

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the **Being Me in My World** Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 9-10	Puzzle overview: Being Me in My World	
	In this Puzzle, children look ahead to the year, setting personal goals and reflecting on what they value about their school community. They explore leadership, motivation and how to approach challenges positively. Across the six Pieces, children learn about rights and responsibilities as citizens and develop empathy for people whose lives are different from their own. They consider fairness, privilege and disadvantage, and how choices affect themselves and others. Children examine how rewards and consequences influence behaviour and work together to create and follow their Learning Charter, focusing on cooperation and having a voice. By the end of the Puzzle, children understand how democracy and shared expectations support a positive school community, with the whole-school Learning Charter as the shared outcome.	
	Knowledge	Social and emotional skills
	- I can face new challenges positively and know how to set personal goals - I know how to use my Jigsaw Journal - I understand my rights and responsibilities as a citizen of my country - I understand my rights and responsibilities as a citizen of my country and as a member of my school - I can make choices about my own behaviour because I understand how rewards and consequences feel - I understand how an individual's behaviour can impact on a group - I understand how democracy and having a voice benefits the school community and know how to participate in this	- I know what I value most about my school and can identify my hopes for this school year - I can empathise with people in this country whose lives are different to my own - I understand that my actions affect me and others - I can contribute to the group and understand how we can function best as a whole - I understand why our school community benefits from a Learning Charter and can help others to follow it
	Vocabulary	
	appreciation, asylum, challenge, choices, citizen, collaboration, cooperation, conflict, consequences, courtesy, deprive, denied, education, empathise, goals, hopes, leadership, learning charter, manners, migrant, motivation, opportunities, participation, persecution, poverty, prejudice, privilege, refugee, responsibilities, rewards, rights, self-respect, vision, wealth	

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the **Celebrating Difference** Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 9-10	Puzzle overview: Celebrating Difference	
	In this Puzzle, children explore cultural similarities and differences, reflect on their own identities, and consider how assumptions and stereotypes can lead to conflict. They develop an understanding of racism, discrimination and different forms of bullying, including rumours, name-calling and cyberbullying. Across the six Pieces, children practise problem-solving, managing feelings and supporting others who experience bullying. They explore how wealth and happiness are not the same and compare lives across the world, developing empathy and respect for different communities.	
	Knowledge	Social and emotional skills
	• I understand that cultural differences sometimes cause conflict • I understand what racism is • I understand how rumour-spreading and name-calling can be bullying behaviours • I can explain the difference between direct and indirect types of bullying • I can compare my life with people in the developing world • I can understand a different culture from my own	• I am aware of my own culture • I am aware of my attitude towards people from different races • I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one • I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied • I can appreciate the value of happiness regardless of material wealth • I respect my own and other people's cultures
	Vocabulary	
	appearance, assumptions, banter, bullying, colour, community, continuum, culture, cyber bullying, difference, direct, developing world, disability, discrimination, fair, happiness, homophobic, indirect, included, name-calling, race, racist, racism, respected, respect, rumour, sexist, similarity, stereotype, texting	

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the **Dreams and Goals** Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 9-10	Puzzle overview: Dreams and Goals	
	In this Puzzle, children explore the lifestyles they hope for as adults and consider how money, careers and personal values can shape future choices. They investigate different jobs, think critically about information online and reflect on how goals can change over time. Across the six Pieces, children compare aspirations with young people in other cultures, learning about rights, opportunities and barriers. They explore ways to support others through teamwork, fundraising and community action.	
	Knowledge	Social and emotional skills
	- I understand that I will need money to help me achieve some of my dreams - I recognise that there are different ways that people's spending decisions can affect others and the environment, and that things have different values - I can explore a range of different jobs and think critically about the information I see about them online - I can describe the dreams and goals of young people in a culture different to mine - I understand that communicating with someone in a different culture means we can learn from each other - I can identify a range of ways that we could support each other - I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship	- I can identify what I would like my life to be like when I am grown up - I recognise that people have different attitudes towards saving and spending money, and towards risk - I can recognise my own strengths and qualities and understand that it's OK for my goals and identity to change as I grow - I can reflect on how these relate to my own - I appreciate the similarities and differences in aspirations between myself and young people in a different culture - I understand why I am motivated to make a positive contribution to supporting others
	Vocabulary	
	adult, aspiration, attitudes, barrier, career, choice, community participation, country, culture, digital spending, dream, environment, financial harm, goal, grown up, identity, influence, job, lifestyle, media, money, motivation, opportunity, profession, rallying, reliable, rights, risk, salary, save, self-care, self-esteem, society, spend, spending decisions, sponsorship, support, team work, technology, values	

Jigsaw Knowledge and skills progression: Healthy Me Ages 3-11(12)

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the Healthy Me Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 9-10	Puzzle overview: Healthy Me	
	In this Puzzle, children learn about the health risks linked to smoking, vaping and alcohol, and practise making informed, pressure-resistant choices. They develop basic emergency aid skills, including how to stay calm and get help. Across the six Pieces, children explore body image, the influence of media and advertising, and reflect on their relationship with food. They learn to respect and value their bodies while considering what supports a healthy lifestyle.	
	Knowledge	Social and emotional skills
	- I know there are health risks with smoking and vaping and can tell you some of the ways that tobacco and nicotine are harmful to the body - I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart - I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations - I understand how the media, social media and celebrity culture promotes certain body types - I can describe the different attitudes people have to food and how these can be affected by external influences - I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	- I can make an informed decision about whether or not I choose to smoke or vape and know how to resist pressure - I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure - I know how to keep myself calm in emergencies - I can reflect on my own body image and know how important it is that this is positive, and I accept and respect myself for who I am - I respect and value my body - I am motivated to keep myself healthy and happy
	Vocabulary	
	addicted, alcohol, altered, body image, calm, celebrity, choices, comparison, debate, emergency, fact, healthy behaviour, healthy lifestyle, informed decision, influence, level-headed, media, motivation, nicotine, obesity, opinion, pressure, procedure, recovery position, self-respect, smoking, social media, tobacco, unhealthy behaviour, vaping	

Jigsaw Knowledge and skills progression: Relationships Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the Relationships Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 9-10	Puzzle overview: Relationships	
	In this Puzzle, children build a strong sense of self by reflecting on their qualities, interests and self-esteem. They explore how relationships form online and consider both the benefits and risks of digital communities. Across the six lessons, children learn how to stay safe when using digital technology for uses such as gaming and the internet. They learn about how we can balance screen time, protect personal data and recognise unsafe situations. They practise being responsible, respectful and assertive online, and learn how to seek help when worried.	
	Knowledge	Social and emotional skills
	- I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities - I understand that belonging to an online community can have positive and negative consequences - I understand there are rights and responsibilities in an online community or social network - I know there are rights and responsibilities when playing an online game - I can recognise when I am spending too much time using devices (screen time) - I can explain how to stay safe when using technology to communicate with my friends - I understand I have rights about my personal data	- I know to keep building my own self-esteem - I can recognise when an online community feels unsafe or uncomfortable - I can recognise when an online community is helpful or unhelpful to me - I can recognise when an online game is becoming unhelpful or unsafe - I can identify things I can do to reduce screen time, so my health isn't affected - I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable
	Vocabulary	
	addiction, age restriction, appropriate, assertive, being responsible, bullying, characteristics, choices, community, controlling, data, data protection, devices, fake online hoaxes, gambling / betting, grooming, harassed, hobbies, interests, location settings, lonely, loot boxes, mental health, offline, online, personal information, personal qualities, physical health, privacy, reliable, reporting, responsibility, responsibilities, rights, risk, risky, safe, screen time, self-esteem, self-perception, social, social network, targeting, troll, trustworthy, vulnerable, wellbeing	

Jigsaw Knowledge and skills progression: Changing Me Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the Changing Me Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 9-10	Puzzle overview: Changing Me	
	In this Puzzle, children explore self-image and body confidence while learning about physical and emotional changes during puberty for girls and boys. They develop understanding of menstruation, male puberty, and how media influences perceptions of appearance and wellbeing. Pupils practise identifying trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up. This Puzzle includes non-statutory sex education in Piece 4 (conception and how babies are made). Schools should check their policy and parental withdrawal arrangements before teaching.	
	Knowledge	Social and emotional skills
	- I am aware of my own self-image and how my body image fits into that - I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally - I can describe how boys' and girls' bodies change during puberty - I understand that sexual intercourse can lead to conception and that is how babies are usually made - I also understand that sometimes people need IVF to help them have a baby - I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) - I can identify what I am looking forward to when I move to my next class	- I know how to develop my own self esteem - I understand that puberty is a natural process that happens to everybody and that it will be OK for me - I can express how I feel about the changes that will happen to me during puberty - I appreciate how amazing it is that human bodies can reproduce in these ways - I am confident that I can cope with the changes that growing up will bring - I can start to think about changes I will make next year and know how to go about this
	Vocabulary	
	affirmation, anxious, aspects, authentic, body image, change, characteristics, cope, conception, contraception, consent, erection, edited, embryo, emotions, excitement, facial hair, fallopian tube, fear, fertilisation, fertility treatment (IVF), filter, growth spurt, hormone, hope, hormones, influences, larynx, making love, manage, media, media influencer, menstrual cycle, menstrual pads, menstrual towels, menstruation, mental health/wellbeing, milestone, opportunities, oestrogen, ovary, ovaries, perception, perceptions, periods, pregnancy, puberty, relationships, reliable sources, responsibilities, scrotum, self, self-esteem, self-image, sexual intercourse, semen, sperm, teenager, testicles, testes, testosterone, vagina, vulva, wet dream, womb/uterus	