

Cycle B 2026-2027, Jigsaw Being Me in My World – KEP's and Key Vocabulary for Knowledge Organisers

Being Me in My World	EYFS	KS1	LKS2	UKS2
Puzzle Overview (To inform the 'really important stuff' on knowledge organisers)	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.	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 the Learning Charter supports learning and boundaries. By the end of the Puzzle, children understand their role in creating a positive school community, with the whole-school Learning Charter as the shared outcome.	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, with the Learning Charter as the shared outcome.	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 End Points	• I know I belong, and I am valued in my class. • I know my actions and feelings affect others. • I know we all have rights and responsibilities.	• I understand my roles in my class and school community. • I understand how rules, rewards and consequences help us learn. • I understand that my choices have consequences.	• I understand how I contribute to a positive school community. • I understand how people work together to make decisions. • I understand the impact of my actions on others.	• I understand that my rights and responsibilities connect me to a wider world. • I understand that my choices can have an impact beyond myself. • I understand how active participation strengthens communities.
Knowledge progression through the unit across school	The <i>Being Me in My World</i> puzzle shows a clear progression from children understanding themselves and their place in a class to understanding their role in the wider world. In EYFS, children learn about belonging, feelings, kindness, rights and responsibilities. In KS1, they develop an understanding of how their choices affect themselves and others and how they can contribute positively to their school community. In LKS2, children learn about teamwork, empathy, democracy and how their actions impact others within a community. By UKS2, they explore global citizenship, children's rights and the wider consequences of their behaviour on local and global communities. Overall, the learning progresses from belonging, to contributing, to participating, to becoming responsible and active citizens.			

Key Vocabulary	Feelings Kind Different Rights Responsibilities	Belonging Choices Consequences Learning Charter Contributions	Community Democracy Voting Respect Role Included	Needs Wants Empathy Collaboration Participation Resilience Discernment Lawful
Vocabulary progression through the unit across school	The vocabulary in <i>Being Me in My World</i> progresses from helping children understand themselves to understanding their role in the wider world. In EYFS, children learn basic vocabulary linked to feelings, kindness, difference and fairness. In KS1, they develop language related to belonging, choices, consequences and contributing to their class community. In LKS2, pupils explore more complex concepts such as community, democracy, respect and inclusion, helping them understand their role within groups and decision-making processes. By UKS2, children use sophisticated vocabulary including empathy, collaboration, participation, resilience and discernment to discuss responsible citizenship and global issues. Overall, the vocabulary journey moves from self-awareness to community membership, to active participation and social responsibility.			