

## Jigsaw the Mindful Approach to PSHE

### Curriculum Content and Progression of Knowledge and Skills for Puzzle 1: Being Me in My World

Year Group	Lesson	Knowledge	Skills
R	Piece 1 <b>Who...Me?!</b>	To understand how it feels to belong to their class at Juniper Hill.	To recognise that they are similar and different to others in their class.
R	Piece 2 <b>How am I Feeling Today?</b>	To name 4 emotions: happy, sad, angry and excited.	To recognise and manage their feelings.
R	Piece 3 <b>Being at School</b>	To understand what the problem is and know what solutions may help.	To find solutions together to help others to feel better.
R	Piece 4 <b>Gentle Hands</b>	To understand why it is good to be kind and use gentle hands.	To practice role playing ways of solving a problem without using hands. E.g. use words "Please don't do that..." Asking for help, Pause and take a breath etc.
R	Piece 5 <b>Our Rights</b>	To begin to understand that their rights, means that they should all be allowed to do something such as play and learn.	To recognise some of their rights e.g. to read a book, to play outside, to drink water, to have a snack
R	Piece 6 <b>Our Responsibilities</b>	To understand what being responsible feels like / means.	To practice being responsible for something for a time.

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1	Piece 1 <b>Special &amp; Safe</b>	To understand that the Jigsaw Charter establishes ground rules to keep everyone safe and feeling special.	To recognise the Jigsaw Charter's ground rules and practice using them.
1	Piece 2 <b>My Class</b>	To understand their rights and responsibilities as a member of their class.	To recognise what they have a right to have as part of their class and what they are responsible for in their class.
1	Piece 3 <b>Rights &amp; Responsibilities</b>	To begin to understand what rights and responsibilities they have to help everyone to learn.	To start to establish rights & responsibilities that make school a conducive learning environment.
1	Piece 4 <b>Rewards &amp; Feeling Proud</b>	To know that their views are valued and can contribute to the learning Charter.	To recognise how it feels to be proud of an achievement.
1	Piece 5 <b>Consequences</b>	To begin to understand the range of feeling I feel when I face certain consequences.	To recognise the choices, I make and understand the consequences.
1	Piece 6 <b>Owning Our Learning Charter</b>	To understand my right & responsibilities within our Learning Charter.	To make helpful choices in following the Learning Charter.

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2	Piece 1 <b>Hopes &amp; Fears for the Year</b>	To identify some of my hopes and fears for this year.	To recognise when I feel worried and know who to ask for help.
2	Piece 2 <b>Rights &amp; Responsibilities</b>	To understand their rights and responsibilities for being a member of their class and school.	To recognise when I feel worried and know who to ask for help.
2	Piece 3 <b>Rewards &amp; Consequences</b>	To understand the rights and responsibilities they have for being a member of their class.	To recognise ways that they can help to make their class a safe and fair place.
2	Piece 4 <b>Rewards &amp; Consequences</b>	To be aware of their own and others' ideas about rewards and consequences.	To recognise ways that they can help to make their class a safe and fair place.
2	Piece 5 <b>Our Learning Charter</b>	To understand how following the Learning Charter will help me and others learn.	To work cooperatively.
2	Piece 6 <b>Owning Our Learning Charter</b>	To recognise the choices, I make and understand the consequences.	To make positive choices to follow the Learning Charter.

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3	Piece 1 <b>Getting to Know Each Other</b>	To recognise my worth and identify positive things about myself & my achievements.	To set personal goals. To value myself & know how to make someone else feel welcome and valued.
3	Piece 2 <b>Our Nightmare School</b>	To acknowledge and face new challenges positively. To understand and make responsible choices and ask for help when needed.	To recognise when I feel worried and know who to ask for help.
3	Piece 3 <b>Our Dream School</b>	To understand why rules are needed and how they relate to rights and responsibilities.	To know how to make others feel valued.
3	Piece 4 <b>Rewards &amp; Consequences</b>	To understand that their actions affect themselves and others. To understand that my behaviour brings rewards and/or consequences.	To know how to show care about other people's feelings.
3	Piece 5 <b>Our Learning Charter</b>	To understand how make responsible choices and take action.	To work cooperatively in a group.
3	Piece 6 <b>Owning Our Learning Charter</b>	To understand that their actions affect others.	To try to see things from other people's point of view. To choose to follow the Learning Charter.

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4	Piece 1 <b>Becoming a Class 'Team'</b>	To know their attitudes and actions make a difference to the class team.  To know how good, it feels to be included in a group and how it feels to be excluded.	To make people feel welcome and valued.
4	Piece 2 <b>Being a School Citizen</b>	To understand who is in our school community, the roles they play and how we fit in.	To take on a role in a group and contribute to the overall outcome.
4	Piece 3 <b>Rights, Responsibilities &amp; Democracy</b>	To understand how democracy works through the School Council.	To contribute to making a learning charter for the whole school.
4	Piece 4 <b>Rewards &amp; Consequences</b>	To understand that their actions affect themselves and others.  To understand how rewards and consequences motivate people's behaviour.	To know how to show care about other people's feelings and try to empathise with them.
4	Piece 5 <b>Our Learning Charter</b>	To understand how groups come together to make decisions.	To take on a role in a group and contribute to the overall outcome.
4	Piece 6 <b>Owning Our Learning Charter</b>	To understand how democracy and having a voice benefits the school community.	To understand why our school community benefits from a learning charter and can help others to follow it.

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5	Piece 1 <b>My Year Ahead</b>	To know what they value most about their school. To identify my hopes for this school year.	To face new challenges positively and know how to set positive goals.
5	Piece 2 <b>Being a Citizen of my Country</b>	To understand my rights and responsibilities as a citizen of my country.	To empathise with people in this country whose lives are different from my own.
5	Piece 3 <b>Year 5 Responsibilities</b>	To understand my rights and responsibilities as a citizen of my country and as a member of my school.	To empathise with people in this country whose lives are different from my own.
5	Piece 4 <b>Rewards &amp; Consequences</b>	To understand that their actions affect themselves and others.	To understand that they can make choices about their behaviour because they understand how rewards and consequences feel.
5	Piece 5 <b>Our Learning Charter</b>	To understand how an individual's behaviour can impact on a group.	To contribute to the group and understand how we can function best as a whole.
5	Piece 6 <b>Owning Our Learning Charter</b>	To understand how democracy and having a voice benefits the school community and know how to participate in this.	To understand why our school community benefits from a learning charter and can help others to follow it.

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6	Piece 1 <b>My Year Ahead</b>	To understand my fears and worries about the future. To feel welcome and valued and know how to make others feel the same.	To set goals for the year. To express my fears and worries.
6	Piece 2 <b>Being a Global Citizen 1</b>	To understand that there are universal rights for all children but for many children these rights are not met.	To understand my own wants and needs and can compare these with children in different communities.
6	Piece 3 <b>Being a Global Citizen 2</b>	To understand that my actions affect other people locally and globally.	To understand my own wants and needs and can compare these with children in different communities.
6	Piece 4 <b>The Learning Charter</b>	To understand that their actions affect themselves and others. To care about other people's feelings and empathise with them.	To understand that they can make choices about their behaviour because they understand how rewards and consequences feel. To understand how these relate to their rights and responsibilities.
6	Piece 5 <b>Our Learning Charter</b>	To understand how an individual's behaviour can impact on a group.	To contribute to the group and understand how we can function best as a whole.
6	Piece 6 <b>Owning Our Learning Charter</b>	To understand how democracy and having a voice benefits the school community.	To understand why our school community benefits from a learning charter and how we can help others to follow it by modelling it.