



Jigsaw knowledge and skills progression: Being Me In My World - Ages 8-9

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 the Being Me in My World Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	<ul style="list-style-type: none"> Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community Know their place in the school community Know what democracy is (applied to pupil voice in school) Know that their own actions affect themselves and others Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community 	<ul style="list-style-type: none"> Identify the feelings associated with being included or excluded Can make others feel valued and included Be able to take on a role in a group discussion / task and contribute to the overall outcome Can make others feel cared for and welcomed Recognise the feelings of being motivated or unmotivated Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions 	<ul style="list-style-type: none"> What makes an effective class team? How do all the different people in school work together so that it runs well? Does everyone have a role in school? Do you have choices about how to behave? How do rules, rewards and consequences help with this? What do you think democracy is? Can you give an example? What skills do you have that can help a team work well together? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? Can you tell me about Calm Me time?
<p>In this Puzzle (unit) the children talk about being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also talk about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.</p>			
<p>Key Vocabulary Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).</p>			



Jigsaw knowledge and skills progression: Celebrating Difference - Ages 8-9

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 the Celebrating Difference Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	<ul style="list-style-type: none"> • Know that sometimes people make assumptions about a person because of the way they look or act • Know there are influences that can affect how we judge a person or situation • Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying • Know what to do if they think bullying is, or might be taking place • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone • Know that first impressions can change 	<ul style="list-style-type: none"> • Try to accept people for who they are • Identify influences that have made them think or feel positively/negatively about a situation • Identify feelings that a bystander might feel in a bullying situation • Identify reasons why a bystander might join in with bullying • Revisit the 'Solve it together' technique to practise conflict and bullying scenarios • Identify their own uniqueness • Be comfortable with the way they look • Identify when a first impression they had was right or wrong • Be non-judgemental about others who are different 	<ul style="list-style-type: none"> • What is an assumption? Are assumptions always right? • What can influence us to make an unfair judgement about someone else? • Is social media always helpful? • What's good/ bad about social media? • What is a stereotype? What stereotypes do you see on social media, in the movies or on TV? • Are stereotypes fair? • Do you know any rules for staying safe with technology? • What could you do if you were worried about something online or in social media e.g. cyber-bullying? • Does your Jigsaw friend help you learn? • What does Jigsaw Jerrie cat do in your lessons?
<p>In this Puzzle (unit) the children talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. They talk about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children talk about their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.</p>			
<p>Key Vocabulary Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.</p>			