluate different choices that I, or others, might make in school and explain what the consequences might be.
- I can link these choices to the need for rules, rights and responsibilities.
- I can express and respond appropriately to others' feelings and explain why they may be feeling that way.
- I can offer help to myself and others to feel valued.

- I can explain how my behaviour can affect how others feel and behave.
- I can explain why it is important to have rules and how that helps me and others in my class learn.
- I can explain why it is important to feel valued.

- I can name some of the responsible choices I make in school.
- I can tell you who I can go to for help if I need it.
- I can give you some examples of how to work/play well with others.

Puzzle Outcome of Weekly Celebrations (Jigsaw p3)



Knowledge/Learning Objectives

1) Can I value myself and know how to make others feel valued? R7 R8 R9	I know that valuing myself is about knowing my worth and my achievements and remembering that I am important. I know that celebrating others and saying what they do well makes them feel valued.
2) Can I make responsible choices and recognise my emotions? R12 R32 H2 H3	I know that when I am happy I feel good about myself and others, when I am sad I am upset and things don't seem right, and when I am frightened I have a fear of something. I know that I know how these feelings would develop in a school that was a nightmare. I can talk to my trusted adults and my friends. I know that bad choices result in consequences.
3) Can I understand why rules are needed? R13 R16 H2 H3	I know that by making good choices the place where I am can be a happy one, rather than a sad one. I can explain why we have rules in both school and society and their impact.
4) Can I understand that my actions bring rewards and consequences? R21	I know that I have a right to an education and to be in a happy place. I know that it is my responsibility to make sure I follow rules. I know and can explain that good choices bring rewards and wrong choices bring consequences. I can say which one I prefer.
5) Can I make responsible choices and work cooperatively? R14 R19	I know that I have things in common and like the same things as some people. I also know that sometimes I do not like the same things as other people. I know that to work cooperatively with others I need to listen to their ideas.
6) Can I see the effects of my actions from other people's points of view? R14 R19 R25	I understand that people can have different viewpoints about something and that different interpretations can cause people to act differently. I know that the class Learning Charter helps everybody to have a shared viewpoint, so that everyone is clear about how we want the school community to be.

Subject Specific Vocabulary/Facts

Achievements	Things that have been done well.
Acknowledge	To accept something.
Actions	Something a person does.
Affirm	To uphold an idea or thought.
Behaviour	The way a person chooses to act or conduct themselves.
Challenge	Something that makes us think.
Choice	Something a person chooses to do.
Consequence	A result of something that has been done.
Co-operate	To work together.
Dream	An ambition or hope that means a lot to someone.
Emotions	A person's feelings.
Fairness	To behave in a fair way.
Fears	Being frightened or worried about something.
Feelings	Emotional reactions.
Learning Charter	A learning contract.
Nightmare	An unpleasant dream or experience.
Pleased	To feel happy or satisfied.
Praise	Approval for doing something well.
Proud	To be pleased with an achievement.
Responsibilities	A person's duty to do something.
Reward	Something that is given for doing well.
Rights	The legal, social or ethical needs of a person.
Solutions	Answers to a problem or issue.
Team work	Working together with one person or more to achieve a goal.
Support	To offer a form of help to somebody.
Valued	To feel important and/or loved.
View point	A person's opinion or point of view.
Worries	To feel anxious or have a fear of something.

Year 4 PSHE Autumn Term 1 – Being Me in My World

Outcome of unit (Jigsaw p42)

- I can problem-solve and offer different solutions to help my team/class/school be more democratic.
- I can justify why being in a democracy helps people feel valued and is fair.



- I can explain why being listened to and listening to others is important in my school community.
- I can explain why being democratic is important and can help me and others feel valued.



- I can tell you why my school is a community and some of the different roles people have in it.
- I can say how it feels to be part of a positive school community and to be listened to.

Puzzle Outcome of Weekly Celebrations (Jigsaw p3)



Knowledge/Learning Objectives

<p>1) Can I understand how my behaviour makes a difference to people's feeling of value? R7 R8 R9 H2 H3</p>	<p>I know that valuing myself is all about knowing my worth, my achievements and that I am important. I know that celebrating others and saying what they do well makes them feel valued. I know that excluding someone means leaving them out and including them makes them feel valued.</p>
<p>2) Can I understand the different roles in my school community? R11 R12 R14</p>	<p>I know that in school there are many roles and all of them are equally important. I know that these roles contribute to the effective running of school. I know that I can take on a role by listening to others. I know that all jobs require a job description that helps people understand what they need to do.</p>
<p>3) Can I recognise the value of my contributions in a school democracy? R12 R16</p>	<p>I know that making decisions that affect others goes to a vote and this is called democracy. I know that our school council is there to help us and share our viewpoints. I know that my contributions to the Learning Charter are important.</p>
<p>4) Can I understand that my actions affect myself and others? R14 R19</p>	<p>I understand that rewards motivate people to make good choices and consequences (hopefully) deter people from making poor choices. I know that either of these choices affect me and others. I understand that by caring for others I need to help them and be a role model.</p>
<p>5) Can I understand how people work together to make decisions? R13 R25</p>	<p>I know that in a group there will be different viewpoints, and I know that to work effectively with others I need to listen to them. I know that I have a right to work in a group and I have a responsibility to support others. I know that a successful group works together.</p>
<p>6) Can I understand how a democracy works to benefit my school community?</p>	<p>I know that by having my say and sharing my views democratically, I can benefit the whole school community. I understand that, because I have had a chance to express my views, I should be able to follow the school rules. I know the importance of a contract, such as the Learning Charter, and how this sets out my own rights, expectations and responsibilities.</p>

Subject Specific Vocabulary/Facts

Authority	A person or organisation in charge of something.
Choice	Something a person chooses to do.
Consequence	A result of something that has been done.
Contribution	What we are able to offer.
Decision	To decide upon a course of action or an answer to a question after a lot of thought.
Democracy	A system of voting.
Excluded	To be denied or stopped from being part of something.
Included	To feel important or loved.
Job description	A list of what an employee needs to do.
Learning Charter	A learning contract.
Observer	A person who watches or notices something.
Responsibilities	A person's duty to do something.
Reward	Something that is given for doing well.
Rights	The legal, social or ethical needs of a person.
Roles	Behaviours or things we do as parts of a job.
School community	Everybody who is involved in making a school the best that it can be, such as teachers, parents and pupils.
Team	Working together to achieve a common goal.
UN Convention on the Rights of the Child	A set of human rights for children around the world, agreed by the United Nations (UN).
Valued	To feel important and/or loved.
Voting	To formally express a wish.
Welcome	Something that is pleasing because it is needed or wanted.

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PSHE Association PoS: **H** – Health and Wellbeing;
R – Relationships; **L** – Living in the Wider World

Year 5 PSHE Autumn Term 1 – Being Me in My World

Outcome of unit (Jigsaw p42)

- I can evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community.
- I can explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/or from a community context.



- I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.
- I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.



- I can give some examples of people in my country who have different lives to mine.
- I can tell you why being part of a community is positive and why it is important that the community is a fair one.

Puzzle Outcome of Weekly Celebrations (Jigsaw p3)



Knowledge/Learning Objectives

1) Do I know my hopes and personal goals for the forthcoming year? R16 H2 H3	I know that hopes are like goals and are something that we want to achieve. I know that they can be personal or school-based and I will need motivation to achieve them. I know that my many hopes for the year can be achieved in various ways, and some will mean me facing and overcoming challenges.
2) Can I understand my rights and responsibilities as a British citizen? R12 R14 R15	I know that all children have rights regardless of their nationality or age, and that these can be found in the UN Convention. I know that it is up to the adults in my life to make sure that I am exposed to these rights. I understand that with my rights I have responsibilities to make sure I treat others fairly and with respect in all areas of society.
3) Can I empathise with people whose lives are different to mine? R12 R13 R14	I know that some people in this country will have different experiences to me, and that these could be better or worse. I know that some people will have wealth, whilst others will live in poverty. I know that all children have a right to learn and that some children are deprived of a good education because of their experiences.
4) Can I make choices about my behaviour? R14 H7	I can explain how the school behaviour system encourages good choices with rewards. I know that my own choices will result in rewards or consequences, and can explain the choices that would lead to consequences. I can tell you how my good and bad choices will affect me and others within my classroom.
5) Can I understand how my behaviour impacts on a group? R14	I know that working in a group means listening, contributing and sharing ideas. I can make contributions to a group, but also support others in their roles to achieve a better outcome. I can give ideas that will support a productive learning environment.
6) Can I understand the importance of a democracy in my school community? R12 R13 R14	I know that a Learning Charter is a shared agreement between class members and that it needs to be followed. I understand that I have a responsibility within my school to help and support others in following the agreed rules within our Learning Charter.

Subject Specific Vocabulary/Facts

Appreciation	To recognise the good qualities in someone or something.
Challenge	Something that makes us think.
Choice	Something a person chooses to do.
Citizen	A national of a place.
Collaboration	Working together to achieve or produce something.
Consequence	A result of something that has been done.
Cooperation	Working together.
Denied	Being refused admittance.
Deprive	To prevent someone from having or using something.
Education	Being taught or told new facts or information.
Empathise	To be able to understand and share the feelings of others.
Goals	Ambitions or something that we want to achieve.
Hopes	Something a person wants to happen.
Learning Charter	A learning contract.
Motivation	To have an interest in doing something.
Opportunities	Situations that let someone or something develop.
Participation	To take part in something.
Poverty	The state of being extremely poor.
Responsibilities	A person's duty to do something.
Reward	Something that is given for doing well.
Rights	The legal, social or ethical needs of a person.
Vision	To imagine or plan for the future.
Wealth	The state of being extremely rich.

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PSHE Association PoS: **H** – Health and Wellbeing;
R – Relationships; **L** – Living in the Wider World

Year 6 PSHE Autumn Term 1 – Being Me in My World

Outcome of unit (Jigsaw p42)

- I can compare and contrast my own wants and needs with others in my immediate community and some from global communities. From this I can infer some universal rights and responsibilities that we share.
- I can explain why empathising with others is important when considering the choices that I and others make. This will include my ideas around personal, local and global communities.

- I can explain how my choices can have an impact on people in my immediate community and globally.
- I can empathise with others in my community and globally and explain how this can influence the choices I make.

- I can tell you how some of my choices affect others locally and globally.
- I can tell you how I try to make others feel valued by understanding their feelings and doing something positive.

Puzzle Outcome of Weekly Celebrations (Jigsaw p3)



Knowledge/Learning Objectives

1) Can I identify my goals for the year ahead?	I know that hopes are like goals and are something that we want to achieve, whilst worries can prevent us from achieving them. I know that my many hopes for the year can be achieved in various ways, and some will mean me declaring, facing and overcoming fears and challenges. I know that others need to feel welcome in order to share their own worries and thoughts.
2) Can I understand the universal rights for all children? R12 H2 H3	I know that all children have rights regardless of their nationality or age, and that these can be found in the UN Convention. I know that it is up to the adults in my life to make sure that I am exposed to these rights. I understand that with my rights I have responsibilities to make sure I treat others fairly and with respect in all areas of society.
3) Can I compare and contrast my wants and needs with other children? R12 H2 H3	I know that some people will have different experiences to me, and that these could be positive or negative. I know that, as humans, we all have needs and wants, and that whilst needs are what we need to survive (Maslow), wants are not a necessity for our survival.
4) Can I make appropriate choices about my behaviour? R12 R13 R14 R25 H4	I can explain how the school behaviour system encourages good choices with rewards. I know that my own choices will result in rewards or consequences, and can explain the choices that would lead to consequences. I can tell you how my good and bad choices will affect me and others within my classroom.
5) Can I understand how my behaviour impacts on a group? R7 R12 R13 R16	I know that working in a group means listening, contributing and sharing ideas. I can make contributions to a group, but also support others in their roles to achieve a better outcome. I can give ideas that will support a productive learning environment.
6) Can I understand the importance of a democracy in my school community? R12 R13 R16	I know that a Learning Charter is a shared agreement between class members that needs to be followed. I understand my responsibilities within school to fairly and democratically support others to follow the agreed rules within our Learning Charter.

Subject Specific Vocabulary/Facts

Behaviour	The way a person chooses to act or conduct themselves.
Choice	Something a person chooses to do.
Collaboration	Working together to achieve or produce something.
Community	Sharing a common vision.
Comparison	To look at the similarities and differences between two or more things or people.
Consequence	A result of something that has been done.
Decision	To decide upon a course of action or an answer to a question after a lot of thought.
Democracy	A system of voting.
Empathise	To be able to understand and share the feelings of others.
Fears	Being frightened or worried about something.
Goals	Ambitions or something that we want to achieve.
Learning Charter	A learning contract.
Maslow	Abraham Maslow (1908-1970): American psychologist who create Maslow's hierarchy of needs.
Motivation	To have an interest in doing something.
Needs	Something that is very important and necessary.
Opportunities	Situations that let someone or something develop.
Responsibilities	A person's duty to do something.
Reward	Something that is given for doing well.
Rights	The legal, social or ethical needs of a person.
Wants	A wish or strong desire for something.
Welcome	Something that is pleasing because it is needed or wanted.

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PSHE Association PoS: **H** – Health and Wellbeing;
R – Relationships; **L** – Living in the Wider World