

Being Me In My World Puzzle Map - Ages 6-7

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Hopes and Fears for the Year	RKR: 1, 7, 11 BS: 7	GW: 3, 4, 8, 9, 10	<p>-Enhanced discussion about seeking help by adding questions about how people can show kindness to Jo and what Jo could do to show respect in return</p> <p>-Added guidance about floating worries away as a helpful strategy for calming the mind</p> <p>-Included new reflection question asking what helps children's minds feel calm</p>	<p>This lesson establishes the safe learning environment through the Jigsaw Charter and introduces children to managing worries and fears about the new school year. Using Jigsaw Jo as a focal point, children explore what might cause worry and develop strategies for coping, including identifying trusted people for support and learning breathing techniques. The lesson includes a 'Worry Cloud' activity where children can express concerns and identify helpful responses.</p>	<p>Worries Worried Hopes Fears</p>	<p>I can identify some of my hopes and fears for this year</p> <p>I know how to use my Jigsaw Journal</p>	<p>I recognise when I feel worried and know who to ask for help</p>
2. Rights and Responsibilities	CF: 2, 4 RKR: 1, 2, 4, 5, 7		<p>-Added new content on assertive versus controlling behaviour, including when and how to seek support from trusted adults</p> <p>-Included new section on balancing kindness to others with caring for one's own needs</p>	<p>Children explore what it means to belong to their class and school community, learning about rights and responsibilities that come with membership. The lesson introduces important concepts about being assertive versus controlling behaviour, and balances caring for others with looking after one's own needs. Through practical activities and discussions, children develop understanding of how to contribute positively to their learning environment whilst maintaining appropriate boundaries.</p>	<p>Belonging Rights Responsibilities Responsible Actions Assertive Controlling</p>	<p>I understand the rights and responsibilities for being a member of my class and the importance of making contributions.</p>	<p>I recognise when I feel worried and know who to ask for help</p>
3. Rewards and Consequences	RKR: 1, 3, 5,		No changes for 2026	<p>This lesson helps children explore the concept of rewards and consequences through practical activities and discussions. Using Jigsaw Jo's prepared bag of various reward items (both realistic and unrealistic), children learn to distinguish between appropriate and inappropriate rewards for school settings. The lesson emphasises that meaningful rewards don't have to be material - words, actions, and thoughtful gestures can be just as valuable. Children work in groups to categorise behaviours as positive or negative and suggest suitable rewards and consequences.</p>	<p>Praise Reward Consequence Positive Negative Choices</p>	<p>I can listen to other people and contribute my own ideas about rewards and consequences</p>	<p>I can help to make my class a safe and fair place</p>

4. Rewards and Consequences	RKR:1, 2, 5, 7		No changes for 2026	This lesson helps children understand the connection between choices and consequences through interactive activities and scenario-based discussions. Children explore positive and negative behaviours, learning to identify appropriate consequences and rewards. The lesson reinforces that every action has an outcome and helps children develop understanding of fair and proportionate responses to different behaviours within the school community.	Praise Reward Consequences Positive Negative Safe Fair	I can listen to other people and contribute my own ideas about rewards and consequences	I can help make my class a safe and fair place
5. Our Learning Charter	RKR: 1, 2, 5, 6, 7, 8		-Added new content on understanding and respecting boundaries, including types of boundaries (space, listening, turn-taking) and their role in feeling safe and included -Enhanced reflection questions and activities to explore experiencing and upholding boundaries	Children work collaboratively to understand how rights, responsibilities, rewards and consequences fit together to create an effective learning environment. The lesson introduces the concept of boundaries as invisible lines that help people treat each other with respect and kindness. Through group work and discussions, children explore how the Learning Charter supports everyone's right to feel safe and respected whilst taking responsibility for respecting others' boundaries.	Learning Charter Learn co-operatively Rights Responsibilities Rewards Consequences Problem-solving Boundaries	I understand how following the Learning Charter will help me and others learn	I can work cooperatively
6. Owning our Learning Charter	CF: 2, 3 RKR: 1, 2, 3, 4, 5, 6, 7		-Extended Learning Charter application beyond classroom to playground and lunch hall settings with practical scenario-based learning -Added focus on how using the charter helps build good friendships and relationships	The final lesson focuses on applying the Learning Charter beyond the classroom setting, helping children understand how their learning translates to playground, lunchtimes, and daily school life situations. Children explore real-world scenarios and consider how the charter principles help build positive relationships and friendships. The lesson serves as both celebration and practical application, supporting children to transfer their understanding to various school environments.	Learning Charter Responsibilities Rights Rewards Consequences Choices	I can recognise the choices I make and understand the consequences	I am choosing to follow the Learning Charter

Being Me In My World Puzzle Map - Ages 7-8

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary		PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing						
1. Getting to Know Each Other	RKR: 1, 2, 7, 8	GW: 2, 3, 4, 5	-Added pride concept exploration and wellbeing connection to Calm Me -Enhanced courtesy and good manners teaching through applause, praise phrases, and Jigsaw Charter prompts	Establishes the safe learning environment through the Jigsaw Charter whilst introducing children to recognising their worth, setting personal goals, and using their Jigsaw Journal. The lesson focuses on understanding pride as a positive emotion, celebrating achievements, and developing courtesy and good manners. Children create treasure coins with personal achievements and set goals on medal templates, learning to make others feel welcome and valued.	Welcome Valued Achievements Proud Pleased Personal goal	Praise Acknowledge Affirm Courtesy Manners Pride Wellbeing	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my Jigsaw Journal	I value myself and know how to make someone else feel welcome and valued
2. Our Nightmare School	FPWCFM: 2 RKR: 2, 11 OSA: 2	GW: 2, 3, 4, 9	-Extended nightmare school concept to include specific safety themes -Enhanced teaching on identifying different helpers for different worries, including trusted adult guidance	Children explore emotions and feelings through Connect Us, before examining what constitutes a "nightmare school" versus a positive learning environment. The lesson helps children identify fears and worries whilst learning who to ask for help, developing empathy through facial expression recognition and understanding that different concerns may require different support sources.	Emotions Feelings Nightmare Fears Worries Solutions Support		I can face new challenges positively, make responsible choices and ask for help when I need it	I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions
3. Our Dream School	CF: 3, 4 RKR: 1, 2, 3, 5, 6, 7	GW: 2, 3, 4, 9	-Added courtesy, self-respect, wellbeing concepts to dream school discussions -Enhanced reflection questions about support sources and respectful behaviour	Children work in groups to compare nightmare schools with dream schools, exploring elements that create ideal learning environments. They develop understanding of rights, responsibilities, and how schools can become positive places through collaborative activities. The lesson connects to human rights and the fundamental importance of education for all children.	Rights Responsibilities Learning Charter Nightmare Dream Courtesy	Self-respect Wellbeing Support	I understand why rules are needed and how they relate to rights and responsibilities	I know how to make others feel valued

4. Rewards and Consequences	CF: 2, 3, 4, 5, 6, 7 RKR: 1, 2, 3, 4 OSA: 1	GW: 3, 4, 5, 6 WO: 4	-Added friendship impact focus and loneliness/exclusion concepts, including enhanced support-seeking guidance -Included assertive versus controlling behaviour guidance	Children explore how their actions affect others through scenario-based activities, learning about behaviour, rewards, and consequences. The lesson develops understanding of responsible choices, their impact on friendships, and the difference between being assertive and controlling. Children learn about loneliness, exclusion, and the importance of seeking support when needed.	Behaviour Rewards Consequences Actions Feelings Rights	Responsibilities Fairness Choices Exclude Loneliness Lonely Friendship	I understand that my actions affect myself and others and I care about other people's feelings	I understand that my behaviour brings rewards/consequences
5. Our Learning Charter	CF: 1, 2 RKR: 1, 5, 7	GW: 2, 3, 4, 6	No changes for 2026	Children work cooperatively in groups to create welcome cards for new student Sam, applying their understanding of the Learning Charter practically. The lesson focuses on inclusion, teamwork, and making responsible choices to help others feel valued and welcomed. Children explore group dynamics and effective collaboration through the card-making process.	Rights Responsibilities Rewards Consequences Choices Learning	Charter Challenge Group dynamics Team work Welcome Include Exclude	I can make responsible choices and take action	I can work cooperatively in a group
6. Owning our Learning Charter	CF: 1, 2, 3, 7 RKR: 1, 2, 4, 5, 7 BS: 1	GW: 3	No changes for 2026	The final lesson emphasises understanding different viewpoints and perspectives whilst applying the Learning Charter consistently. Children complete their welcome cards for Sam while exploring how different people might interpret the same situation differently. The lesson reinforces the importance of shared vision and values in creating a positive school community.	Learning Charter Actions View point Ideal school Belong Controlling Kind		I understand my actions affect others and try to see things from their points of view	I am choosing to follow the Learning Charter

Being Me In My World Puzzle Map - Ages 8-9

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. Becoming a Class 'Team'	CF: 1, 2, 4 RKR: 1, 6, 7	GW: 3, 4	-Added friendship focus to reflection questions and Diamond Nine activity -Enhanced teamwork-friendship connection discussion	This first lesson explores inclusion and exclusion. Children look at pictures showing included and excluded scenarios, developing understanding of how it feels to belong or be left out. The lesson introduces Jigsaw Jaz as the talking object and uses games like Meet and Greet Bingo to build connections. Children create Diamond Nine activities focusing on either teamwork skills or friendship qualities.	Included Excluded Welcome Valued Team Charter Friend Friendship	I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal	I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued
2. Being a School Citizen	RKR: 5, 11 BS: 4	GW: 9	-Added respect and courtesy concepts to teamwork discussions -Enhanced help-seeking guidance with specific scenarios -Clarified equal value of all school community contributions	Children explore their school community, identifying different jobs and responsibilities within it. Using role cards and job descriptions, they learn about various staff members and their contributions to the learning environment. The lesson emphasises that all community members are equally important and discusses who children can approach for different types of help and support.	Role Job description School Community Responsibility Respect Courtesy Help Trusted adult	I understand who is in my school community, the roles they play, how I fit in and how I can contribute	I can take on a role in a group and contribute to the overall outcome
3. Rights, Responsibilities and Democracy	RKR: 1, 4, 5, 8		-Enhanced pride and self-respect connections to learning -Added focus on valuing differences and inclusive respect -Strengthened discussion on universal children's rights	This lesson introduces children to the United Nations Convention on the Rights of the Child, focusing on Articles 12 and 28. Children learn about democracy through school council systems and explore how having a voice benefits the learning community. They examine visual scenarios about children's rights and discuss how these rights help all children feel valued and respected regardless of their differences.	Rights Responsibilities Democracy Proud Self-respect Valued	I understand how democracy works through the School Council	I can recognise my contribution to making a Learning Charter for the whole school

4. Rewards and Consequences	RKR: 1, 3, 5, 7, 8 OSA: 6 BS: 1	GW: 3, 4, 5	-Added self-respect and pride concepts to decision-making scenarios -Enhanced focus on respecting others regardless of differences -Updated scenario resources with more inclusive examples	Children explore how actions affect themselves and others through scenario-based activities and freeze-frame exercises. The lesson develops understanding of intrinsic motivation and self-respect, showing how making the right choices can bring internal satisfaction. Children learn about proportionate rewards and consequences while developing empathy for others' feelings and situations.	Reward Consequence Democratic Proud Self-respect	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	I understand how rewards and consequences motivate people's behaviour
5. Our Learning Charter	CF: 6 RKR: 1, 2, 3, 4, 6 BS: 1		-Added conflict resolution and violence prevention content -Enhanced discussion of peaceful problem-solving strategies -Included personal conflict reflection questions	Children work collaboratively to create posters representing their learning charter whilst exploring conflict resolution strategies. The lesson addresses disagreements and emphasises that violence is never an appropriate solution to problems. Children learn about listening, compromising, and finding fair solutions when conflicts arise, developing skills for managing disagreements constructively.	Decisions Rights Responsibilities Voting Democracy Authority Learning Charter Role Contribution Observer Conflict Violence Solution	I understand how groups come together to make decisions	I can take on a role in a group and contribute to the overall outcome
6. Owing our Learning Charter	RKR: 1, 2, 3, 5	GW: 2	-Added wellbeing and healthy choices focus throughout lesson -Enhanced connection between democracy and personal health	The final lesson focuses on democracy, wellbeing, and healthy choices within the learning charter framework. Children complete their poster and the lesson connects having a voice in school decisions with our wellbeing, emphasising the role of healthy choices in supporting learning.	Decisions Choices Democracy UN Convention on Rights of the Child Learning Charter Wellbeing Healthy	I understand how democracy and having a voice benefits the school community	I understand why our school community benefits from a Learning Charter and can help others to follow it

Being Me In My World Puzzle Map - Ages 9-10

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary		PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing						
1. My Year Ahead		GW: 2, 3	<p>-Added self-respect concept linked to personal vision and school goals</p> <p>-Enhanced goal-setting activity with "Respecting Myself" brick for personal reflection</p>	<p>This lesson suggests a visit from the Head teacher to share the school's vision and mission statement with children. Students explore personal goal-setting by for both academic and personal aspects of their lives. The lesson introduces self-respect as part of personal vision, encouraging children to value themselves and set meaningful targets for growth in various aspects of school life.</p>	<p>Education Appreciation Opportunities Goals</p>	<p>Motivation Vision Leadership Hopes Challenge Self-respect</p>	<p>I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal</p>	<p>I know what I value most about my school and can identify my hopes for this school year</p>
2. Being a Citizen of My Country	FPWCFM: 3 RKR: 1, 5, 7, 10	GW: 3, 4	No changes for 2026	<p>Children explore their rights and responsibilities as citizens through examining the United Nations Convention on the Rights of the Child. The lesson explores what rights all children should have, introducing concepts of refugees, asylum seekers, and migrants. Students learn about different challenges people face and have the opportunity to develop empathy for those whose lives differ from their own.</p>	<p>Rights Responsibilities Citizen Denied</p>	<p>Empathise Refugee Persecution Conflict Asylum Migrant</p>	<p>I understand my rights and responsibilities as a citizen of my country</p>	<p>I can empathise with people in this country whose lives are different to my own</p>
3. Year 5 Responsibilities	FPWCFM: 3 RKR: 1, 5	GW: 4	No changes for 2026	<p>This lesson deepens understanding of refugee experiences through role-play activities and visual analysis. Children explore concepts of privilege, wealth, and poverty whilst examining what all children need to learn effectively. Through group discussions and list-making activities, students identify essential learning requirements and corresponding responsibilities, connecting their ideas to earlier discussions with school leadership.</p>	<p>Rights Wealth Poverty</p>	<p>Responsibilities Prejudice Citizen Privilege Deprive</p>	<p>I understand my rights and responsibilities as a citizen of my country and as a member of my school</p>	<p>I can empathise with people in this country whose lives are different to my own</p>

4. Rewards and Consequences	RKR: 1, 3, 5, 6, 7		No changes for 2026	Children explore different types of rewards and consequences through game-creation activities and group discussions. Using random objects from Jigsaw Jez's bag, students create inclusive games with rules, leading to discussions about why rules exist in society and schools to support the exploration of ideas for the school's shared Learning Charter. The lesson connects classroom agreements to broader concepts of rights, responsibilities, and community harmony.	Rights Responsibilities Rewards Consequences Choices Learning Charter	I can make choices about my own behaviour because I understand how rewards and consequences feel	I understand that my actions affect me and others
5. Our Learning Charter	CF: 6 RKR: 1, 2, 3, 5, 6, 7 BS: 1 :		-Enhanced teaching on courtesy, manners, and respectful behaviour during conflicts	Students explore effective collaboration through newspaper tower challenges, first without guidance, then with assigned roles. The lesson examines how individual behaviour impacts group success and develops understanding of cooperation strategies. Children create classroom rules for group work, emphasising courtesy and manners even during disagreements, and connect their agreements to the whole-school Learning Charter.	Rights Responsibilities Rewards Consequences Cooperation Collaboration Courtesy Manners	I understand how an individual's behaviour can impact on a group	I can contribute to the group and understand how we can function best as a whole
6. Owning our Learning Charter	FPWCFM: 3 CF: 2, 3, 4 RKR: 1, 5, 6, 7, 10	GW: 4, 6, 8	-Enhanced scenario-based learning to explore loneliness and belonging	The final lesson positions children as "Agony Aunts" giving advice through drama activities based on scenario cards. Students work in groups to develop solutions for various social and emotional challenges, then present their advice through role-play. The lesson reinforces democratic participation, empathy, and the practical application of the Learning Charter in supporting community wellbeing.	Learning Charter Collaboration Participation Motivation Rights Responsibilities Rewards Consequences	I understand how democracy and having a voice benefits the school community and know how to participate in this	I understand why our school community benefits from a Learning Charter and can help others to follow it

Being Me In My World Puzzle Map - Ages 10-11

Piece (lesson)	RSHE guidance		Key Updates	Lesson Overview	Key vocabulary	PSHE Outcomes	Social and Emotional Outcomes
	Relationships	Health & Wellbeing					
1. My Year Ahead	RKR: 7, 8, 10 BS: 7	GW: 1, 3, 4	-Added secondary school transition focus to hopes and fears discussions, including enhanced resilience concepts -Strengthened support identification and trusted adult guidance -Enhanced content to introduce themes of stereotypes and racism through author selection	This lesson uses Malorie Blackman as an inspirational example of resilience and achievement. Children explore goals, fears, and worries through learning about her journey from facing repeated rejection to becoming Children's Laureate. Students create worry spirals and hope flags while discussing their aspirations for the year ahead, including secondary school transitions. The lesson emphasises resilience-building and identifies trusted adults for support.	Goals Worries Fears Value Welcome Resilience	I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know how to use my Jigsaw Journal	I feel welcome and valued and know how to make others feel the same
2. Being a Global Citizen 1	FPWCFM: 3 RKR: 1, 5, 10	GW: 4	No changes for 2026	Children explore global citizenship through examining cocoa plantation workers in Ghana, contrasting their own experiences with those of child workers. The lesson uses chocolate as an entry point to discuss wants versus needs, privilege, and global inequality. Students complete comparative activities showing how different circumstances affect children's attitudes towards school, work, and chocolate consumption.	Choice Ghana West Africa Cocoa plantation Cocoa pods Rights Community	I know that there are universal rights for all children but for many children these rights are not met	I understand my own wants and needs and can compare these with children in different communities
3. Being a Global Citizen 2	FPWCFM: 1, 2, 3, 4 CF: 1 RKR: 5, 8 GW: 1, 3	HP: 3	No changes for 2026	This lesson introduces Maslow's hierarchy of needs through practical application and empathy-building activities. Children examine their own needs using Maslow's triangle, then apply this framework to understand the experiences of Ghanaian cocoa plantation workers. The lesson develops empathy and understanding of how unmet needs affect learning and wellbeing.	Wants Needs Maslow Empathy Comparison Opportunities Education	I understand that my actions affect other people locally and globally	I understand my own wants and needs and can compare these with children in different communities

4. The Learning Charter	RKR: 1, 2, 5, 6, 7 BS: 1		-Added courtesy and manners concepts, including strengthened discussions on respectful classroom environment -Enhanced safe adult identification and support systems	Children create learning goals and overcome obstacles through spider diagram activities whilst exploring learning charters, rewards, and consequences. The lesson emphasises courtesy and good manners as essential elements of respectful learning environments. Pupils work collaboratively to develop class learning charters that include safe adult guidance and respectful behaviour expectations.	Choices Behaviour Rights Responsibilities Rewards Consequences Empathise	Learning Charter Obstacles Courtesy Manners	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them
5. Our Learning Charter	RKR: 5, 6, 11 BS: 4, 6	WO: 9 PS: 1	-Enhanced hazard/risk identification, prevention, and online safety discussions -Added trusted adult emphasis and strengthened safety reporting procedures	Students engage in role-play activities examining anti-social behaviour scenarios, exploring concepts of legal and illegal actions, hazards and risks. Children take on roles including headteacher, police officer, and fire service personnel to discuss consequences and decision-making. The lesson emphasises trusted adults, safety reporting, and the importance of making responsible choices both in school and online.	Rights Responsibilities Rewards Consequences Cooperation Collaboration	Legal Illegal Lawful Trusted adult Report Hazard/risk Discernment	I understand how an individual's behaviour can impact on a group	I can contribute to the group and understand how we can function best as a whole
6. Owing our Learning Charter	CF: 2, 4 RKR: 1, 2, 4, 5		No changes for 2026	The final lesson focuses on democratic processes and decision-making through continued role-play activities. Children explore voting, debate, and consensus-building whilst completing their anti-social behaviour scenario discussions. The lesson connects classroom democracy to broader civic participation and emphasises the importance of having a voice in community decisions.	Laws Learning Charter Collaboration Participation Motivation Proud	Rights Responsibilities Rewards Consequences Democracy Decision	I understand how democracy and having a voice benefits the school community	I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself