



Knowledge Organiser Year 2. 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 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.

Knowledge (<i>substantive</i>)	Social and Emotional skills (<i>disciplinary</i>)	Vocabulary
- I can identify some of my hopes and fears for this year - I know how to use my Jigsaw Journal - 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 the Learning Charter 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 Learning Charter	actions assertive belong/belonging boundaries choices consequence/consequences controlling contributions fair fears hopes learning charter negative positive praise problem solving responsible/responsibilities reward/rewards rights safe worried/worries

Strongest RSHE 2025 Relationships contributions	CF 2 – Importance of friendships, not excluding others. CF 3 – Feeling lonely is normal and not shameful. RKR 1 – Paying attention to other people's feelings and treating them with sensitivity. RKR 2 – How their behaviour affects other people. RKR 4 – Difference between assertive and controlling (enhanced 2026).	RKR 5 – Expecting to be treated with respect by others and treating others with respect. RKR 6 – Practical steps to improve or support relationships RKR 7 – Conventions of courtesy and manners (new explicit teaching 2026). RKR 8 – Self-respect and its link to happiness.	BS 1 – Appropriate boundaries in friendships BS 4 – How to respond safely to adults. BS 6 – How to recognise and report unsafe feelings. BS 7 – Where to get advice.
Strongest RSHE 2025 Health contributions	GW 1 – How to help others in an emergency. GW 3 – Range and scale of emotions; worrying and feeling down are normal.	GW 4 – Vocabulary to describe feelings to others and how to judge appropriate/proportionate responses. GW 5 – Benefits of community participation, volunteering.	GW 6 – Loneliness can affect children and how to address it (enhanced 2026). GW 9 – Where and how to seek support, including who in school to speak to.

Weekly Celebration	Piece	PSHE learning intention	Social and emotional development learning intention	Resources
<u>(Find out more)</u>	<i>and Vocabulary</i>			<i>For every lesson:</i> Jigsaw Jo, <u>Jisaw Charter</u>, Jigsaw Chime,

				Jerrie Cat, Jigsaw Journals, <u>Next Steps / Reflection Sheet.</u>
• Help others to feel welcome	1. Hopes and Fears for the Year • <i>Worries</i> • <i>Worried</i> • <i>Hopes</i> • <i>Fears</i>	I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal	<i>I can recognise when I feel worried and know who to ask for help</i>	Basket/bag/container Number cards Interactive Jigsaw Charter 'Worry Cloud' resource sheet <u>My Jigsaw Journey</u> Combined Jigsaw Journeys
• Try to make our school community a better place	2. Rights and Responsibilities • <i>Belong</i> • <i>Belonging</i> • <i>Rights</i> • <i>Responsibilities</i> • <i>Responsible</i> • <i>Actions</i> • <i>Contributions</i> • <i>Assertive</i> • <i>Controlling</i>	I understand the rights and responsibilities for being a member of my class and school, and the importance of making contributions	<i>I know how to help myself and others feel like we belong</i>	Number cards Responsibility cards Optional: Camera <u>My Jigsaw Journey</u>
• Think about everyone's right to learn	3. Rewards and Consequences • <i>Praise</i> • <i>Reward</i> • <i>Consequence</i> • <i>Positive</i> • <i>Negative</i> • <i>Choices</i> • <i>Safe</i> • <i>Fair</i>	I listen to other people and contribute my own ideas about rewards and consequences	<i>I help make my class a safe and fair place</i>	Jigsaw Jo's bag of rewards Jigsaw Song: 'Together as One' (embedded in lesson) Behaviour cards My Jigsaw Journey

Care about other people's feelings	4. Rewards and Consequences <i>Praise</i> <i>Reward</i> <i>Consequences</i> <i>Positive</i> <i>Negative</i> <i>Safe</i> <i>Fair</i>	I can listen to other people and contribute my own ideas about rewards and consequences	I can help make my class a safe and fair place	Scenario picture cards <u>My Jigsaw Journey</u>
Work well with others	5. Our Learning Charter <i>Learning Charter</i> <i>Learn co-operatively</i> <i>Rights</i> <i>Responsibilities</i> <i>Rewards</i> <i>Consequences</i> <i>Problem-solving</i> <i>Boundaries</i>	I understand how following the Learning Charter will help me and others learn	I work co-operatively	Art materials Jigsaw Jo's bag Flip chart Camera <u>Jigsaw Charter</u> or <u>Sample Learning Charter</u> <u>Jigsaw Pieces template</u> enlarged on card My Jigsaw Journey
Choose to follow the Learning Charter	6. Owning our Learning Charter <i>Learning Charter</i> <i>Responsibilities</i> <i>Rights</i> <i>Rewards</i> <i>Consequences</i> <i>Choices</i>	I recognise the choices I make and understand the consequences	I can follow the Learning Charter	<u>Jigsaw Charter</u> or <u>Sample Learning Charter</u> Children's pictures from last week A4 paper

September 2026 update

				Certificates <u>My Jigsaw Journey</u>
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