

Values Focus: RESPECT and INDEPENDENCE

Ages 3-5: Jackson Class	Puzzle overview: Being Me in My World	
	In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin by working on recognising and managing and naming their feelings. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.	
	Knowledge	Social and emotional skills
	• I understand that people are similar and different • I am beginning to recognise and talk about different feelings • I understand that my classroom is a place where we learn and play together • I know that working together helps make school a good place to be • I understand why kindness matters and how it affects others • I know what using gentle hands looks like • I know that everyone has the right to learn and play • I understand what being responsible means • I know how we look after our classroom and resources • I can describe how they help everyone feel safe and able to learn	• I can name my feelings • I know how work and play with others • I know why it is important to be kind and gentle • I understand why it is important to care about others' feelings • I can make good choices • I can follow our class rules
	Vocabulary	
	angry, choice, different, excited, feelings, friend, gentle, happy, kind, learn, nervous, responsibilities, rights, sad, share, similar, taking turns, unique	

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.

Talking Together: suggested questions to support 'Being Me in My World' learning at home			
Ages 3-5: Jackson Class	Belonging and friendship	Feelings and emotions	Kindness and gentle hands
	- Who do you like to play with at school? What do you like about them? - What makes someone a good friend? - When do you feel happy in your class?	- Can you tell me about a time you felt happy, sad or angry at school? - How can we tell how someone else is feeling? - What helps you feel better when you feel upset?	- What does being kind look like in your classroom? - Can you show me what "gentle hands" look like? - How do others feel when we are kind to them?
	Similarities and differences	Playing together	Rights and responsibilities
	- What is the same about you and your friends? - What is different about you and your friends? - Why is it nice that we are all a bit different?	- What games do you like playing with others? - How do you take turns when you play? - What happens when everyone works together?	- What do you think your classroom rules are? - Why is it important that everyone can learn and play? - How do you help look after your bedroom or toys?
Resources and additional support for Families			
BBC Tiny Happy People - short videos, ideas and resources to support families BookTrust – high-quality book recommendations for children by age (including ages 3–5) including topics on feelings, friendships, starting school and behaviour - 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. - Whole school assembly books we share:			
			

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Ages 5-6: Year One	Puzzle overview: Being Me in My World	
	In this Puzzle, children explore what helps them feel special, safe and calm in their class. They learn what it means to belong and understand their rights and responsibilities as class members. Children think about welcoming others, keeping their classroom safe for learning, and how their views are valued. They explore feelings linked to rewards and pride, reflect on their choices, and recognise emotions that can arise from consequences. By the end of the Puzzle, children understand their role in creating a positive, respectful and safe school community.	
	Knowledge	Social and emotional skills
	• I understand the rights and responsibilities as a member of my class • I understand the rights and responsibilities for being a member of my class • I know my views are valued and can contribute to the school • I can recognise the choices I make and understand the consequences • I understand my rights and responsibilities within our school	• I feel special and safe in my class • I know that I belong to my class • I know how to make my class a safe place for everybody to learn • I recognise how it feels to be proud of an achievement • I recognise the range of feelings when I face certain consequences • I understand my choices in following our values
	Vocabulary	
	achievement, belong, belonging, calm, choice, choices, consequences, disappointed, feelings, learn, learning charter, proud, responsibilities, rewards, rights, safe, safe place, special, upset, valued, views	

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Talking Together: suggested questions to support 'Being Me in My World' learning at home			
Ages 5-6: Year One	Belonging and feeling safe - When do you feel most safe and happy in your classroom? - What makes your class a good place to learn? - What helps you feel calm if something feels tricky?	Being part of a class - What does it mean to belong to your class? - How can you help someone feel welcome in your class? - What do you do that helps your class be a good place to be?	Rights and responsibilities - What are your rights in your classroom? - What responsibilities do you have at school and at home? - Why is it important that everyone follows our values?
	Choices and consequences - Can you tell me about a choice you made at school today? - What might happen if someone makes a kind or unkind choice? - How do your choices affect other people?	Feelings and rewards - What does it mean to be proud? - Can you think of something you're proud of? - How does it feel when you get a reward or praise?	Feeling valued - Have you shared an idea in class? - How do you know your views are valued? - Why is it important that everyone gets a chance to share their ideas?
	Resources and additional support for Families BBC Tiny Happy People - short videos, ideas and resources to support families BookTrust – high-quality book recommendations for children by age (including ages 5-6) including topics on feelings, friendships, belonging and behaviour - 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. - Whole school assembly books we share:		
			

Values Focus: RESPECT and INDEPENDENCE

Ages 6-7: Year Two	Puzzle overview: Being Me in My World	
	In this Puzzle, children reflect on their hopes and fears for the year and learn how to recognise feelings of worry and seek help. They explore belonging in their class and school community, developing an understanding of rights and responsibilities and making positive contributions. Across the six Pieces, children discuss rewards and consequences, consider how choices affect themselves and others, and explore what makes a classroom safe and fair. Children then learn how our values support learning and boundaries. By the end of the Puzzle, children understand their role in creating a positive school community.	
	Knowledge	Social and emotional skills
	- I can identify some of my hopes and fears for this year - I understand the rights and responsibilities for being a member of my class and the importance of making contributions - I can listen to other people and contribute my own ideas about rewards and consequences - I understand how following our values will help me and others learn - I can recognise the choices I make and understand the consequences	- I can recognise when I feel worried and know who to ask for help - I can help myself and others feel like we belong - I can help make my class a safe and fair place - I can listen to others and share my ideas - I can work co-operatively with others - I can follow our values
	Vocabulary	
	actions, assertive, belong, belonging, boundaries, choices, consequences, controlling, contributions, fair, fears, hopes, learning charter, negative, positive, praise, problem solving, responsible, responsibilities, rewards, rights, safe, worried	

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Talking Together: suggested questions to support 'Being Me in My World' learning at home			
Ages 6-7: Year Two	Hopes, fears and worries - What are you looking forward to this year? - Is there anything that has made you feel worried at school? - Who can you talk to if you feel worried or need help?	Belonging - What makes you feel like you belong in your class? - How can you help someone else feel included? - What makes your class a good place to be?	Rights and responsibilities - What rights do you have in your classroom? - What responsibilities do you have as a member of your class? - How do your responsibilities help everyone learn?
	Choices and consequences - Can you tell me about a choice you made at school today? - What might happen if someone makes a positive or negative choice? - How do your choices affect other people?	Fairness - What does being fair mean in your classroom? - Can you tell me about a time when something felt fair or unfair? - How can we make sure everyone is treated fairly?	Working together - How does following our values help everyone learn? - How do you work together with others in your class?
	Resources and additional support for Families BBC Bitesize (KS1 PSHE and Wellbeing) – short videos and resources to support children's understanding of feelings, choices, rights and responsibilities BookTrust – high-quality book recommendations by age and topic, including feelings, worries, friendships and belonging - 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. - Whole school assembly books we share:		
			

Values Focus: RESPECT and INDEPENDENCE

Ages 7-8: Year Three	Puzzle overview: Being Me in My World	
	In this Puzzle, children reflect on their achievements, set personal goals, and learn how to make others feel welcome. They explore emotions linked to worries and fears and think about what helps a school feel safe and supportive. Children develop an understanding of rights and responsibilities, and consider how behaviour and choices affect others. They work together focusing on teamwork, fairness and inclusion. By the end of the Puzzle, children recognise how their actions impact others.	
	Knowledge	Social and emotional skills
	• I recognise my worth and can identify positive things about myself and my achievements • I can set personal goals • I can face new challenges positively, make responsible choices and ask for help when I need it • I understand why rules are needed and how they relate to rights and responsibilities • I understand that my actions affect myself and others and I care about other people's feelings • I can make responsible choices and take action • I understand my actions affect others and try to see things from their points of view	• I value myself and know how to make someone else feel welcome and valued • I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions • I know how to make others feel valued • I understand that my behaviour brings rewards/consequences • I can work cooperatively in a group • I am choosing to follow our values
	Vocabulary	
	achievements, actions, acknowledge, affirm, assertive, behaviour, belong, challenge, choices, controlling, courtesy, consequences, dream, emotions, exclude, fairness, feelings, fears, friendship, group dynamics, ideal school, include, kind, learning, learning charter, loneliness, manners, nightmare, personal goal, pleased, praise, pride, proud, responsibilities, rewards, rights, self-respect, solutions, support, team work, valued, viewpoint, welcome, wellbeing, worries	

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Ages 7-8 : Year Three

Talking Together: suggested questions to support 'Being Me in My World' learning at home

Self-worth and achievements

- What are you proud of about yourself?
- What is something you've achieved recently?
- What helps you recognise your own strengths?

Goals and challenges

- What goal would you like to work towards this year?
- What steps could you take to achieve it?
- What can you do if something feels difficult or challenging?

Feelings, worries and support

- Can you tell me about a time you felt worried or unsure?
- What helps you feel calm and supported?
- Who can you go to if you need help?

Belonging and inclusion

- How can you help someone feel welcome?
- What does it mean to include others?
- How can you show someone they are valued?

Rights, responsibilities and fairness

- Why are rules important in school?
- What responsibilities do you have in your class and at home?
- How can we make sure everyone is treated fairly?

Working together

- How do your choices affect other people?
- How can you work well with others in a group?
- What does following the values look like in your class?

Resources and additional support for Families

- [BBC Bitesize \(KS2 PSHE and Wellbeing\)](#) – short videos and activities to support learning about emotions, behaviour, choices and relationships
- [Time Travel Bill Adventures - Parliament UK Education](#)
- [BookTrust](#) – high-quality book recommendations by age and topic, including feelings, friendships, confidence and belonging
- 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.
- Whole school assembly books we share:

Values Focus: RESPECT and INDEPENDENCE

Ages 8-9: Year Four	Puzzle overview: Being Me in My World	
	In this Puzzle, children explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others. They learn about roles in school and how to contribute to their community. Across the six Pieces, children explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas. They consider how rewards and consequences influence behaviour and practise empathy. By the end of the Puzzle, children understand how responsible choices and participation benefit their school community.	
	Knowledge	Social and emotional skills
	- I know my attitudes and actions make a difference to the class team - I understand who is in my school community, the roles they play, how I fit in and how I can contribute - I understand how democracy works through the School Council and House groups. - 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 groups come together to make decisions - I understand how democracy and having a voice benefits the school community	- 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 - I can take on a role in a group and contribute to the overall outcome - I can recognise my contribution to our values for the whole school - I understand how rewards and consequences motivate people's behaviour - I understand why our school community benefits from shared values and can help others to follow them.
	Vocabulary	
	authority, charter, choices, community, conflict, consequences, contribution, courtesy, decisions, democracy, democratic, excluded, friend, friendship, healthy, help, included, job description, learning charter, observer, proud, responsibility, responsibilities, respect, rights, role, school, self-respect, solution, team, trusted adult, UN Convention on the Rights of the Child, valued, violence, voting, welcome, wellbeing	

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Talking Together: suggested questions to support 'Being Me in My World' learning at home			
Ages 8-9: Year Four	Belonging, inclusion and teamwork - What does it mean to be part of a team? - How can you help others feel included and valued? - How does it feel when someone is left out?	Roles, responsibilities and contribution - What roles do people have in your school community? - What role do you play in your class? - How do your actions contribute to your class or school?	Feelings, empathy and relationships - How can you tell how someone else is feeling? - Can you think of a time you showed empathy to someone? - Why is it important to care about other people's feelings?
	Democracy, voice and decision-making - What does democracy mean? - How can you share your ideas or opinions? - Why is it important that everyone has a voice?	Rights, responsibilities and respect - What rights do you have in school? - What responsibilities come with those rights? - How does showing respect help your school community?	Choices, behaviour and consequences - How do your choices affect yourself and others? - How do rewards or consequences influence behaviour? - How can you make responsible choices in different situations?
	Resources and additional support for Families BBC Bitesize (KS2 PSHE and Citizenship) – short videos and activities to support understanding of democracy, rights, responsibilities and relationships Disability History Month illustrated book - Parliament UK Education BookTrust – high-quality book recommendations by age and topic, including friendship, inclusion, empathy and community - 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. - Whole school assembly books we share:		
			

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Each week one child from each year group from Nursery to Year 4 will be recognised to demonstrating particular aspects of our Jigsaw learning:

This week we are celebrating people who:					
Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Help others to feel welcome	Try to make our school community a better place	Think about everyone's right to learn	Care about other people's feelings	Work well with others	Choose to follow our Learning Charters

These will be shared in Celebration Assembly each Friday.

Please refer to the policy and curriculum map for further detail of our PSHE curriculum and approach.