



## Jigsaw and the Northern Ireland Curriculum Progression in Personal Development and Mutual Understanding (PD&MU)

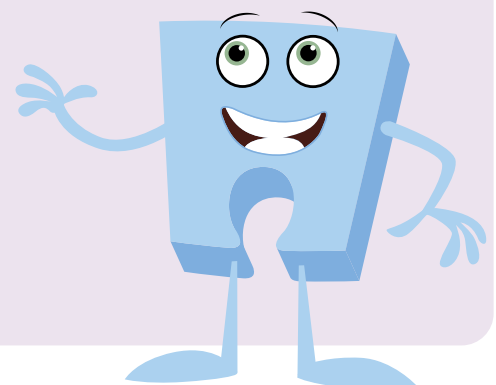
*“The ‘Progression in Personal Development and Mutual Understanding’ is intended to provide support and guidance for teachers and curriculum leaders delivering the PD&MU area of learning within the Northern Ireland Curriculum. It contains suggestions for activities in the two strands of the PD&MU framework: ‘Personal Understanding and Health’ and ‘Mutual Understanding in the Local and Wider Community’. PD&MU places the child at the centre of the curriculum and through engagement in a broad range of caught and taught activities seeks to equip and prepare young people for life, work and the challenges of being an adult in an increasingly complex society.”*



Jigsaw wholeheartedly shares this ethos.

*“Jigsaw 3-11 offers a comprehensive Programme, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.*

*With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant lessons within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.”*





Jigsaw PSHE (Personal, Social, Health Education) embeds this into 36 lessons (called Pieces) per year group. Learning themes are returned to and developed each year through 6 half-termly units called Puzzles. These are:

- **Being Me in My World**
- **Celebrating Difference**
- **Dreams and Goals**
- **Healthy Me**
- **Relationships**
- **Changing Me**

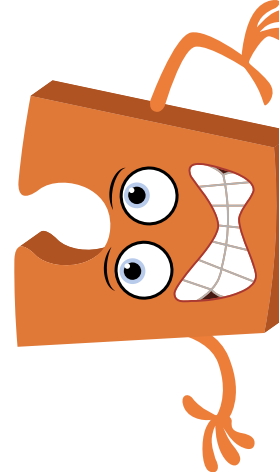
Every year group works on the same Puzzle at the same time at its own level.

The Pieces (lessons) include whole class inputs which are inclusive and engaging, followed by continuing the learning through activities such as discussions, role-play, games and creative tasks which enable the children to e.g. discuss their feelings, act out possible scenarios and trial responses to embed the content of the lesson. Many of our activities mirror those suggested within the PD&MU documents. One particular aspect which is shared between the two is the use of a class charter to promote respectful behaviour and relationships plus listening, speaking and turn-taking skills. Jigsaw establishes the Jigsaw Charter in the very first lesson and reminds children of it at the beginning of every lesson, the safe learning environment being essential.

We believe that emotional and mental health are fundamental to learning, relationships and life. A sense of identity, the feeling of belonging, coupled with inner strength, calm and resilience are essential for success. Jigsaw is underpinned by mindfulness philosophy and sound psychology. Mindfulness practice in every lesson (Calm Me time) empowers even our Early Years children to be aware of their thoughts and feelings as they arise, consciously making decisions about the ensuing actions and responses and using their breathing techniques as interventions when needed. This enables them to grow in self-regulation and support their own well-being to become confident learners and happy, healthy people.

There is a Jigsaw Friend for each year group. These are integral to the learning, acting as both a talking object within the Jigsaw Circle and a distancing tool so that children can discuss sensitive issues in a safe way. The Jigsaw Friends (Jiggies) are accompanied by Jigsaw Jerrie Cat, who invites children, using his big pink paws, to pause, breathe and look inwards to check that their thoughts and feelings are helping them learn. The pauses add to the discrete mindfulness "Calm Me" part of the lesson which is facilitated by the use of the Jigsaw Chime. These strategies support self-regulation of emotions and behaviour and awareness of thoughts, and feelings.





The PD&MU resource is organised into the nine themes of the areas of learning, which have been sub-divided into Foundation Stage, Key Stage 1 and Key Stage 2. Each theme relates to the statement of minimum requirement for that key stage. These minimum requirements and the learning intentions given in the document are mapped to Jigsaw for ages 4-11 on the following pages. The name of the Puzzle is given followed by the age of the children in the year group along with the piece (lesson) number so, for example: **Being Me in My World: ages 4-5, 1, 3** would mean this was covered in the "Being Me in My World" Puzzle for Year One in the first and third lessons.

## Foundation Stage (Ages 4-6):

Strand One: Personal Understanding and Health	
<b>Theme 1: Self Awareness</b>	
<b>Statement of Minimum Requirement:</b> <i>Pupils should be enabled to explore themselves and their personal attributes.</i>	
Learning Intentions We are learning to:	Where in Jigsaw:
Explore who we are	Celebrating Difference: Ages 4-5: 2. Ages 5-6: 1, 2, 6
Recognise what makes us special.	Being Me in My World: Ages 4-5: 1 Celebrating Difference: Ages 5-6: 1, 2, 6 Healthy Me: Ages 5-6: 3 Relationships: Ages 5-6: 5
Recognise what we can do.	Celebrating Difference: Ages 4-5: 1 Dreams and Goals: Ages 5-6: 1, 2 Relationships: Ages 5-6: 5
Identify our favourite things.	Changing Me: Ages 4-5: 6
<b>Theme 2: Feelings and Emotions</b>	
<b>Statement of Minimum Requirement:</b> <i>Pupils should be enabled to explore their own and other's feelings and emotions.</i>	
Learning Intentions We are learning to:	Where in Jigsaw:
Begin to recognise how we feel.	Being Me in My World: Ages 4-5: 1. Ages 5-6: 1, 4, 5 Dreams and Goals: Ages 4-5: 6. Ages 5-6: 4, 5, 6 Healthy Me: Ages 5-6: 1, 2
Develop ways of expressing how we feel.	Celebrating Difference: Ages 4-5: 6 Dreams and Goals: Ages 4-5: 6 Relationships: Ages 5-6: 6
Know what to do if we feel sad, lonely, afraid or angry and when it is important to tell others about our feelings.	Being Me in My World: Ages 4-5: 2. Ages 5-6: 5 Celebrating Difference: Ages 5-6: 3, 4 Relationships: Ages 4-5: 2. Ages 5-6: 4
Realise what makes our friends feel happy or sad.	Being Me in My World: Ages 5-6: 3, 5 Celebrating Difference: Ages 4-5: 5. Ages 5-6: 3, 4 Relationships: Ages 4-5: 3, 4, 6
Recognise how other people feel when they are happy, sad, angry or lonely.	Being Me in My World: Ages 5-6: 3, 5 Celebrating Difference: Ages 5-6: 3, 4 Relationships: Ages 4-5: 3, 4, 6

Theme 3: Learning to Learn	
<b>Statement of Minimum Requirement:</b> <i>Pupils should be enabled to explore their dispositions and attitudes to learning.</i>	
Learning Intentions We are learning to:	Where in Jigsaw:
Focus attention, concentrate and remember, by taking part in a variety of activities that reflect the way we learn.	Attention focus and concentration are supported through the mindfulness practice in every lesson. Every Puzzle has a variety of activities to ensure that previous learning is embedded before it is then built upon e.g. <b>Dreams and Goals</b> : ages 5-6: 2
Develop a positive attitude to learning.	Enjoyment and engagement are embedded into every lesson through the use of the social games. Specific teaching on attitudes to learning are within and throughout the <b>Dreams and Goals</b> puzzle e.g. ages 5-6: 2,4,5,6

Theme 4: Health, Growth and Change	
<b>Statement of Minimum Requirement:</b> <i>Pupils should be enabled to explore the importance of keeping healthy.</i>	
Learning Intentions We are learning to:	Where in Jigsaw:
Be aware of how to care for our bodies in order to keep healthy and well.	<b>Healthy Me</b> : Ages 4-5: 1-5. Ages 5-6: 1-3, 6 <b>Changing Me</b> : Ages 4-5: 2
Recognise and practise basic hygiene skills.	<b>Healthy Me</b> : Ages 4-5: 5. Ages 5-6: 3
Realise that growth and change are part of the process of life and are unique to each individual.	<b>Changing Me</b> : Ages 4-5: 3. Ages 5-6: 1-3, 5, 6

Theme 5: Relationships	
<b>Statement of Minimum Requirement:</b> <i>Pupils should be enabled to explore their relationships with family and friends.</i>	
Learning Intentions We are learning to:	Where in Jigsaw:
Find out about our own families.	<b>Celebrating Difference</b> : Ages 4-5: 3,4 <b>Relationships</b> : Ages 5-6: 1
Talk about what families do together.	<b>Celebrating Difference</b> : Ages 4-5: 3,4 <b>Relationships</b> : Ages 5-6: 1
Recognise how we relate to adults and other children.	<b>Relationships</b> : Ages 4-5: 1, 2, 4, 6. Ages 5-6: 2,4,6
Identify who our friends are.	<b>Relationships</b> : Ages 4-5: 2, 3, 6. Ages 5-6: 2,6
Explore what we do together.	<b>Being Me in My World</b> : Ages 4-5: 3 <b>Relationships</b> : Ages 4-5: 1
Know how to treat others.	<b>Being Me in My World</b> : Ages 5-6: 3 <b>Celebrating Difference</b> : Ages 5-6: 3, 4 <b>Relationships</b> : Ages 4-5: 2, 3, 4, 6

**Theme 6: Rules, Rights and Responsibilities**

**Statement of Minimum Requirement:**  
*Pupils should be enabled to explore their responsibilities for self and others.*

<b>Learning Intentions We are learning to:</b>	<b>Where in Jigsaw:</b>
Realise why it is important to have rules in the classroom and school.	Being Me in My World: Ages 4-5: 3, 4, 5, 6. Ages 5-6: 2,3,4,5,6
Develop a sense of what is fair.	Being Me in My World: Ages 4-5: 3, 5, 6. Ages 5-6: 1, 2, 5, 6

**Theme 7: Managing Conflict**

**Statement of Minimum Requirement:**  
*Pupils should be enabled to explore how to respond appropriately in conflict situations.*

<b>Learning Intentions We are learning to:</b>	<b>Where in Jigsaw:</b>
Take responsibility for what we say and do.	Being Me in My World: Ages 4-5: 2, 6. Ages 5-6: 5 Celebrating Difference: Ages 4-5: 5, 6 Healthy Me: Ages 5-6: 1, 2 Relationships: Ages 4-5: 4, 5

**Theme 8: Similarities and Differences**

**Statement of Minimum Requirement:**  
*Pupils should be enabled to explore similarities and differences between groups of people.*

<b>Learning Intentions We are learning to:</b>	<b>Where in Jigsaw:</b>
Recognise the similarities and differences in families and the wider community.	Celebrating Difference: Ages 4-5: 2, 3, 4. Ages 5-6: 1,2,6
Understand that everyone is of equal worth and that it is acceptable to be different.	Celebrating Difference: Ages 4-5: 1, 2, 3. Ages 5-6: 1,2,6
Celebrate special occasions.	Each Puzzle ends with an “End of Puzzle Outcome” which can become a class or school-wide celebration e.g. the Relationships Fiesta

**Theme 9: Learning to Live as Members of the Community**

**Statement of Minimum Requirement:**  
*Pupils should be enabled to explore learning to live as a member of a community.*

<b>Learning Intentions We are learning to:</b>	<b>Where in Jigsaw:</b>
Understand the interdependent nature of the class/ school community and ourselves as participant members.	Being Me in My World: Ages 4-5: 3, 5. Ages 5-6: 1-6
Be aware of our attitudes to others in the school community.	Being Me in My World: Ages 4-5: 3. Ages 5-6: 3 Celebrating Difference: Ages 4-5: 1, 2, 3. Ages 5-6: 1,2,6 Relationships: Ages 4-5: 4
Celebrate a special occasion.	Each Puzzle ends with an “End of Puzzle Outcome” which can become a class or school-wide celebration e.g. the Relationships Fiesta

## Key Stage 1 (ages 6-8):

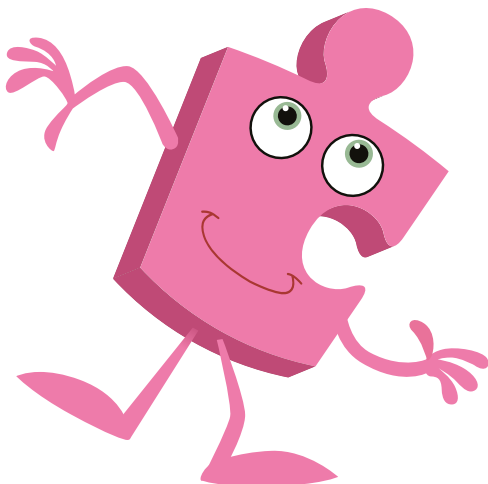
Strand One: Personal Understanding and Health	
<b>Theme 1: Self Awareness</b>	
<b>Statement of Minimum Requirement:</b> <i>Pupils should be enabled to explore their self-esteem and self-confidence.</i>	
Learning Intentions We are learning to:	Where in Jigsaw:
Feel positive about ourselves, and develop an understanding of our self-esteem and confidence.	Being Me in My World: Ages 7-8: 1 Celebrating Difference: Ages 6-7: 1, 2, 5 Dreams and Goals: Ages 6-7: 1, 4, 5, 6. Ages 7-8: 3, 6 Changing Me: Ages 6-7: 3
Become aware of our own strengths, abilities, qualities, achievements, personal preferences and goals.	Being Me in My World: Ages 7-8: 1 Dreams and Goals: Ages 6-7: 1- 6. Ages 7-8: 2-6

<b>Theme 2: Feelings and Emotions</b>	
<b>Statement of Minimum Requirement:</b> <i>Pupils should be enabled to explore their own and other's feelings and emotions and how their actions affect others.</i>	
Learning Intentions We are learning to:	Where in Jigsaw:
Recognise, name and manage our feelings and realise they are a natural, important and healthy part of being human.	Being Me in My World: Ages 6-7: 1, 2. Ages 7-8: 2 Healthy Me: Ages 6-7: 2 Changing Me: Ages 7-8: 3
Recognise and manage the effects of strong feelings such as anger, sadness or loss.	Celebrating Difference: Ages 7-8: 2 Healthy Me: Ages 6-7: 2

Management of feelings and their effects is supported throughout Jigsaw in the Calm Me time using mindfulness techniques.

<b>Theme 3: Learning to Learn</b>	
<b>Statement of Minimum Requirement:</b> <i>Pupils should be enabled to explore positive attitudes to learning and achievement.</i>	
Learning Intentions We are learning to:	Where in Jigsaw:
Become aware of our own strengths, abilities, qualities, achievements, personal preferences and goals.	Being Me in My World: Ages 7-8: 1 Dreams and Goals: Ages 6-7: 1- 6. Ages 7-8: 2-6
Acknowledge that everyone makes mistakes: that attempts can fail or have disappointing outcomes, but that this is a natural and helpful part of learning.	Dreams and Goals: Ages 6-7: 1- 6. Ages 7-8: 2-6
Recognise how we can develop and improve our learning.	Dreams and Goals: Ages 6-7: 1- 6. Ages 7-8: 2-6

Theme 4: Health, Growth and Change	
Statement of Minimum Requirement: <i>Pupils should be enabled to explore strategies and skills for keeping healthy.</i>	
Learning Intentions We are learning to:	Where in Jigsaw:
Recognise and value the options for a healthy lifestyle including the benefits of exercise, rest, healthy eating and hygiene.	Healthy Me: Ages 6-7: 1-6. Ages 7-8: 1-6
Have respect for our bodies and those of others.	Healthy Me: Ages 6-7: 1-6. Ages 7-8: 1-3, 6 Changing Me: Ages 6-7: 2, 3. Ages 7-8: 3, 4
Be aware of the stages of human growth and development.	Changing Me: Ages 7-8: 2, 3. Ages 7-8: 1-4
Recognise how responsibilities and relationships change as people grow and develop.	Changing Me: Ages 6-7: 3, 6. Ages 7-8: 6
Understand that medicines are given to make you feel better, but that some drugs are dangerous.	Healthy Me: Ages 6-7: 3. Ages 7-8: 3
Understand that if not used properly, all products can be harmful.	Healthy Me: Ages 7-8: 3, 4
Be aware that some diseases are infectious and some can be controlled.	Healthy Me: Medicines and looking after the body are covered in both year groups. Personal hygiene in Foundation covers how germs are negated by handwashing etc.



Theme 4a: Safety	
<b>Statement of Minimum Requirement:</b> <i>Pupils should be enabled to explore strategies and skills for keeping safe.</i>	
Learning Intentions We are learning to:	Where in Jigsaw:
Know what to do or whom to seek help from when feeling unsafe.	<b>Celebrating Difference:</b> Ages 6-7: 4 <b>Healthy Me:</b> Ages 7-8: 4, 5 <b>Relationships:</b> Ages 6-7: 2, 4. Ages 7-8: 3 <b>Changing Me:</b> Ages 6-7: 5
Be aware of different forms of bullying and develop personal strategies to resist unwanted behaviour.	<b>Celebrating Difference:</b> Ages 6-7: 3, 4. Ages 7-8: 3, 4, 5
Explore the rules for and ways of keeping safe on the roads, cooperating with adults involved in road safety. Explore how to travel safely in cars and buses.	<b>Healthy Me:</b> Covered in Foundation and again in KS2. Pieces on general safety (which can incorporate this): Ages 7-8: 4, 5
Know about the potential dangers and threats in the home and environment.	<b>Healthy Me:</b> Ages 6-7: 3. Ages 7-8: 4, 5 <b>Relationships:</b> Ages 6-7: 2, 4. Ages 7-8: 3
Develop simple safety rules and strategies to protect themselves from potentially dangerous situations.	<b>Healthy Me:</b> Ages 6-7: 3. Ages 7-8: 4, 5 <b>Relationships:</b> Ages 6-7: 2, 4. Ages 7-8: 3 <b>Changing Me:</b> Ages 6-7: 5
Identify ways of protecting against extremes of weather, for example being safe in the sun and in freezing conditions.	<b>Our additional sun safety lessons are freely available online.</b>

Strand Two: Mutual Understanding in the Local and Wider Community	
<b>Theme 5: Relationships</b>	
<b>Statement of Minimum Requirement:</b> <i>Pupils should be enabled to explore how to develop and initiate mutually satisfying relationships.</i>	
Learning Intentions We are learning to:	Where in Jigsaw:
Examine the variety of roles in the family and the contribution made by each member.	<b>Relationships:</b> Ages 6-7: 1. Ages 7-8: 1 <b>Celebrating Difference:</b> Ages 7-8: 1 <b>Changing Me:</b> Ages 7-8: 5
Be aware of our contribution to home and school life and the responsibilities this can bring.	<b>Being Me in My World:</b> Ages 6-7: 2-6. Ages 7-8: 3, 5, 6 <b>Dreams and Goals:</b> Ages 6-7: 3, 4, 5, 6
Know how to be a good friend.	<b>Relationships:</b> Ages 6-7: 3. Ages 7-8: 2
Understand that we can take on some responsibility in our family and friendship groups.	<b>Being Me in My World:</b> Ages 7-8: 3, 5, 6 <b>Celebrating Difference:</b> Ages 7-8: 5, 6 <b>Dreams and Goals:</b> Ages 6-7: 3, 4, 5, 6 <b>Relationships:</b> Ages 6-7: 1



**Theme 6: Rules, Rights and Responsibilities**

**Statement of Minimum Requirement:**

*Pupils should be enabled to explore responsibility, respect, honesty and fairness.*

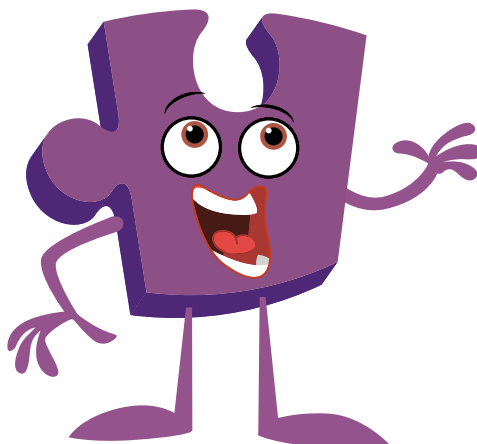
<b>Learning Intentions We are learning to:</b>	<b>Where in Jigsaw:</b>
Identify members of our school community and the roles and responsibilities we have.	<b>Being Me in My World:</b> Ages 6-7: 2-6. Ages 7-8: 2-6 <b>Relationships:</b> Ages 6-7: 5
Recognise the interdependence of members in the school community.	<b>Being Me in My World:</b> Ages 6-7: 2-6. Ages 7-8: 2-6 <b>Relationships:</b> Ages 6-7: 5
Be aware of how the school community interacts.	<b>Being Me in My World:</b> Ages 6-7: 2-6. Ages 7-8: 2-6 <b>Relationships:</b> Ages 6-7: 5
Understand why and how rules are made in class, in the playground and at school. Understand that rules are essential in an ordered community.	<b>Being Me in My World:</b> Ages 6-7: 2-6. Ages 7-8: 2-6 <b>Relationships:</b> Ages 6-7: 5
Identify the people, jobs and workplaces in the community.	<b>Dreams and Goals:</b> Ages 7-8: 2 (Also covered in younger years) <b>Relationships:</b> Ages 6-7: 5
Realise that money can buy goods and services and is earned through work.	<b>Dreams and Goals:</b> Ages 6-7: Ages 7-8: 3, 4, 5

**Theme 7: Managing Conflict**

**Statement of Minimum Requirement:**

*Pupils should be enabled to explore constructive approaches to conflict.*

<b>Learning Intentions We are learning to:</b>	<b>Where in Jigsaw:</b>
Identify ways in which conflict may arise at home, and explore ways in which it could be lessened, avoided or resolved.	<b>Celebrating Difference:</b> Ages 7-8: 1, 2
Identify ways in which conflict may arise at school, and explore ways in which it could be lessened, avoided or resolved.	<b>Celebrating Difference:</b> Ages 6-7: 3,4,5 <b>Relationships:</b> Ages 6-7: 3. Ages 7-8: 2



### Theme 8: Similarities and Differences

#### Statement of Minimum Requirement:

*Pupils should be enabled to explore similarities and differences between groups of people.*

Learning Intentions We are learning to:	Where in Jigsaw:
Appreciate ways we are similar and different, e.g. age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work.	<b>Celebrating Difference:</b> Ages 6-7: 1, 2, 3, 5, 6 <b>Relationships:</b> Ages 6-7: 1
Be aware of our own cultural heritage, its traditions and its celebrations.	<b>Being Me in My World:</b> Ages 7-8: 1 (recognising positive things about self and valuing others) <b>Celebrating Difference:</b> Ages 6-7: 6 (Not specific to culture but our LI is "I can tell you some ways I am different from my friends".)
Recognise and value the culture and traditions of another group in the community.	<b>Being Me in My World:</b> Ages 6-7: 1 (recognising positive things about self and valuing others) <b>Celebrating Difference:</b> Ages 6-7: 6
Explore the cause of conflict in own community and how we feel about it.	<b>Celebrating Difference:</b> Ages 6-7: 3. Ages 7-8: 5 <b>Relationships:</b> Ages 6-7: 3. Ages 7-8: 2
Be aware of the diversity of people around the world.	<b>Relationships:</b> Ages 7-8: 4, 5

### Theme 9: Learning to Live as Members of the Community

#### Statement of Minimum Requirement:

*Pupils should be enabled to explore developing themselves as members of a community.*

Learning Intentions We are learning to:	Where in Jigsaw:
Recognise the interdependence of members in the school community.	<b>Being Me in My World:</b> Ages 6-7: 2-6. Ages 7-8: 2-6 <b>Dreams and Goals:</b> Ages 6-7: 3, 4, 5, 6. Ages 7-8: 3, 4, 5 <b>Relationships:</b> Ages 6-7: 5
Be aware of our own cultural heritage, its traditions and its celebrations.	<b>Being Me in My World:</b> Ages 7-8: 1 (recognising positive things about self and valuing others) <b>Celebrating Difference:</b> Ages 6-7: 6 (Not specific to culture but our LI is "I can tell you some ways I am different from my friends".)
Be aware of who and what influences own views, feeling and behaviour at home.	<b>Celebrating Difference:</b> Ages 6-7: 1, 2, 5 <b>Relationships:</b> Ages 6-7: 1. Ages 7-8: 1, 3 <b>Changing Me:</b> Ages 7-8: 5
Be aware of who and what influences our views, feelings and behaviour at school.	<b>Celebrating Difference:</b> Ages 6-7: 1, 2, 4, 5 <b>Dreams and Goals:</b> Ages 6-7: 3, 4, 5. Ages 7-8: 5
Understand how the environment could be made better or worse to live in and what contribution we can make.	<b>Being Me in My World:</b> Ages 7-8: 2, 3, 4, 5 <b>Relationships:</b> Ages 7-8: 4, 5

## Key Stage 2 (ages 8-11):

Strand One: Personal Understanding and Health	
Theme 1: Self Awareness	
Statement of Minimum Requirement: <i>Pupils should be enabled to explore their self-esteem, self-confidence and how they develop as individuals.</i>	
Learning Intentions We are learning to:	Where in Jigsaw:
Develop our self-awareness, self-respect and self-esteem.	Celebrating Difference: Ages 8-9: 5 Healthy Me: Ages 8-9: 6. Ages 9-10: 4, 5 Dreams and Goals: Ages 10-11: 1, 6 Relationships: Ages 9-10: 1 Changing Me: Ages 8-9: 1. Ages 9-10: 1. Ages 10-11: 1, 5
Identify our current strengths and weaknesses.	Dreams and Goals: Ages 10-11: 1, 6 Relationships: Ages 9-10: 1 Changing Me: Ages 8-9: 1
Know how to confidently express our own views and opinions in unfamiliar circumstances.	Being Me in My World: Ages 10-11: 6 Celebrating Difference: Ages 10-11: 4 Dreams and Goals: Ages 10-11: 3 Relationships: Ages 8-9: 4 Changing Me: Ages 10-11: 2, 5
Face problems, trying to resolve and learn from them.	Celebrating Difference: Ages 8-9: 4 Dreams and Goals: Ages 8-9: 2, 3. Ages 10-11: 3 Relationships: Ages 8-9: 4 Changing Me: Ages 8-9: 5
Recognise how responsibilities change as we become older and more independent.	Healthy Me: Ages 10-11: 1 Relationships: Ages 8-9: 5. Ages 10-11: 6 Changing Me: Ages 8-9: 4. Ages 9-10: 5
Explore and examine what influences our views, feelings and behaviour.	Celebrating Difference: Ages 8-9: 2 Healthy Me: Ages 8-9: 1, 2. Ages 10-11: 6 Changing Me: Ages 8-9: 5
Develop strategies to resist unwanted peer/sibling pressure and behaviour.	Celebrating Difference: Ages 10-11: 3, 4 Healthy Me: Ages 8-9: 2, 3, 4, 5. Ages 9-10: 1, 2, 4. Ages 10-11: 3, 4 Relationships: Ages 8-9: 5. Ages 10-11: 4, 5 Changing Me: Ages 10-11: 4



**Theme 2: Feelings and Emotions**

**Statement of Minimum Requirement:**  
*Pupils should be enabled to explore their management of a range of feelings and emotions and the feelings and emotions of others.*

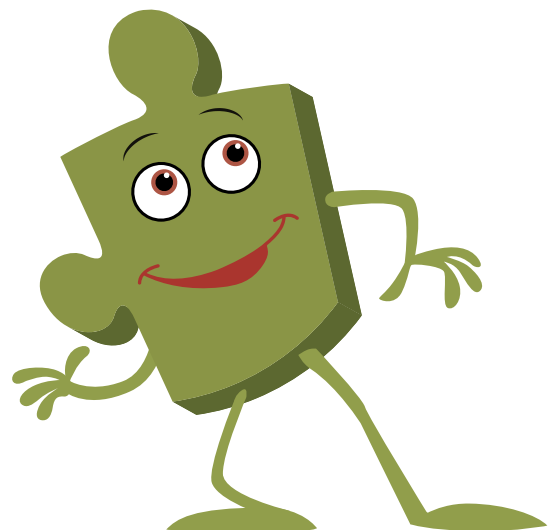
<b>Learning Intentions We are learning to:</b>	<b>Where in Jigsaw:</b>
Examine and explore our own and others' feelings and emotions.	<b>Being Me in My World:</b> Ages 8-9: 1, 4. Ages 9-10: 4. Ages 10-11: 4 <b>Celebrating Difference:</b> Ages 8-9: 3. Ages 10-11: 1, 3, 6 <b>Dreams and Goals:</b> Ages 8-9: 2, 3. Ages 10-11: 3, 4 <b>Healthy Me:</b> Ages 8-9: 1
Know how to recognise, express and manage feelings in a safe and positive way.	Taught throughout Jigsaw through Calm Me and other mindfulness techniques. <b>Celebrating Difference:</b> Ages 10-11: 4 <b>Dreams and Goals:</b> Ages 8-9: 2, 3 <b>Healthy Me:</b> Ages 8-9: 3, 4, 5 <b>Relationships:</b> Ages 8-9: 1, 4, 6. Ages 9-10: 2-6 <b>Changing Me:</b> Ages 9-10: 3. Ages 10-11: 2, 3, 5
Recognise that feelings may change at times of change and loss.	<b>Dreams and Goals:</b> Ages 8-9: 2, 3 <b>Relationships:</b> Ages 8-9: 2, 3. Ages 10-11: 3 <b>Changing Me:</b> Ages 8-9: 3, 4, 5, 6. Ages 10-11: 2, 6

**Theme 3: Learning to Learn**

**Statement of Minimum Requirement:**  
*Pupils should be enabled to explore effective learning strategies.*

<b>Learning Intentions We are learning to:</b>	<b>Where in Jigsaw:</b>
Know how to confidently express our views and opinions in unfamiliar circumstances.	<b>Being Me in My World:</b> Ages 10-11: 6 <b>Celebrating Difference:</b> Ages 10-11: 4 <b>Dreams and Goals:</b> Ages 10-11: 3 <b>Relationships:</b> Ages 8-9: 4. Ages 10-11: 4 <b>Changing Me:</b> Ages 10-11: 2, 5
Face problems, trying to resolve and learn from them. Identify our current strengths and weaknesses. Develop an insight into our potential and capabilities. Reflect upon our progress and set goals for improvement.	<b>Being Me in My World:</b> Ages 9-10: 1. Ages 10-11: 1 <b>Dreams and Goals:</b> Ages 8-9: 2, 3, 4. Ages 10-11: 3 <b>Healthy Me:</b> Ages 8-9: 2 <b>Relationships:</b> Ages 8-9: 4. Ages 9-10: 1 <b>Changing Me:</b> Ages 8-9: 5
Know the ways in which we learn best. Be aware of our different learning styles and be able to identify how we learn best. Identify and practise effective learning strategies.	<b>Dreams and Goals:</b> Ages 10-11: 1, 2

Theme 4: Health, Growth and Change	
<b>Statement of Minimum Requirement:</b> <i>Pupils should be enabled to explore how to sustain their health, growth and well-being.</i>	
Learning Intentions We are learning to:	Where in Jigsaw:
Understand the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene.	<b>Healthy Me:</b> Ages 9-10: 5, 6. Ages 10-11: 1, 5, 6
Recognise what shapes positive mental health.	<b>Healthy Me:</b> Ages 10-11: 1, 5, 6 <b>Relationships:</b> Ages 10-11: 1, 2
Know about the harmful effects tobacco, alcohol, solvents and other illicit and illegal substances can have on ourselves and others.	<b>Healthy Me:</b> Ages 8-9: 3, 4. Ages 9-10: 1, 2. Ages 10-11: 2
Understand that bacteria and viruses affect health and that risks can decrease when basic routines are followed.	<b>Healthy Me:</b> Ages 10-11: 1 (generic healthy self-care which could include this topic).
Know how the body grows and develops. Be aware of the physical and emotional changes that take place during puberty	<b>Changing Me:</b> (also previously covered in ages 7-8) Ages 8-9: 3. Ages 9-10: 2, 3. Ages 10-11: 2
Know how babies are conceived, grow and are born. Be aware of the skills for parenting and the importance of good parenting.	<b>Changing Me:</b> Ages 8-9: 2. Ages 9-10: 4. Ages 10-11: 3
Recognise how responsibilities change as they become older and more independent.	<b>Changing Me:</b> Ages 8-9: 5, 6. Ages 9-10: 6. Ages 10-11: 6
Know that AIDS is a prevalent disease throughout the world and is a major health issue for many countries.	<b>Whilst AIDS is not mentioned explicitly in the Jigsaw 3-11 Programme, there are many lessons in Healthy Me that teach children what germs and diseases are and how to stay healthy. The specifics regarding HIV and AIDS are covered in the Jigsaw 11-16 Programme.</b>



Theme 4a: Safety	
<b>Statement of Minimum Requirement:</b> <i>Pupils should be enabled to explore ways of coping safely and efficiently with their environment.</i>	
Learning Intentions We are learning to:	Where in Jigsaw:
Develop strategies to resist unwanted peer/ sibling pressure and behaviour.	<b>Celebrating Difference:</b> Ages 10-11: 3, 4 <b>Healthy Me:</b> Ages 8-9: 2, 3, 4, 5. Ages 9-10: 1, 2, 4. Ages 10-11: 3, 4 <b>Relationships:</b> Ages 8-9: 5. Ages 10-11: 4, 5 <b>Changing Me:</b> Ages 10-11: 4
Recognise, discuss and understand the nature of bullying and the harm that can result.	<b>Celebrating Difference:</b> Ages 8-9: 3, 4. Ages 9-10: 3, 4. Ages 10-11: 4
Become aware of the potential danger of relationships with strangers or acquaintances, including good and bad touches.	<b>Relationships:</b> Ages 9-10: 2, 3, 6. Ages 10-11: 4, 5 <b>Changing Me:</b> Ages 10-11: 5
Become aware of appropriate road use: <ul style="list-style-type: none"> <li>• how to apply the Green Cross Code;</li> <li>• how conspicuity reduces road collisions;</li> <li>• passenger skills including boarding and disembarking from cars and home;</li> <li>• school transport; and</li> <li>• how bicycles are best maintained and ridden.</li> </ul>	Road safety and the Green Cross Code are covered mostly in lower year groups e.g. <b>Healthy Me:</b> Ages 5-6: 5
Develop a pro-active and responsible approach to safety.	<b>Healthy Me:</b> Ages 8-9: 3-6. Ages 10-11: 1 <b>Relationships:</b> Ages 9-10: 2, 3, 6
Know where, when and how to seek help	<b>Healthy Me:</b> Ages 9-10: 3
Be aware of basic emergency procedures and first aid.	<b>Healthy Me:</b> Ages 9-10: 3

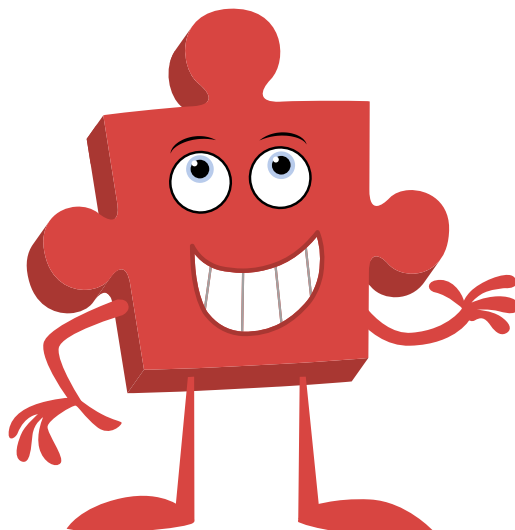
**Strand Two: Mutual Understanding in the Local and Wider Community**

**Theme 5: Relationships**

**Statement of Minimum Requirement:**

*Pupils should be enabled to explore how to initiate and develop mutually satisfying relationships.*

<b>Learning Intentions We are learning to:</b>	<b>Where in Jigsaw:</b>
Examine and explore the different types of families that exist.	<b>Relationships:</b> Ages 8-9: 2 (someone you love)
Recognise the benefits of our friends and families.	<b>Dreams and Goals:</b> Ages 10-11: 6 <b>Relationships:</b> Ages 8-9: 6
Find out about sources of help and support for individuals, families and groups.	NI specific institutions are listed in the document and should be highlighted where appropriate as part of the Jigsaw lessons
Explore and examine what influences our views, feelings and behaviours.	<b>Celebrating Difference:</b> Ages 8-9: 2 <b>Healthy Me:</b> Ages 8-9: 1, 2. Ages 9-10: 4. Ages 10-11: 6 <b>Changing Me:</b> Ages 8-9: 5
Consider the challenges and issues that can arise: <ul style="list-style-type: none"> <li>• at home;</li> <li>• at school;</li> <li>• between friends and how they can be avoided, lessened or resolved.</li> </ul>	<b>Celebrating Difference:</b> Ages 8-9: 1, 2. Ages 9-10: 1, 2, 3, 6. Ages 10-11: 3, 6 <b>Dreams and Goals:</b> Ages 8-9: 2, 3 <b>Healthy Me:</b> Ages 8-9: 1, 2, 5, 6. Ages 10-11: 2,3,4 <b>Relationships:</b> Ages 8-9: 1. Ages 9-10: 2-4



## Theme 6: Rules, Rights and Responsibilities

### Statement of Minimum Requirement:

*Pupils should be enabled to explore human rights and social responsibility.*

Learning Intentions We are learning to:	Where in Jigsaw:
Explore and examine the rules within our families, friendship groups, and at school.	<b>Being Me in My World:</b> Ages 8-9: 2-6. Ages 9-10: 2-6. Ages 10-11: 2-6 <b>Healthy Me:</b> Ages 8-9: 1, 2 <b>Relationships:</b> Ages 9-10: 2, 3. Ages 10-11: 5
Understand the need for rules and that they are necessary for harmony at home and at school.	<b>Being Me in My World:</b> Ages 8-9: 2-6. Ages 9-10: 2-6. Ages 10-11: 2-6 <b>Relationships:</b> Ages 9-10: 2, 3. Ages 10-11: 5
Identify the variety of groups that exist within our community and their roles and responsibilities.	<b>Dreams and Goals:</b> Ages 8-9: 5 (working as part of a group). Ages 9-10: 2 <b>Healthy Me:</b> Ages 8-9: 1, 2 <b>Relationships:</b> Ages 9-10: 2, 3
Consider our rights and responsibilities as members of the community.	<b>Being Me in My World:</b> Ages 8-9: 2-6. Ages 9-10: 2-6. Ages 10-11: 2-6 <b>Relationships:</b> Ages 9-10: 2, 3, 4. Ages 10-11: 5
Understand that rules are essential in an ordered community and the need for different rules in different contexts.	<b>Being Me in My World:</b> Ages 8-9: 2-6. Ages 9-10: 2-6. Ages 10-11: 2-6 <b>Relationships:</b> Ages 9-10: 2, 3, 4. Ages 10-11: 5
Examine the effects of antisocial behaviour.	<b>Healthy Me:</b> Ages 9-10: 2. Ages 10-11: 3, 4 <b>Relationships:</b> Ages 9-10: 2, 3, 4. Ages 10-11: 5
Appreciate how and why rules and laws are created and implemented.	<b>Being Me in My World:</b> Ages 8-9: 2-6. Ages 9-10: 2-6. Ages 10-11: 3, 4 <b>Healthy Me:</b> Ages 10-11: 3, 4 <b>Relationships:</b> Ages 9-10: 2, 3, 4. Ages 10-11: 5

## Theme 7: Managing Conflict

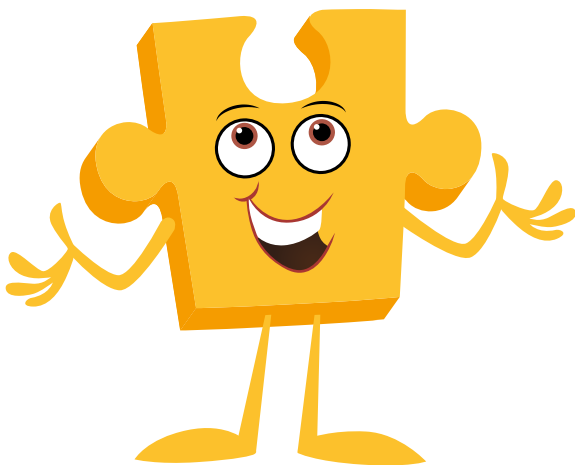
### Statement of Minimum Requirement:

*Pupils should be enabled to explore the causes of conflict and appropriate responses.*

Learning Intentions We are learning to:	Where in Jigsaw:
Understand ways in which conflict can be caused by words, gestures symbols or actions.	<b>Celebrating Difference:</b> Ages 8-9: 1. Ages 9-10: 1-3. Ages 10-11: 3, 4, 6 <b>Relationships:</b> Ages 8-9: 4. ages 9-10: 2, 3, 4. Ages 10-11: 5
Identify the variety of groups that exist within our community and their roles and responsibilities.	<b>Dreams and Goals:</b> Ages 8-9: 5 (working as part of a group). Ages 9-10: 2 <b>Healthy Me:</b> Ages 8-9: 1, 2 <b>Relationships:</b> Ages 9-10: 2, 3



Theme 8: Similarities and Differences	
<b>Statement of Minimum Requirement:</b> <i>Pupils should be enabled to value and celebrate cultural difference and diversity.</i>	
Learning Intentions We are learning to:	Where in Jigsaw:
Examine and explore the different types of families that exist, the roles within them, and the different responsibilities.	(Taught in KS1). <b>Celebrating Difference:</b> Ages 10-11: 1, 2
Know about aspects of our cultural heritage including the diversity of cultures that contribute to Northern Ireland.	Although Jigsaw lessons would not be NI specific, the lessons listed could be used in conjunction with the resources provided in the document.) <b>Celebrating Difference:</b> Ages 9-10: 1, 2, 6
Recognise the similarities and differences between cultures in Northern Ireland, for example, food, clothes, symbols and celebrations	(Note as per LI above) <b>Being Me in My World:</b> Ages 9-10: 2, 3 <b>Celebrating Difference:</b> Ages 9-10: 1, 2, 6. Ages 10-11: 2,6
Acknowledge that people differ in what they believe is right and wrong. Recognise that people have different beliefs that shape the way they live.	<b>Being Me in My World:</b> Ages 9-10: 2, 3. Ages 10-11: 2, 3 <b>Celebrating Difference:</b> Ages 9-10: 1, 2, 6. Ages 10-11: 1, 2, 6 <b>Healthy Me:</b> Ages 10-11: 4. Ages 10-11: 5
Develop an awareness of the experiences, lives and cultures of people in the wider world.	<b>Being Me in My World:</b> Ages 9-10: 2, 3. Ages 10-11: 2, 3 <b>Celebrating Difference:</b> Ages 9-10: 1, 2, 5, 6 <b>Dreams and Goals:</b> Ages 9-10: 4, 5, 6. Ages 10-11: 3,4,5
Recognise how injustice and inequality affect people's lives.	<b>Being Me in My World:</b> Ages 9-10: 2, 3. Ages 10-11: 2, 3 <b>Celebrating Difference:</b> Ages 9-10: 1, 2, 5, 6. Ages 10-11: 1, 2, 6 <b>Dreams and Goals:</b> Ages 9-10: 4, 5, 6. Ages 10-11: 3, 4, 5
Understand that differences and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability.	<b>Being Me in My World:</b> Ages 9-10: 2, 3. Ages 10-11: 2, 3 <b>Celebrating Difference:</b> Ages 9-10: 1, 2, 6. Ages 10-11: 1, 2, 6 <b>Dreams and Goals:</b> Ages 9-10: 4, 5, 6. Ages 10-11: 3, 4, 5, 6



**Theme 9: Learning to Live as Members of the Community**

**Statement of Minimum Requirement:**

*Pupils should be enabled to playing an active and meaningful part in the life of the community and being concerned about the wider environment.*

<b>Learning Intentions We are learning to:</b>	<b>Where in Jigsaw:</b>
Examine and explore the different types of families that exist, the roles within them, and the different responsibilities.	(Taught in KS1). <b>Celebrating Difference:</b> Ages 10-11: 1, 2
Recognise the importance of democratic decision making and active participation at home and in the classroom.	<b>Being Me in My World:</b> Ages 8-9: 2-6. Ages 9-10: 3-6. Ages 10-11: 2-6
Appreciate the interdependence of people within our community.	<b>Being Me in My World:</b> Ages 8-9: 2-6. Ages 9-10: 3-6. Ages 10-11: 2-6 <b>Dreams and Goals:</b> Ages 9-10: 2. Ages 10-11: 3, 4, 5 <b>Relationships:</b> Ages 9-10: 2, 3
Know about the importance of democratic decision-making and involvement and the institutions that support it at a local level.	(The Jigsaw lessons can be used, referring to the resources/ information within the document regarding e.g. the NI Assembly.) <b>Being Me in My World:</b> Ages 8-9: 2-6. Ages 9-10: 3-6. Ages 10-11: 2-6
Develop an understanding of our role and responsibility as consumers in society.	<b>Being Me in My World:</b> Ages 10-11: 2, 3 <b>Dreams and Goals:</b> Ages 9-10: 4, 5, 6. Ages 10-11: 3, 4 <b>Relationships:</b> Ages 9-10: 2, 3, 4
Know about the of jobs and work carried out by different people.	<b>Being Me in My World:</b> Ages 10-11: 2, 3 <b>Dreams and Goals:</b> Ages 8-9: 1, 2, 3, 4. Ages 9-10: 2
Know about the process and people involved in the production, distribution and selling of goods.	<b>Being Me in My World:</b> Ages 10-11: 2, 3 <b>Dreams and Goals:</b> Ages 9-10: 4, 5, 6
Examine the role of advertising at a local and/or a global level.	<b>Dreams and Goals:</b> Ages 9-10: 4, 5, 6 <b>Healthy Me:</b> Ages 9-10: 4 <b>Relationships:</b> Ages 9-10: 2-6
Explore how the media presents information.	<b>Healthy Me:</b> Ages 9-10: 4 <b>Relationships:</b> Ages 9-10: 2-6

