Jigsaw Knowledge and skills progression: Being Me in My World 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 **Being Me in My World** Puzzle (unit of work) develops in this year group, including some of the key vocabulary.

Ages 10-11

Puzzle overview: Being Me in My World	
In this Puzzle, children reflect on the year ahead, identifying goals, worries and fears and exploring how to feel welcome and valued. Across the six Pieces, children explore what it means to be a global citizen, comparing wants and needs, learning about children's rights, and considering how their choices affect people locally and worldwide. Children then explore how rights, responsibilities, rewards and consequences connect to the Learning Charter, working collaboratively to agree shared expectations and safe behaviour. By the end of the Puzzle, children understand how democracy and modelling positive choices support a strong school community, with the whole-school Learning Charter as the shared outcome.	
Knowledge	**Social and emotional skills**
• 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 know that there are universal rights for all children but for many children these rights are not met • I understand that my actions affect other people locally and globally • 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 how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community	• I feel welcome and valued and know how to make others feel the same • I understand my own wants and needs and can compare these with children in different communities • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • 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 how I can help others to follow it by modelling it myself
Vocabulary	
behaviour, choice, choices, collaboration, community, comparison, consequences, cooperation, cocoa plantation, cocoa pods, courtesy, decision, democracy, discernment, education, empathise, empathy, fears, Ghana, goals, hazard/risk, illegal, lawful, laws, learning charter, legal, manners, Maslow, motivation, needs, obstacles, opportunities, participation, proud, report, resilience, responsibilities, rewards, rights, trusted adult, value, welcome, wants, West Africa, worries	

JIGSAW PSHE 3-11

Supporting 'Being Me in My World' Puzzle at home: A Guide for Families

This page offers simple ways to support your child's learning at home. The questions, ideas, and resources below encourage meaningful discussion, independence, and practising key life skills in everyday situations.

Ages 10-11

Talking Together: suggested questions to support 'Being Me in My World' learning at home		
Goals, hopes and worries • What goals have you set for yourself this year? • Is there anything you feel worried or unsure about? • What strategies help you manage worries or challenges?	**Belonging, value and inclusion** • What helps you feel welcome and valued in your class or school? • How can you help others feel included and respected? • Why is it important that everyone feels they belong?	**Wants, needs and global awareness** • What is the difference between a want and a need? • How might children in other parts of the world have different needs to you? • Why is it important to understand how others live?
Rights, responsibilities and global citizenship • What rights do all children have? • Why are these rights not always met for everyone? • What responsibilities do we have to others locally and globally?	**Choices, behaviour and impact** • How do your choices affect other people? • Can your actions have an impact beyond your school or community? How? • How do rewards and consequences help people make better choices?	**Democracy, voice and the Learning Charter** • What does it mean to have a voice in your school? • How does democracy help create a fair community? • How can you model the Learning Charter and influence others positively?

Resources and additional support for Families

- BBC Bitesize (KS2 PSHE and Citizenship) – short videos and activities to explore rights, responsibilities, democracy and global issues
- Introduction to UK Parliament, video - Parliament UK Education
- BookTrust – high-quality book recommendations by age and topic, including empathy, global awareness and identity
- Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Being Me in My World theme.

School-based and local resources (editable box for teachers):