

EYFS | Spiritual Development through PSHE

Living together, learning together and shining together in the love of God | Matthew 5:16

Beyond: Spiritual learners become increasingly aware of the transcendental, explore experiences beyond the everyday, and search for meaning in their existence and place in the greater scheme of things.

Jigsaw PSHE 3–11 (2026) | Curriculum links across the six Puzzles

Jigsaw curriculum links	Self	Others	The World and Beauty	Beyond
Belonging and feelings; similarities and differences; trying new things; healthy choices; kindness and friendship; growing and change	Name feelings, notice strengths and celebrate becoming more independent.	Practise kindness, sharing, gentle hands and welcoming friends who are different.	Notice the beauty of different people, families and living things; enjoy caring for shared spaces.	Pause in stillness and wonder about the mystery of being alive: Where did I come from? What makes life precious? Notice experiences of awe beyond everyday play.

Opportunities across the six Jigsaw Puzzles

- **Being Me in My World:** How do I belong, and how can I help everyone feel welcome?
- **Celebrating Difference:** What makes each person valuable, and how can we respond to exclusion?
- **Dreams and Goals:** What do I hope for, and how can I persevere and encourage others?
- **Healthy Me:** How can I care for my body, feelings and wellbeing?
- **Relationships:** What does love, trust, empathy and respectful friendship look like?
- **Changing Me:** What feelings come with change, and what can help me approach the future with hope?

Planning prompts: Offer space for reflection, personal meaning and different beliefs; do not require pupils to disclose private experiences. These are suggested opportunities, not claims of observed impact.

Year 1 | Spiritual Development through PSHE

Living together, learning together and shining together in the love of God | Matthew 5:16

Jigsaw PSHE 3–11 (2026) | Curriculum links across the six Puzzles

Jigsaw curriculum links	Self	Others	The World and Beauty	Beyond
Feeling safe and special; similarities; goals and perseverance; keeping healthy; friendship; life cycles and change	Recognise what makes me unique, express feelings and take pride in trying.	Consider how words and actions help classmates feel safe, included and valued.	Appreciate diversity in families and the natural patterns of growth and change.	Explore big questions about existence and belonging: Why am I here? What makes every life precious? Reflect on moments of wonder, hope and connection beyond the everyday.

Opportunities across the six Jigsaw Puzzles

- **Being Me in My World:** How do I belong, and how can I help everyone feel welcome?
- **Celebrating Difference:** What makes each person valuable, and how can we respond to exclusion?
- **Dreams and Goals:** What do I hope for, and how can I persevere and encourage others?
- **Healthy Me:** How can I care for my body, feelings and wellbeing?
- **Relationships:** What does love, trust, empathy and respectful friendship look like?
- **Changing Me:** What feelings come with change, and what can help me approach the future with hope?

Planning prompts: Offer space for reflection, personal meaning and different beliefs; do not require pupils to disclose private experiences. These are suggested opportunities, not claims of observed impact.

Year 2 | Spiritual Development through PSHE

Living together, learning together and shining together in the love of God | Matthew 5:16

Jigsaw PSHE 3–11 (2026) | Curriculum links across the six Puzzles

Jigsaw curriculum links	Self	Others	The World and Beauty	Beyond
Hopes and fears; stereotypes and difference; teamwork; healthy choices; trust and conflict; growing up	Identify hopes, worries, personal strengths and ways to manage difficult emotions.	Listen to different perspectives, challenge unkind assumptions and repair friendships.	Recognise the richness of different families, communities and ways of living.	Consider questions that do not have simple answers: Why do people exist? What gives us hope when life is difficult? Explore moments of quiet, wonder and a sense of something greater than ourselves.

Opportunities across the six Jigsaw Puzzles

- **Being Me in My World:** How do I belong, and how can I help everyone feel welcome?
- **Celebrating Difference:** What makes each person valuable, and how can we respond to exclusion?
- **Dreams and Goals:** What do I hope for, and how can I persevere and encourage others?
- **Healthy Me:** How can I care for my body, feelings and wellbeing?
- **Relationships:** What does love, trust, empathy and respectful friendship look like?
- **Changing Me:** What feelings come with change, and what can help me approach the future with hope?

Planning prompts: Offer space for reflection, personal meaning and different beliefs; do not require pupils to disclose private experiences. These are suggested opportunities, not claims of observed impact.

Year 3 | Spiritual Development through PSHE

Living together, learning together and shining together in the love of God | Matthew 5:16

Jigsaw PSHE 3–11 (2026) | Curriculum links across the six Puzzles

Jigsaw curriculum links	Self	Others	The World and Beauty	Beyond
Self-worth and responsible choices; family diversity; ambition; wellbeing; relationships; changes and emotions	Reflect on achievements, self-respect, resilience and responses to change.	Show empathy for others' feelings and family circumstances; take responsibility for choices.	Value the diversity of human experience and the contribution of people to community life.	Explore what gives life meaning and purpose, including different beliefs about a spiritual dimension beyond everyday experience. Reflect on moments of stillness, hope and transcendence.

Opportunities across the six Jigsaw Puzzles

- **Being Me in My World:** How do I belong, and how can I help everyone feel welcome?
- **Celebrating Difference:** What makes each person valuable, and how can we respond to exclusion?
- **Dreams and Goals:** What do I hope for, and how can I persevere and encourage others?
- **Healthy Me:** How can I care for my body, feelings and wellbeing?
- **Relationships:** What does love, trust, empathy and respectful friendship look like?
- **Changing Me:** What feelings come with change, and what can help me approach the future with hope?

Planning prompts: Offer space for reflection, personal meaning and different beliefs; do not require pupils to disclose private experiences. These are suggested opportunities, not claims of observed impact.

Year 4 | Spiritual Development through PSHE

Living together, learning together and shining together in the love of God | Matthew 5:16

Jigsaw PSHE 3–11 (2026) | Curriculum links across the six Puzzles

Jigsaw curriculum links	Self	Others	The World and Beauty	Beyond
Teamwork and democracy; assumptions and appearance; overcoming setbacks; health; friendship and peer influence; change	Recognise how identity, emotions and choices affect confidence and wellbeing.	Challenge first impressions, practise inclusion and use a voice responsibly in groups.	Appreciate human difference, cooperation and the beauty of supportive communities.	Consider humanity's place in a greater whole: Is there more to life than what we can see? Explore how faith, reflection, silence and wonder can help people search for meaning.

Opportunities across the six Jigsaw Puzzles

- **Being Me in My World:** How do I belong, and how can I help everyone feel welcome?
- **Celebrating Difference:** What makes each person valuable, and how can we respond to exclusion?
- **Dreams and Goals:** What do I hope for, and how can I persevere and encourage others?
- **Healthy Me:** How can I care for my body, feelings and wellbeing?
- **Relationships:** What does love, trust, empathy and respectful friendship look like?
- **Changing Me:** What feelings come with change, and what can help me approach the future with hope?

Planning prompts: Offer space for reflection, personal meaning and different beliefs; do not require pupils to disclose private experiences. These are suggested opportunities, not claims of observed impact.

Year 5 | Spiritual Development through PSHE

Living together, learning together and shining together in the love of God | Matthew 5:16

Jigsaw PSHE 3–11 (2026) | Curriculum links across the six Puzzles

Jigsaw curriculum links	Self	Others	The World and Beauty	Beyond
Rights and responsibilities; cultural difference and prejudice; aspirations; healthy decisions; relationships; puberty and change	Reflect on personal values, aspirations, self-image and coping with uncertainty.	Recognise prejudice and privilege, show compassion and contribute to fairer relationships.	Appreciate cultural richness and the responsibilities shared by local and global communities.	Explore different religious and non-religious responses to questions of existence, purpose and transcendence. Reflect on experiences that evoke a sense of connection with something beyond ourselves.

Opportunities across the six Jigsaw Puzzles

- **Being Me in My World:** How do I belong, and how can I help everyone feel welcome?
- **Celebrating Difference:** What makes each person valuable, and how can we respond to exclusion?
- **Dreams and Goals:** What do I hope for, and how can I persevere and encourage others?
- **Healthy Me:** How can I care for my body, feelings and wellbeing?
- **Relationships:** What does love, trust, empathy and respectful friendship look like?
- **Changing Me:** What feelings come with change, and what can help me approach the future with hope?

Planning prompts: Offer space for reflection, personal meaning and different beliefs; do not require pupils to disclose private experiences. These are suggested opportunities, not claims of observed impact.

Year 6 | Spiritual Development through PSHE

Living together, learning together and shining together in the love of God | Matthew 5:16

Jigsaw PSHE 3–11 (2026) | Curriculum links across the six Puzzles

Jigsaw curriculum links	Self	Others	The World and Beauty	Beyond
Global citizenship and rights; discrimination; future goals; wellbeing and risk; relationships and loss; transition	Reflect on identity, resilience, personal responsibility and feelings about transition.	Advocate for inclusion, recognise injustice and support others through change or loss.	Appreciate the interconnected world and the diversity and dignity of human lives.	Consider profound questions of existence, mortality, hope and life's purpose. Explore how faith, spirituality and non-religious worldviews understand transcendence and our place in the greater scheme of things.

Opportunities across the six Jigsaw Puzzles

- **Being Me in My World:** How do I belong, and how can I help everyone feel welcome?
- **Celebrating Difference:** What makes each person valuable, and how can we respond to exclusion?
- **Dreams and Goals:** What do I hope for, and how can I persevere and encourage others?
- **Healthy Me:** How can I care for my body, feelings and wellbeing?
- **Relationships:** What does love, trust, empathy and respectful friendship look like?
- **Changing Me:** What feelings come with change, and what can help me approach the future with hope?

Planning prompts: Offer space for reflection, personal meaning and different beliefs; do not require pupils to disclose private experiences. These are suggested opportunities, not claims of observed impact.

Whole-school PSHE spiritual development progression

- **EYFS and KS1:** Recognising feelings, uniqueness, belonging, kindness, friendship, growing and wonder.
- **Lower KS2:** Deepening empathy, self-respect, collaboration, moral choices and appreciation of diversity.
- **Upper KS2:** Reflecting critically on dignity, justice, identity, global responsibility, hope and purpose.

Suggested SIAMS self-evaluation statement

The Jigsaw PSHE curriculum provides progressive opportunities for spiritual development through reflection on self, others, the world and beauty, and beyond. Its six Puzzles help pupils explore identity, feelings, relationships, diversity, aspirations, wellbeing, change, rights and responsibilities. Through reflective dialogue, mindfulness and age-appropriate consideration of ethical choices, pupils develop self-awareness, empathy, respect for human dignity and a growing sense of responsibility towards their community and the wider world. These opportunities support our theologically rooted Christian vision, “Living together, learning together and shining together in the love of God”, and Matthew 5:16, encouraging pupils to use their gifts and choices for the good of others. Reflection is inclusive and respectful of pupils of all faiths and none.

Possible evidence: pupil voice, Jigsaw Journals, Learning Charters, reflective dialogue, school council contributions, anti-bullying work and observed acts of kindness. Evidence should be evaluated rather than assumed.

Curriculum basis: Jigsaw PSHE 3–11 Knowledge and Skills Progression Map, dated 21 April 2026. The spiritual reflection opportunities and SIAMS wording are school-facing adaptations, not verbatim Jigsaw lesson objectives.