

JIGSAW WHOLE SCHOOL OVERVIEW

Autumn Term 1	Being Me in My World
Autumn Term 2	Celebrating Difference (including anti-bullying)
Spring Term 1	Dreams and Goals
Spring Term 2	Healthy Me
Summer Term 1	Relationships
Summer Term 2	Changing Me

As you can see Jigsaw PSHE is organised into 6 different 'Puzzle Pieces' (themes). Across the school, each Puzzle Piece will be explored by all year groups at the same time, making the Jigsaw PSHE Scheme of Work a truly whole school approach. By scrolling down, you will be able to discover more about how each puzzle piece is covered in individual year groups this term.

Outlines for Spring 1 – Dreams and Goals



Foundation Stage

Pieces	Development Levels
1. Challenge	<p>Making relationships D5 - Keeps play going by responding to what others are saying or doing D6 - Explains own knowledge and understanding, and asks appropriate questions of others ELG - Take account of one another's ideas about how to organise their activity</p> <p>Self-confidence and self-awareness D5 - Shows confidence in asking adults for help ELG - They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities</p> <p>Managing feelings and behaviour D6 - Beginning to be able to negotiate and solve problems without aggression</p>
2. Never Giving Up	<p>Making relationships D5 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults D6 - Explains own knowledge and understanding, and asks appropriate questions of others ELG - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness D4 - Expresses own preferences and interests D5 - Is more outgoing towards unfamiliar people and more confident in new social situations D6 - Confident to speak to others about own needs, wants, interests and opinions Can describe self in positive terms and talk about abilities ELG - They are confident to speak in a familiar group, will talk about their ideas</p> <p>Managing feelings and behaviour ELG - They work as part of a group or class, and understand and follow the rules</p>
3. Setting a Goal	<p>Making relationships D6 - Explains own knowledge and understanding ELG - They show sensitivity to others' needs and feelings</p> <p>Self-confidence and self-awareness D4 - Expresses own preferences and interests D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities ELG - They are confident to speak in a familiar group, will talk about their ideas</p> <p>Managing feelings and behaviour D4 - Responds to the feelings and wishes of others D5 - Begins to accept the needs of others ELG - They work as part of a group or class</p>

Pieces	Development Levels
4. Obstacles and Support	<p>Making relationships D4 - Shows affection and concern for people who are special to them D5 - Demonstrates friendly behaviour D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children ELG - Children play co-operatively. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness D5 - Welcomes and values praise for what they have done D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities</p> <p>Managing feelings and behaviour D4 - seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, and worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and co-operates with some boundaries and routines. Can inhibit own actions/behaviours D5 - Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually adapt behaviour to different events, social situations and changes in routine D6 - Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy ELG - talk about their own and others' behaviour, and the consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules</p>

Pieces	Development Levels
5. Flight to the Future	<p>Making relationships D4 - Seeks out others to share experiences D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>Self-confidence and self-awareness D4 - Expresses own preferences and interests. D5 - Confident to talk to other children when playing, and will communicate freely about own home and community. D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities ELG - They are confident to speak in a familiar group, will talk about their ideas</p>
6. Award Ceremony	<p>Making relationships D4 - Seeks out others to share experiences. Shows affection and concern for people who are special to them D5 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults D6 - Explains own knowledge and understanding ELG - They show sensitivity to others' needs and feelings</p> <p>Self-confidence and self-awareness D5 - Welcomes and values praise for what they have done D6 - Confident to speak to others about own needs, wants interests and opinions. Can describe self in positive terms and talk about abilities ELG - They are confident to speak in a familiar group, will talk about their ideas</p> <p>Managing feelings and behaviour D4 - Responds to the feelings and wishes of others</p>

Dreams and Goals

Puzzle Map - Year 1



Puzzle Outcome

Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Stay motivated when doing something challenging	1. My Treasure Chest of Success	I can set simple goals	I can identify my successes and achievements	Jigsaw Jack, Treasure chest filled with marbles, beads, coins, coloured stones, Jigsaw Chime 'Calm Me' script, Success pictures, Success coin templates, Treasure chest boxes/simple boxes, Jigsaw Journals.
Keep trying even when it is difficult	2. Steps to Goals	I can set a goal and work out how to achieve it	I can tell you how I learn best	Jigsaw Song sheet: 'Learning to learn', Jigsaw Chime, 'Calm Me' script, Children's treasure chests (made in Piece 1), Stepping stone templates, Pair of teacher's wellies, Jam sandwich ingredients: jam, bread, butter, Jigsaw Jack.
Work well with a partner or in a group	3. Achieving Together	I understand how to work well with a partner	I can celebrate achievement with my partner	Jigsaw Chime, 'Calm Me' script, Pairs of wellies, Paints suitable for painting wellies, Jigsaw Jack, Jigsaw Journals.
Have a positive attitude	4. Stretchy Learning	I can tackle a new challenge and understand this might stretch my learning	I can identify how I feel when I am faced with a new challenge	Jigsaw Song sheet: 'Learning to Learn', Jigsaw Chime, 'Calm Me' script, Pipe cleaners, garden sticks, paper, paint, Jigsaw Jack.
Help others to achieve their goals	5. Overcoming Obstacles	I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them	I know how I feel when I see obstacles and how I feel when I overcome them	Jigsaw Song sheet: 'Learning to learn', Jigsaw Chime, 'Calm Me' script, Book: 'We're going on a bear hunt', by Michael Rosen and Helen Oxenbury, Stepping stone templates, Teddy bear, Reading book, Jigsaw Journals.
Are working hard to achieve their own dreams and goals	6. Celebrating My Success Assessment Opportunity ★	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it	I know how to store the feelings of success in my internal treasure chest	Jigsaw Song sheet: 'Learning to learn', Jigsaw Chime, 'Calm Me' script, Jigsaw Jack's treasure chest, Success pictures - from Piece 1, Dried peas, straws and chopsticks, Modroc, Children's treasure chests, Jigsaw Jack, Jigsaw Journals.

Dreams and Goals

Puzzle Map - Year 2



Puzzle Outcome

Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Stay motivated when doing something challenging	1. Goals to Success	I can choose a realistic goal and think about how to achieve it	I can identify my successes and achievements and know how this makes me feel (proud)	Treasure chest filled with marbles, beads, coins, coloured stones, Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Success pictures, Ribbon templates - success ribbons and goal ribbons, Treasure chest boxes/simple boxes.
Keep trying even when it is difficult	2. My Learning Strengths	I can persevere even when I find tasks difficult	I can tell you some of my strengths as a learner	Treasure chest filled with marbles, beads, coins, coloured stones, Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Learning to Learn', Goal Ribbons from Piece 1, Jigsaw Jo, Ladder template, Treasure chest boxes/simple boxes, Jigsaw Journals.
Work well with a partner or in a group	3. Learning with Others	I can recognise who it is easy for me to work with and who it is more difficult for me to work with	I understand how working with other people can help me to learn	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'The Colours of Friendship', Goal ribbons (from Piece 2), Goal certificate template, Treasure chest boxes, Jigsaw Journals.
Have a positive attitude	4. A Group Challenge	I can work cooperatively in a group to create an end product	I can work with other people to solve problems	Soft ball, Jigsaw Chime, 'Calm Me' script, Gentle music, Garden PowerPoint slides, Jigsaw Jo, Art materials/ modelling materials/ paints, Treasure chest boxes.
Help others to achieve their goals	5. Continuing Our Group Challenge Assessment Opportunity ★	I can explain some of the ways I worked cooperatively in my group to create the end product	I can express how it felt to be working as part of this group	Soft ball, Jigsaw Chime, 'Calm Me' script, Gentle music, Garden PowerPoint slides, Jigsaw Jo, Art materials/ modelling materials/ paints, Treasure chest boxes.
Are working hard to achieve their own dreams and goals	6. Celebrating Our Achievement	I know how to share success with other people	I know how contributing to the success of a group feels and I can store those feelings in my internal treasure chest (proud)	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Learning to Learn', Dream birds, Coloured pebbles/stones, Jigsaw Journals.

Dreams and Goals

Puzzle Map - Year 3



Puzzle Outcome

Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Stay motivated when doing something challenging	1. Dreams and Goals	I can tell you about a person who has faced difficult challenges and achieved success	I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)	Jigsaw Chime, 'Calm Me' script, Challenge PowerPoint slides, Challenge picture cards (PowerPoint slides), Optional Channel 4 'Born to be Different' excerpts, Jigsaw Journals.
Keep trying even when it is difficult	2. My Dreams and Ambitions	I can identify a dream/ambition that is important to me	I can imagine how I will feel when I achieve my dream/ambition	Jigsaw Chime, 'Calm Me' script, PowerPoint slide, Book: 'Me ... Jane', by Patrick McDonnell, Materials for making display flowers, Large plant pot/window box, Flower template, Children's photos, Jigsaw Journals.
Work well with a partner or in a group	3. A New Challenge	I enjoy facing new learning challenges and working out the best ways for me to achieve them	I can break down a goal into a number of steps and know how others could help me to achieve it	Garden puzzle templates, Jigsaw Chime, 'Calm Me' script, Garden PowerPoint, Product Design Resource Sheet, Jigsaw Journals.
Have a positive attitude	4. Our New Challenge	I am motivated and enthusiastic about achieving our new challenge	I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge	Jigsaw Song sheet: 'Learning to learn', Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, Garden PowerPoint, Materials to make team products (as per design resource sheets), Jigsaw Journals.
Help others to achieve their goals	5. Our New Challenge - Overcoming Obstacles	I can recognise obstacles which might hinder my achievement and can take steps to overcome them	I can manage the feelings of frustration that may arise when obstacles occur	'Solve it together' technique poster, Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Learning to learn', Materials to make their products and labels/leaflets, Jigsaw Journals.
Are working hard to achieve their own dreams and goals	6. Celebrating My Learning Assessment Opportunity ★	I can evaluate my own learning process and identify how it can be better next time	I am confident in sharing my success with others and can store my feelings in my internal treasure chest	Garden puzzles, Jigsaw Chime, 'Calm Me' script, Self-review PowerPoint slide, Jigsaw Journals, Jigsaw Jino.

Dreams and Goals

Puzzle Map - Year 4



Puzzle Outcome

Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Stay motivated when doing something challenging	1. Hopes and Dreams	I can tell you about some of my hopes and dreams	I know how it feels to have hopes and dreams	Jigsaw Chime, 'Calm Me' script, BBC Learning Clip 10842: Setting and achieving a goal, Jigsaw Jaz, Book: 'Salt In His Shoes' by Deloris and Roslyn M. Jordan, Doubled-sided mirror/reflective card, Beads/ribbons/decorative art materials, Jigsaw Journals.
Keep trying even when it is difficult	2. Broken Dreams	I understand that sometimes hopes and dreams do not come true and that this can hurt	I know how disappointment feels and can identify when I have felt that way	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Learning to learn', Hope and dream scenario cards, Jigsaw Jaz, Mirror dream mobiles from previous Piece, Jigsaw Journals.
Work well with a partner or in a group	3. Overcoming Disappointment	I know that reflecting on positive and happy experiences can help me to counteract disappointment	I know how to cope with disappointment and how to help others cope with theirs	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Learning to learn', Hope and dream scenario cards (from previous Piece), Post-it notes, Jigsaw Journals.
Have a positive attitude	4. Creating New Dreams Assessment Opportunity ★	I know how to make a new plan and set new goals even if I have been disappointed	I know what it means to be resilient and to have a positive attitude	Jigsaw Chime, 'Calm Me' script, BBC Learning Clip 7180: Recovering from disappointment in sport, Jigsaw Song sheet: 'Learning to learn', Jigsaw Jaz, Dream Cloud resource sheet, Jigsaw Journals.
Help others to achieve their goals	5. Achieving Goals	I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group	I can enjoy being part of a group challenge	Garden puzzle templates, Jigsaw Chime, 'Calm Me' script, Garden PowerPoint, Jigsaw Jaz, Design template resource sheet, Jigsaw Journals.
Are working hard to achieve their own dreams and goals	6. We Did It!	I can identify the contributions made by myself and others to the group's achievement	I know how to share in the success of a group and how to store this success experience in my internal treasure chest	Jigsaw Chime, 'Calm Me' script, Materials to make team designs as per design sheet (guided art materials), Self-review PowerPoint, Jigsaw Jaz, Jigsaw Song sheet: 'Learning to learn'.

Dreams and Goals

Puzzle Map - Year 5



Puzzle Outcome

Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Stay motivated when doing something challenging	1. When I Grow Up (My Dream Lifestyle)	I understand that I will need money to help me achieve some of my dreams	I can identify what I would like my life to be like when I am grown up	Jigsaw Chime, 'Calm Me' script, YouTube clip and song lyrics for song: 'When I grow up', from the musical 'Matilda', Book: 'When I grow up' by Leonid Gore, Jigsaw Jez, Jigsaw Journals, Dream cloud template, Ribbon, Plant/potted tree branch for Dream Tree display.
Keep trying even when it is difficult	2. Investigate Jobs and Careers	I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs	I appreciate the contributions made by people in different jobs	Jigsaw Chime, 'Calm Me' script, Job charades cards, Jigsaw Jez, Jobs and Salaries cards, Jigsaw Journals.
Work well with a partner or in a group	3. My Dream Job. Why I want it and the steps to get there	I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it	I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future	Job cards (Charades cards from Piece 2), Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Learning to learn', Book: 'When I Grow Up' by P.K. Hallinan, Internet/library books, My Ideal Job resource sheet, Jigsaw Journals.
Have a positive attitude	4. Dreams and Goals of Young People in Other Cultures Assessment Opportunity ★	I can describe the dreams and goals of young people in a culture different to mine	I can reflect on how these relate to my own	Jigsaw Chime, 'Calm Me' script, Dream Tree from Piece 1, Jigsaw Jez, Child pictures, BBC Learning Clip 4499: Life in rural Kenya, Dream spiral template, Jigsaw Journals.
Help others to achieve their goals	5. How Can We Support Each Other?	I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other	I appreciate the similarities and differences in aspirations between myself and young people in a different culture	Jigsaw Chime 'Calm Me' script, Bag of items including Fairtrade chocolate, Comic Relief clip, Jigsaw Jez, Project planning sheet, Jigsaw Journals.
Are working hard to achieve their own dreams and goals	6. Rallying Support	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 understand why I am motivated to make a positive contribution to supporting others	Jigsaw Song sheet: 'Learning to learn, Jigsaw Chime, 'Calm Me' script, Children pictures from Piece 4, Sport Relief bake-off video clip, Jigsaw Jez, Jigsaw Journals.

Dreams and Goals

Puzzle Map - Year 6



Puzzle Outcome

Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Stay motivated when doing something challenging	1. Personal Learning Goals	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)	I understand why it is important to stretch the boundaries of my current learning	Sponge ball, Jigsaw Chime, 'Calm Me' script, Strength cards, Jigsaw Jem, Book: 'Wonder Goal' by Michael Foreman, Goal cards template, Jigsaw Journals.
Keep trying even when it is difficult	2. Steps to Success	I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these	I can set success criteria so that I will know whether I have reached my goal	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Learning to learn', PowerPoint slides: totem poles, Totem pole goal-setting template, 3D modelling materials e.g. cereal boxes/ Modroc/clay, Jigsaw Journals.
Work well with a partner or in a group	3. My Dream For the World	I can identify problems in the world that concern me and talk to other people about them	I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations	Jigsaw Jem, Jigsaw Song: 'Learning together', Jigsaw Chime, 'Calm Me' script, Global issue photo cards, Jigsaw Journals, Coloured triangular pieces of material and string.
Have a positive attitude	4. Helping to Make a Difference	I can work with other people to help make the world a better place	I can empathise with people who are suffering or who are living in difficult situations	Sponge ball, Jigsaw Chime, 'Calm Me' script, Global issue photo cards (from Piece 3), Film clips (see below), Project plan sheet, Range of specific materials for their chosen challenge, Jigsaw Journals, Jigsaw Jem.
Help others to achieve their goals	5. Helping to Make a Difference Assessment Opportunity ★	I can describe some ways in which I can work with other people to help make the world a better place	I can identify why I am motivated to do this	
Are working hard to achieve their own dreams and goals	6. Recognising Our Achievements	I know what some people in my class like or admire about me and can accept their praise	I can give praise and compliments to other people when I recognise their contributions and achievements	Jigsaw Song sheet: 'Learning to learn', Jigsaw Jem, Jigsaw Chime, 'Calm Me' script, Lucky dip lolly sticks with each child's name on, Achievement card template, Jigsaw Journals.