

Jigsaw the Mindful Approach to PSHE Updated 2026

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

Year Group	Lesson	Knowledge	Skills
R	Piece 1 Who...Me?!	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 How am I Feeling Today?	To name 4 emotions: happy, sad, angry and excited.	To recognise and manage their feelings.
R	Piece 3 Being at School	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 Gentle Hands	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 Our Rights	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 Our Responsibilities	To understand what being responsible feels like / means.	To practice being responsible for something for a time.

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1	Piece 1 Special & Safe	To understand that the Jigsaw Charter establishes ground rules to keep everyone safe and feeling special. To understand about Jigsaw Jack as a talking object/character who reflects feeling safe.	To recognise that they feel safe and special in their classroom.
1	Piece 2 My Class	To understand their rights and responsibilities as a member of their class including learning about good manners and turn-taking.	To recognise their rights and responsibilities in class and to conduct themselves with courtesy.
1	Piece 3 Rights & Responsibilities	To begin to understand what rights and responsibilities apply to everyone to create a safe learning environment.	To establish rights and responsibilities that make their class a safe place to learn.
1	Piece 4 Rewards & Feeling Proud	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 Consequences	To begin to understand the range of feelings I feel when I face consequences.	To recognise the choices they make have consequences, both positive and negative.
1	Piece 6 Owning our Learning Charter	To understand my rights and responsibilities within our Learning Charter.	To make helpful choices in following the Learning Charter.

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2	Piece 1 Hopes & Fears for the Year	To identify some of my hopes and fears for this year. To know some simple calming techniques e.g. breathing techniques. To know who their trusted adults are to ask to help.	To recognise when they feel worried and know who to ask for help. To use mindfulness practice observing worries floating way as a way of calming the mind.
2	Piece 2 Rights & Responsibilities	To understand their rights and responsibilities for being a member of their class and school, and the importance of making contributions. To identify the difference between assertive versus controlling behaviours. To understand that there needs to be a balance between caring for others and looking after their own needs.	To recognise ways that they can contribute positively to their class. To practice being assertive without being angry or rude in school scenarios. To explore the balance between caring for others and looking after their own needs.
2	Piece 3 Rewards & Consequences	To listen to other people and contribute their own ideas about rewards and consequences.	To recognise ways that they can help to make their class a safe and fair place.
2	Piece 4 Rewards & Consequences	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 Our Learning Charter	To understand how following the Learning Charter will help them and others learn. To understand boundaries and their role in helping them to feel safe and included.	To work cooperatively to create an effective learning environment. To recognise boundaries and respect them.
2	Piece 6 Owning our Learning Charter	To recognise the choices, they make and understand the consequences in all areas of the school. To understand the positive impact the charter has on their friendships and relationships in school.	To make positive choices to follow the Learning Charter in all areas of the school. To build good friendships and relationships by following the charter.

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3	Piece 1 Getting to Know Each Other	To recognise our worth and identify positive things about ourselves and our achievements. To understand pride as a positive emotion, celebrating achievements, and developing courtesy and good manners.	To set personal goals. To value ourselves and know how to make someone else feel welcome and valued. To value courtesy and good manners as a positive way to interact with others.
3	Piece 2 Our Nightmare School	To acknowledge and face new challenges positively. To understand and make responsible choices and ask for help when needed. To identify fears and worries and understand that different concerns may require different support sources.	To recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions. To recognise fears and worries and know which trusted adults they can ask for help.
3	Piece 3 Our Dream School	To understand why rules are needed and how they relate to rights and responsibilities. To understand that creating an ideal learning environment includes our school Values and Motto.	To know how to make others feel valued. To know how our school Values and Motto help them to create a positive school that is courteous and respectful.
3	Piece 4 Rewards & Consequences	To understand that their actions affect themselves and others. To be aware of and care about other people's feelings. To understand that loneliness and exclusion may necessitate them to seek support.	To understand that their behaviour brings rewards and/or consequences including within their friendships. To understand that there is a difference between being assertive and controlling. To know how to show care about other people's feelings.
3	Piece 5 Our Learning Charter	To understand how make responsible choices and take action.	To work cooperatively in a group.
3	Piece 6 Owning our Learning Charter	To understand that their actions affect others. To be aware that others may have a different viewpoint.	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 Becoming a Class 'Team'	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. To develop teamwork skills. To develop connection within their friendship groups.
4	Piece 2 Being a School Citizen	To understand who is in our school community, the roles they play and how they fit in and how they can contribute. To understand that all school members are equally important and their contributions are equally valued.	To take on a role in a group and contribute to the overall outcome. To treat team members with courtesy and respect. To know who to go to for specific help or support.
4	Piece 3 Rights, Responsibilities & Democracy	To understand how democracy works through the School Cabinet and that having a voice matters. To be introduced to the United Nations Convention on the Rights of the Child, focusing on Articles 12 and 28.	To contribute to making a learning charter for the whole school. To have pride in the school Cabinet and respect and value their contribution to school life.
4	Piece 4 Rewards & Consequences	To understand that their actions affect themselves and others. To understand that making the right choices can bring internal satisfaction and self-respect. 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. To know that respecting others regardless of their differences is part of our democracy.
4	Piece 5 Our Learning Charter	To understand how groups come together to make decisions. To understand that in disagreements violence is never an appropriate solution to problems.	To take on a role in a group and contribute to the overall outcome. To explore conflict strategies: listening, finding fair solutions etc.
4	Piece 6 Owning our Learning Charter	To understand how democracy and having a voice benefits the school community. To understand that their well-being and healthy choices are affected by what's in their learning charter framework.	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 My Year Ahead	To face new challenges positively and know how to set personal goals. To understand that self-respect is an important part of a personal vision.	To know what they value about school and be able to identify their hopes for the new school year. To reflect on their self-respect in a 'respecting Myself' brick goal-setting activity.
5	Piece 2 Being a Citizen of my Country	To understand my rights and responsibilities as a citizen of my country. To examine the United Nations Convention on the Rights of the Child.	To empathise with people in this country whose lives are different from their own.
5	Piece 3 Year 5 Responsibilities	To understand my rights and responsibilities as a citizen of my country and as a member of my school. To explore concepts of privilege, wealth, and poverty whilst examining what all children need to learn effectively.	To empathise with people in this country whose lives are different from my own. To identify essential learning requirements and corresponding responsibilities, connecting their ideas to earlier discussions with school leadership.
5	Piece 4 Rewards & Consequences	To understand that they can make choices about their behaviour because they understand how rewards and consequences feel.	To understand that their actions affect themselves and others.
5	Piece 5 Our Learning Charter	To understand how an individual's behaviour can impact on a group. To learn that courtesy, manners, and respectful behaviour during disagreements impacts a groups success.	To contribute to the group and understand how we can function best as a whole. To practice courteous, respectful behaviour in collaborative challenges.
5	Piece 6 Owning our Learning Charter	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. To explore loneliness and belonging in the face of social and emotional challenges.

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6	Piece 1 My Year Ahead Added Secondary transition focus	To understand my fears and worries about the future. To feel welcome and valued and know how to make others feel the same. To understand how they can develop resilience. To understand where they can get support and identify who are safe adults to ask for help.	To set goals for the year. To express my fears and worries.
6	Piece 2 Being a Global Citizen 1	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 Being a Global Citizen 2	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 The Learning Charter	To understand that they can make choices about their own behaviour because they understand how rewards and consequences feel and they understand what their rights and responsibilities are. To understand how courtesy and good manners as essential elements of respectful learning.	To understand that my actions affect myself and others. To care about other people's feelings and empathise with them.
6	Piece 5 Our Learning Charter	To understand how an individual's behaviour can impact on a group. To identify hazards/risks including online safety. To understand when it's important to report things to a safe adult.	To contribute to the group and understand how we can function best as a whole.
6	Piece 6 Owning Our Learning Charter	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.