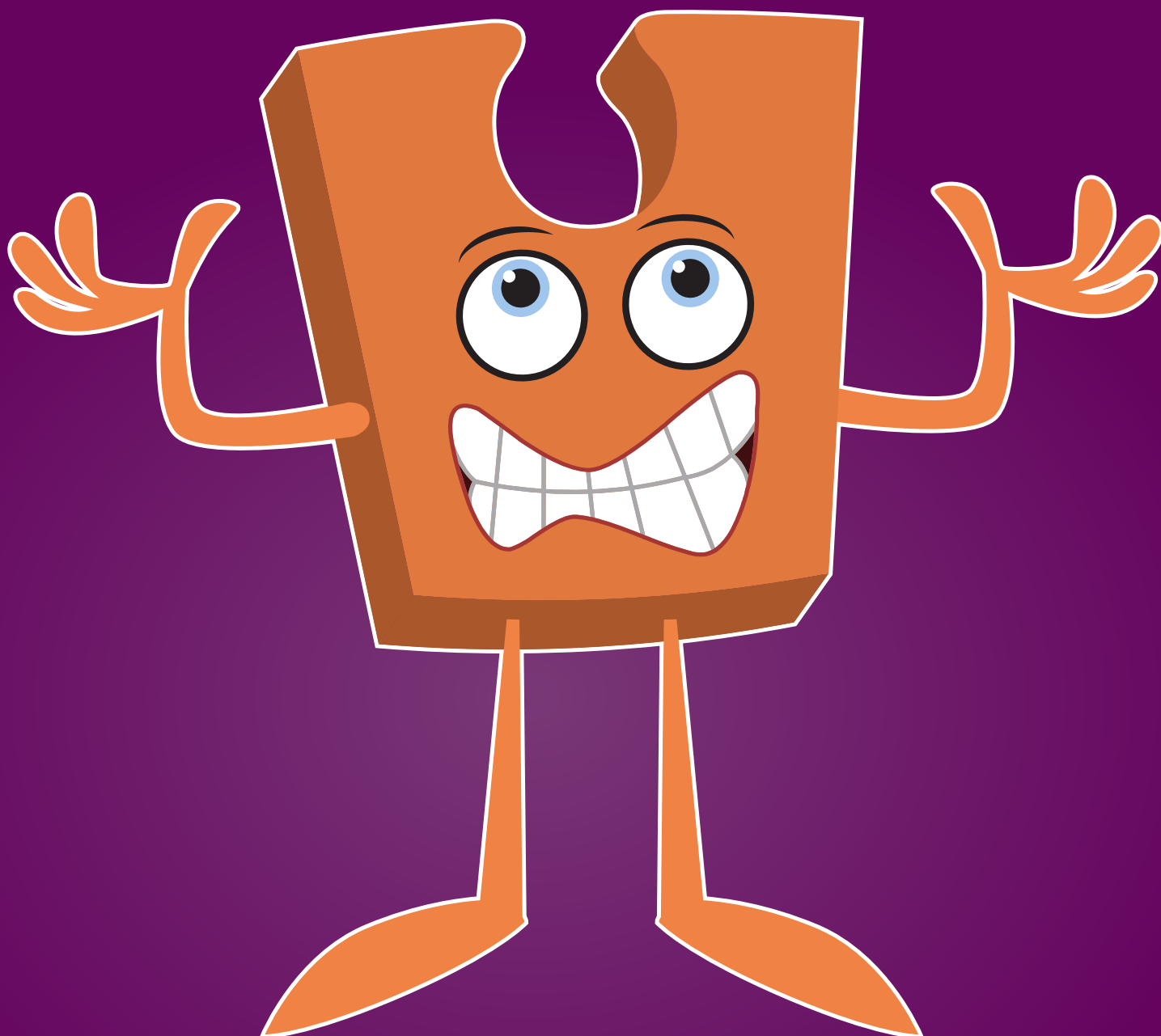




The mindful approach to PSHE



# Celebrating Difference - Year 1

[www.jigsawpshe.com](http://www.jigsawpshe.com)

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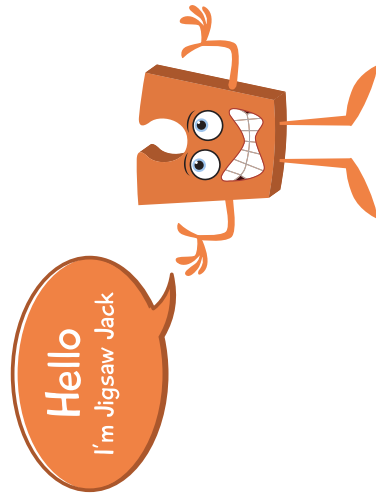


# Celebrating Difference

## Puzzle Map - Year 1

### Puzzle Outcome

Help me fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame display



| Weekly Celebration                           | Pieces                                                                   | PSHE Education<br>(Developed from National Framework DfEE 2000)                           | Emotional Literacy/Social Skills<br>(Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004) | Resources                                                                                                                                                                                                                                                      |
|----------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Accept that everyone is different            | 1. The same as...                                                        | I can identify similarities between people in my class                                    | I can tell you some ways in which I am the same as my friends                                                  | Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Spot the similarities pictures, Set of picture cards e.g. Snap, Happy Families. Cardboard cut-out gingerbread person (flipchart size – one per child), T-shirt templates for gingerbread person, Jigsaw Journals. |
| Include others when working and playing      | 2. Different from...                                                     | I can identify differences between people in my class                                     | I can tell you some ways I am different from my friends                                                        | Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Yes and no labels, Spot the difference pictures, Set of pair cards, Shorts templates for gingerbread people (could be trouser templates as an alternative), Jigsaw Journals.                                      |
| Know how to help if someone is being bullied | 3. What is 'bullying'?                                                   | I can tell you what bullying is                                                           | I understand how being bullied might feel                                                                      | Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Bully pictures, Bullying pictures, Hat templates, Jigsaw Journals.                                                                                                                                                |
| Try to solve problems                        | 4. What do I do about bullying?                                          | I know some people who I could talk to if I was feeling unhappy or being bullied (4e, 1c) | I can be kind to children who are bullied                                                                      | Jigsaw Chime, 'Calm Me' script, Puzzle Song sheet: 'Playground Blues', Jigsaw Jack, Shoes template, Jigsaw Journals.                                                                                                                                           |
| Try to use kind words                        | 5. Making new friends                                                    | I know how to make new friends                                                            | I know how it feels to make a new friend                                                                       | Jigsaw Chime, 'Calm Me' script, Soft/sponge football, Puzzle Song sheet: 'The Colours of Friendship', Book: 'Frog and Toad are Friends' by Arnold Lobel, Friendship tokens, Friendship token template, Jigsaw Journals.                                        |
| Know how to give and receive compliments     | 6. Celebrating difference; celebrating me<br>★<br>Assessment Opportunity | I can tell you some ways I am different from my friends                                   | I understand these differences make us all special and unique                                                  | Jigsaw Chime, 'Calm Me' script, Puzzle Song sheet: 'The Colours of Friendship', Jigsaw Jack, Balloons (one per child), Celebrating Me label template (one per child), Gingerbread people, Puzzle 2 Attainment Descriptor Grid, Jigsaw Journals.                |





## Assembly (Collective Worship) to launch Puzzle: Celebrating Difference

**Puzzle Assembly/Collective Worship Title: Celebrating Difference**

**Songs: The Colours of Friendship and Playground Blues**

**Puzzle Assembly/Collective Worship title: Celebrating Difference**

**Songs: The Colours of Friendship and Playground Blues**

**Stimulus (focus for reflection):** PowerPoint pictures of children from around the world. Alternatively schools could use photos of the pupils in their school with Katy Perry's song - Fireworks

**Calm me:** Start the assembly by asking the children to take 3 deep breaths while the Jigsaw chime is rung, then to listen to the chime until they can no longer hear any sound.  
Tell the children: whisper to the person next to you something that makes you the same as them and something that makes you different.

**Help me think about:** Recap what the children have seen on the screen - what do they think the Jigsaw Puzzle is about this term? Celebrating difference.

**Resources:** YouTube - Lanny Sherwin's Everyone is different. Katy Perry - Fireworks song. 2 staff volunteers who are prepared beforehand to come in same colour clothes. Fact cards.

**Puzzle Assembly Plan:** Ask 2 adults to come up to the front - preferably same sex, similar hair colour, etc. and tell everyone that these adults are exactly the same as each other and say why, same colour clothes, same height, both female/male, etc. They are exactly the same.

One of the adults to role play alongside the lead practitioner and point out that while there may be some similarities actually they are quite different. Give some examples about favourite foods/colours/hobbies, etc.

Lead practitioner to reflect that perhaps it would be very boring if everyone was the same and actually the world is much more fun and interesting because everyone is different.

Ask the pupils to look at their fingertips and look carefully at the lines on them. Tell them that there is no one else in the WORLD that has the same lines on their fingertips as you. That makes you unique. (Check for understanding of the term unique.)

Now ask for some volunteers to come up and read out the unique facts about some animals on our planet, something that makes them completely different from every other type of animal. Use some/all of the following facts:

Sharks lay the largest eggs in the world. Bees have five eyes. No two zebras have the same markings.

Crocodiles can't stick their tongues out. Dolphins sleep with one eye closed. Slugs have four noses.

A snail can sleep for 3 years. Honeybees have hair on their eyes. A hippo can run faster than a man. Tigers have striped skin not just striped fur.

Isn't it brilliant that we are all different?

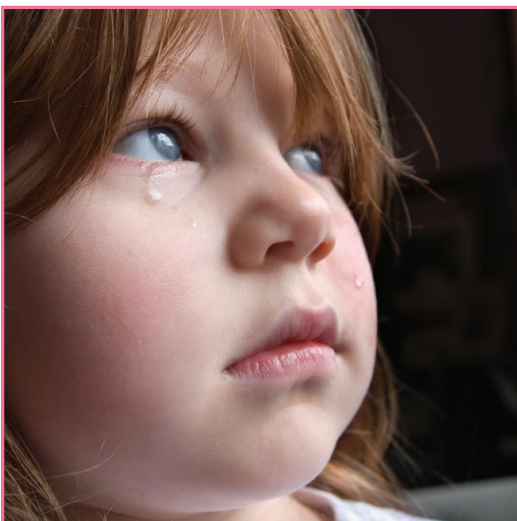
**Help me reflect (time for reflection):** Invite the children and adults present to take time to reflect on, or maybe they would like to take time to pray, "talking to their god if that is meaningful to them": Watch/listen to Lanny Sherwin's "Everyone is different". This will provide opportunity to reflect on how they and others are completely unique. Then give children a minute or two to reflect on how they are each unique or what it is about a friend that makes him unique.

**Closing the worship:** The Jigsaw Puzzle song to be sung and then children leave the hall in a manner reflecting school procedures and routines.



# Celebrating Difference

## Assembly (PowerPoint Slides) - Year 1





**Sharks lay  
the largest  
eggs in the  
world.**

**Bees have  
five eyes.**

**No two  
zebras have  
the same  
markings.**

**Crocodiles  
can't  
stick their  
tongues out.**

**Dolphins  
sleep with  
one eye  
closed.**

**Slugs have  
four noses.**

**A snail can  
sleep for 3  
years.**

**Honeybees  
have hair on  
their eyes.**

**A hippo can  
run faster  
than a man.**

**Tigers have  
striped skin  
not just  
striped fur.**

**Isn't it brilliant that we are all different?**





## Playground Blues

I've got the playground blues, my friend's away,  
I've got the playground blues, I'm on my own today  
I've got the playground blues, playground blues  
I'm talking to myself I've got those sad playground  
blues.

Here comes the playground rescue  
We'll be your buddies today.  
Here comes the playground rescue  
We really want you to play.  
Here comes the playground rescue,  
We know what to do,  
Put away that frown, it's smiles all round  
'Cause we'll be a buddy to you.



## Playground Blues

**Sad blues**

*F7 D°/F Bbm F C7 F13*

I've got the play-ground blues My

*F7 D°/F Bbm F C7 F13*

*mf p*

*Bb7 F7 F13 F C7/G G#° F/A*

friend's a- way, I've got the play-ground blues, I'm on my own to - day. I've got the

*Bb7 F7 F13 F C7/G G#° F/A*

*mf*

*Bb13 Bb7 (quiet & sad) F7*

play-ground blues, [do do do do!] I've got the play-ground blues

*Bb13 Bb7 F7*

*p mf*

*(quiet & sad) F7 C7 Db7 C7 F*

[do do do dee de!] I'm talk - ing to my - self, I've got those sad play-ground blues,

*F7 C7 Db7 C7 F*

*p mf*

F F<sup>7</sup> D<sup>9</sup>/F B<sup>bm</sup> F C<sup>7</sup> F C<sup>7</sup>  
 1. rit. 2.

I've got the

*f* *p*

freely lively

D<sup>9</sup> G<sup>13</sup> G(b<sup>13</sup>) C F G C F G C F G

Straight 1/2's

F F<sup>7</sup> C C F G C/E C<sup>7</sup> F

SALUTE!

Here comes the play-ground res- cue, — We'll be your bud-dies to -

C G G<sup>7</sup> C D<sup>7</sup>

SALUTE!

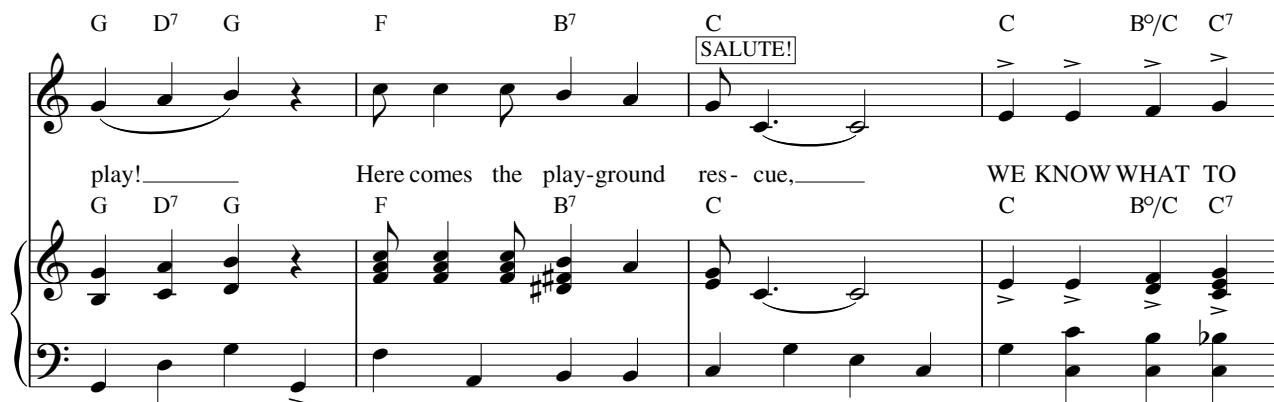
day! — Here comes the play-ground res- cue, — We real - ly want you to

C G G<sup>7</sup> C D<sup>7</sup>

G D<sup>7</sup> G F B<sup>7</sup> C [SALUTE!] C B<sup>9</sup>/C C<sup>7</sup>

play! Here comes the play-ground res- cue, WE KNOW WHAT TO

G D<sup>7</sup> G F B<sup>7</sup> C C B<sup>9</sup>/C C<sup>7</sup>



F F D<sup>7</sup> C C/E C/G A<sup>7</sup> Dm<sup>11</sup> Dm<sup>7</sup> G<sup>11</sup> G<sup>7</sup>

DO! Put a - way that frown, it's smiles all round 'cos we'll be a bud-dy to

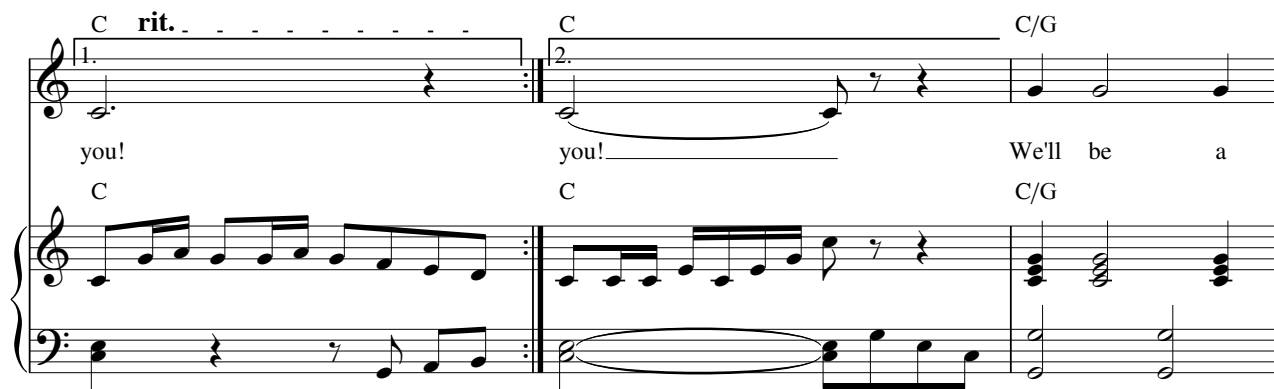
F F D<sup>7</sup> C C/E C/G A<sup>7</sup> Dm<sup>11</sup> Dm<sup>7</sup> G<sup>11</sup> G<sup>7</sup>



C rit. C C/G

1. you! 2. you! We'll be a

C C C/G

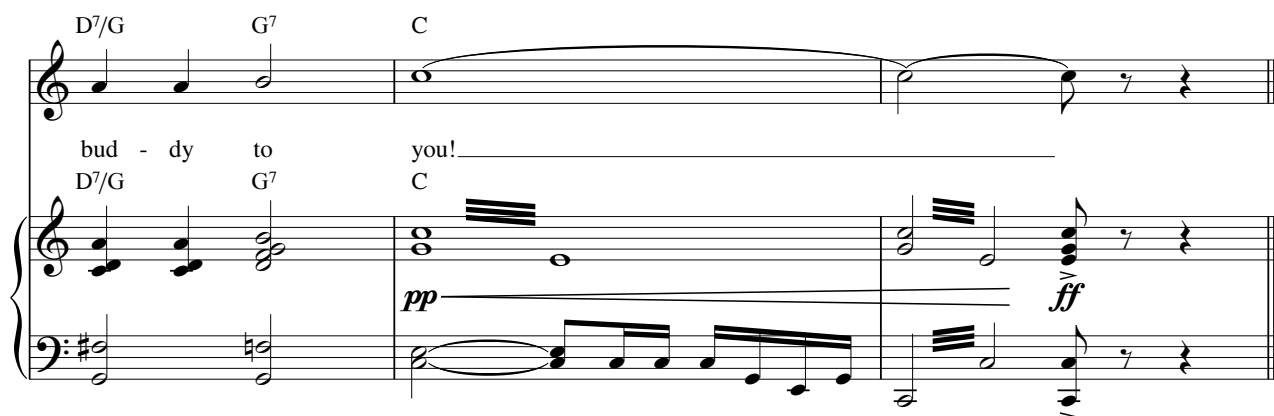


D<sup>7</sup>/G G<sup>7</sup> C

bud - dy to you!

D<sup>7</sup>/G G<sup>7</sup> C

*pp* *ff*



## The Colours of Friendship

The colours of friendship  
Are leaves on the tree  
The signs of our friendship  
From you and from me  
By working together  
All of the way  
By caring and sharing,  
Giving, living the friendship way

We carefully listen,  
To what people say  
Respecting each other  
Forgiving each day  
We show understanding  
At lessons and play  
By caring and sharing,  
Giving, living the friendship way



## The Colours of Friendship

Eb/G Cm7 Fm7 Bb7(sus4) Bb7 Eb Ab Eb Bb11 Bb7 Eb  
 The col-ours of friend ship  
 care-ful-ly lis - ten

Eb/G Cm7 Fm7 Bb7(sus4) Bb7 Eb Ab Eb Bb11 Bb7 Eb  
 — are leaves on the tree, The signs of our friend ship from you and from  
 — to what peo - ple say, Res-pect-ing each oth - er for - giv-ing each

Eb7 Ab C7 Fm F7  
 me. By work-ing to - geth - er all of the way,  
 day. We show un - der stand ing at les - sons and play,

Bb7(sus4) Bb7 Eb G7 Cm Cm/Bb  
 me. By work-ing to - geth - er all of the way,  
 day. We show un - der stand ing at les - sons and play,

12 Bb7(sus4) Bb7 Eb G7 Cm Cm/Bb  
 me. By work-ing to - geth - er all of the way,  
 day. We show un - der stand ing at les - sons and play,

17 A° Ab Eb/G Cm7 Fm7 Bb7(sus4) Bb7 Eb Ab Eb  
 — By car-ing and shar-ing, giv-ing, liv-ing the friend - ship way. We  
 — By car-ing and shar-ing, giv-ing, liv-ing the friend - ship way.

A° Ab Eb/G Cm7 Fm7 Bb7(sus4) Bb7 Eb Ab Eb  
 — By car-ing and shar-ing, giv-ing, liv-ing the friend - ship way. We  
 — By car-ing and shar-ing, giv-ing, liv-ing the friend - ship way.





# Weekly Celebration 1

This week we are celebrating people in our school who:

Accept that everyone is different





# Weekly Celebration 2

This week we are celebrating people in our school who:

Include others when working and playing





# Weekly Celebration 3

This week we are celebrating people in our school who:

Know how to help if someone is being bullied





# Weekly Celebration 4

This week we are celebrating people in our school who:

Try to solve problems





# Weekly Celebration 5

This week we are celebrating people in our school who:

Try to use kind words





# Weekly Celebration 6

This week we are celebrating people in our school who:

Know how to give and receive compliments





# Celebrating Difference

## Puzzle Overview - Year 1

| Puzzle 2<br>Celebrating<br>Difference                                                                                                                                       | Puzzle Outcome                                                                                                                           | Resources                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pieces                                                                                                                                                                      |                                                                                                                                          |                                                                                                                                                                                                                                                                       |
| <p>1. The same as ...</p>                                                                  | <p>I can identify similarities between people in my class</p> <p>I can tell you some ways in which I am the same as my friends</p>       | <p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Spot the similarities pictures, Set of picture cards e.g. Snap, Happy Families. Cardboard cut-out gingerbread person (flipchart size – one per child), T-shirt templates for gingerbread person, Jigsaw Journals.</p> |
| <p>2. Different from ...</p>                                                               | <p>I can identify differences between people in my class</p> <p>I can tell you some ways I am different from my friends</p>              | <p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Yes and no labels, Spot the difference pictures, Set of pair cards, Shorts templates for gingerbread people (could be trouser templates as an alternative), Jigsaw Journals.</p>                                      |
| <p>3. What is 'bullying'?</p>                                                            | <p>I can tell you what bullying is</p> <p>I understand how being bullied might feel</p>                                                  | <p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Bully pictures, Bullying pictures, Hat templates, Jigsaw Journals.</p>                                                                                                                                                |
| <p>4. What do I do about bullying?</p>                                                   | <p>I know some people who I could talk to if I was feeling unhappy or being bullied</p> <p>I can be kind to children who are bullied</p> | <p>Jigsaw Chime, 'Calm Me' script, Puzzle Song sheet: 'Playground Blues', Jigsaw Jack, Shoes template, Jigsaw Journals.</p>                                                                                                                                           |
| <p>5. Making new friends</p>                                                             | <p>I know how to make new friends</p> <p>I know how it feels to make a new friend</p>                                                    | <p>Jigsaw Chime, 'Calm Me' script, Soft/sponge football, Puzzle Song sheet: 'The Colours of Friendship', Book: 'Frog and Toad are Friends' by Arnold Lobel, Friendship tokens, Friendship token template, Jigsaw Journals.</p>                                        |
| <p>6. Celebrating difference; celebrating me</p> <p><b>Assessment Opportunity</b> ★</p>  | <p>I can tell you some ways I am different from my friends</p> <p>I understand these differences make us all special and unique</p>      | <p>Jigsaw Chime, 'Calm Me' script, Puzzle Song sheet: 'The Colours of Friendship', Jigsaw Jack, Balloons (one per child), Celebrating Me label template (one per child), Gingerbread people, Puzzle 2 Attainment Descriptor Grid, Jigsaw Journals.</p>                |



# Jigsaw Assessment - Year 1

## My Learning Progress This Year

Note to teacher: Recording and tracking progress. A copy of this sheet will be needed as a record for each child (see next page for sheet without teacher note for photocopying). This 'My Learning Progress This Year' sheet has the three attainment descriptors for each Puzzle (Puzzles 2-6). Each descriptor has two elements, the purple being PSHE - specific and the green having a social/emotional focus. After the assessment task in each Puzzle, the teacher, using a 'best fit' approach, highlights the appropriate descriptor box on each child's sheet and adds a comment in the box.

| Child's name:                      |                 | Class:                                                                                                          |                                                                                                                                          |                                                                                                                                                                           | Teacher comments |  |
|------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--|
|                                    | Assessment Date | Working towards                                                                                                 | Working at                                                                                                                               | Working beyond                                                                                                                                                            |                  |  |
| Puzzle 2<br>Celebrating Difference |                 | I can talk about one thing that makes me different from my friends                                              | I can tell you some ways I am different from my friends                                                                                  | I can describe a variety of ways that I am different from my friends                                                                                                      |                  |  |
|                                    |                 | I can tell you one thing that is special about me                                                               | I understand these differences make us all special and unique                                                                            | I can tell you why I am proud of the things that make me special                                                                                                          |                  |  |
| Puzzle 3<br>Dreams and Goals       |                 | I can tell you about a challenge that I succeeded in                                                            | I can tell you how I felt when I succeeded in a new challenge and how I celebrated it                                                    | I can tell you about what helped me to succeed in a new challenge and describe how I felt about my success                                                                |                  |  |
|                                    |                 | I can tell you why this made me feel good about myself                                                          | I know how to store the feelings of success in my internal treasure chest                                                                | I can choose how to celebrate my success and know how to store it in my internal treasure chest                                                                           |                  |  |
| Puzzle 4<br>Healthy Me             |                 | I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy | I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy                                     | I can describe many ways that my body is amazing and I can talk about ways to keep it safe and healthy, and some things that might harm it if I am not careful            |                  |  |
|                                    |                 | I know that my body is special and I need to take care of it                                                    | I can recognise how being healthy helps me to feel happy                                                                                 | I know that healthy choices make me feel good about myself and I can tell you how being healthy helps me to feel happy                                                    |                  |  |
| Puzzle 5<br>Relationships          |                 | I can name someone who is special to me                                                                         | I can tell you why I appreciate someone who is special to me                                                                             | I can talk about someone who is special to me and I can tell you why I appreciate them and why I think we get on well together                                            |                  |  |
|                                    |                 | and tell you why I like them                                                                                    | and express how I feel about them                                                                                                        | I can tell you how I feel about my relationship with this person                                                                                                          |                  |  |
| Puzzle 6<br>Changing Me            |                 | I know the main body parts that make boys and girls different and I recognise the correct names for these       | I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina | I can talk about the similarities and the differences between boys' and girls' bodies and can use the correct terms to describe the differences: penis, testicles, vagina |                  |  |
|                                    |                 | I know that some parts of my body are private                                                                   | I respect my body and understand which parts are private                                                                                 | I respect my body and I understand how to keep certain parts private, and I can tell you when I should and should not talk about these                                    |                  |  |

Please note: No assessment opportunity for Puzzle 1. Highlight 'best fit' as to what level the child is working at.

# Jigsaw Assessment - Year 1

## My Learning Progress This Year

| Child's name:                      |                 | Class:                                                                                                          |                                                                                                                                          |                                                                                                                                                                           | Teacher comments |  |
|------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--|
|                                    | Assessment Date | Working towards                                                                                                 | Working at                                                                                                                               | Working beyond                                                                                                                                                            |                  |  |
| Puzzle 2<br>Celebrating Difference |                 | I can talk about one thing that makes me different from my friends                                              | I can tell you some ways I am different from my friends                                                                                  | I can describe a variety of ways that I am different from my friends                                                                                                      |                  |  |
|                                    |                 | I can tell you one thing that is special about me                                                               | I understand these differences make us all special and unique                                                                            | I can tell you why I am proud of the things that make me special                                                                                                          |                  |  |
| Puzzle 3<br>Dreams and Goals       |                 | I can tell you about a challenge that I succeeded in                                                            | I can tell you how I felt when I succeeded in a new challenge and how I celebrated it                                                    | I can tell you about what helped me to succeed in a new challenge and describe how I felt about my success                                                                |                  |  |
|                                    |                 | I can tell you why this made me feel good about myself                                                          | I know how to store the feelings of success in my internal treasure chest                                                                | I can choose how to celebrate my success and know how to store it in my internal treasure chest                                                                           |                  |  |
| Puzzle 4<br>Healthy Me             |                 | I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy | I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy                                     | I can describe many ways that my body is amazing and I can talk about ways to keep it safe and healthy, and some things that might harm it if I am not careful            |                  |  |
|                                    |                 | I know that my body is special and I need to take care of it                                                    | I can recognise how being healthy helps me to feel happy                                                                                 | I know that healthy choices make me feel good about myself and I can tell you how being healthy helps me to feel happy                                                    |                  |  |
| Puzzle 5<br>Relationships          |                 | I can name someone who is special to me                                                                         | I can tell you why I appreciate someone who is special to me                                                                             | I can talk about someone who is special to me and I can tell you why I appreciate them and why I think we get on well together                                            |                  |  |
|                                    |                 | and tell you why I like them                                                                                    | and express how I feel about them                                                                                                        | I can tell you how I feel about my relationship with this person                                                                                                          |                  |  |
| Puzzle 6<br>Changing Me            |                 | I know the main body parts that make boys and girls different and I recognise the correct names for these       | I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina | I can talk about the similarities and the differences between boys' and girls' bodies and can use the correct terms to describe the differences: penis, testicles, vagina |                  |  |
|                                    |                 | I know that some parts of my body are private                                                                   | I respect my body and understand which parts are private                                                                                 | I respect my body and I understand how to keep certain parts private, and I can tell you when I should and should not talk about these                                    |                  |  |

Please note: No assessment opportunity for Puzzle 1. Highlight 'best fit' as to what level the child is working at.

# Puzzle 2 Celebrating Difference - Year 1

## My Jigsaw Learning Record

It is envisaged that, at the beginning of a Puzzle children will be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve. (A photocopyable version is on the next page.) They stick this into their Jigsaw Journal. After completion of the assessment task, the teacher and the child return to the 'My Jigsaw Learning Record' and the child colours in the 'Me' box in the relevant Working at, Working towards or Working beyond descriptor box, depending on what he thinks he has achieved. The teacher colours in the 'Teacher' box in the relevant descriptor and facilitates a conversation with the child about his learning progress for that Puzzle. Do they agree? They both complete the evaluation boxes on the child's learning record, focussing on how progress could be made in the next Puzzle.

| <b>Where am I with my learning?</b><br>Colour in the box to show where you think you are.<br>Does your teacher agree with you? |                                                                    |         |                                                               |         |                                                                      |         |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|---------|---------------------------------------------------------------|---------|----------------------------------------------------------------------|---------|
|                                                                                                                                | Working towards                                                    |         | Working at                                                    |         | Working beyond                                                       |         |
| <b>How am I doing?</b>                                                                                                         | I can talk about one thing that makes me different from my friends |         | I can tell you some ways I am different from my friends       |         | I can describe a variety of ways that I am different from my friends |         |
|                                                                                                                                | Me                                                                 | Teacher | Me                                                            | Teacher | Me                                                                   | Teacher |
|                                                                                                                                | I can tell you one thing that is special about me                  |         | I understand these differences make us all special and unique |         | I can tell you why I am proud of the things that make me special     |         |
|                                                                                                                                | Me                                                                 | Teacher | Me                                                            | Teacher | Me                                                                   | Teacher |

|                             |                              |
|-----------------------------|------------------------------|
| <b>I think...</b>           | I enjoyed learning.....      |
|                             | I could learn better if..... |
|                             | I still wonder about....     |
| <b>My teacher thinks...</b> | I am impressed with.....     |
|                             | Next time.....               |

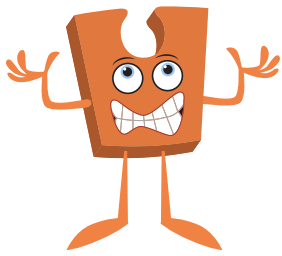
# Puzzle 2 Celebrating Difference - Year 1

## My Jigsaw Learning Record

| Where am I with my learning?<br>Colour in the box to show where you think you are.<br>Does your teacher agree with you? |                                                                    |         |                                                               |         |                                                                      |         |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|---------|---------------------------------------------------------------|---------|----------------------------------------------------------------------|---------|
|                                                                                                                         | Working towards                                                    |         | Working at                                                    |         | Working beyond                                                       |         |
| How am I doing?                                                                                                         | I can talk about one thing that makes me different from my friends |         | I can tell you some ways I am different from my friends       |         | I can describe a variety of ways that I am different from my friends |         |
|                                                                                                                         | Me                                                                 | Teacher | Me                                                            | Teacher | Me                                                                   | Teacher |
|                                                                                                                         | I can tell you one thing that is special about me                  |         | I understand these differences make us all special and unique |         | I can tell you why I am proud of the things that make me special     |         |
|                                                                                                                         | Me                                                                 | Teacher | Me                                                            | Teacher | Me                                                                   | Teacher |

|                      |                              |
|----------------------|------------------------------|
| I think...           | I enjoyed learning.....      |
|                      | I could learn better if..... |
|                      | I still wonder about....     |
| My teacher thinks... | I am impressed with.....     |
|                      | Next time.....               |

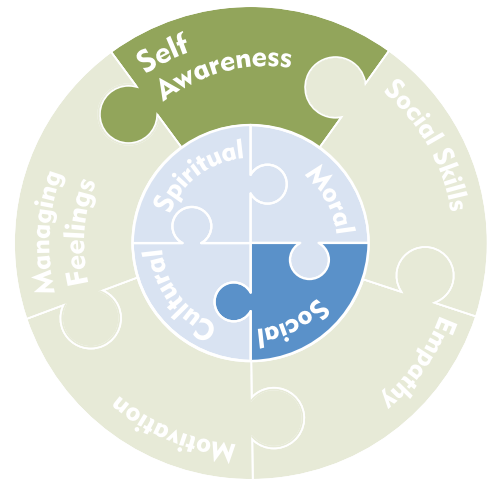




## Puzzle 2: Celebrating Difference - Year 1 - Autumn 2

### Piece 1 - The Same As...

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                             |
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| <b>Puzzle 2 Outcome</b><br><b>Hall of Fame</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Please teach me to...</b><br>identify similarities between people in my class<br>tell you some ways in which I am the same as my friends |
| <b>Resources</b><br>Jigsaw Chime<br>'Calm Me' script<br>Spot the similarities pictures<br>Set of picture cards e.g. Snap, Happy Families<br>Jigsaw Jack<br>Cardboard cut-out gingerbread person (flipchart size - one per child)<br>T-shirt templates for gingerbread person<br>Jigsaw Journals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Vocabulary</b><br>Similarity/similar<br>Same as                                                                                          |
| <b>Teaching and Learning</b><br><br><b>The Jigsaw Charter</b><br>Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).<br><br><b>Connect us</b><br>Play 'Switch.'<br>The aim of this game is for children to gain awareness of the similarities and differences between them, particularly the similarities. Therefore, throughout the game the teacher needs to keep drawing children's attention to the others who 'switched' at the same time as them, thereby helping children get to know with whom they have things in common (e.g. "Did you notice who also switched when I asked who has a pet gerbil?").<br>Play the game: Sitting in a circle the teacher explains to children that when she calls out a statement that applies to them, they need to 'switch' places with someone else who to whom it also applies. The teacher may call out, "Switch places if you like jelly babies". All the children who like jelly babies switch places and notice who else likes jelly babies. Continue the game with a range of statements such as: Switch places if you like football, switch places if you like computer games, switch places if you have long hair, etc.<br>(Teacher to make sure ALL children have opportunities to switch.)<br><br><b>Calm me</b><br>Everyone, including adults, is sitting on chairs in a circle.<br>Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script. |                                                                                                                                             |



### Ask me this...

Who is similar to you?  
 How does it feel to have similarities with people in your class?

Does your mind feel calm and ready to learn?

### Open my mind

Spot the similarities on two pictures. This is like spot the difference, but here the focus is on what is the same. Ask the children to identify the similarities and reinforce the language: "The same as..." and "Similar to..."

### Tell me or show me

Use a set of cards with animals or characters on, e.g. Snap or Happy Families. Give each child a card and ask them to find their pair.

Ask a pair to come out to the front and then ask the other children to see what is the same for the two children standing out the front. For example, both have blue eyes. Draw out similarities that might not be visible, e.g. likes, hobbies, family make-up, etc.

### Let me learn

Still in the same pairs, children identify three similarities or ways that they are the same as their partner. Using Jigsaw Jack as the talking object, share these in the circle, ensuring that all children have grasped this concept.

Back at their tables and sitting with in their pair, give each child the T-shirt template for their gingerbread person (make sure the child's name is already written on the T-shirt template). Explain that each child has a gingerbread person already put up in the corridor/hall and this T-shirt is for their gingerbread person. Ask children to draw/write onto their T-shirt template three ways they are similar to the partner with whom they are working.

Take a photo of each child sticking the T-shirt onto his/her gingerbread person. (This photo can then be stuck into the child's Jigsaw Journal.)

### Help me reflect


In the Reflection Puzzle Piece of their Jigsaw Journal, children write a word to describe how it feels to be the same as/similar to other people.

What similarities can you see?

What is the same in each picture?

How am I the same as my friend?

### Notes

Prior to this Piece, you will need to have cut out a flipchart gingerbread person for each child. These will be introduced to the children in Piece 1 then stuck side by side, hands touching, along the corridor/around the walls of the school hall. Each Piece will see the children adding an item of clothing to their own gingerbread person, culminating in the celebration in Piece 6. Alternatively, the gingerbread people could be free-standing cardboard cut outs, all holding hands, to form a 3D display.  Prepare

# Celebrating Difference

## Calm Me Script - Year 1 - Piece 1

Children, I invite you to sit comfortably in your chairs with your backs nice and straight but a little bit relaxed, not like robots. Let your shoulders relax, have both feet flat on the floor and your hands in your lap. Imagine there is a gold thread coming from the top of your head and pulling your spine nice and long and straight. You feel proud and relaxed and happy to be you.

Strike the Jigsaw Chime just once and ask the children to listen until they cannot hear any sound any more. Bring all your attention to this present moment and help your mind to concentrate on listening to the sound of the Jigsaw Chime (strike it once more) until the sound is all gone, far away.

Put your hands on your tummy and breathe in gently, a nice deep breath, in through your nose, and out again gently. Feel yourself relax and feel peaceful as you breathe out. Smile as you keep breathing in and out gently. Can you feel your tummy going out and in as you breathe in and out?

See if you can count to 3 in your head as you breathe in and 1,2,3 as you breathe out again, nice and gently so you feel happy and peaceful.

Do this a few times and then strike the chime again inviting the children to bring their attention back into the classroom when they can no longer hear any sound from the chime.

Sit quietly and enjoy being calm and still and quiet for a few moments and praise the children, reminding them that calm minds can learn more easily.

When they hear the chime during the day this means: stop, breathe in and out gently with hands on tummies 3 times, smile and carry on with your work.

Note for the teacher:

The chime is used to help children let go of whatever they are currently doing or thinking about and to bring their attention to the focussed point of the sound of the chime. This aims to help them gain awareness of being in control of where and how they focus their minds and attention, ultimately leading to more concentration and learning.

Therefore you may like to help them develop this skill further by striking the chime at intervals through the day, maybe 2 or 3 times, and requesting that they stop and listen until they can no longer hear the sound. In time they will learn to connect the deep breathing techniques with the sound for a double calming and focussing effect.

These techniques are very useful for children learning to manage their emotions too, but they do need to be practised in a neutral and even-keeled atmosphere for a while first before translating them into those scenarios and uses.

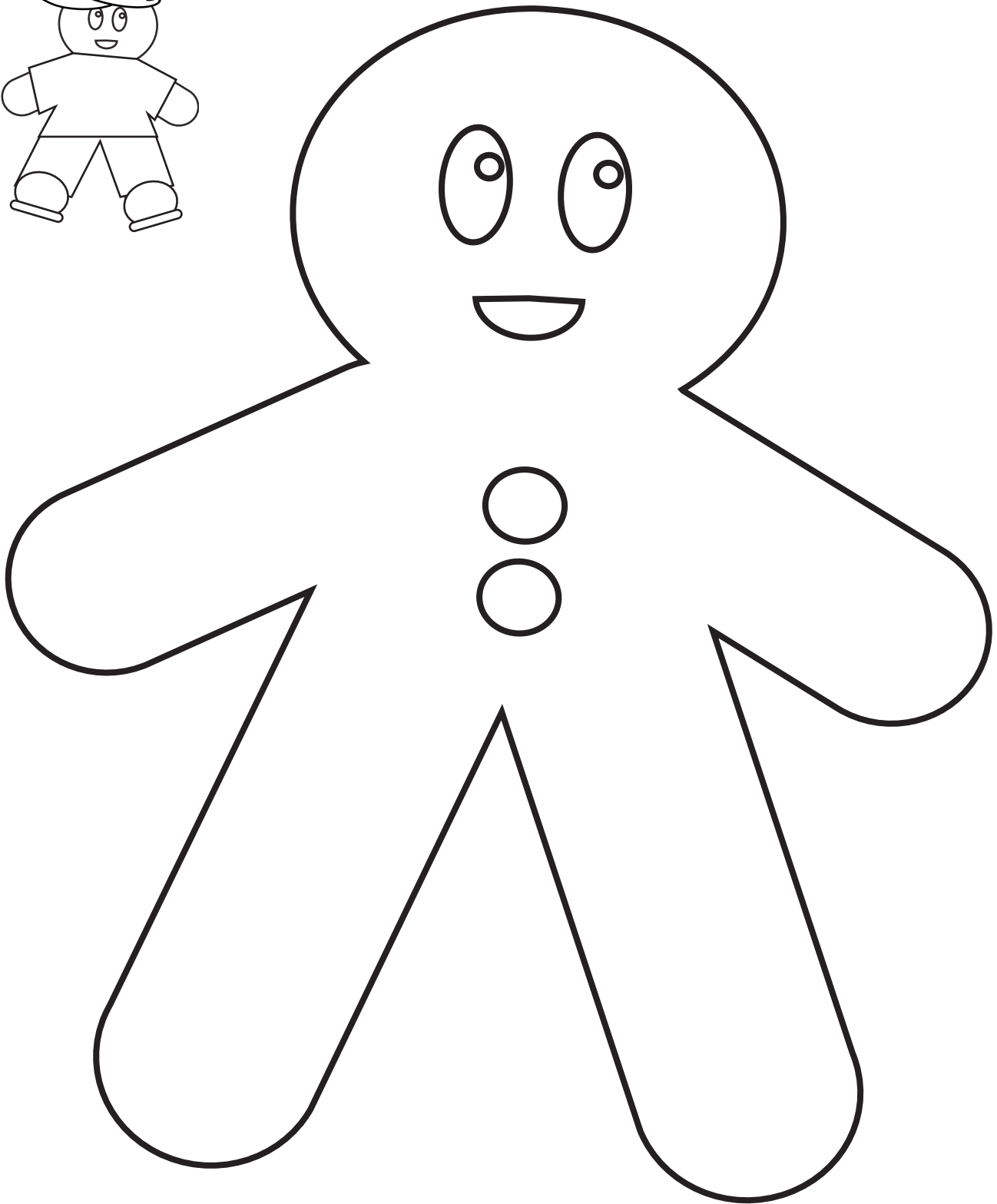
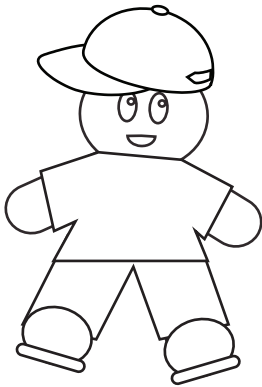
# Celebrating Difference

Spot the Similarity - Year 1 - Piece 1



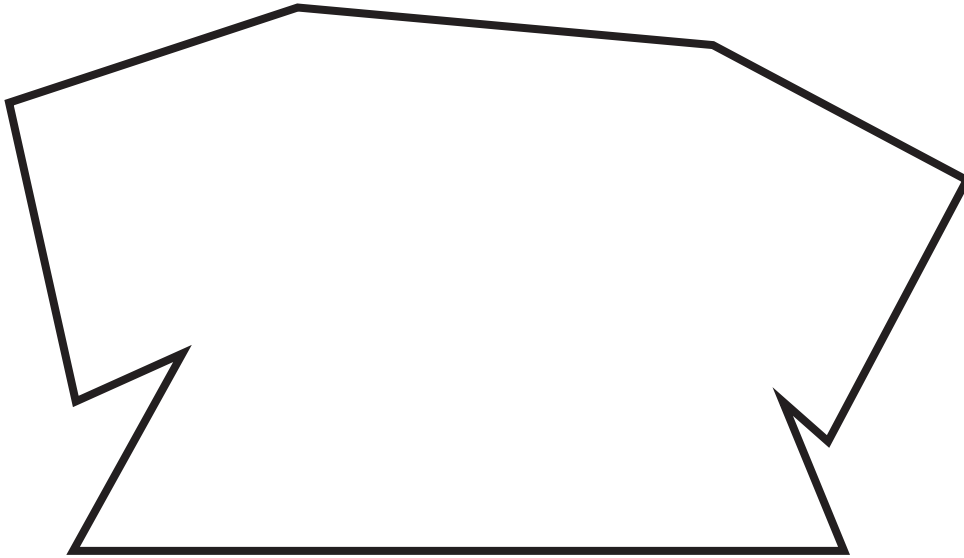
# Celebrating Difference

Gingerbread Template - Year 1 - Piece 1

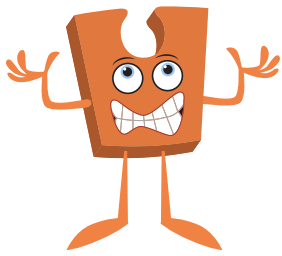


# Celebrating Difference

## Gingerbread T-Shirt Template - Year 1 - Piece 1



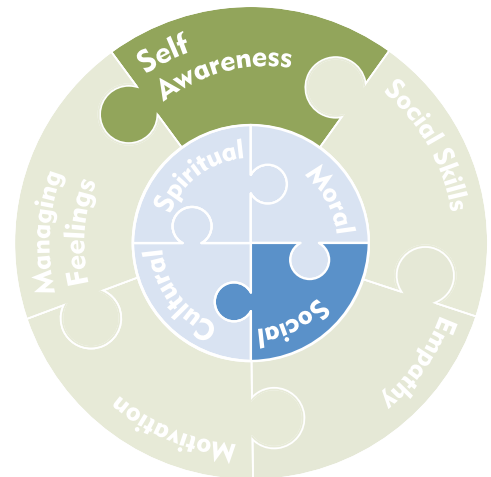




## Puzzle 2: Celebrating Difference - Year 1 - Autumn 2

### Piece 2 - Different From...

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Puzzle 2 Outcome</b><br><b>Hall of Fame</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Please teach me to...</b><br>identify differences between people in my class<br>tell you some ways I am different from my friends |
| <b>Resources</b><br>Jigsaw Chime<br>'Calm Me' script<br>Yes and no labels<br>Spot the difference pictures<br>Set of pair cards<br>Jigsaw Jack<br>Shorts templates for gingerbread people<br>Jigsaw Journals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Vocabulary</b><br>Different from<br>Difference<br>Similarity                                                                      |
| <b>Teaching and Learning</b><br><br><b>The Jigsaw Charter</b><br>Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).<br><br><b>Calm me</b><br>Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.<br><br><b>Connect us</b><br>The corner game.<br>In one corner of the classroom, place a label with the word 'yes' written onto it and in another corner place a label with the word 'no' written on it. Then say a statement such as 'I like pizza'. Invite the children to go and stand in the 'yes' corner if that applies to them or the 'no' corner if it doesn't apply to them. The teacher then emphasises the differences: "Melissa is different from John because she likes pizza but John doesn't".<br>The teacher then says other statements such as:<br>"My favourite colour is green"<br>"I love football"<br>"I love cooking"<br>Again, the teacher emphasises the differences, and emphasises the language of difference.<br><br><b>Open my mind</b><br>Spot the differences on two pictures. Ask the children to identify the differences and reinforce the language: "Different from..." and "Differences". |                                                                                                                                      |



### Ask me this...

Does your mind feel calm and ready to learn?

What differences are there between you and your friends?

What differences are there?

**Tell me or show me**

Use a set of cards with animals or characters on, e.g. Snap or Happy Families. Give each child a card and ask them to find their pair.

Ask a pair to come out to the front and then ask the other children to see what is different for the two children standing out the front. For example, one is a boy; one is a girl, etc. Draw out differences that might not be visible, e.g. dislikes, hobbies, family make-up, etc.

**Let me learn**

Still in the same pairs, children identify three differences or ways that they are different from their partner. Using Jigsaw Jack as the talking object, share these in the circle, ensuring that all children have grasped this concept.

Back at their tables and sitting in their pair, give each child the shorts template for their gingerbread person (make sure the child's name is already written on the shorts template). Ask children to draw/write onto their shorts template three ways they are similar to the partner with whom they are working.

Take a photo of each child sticking the shorts onto his/her gingerbread person. (This photo can then be stuck into the child's Jigsaw Journal.)

**Help me reflect**

In the Reflection Puzzle Piece of their Jigsaw Journal, children write a word to describe how it feels to be different from other people.

How are you different from your friend?

**Notes**

# Celebrating Difference

## Calm Me Script - Year 1 - Piece 2

Children, I invite you to sit comfortably in your chairs with your backs nice and straight but a little bit relaxed, not like robots. Let your shoulders relax, have both feet flat on the floor and your hands in your lap. Imagine there is a gold thread coming from the top of your head and pulling your spine nice and long and straight. You feel proud and relaxed and happy to be you.

Strike the Jigsaw Chime just once and ask the children to listen until they cannot hear any sound any more. Bring all your attention to this present moment and help your mind to concentrate on listening to the sound of the Jigsaw Chime (strike it once more) until the sound is all gone, far away.

Put your hands on your tummy and breathe in gently, a nice deep breath, in through your nose, and out again gently. Feel yourself relax and feel peaceful as you breathe out. Smile as you keep breathing in and out gently. Can you feel your tummy going out and in as you breathe in and out?

See if you can count to 3 in your head as you breathe in and 1,2,3 as you breathe out again, nice and gently so you feel happy and peaceful.

Do this a few times and then strike the chime again inviting the children to bring their attention back into the classroom when they can no longer hear any sound from the chime.

Sit quietly and enjoy being calm and still and quiet for a few moments and praise the children, reminding them that calm minds can learn more easily.

When they hear the chime during the day this means: stop, breathe in and out gently with hands on tummies 3 times, smile and carry on with your work.

Note for the teacher:

The chime is used to help children let go of whatever they are currently doing or thinking about and to bring their attention to the focussed point of the sound of the chime. This aims to help them gain awareness of being in control of where and how they focus their minds and attention, ultimately leading to more concentration and learning.

Therefore you may like to help them develop this skill further by striking the chime at intervals through the day, maybe 2 or 3 times, and requesting that they stop and listen until they can no longer hear the sound. In time they will learn to connect the deep breathing techniques with the sound for a double calming and focussing effect.

These techniques are very useful for children learning to manage their emotions too, but they do need to be practised in a neutral and even-keeled atmosphere for a while first before translating them into those scenarios and uses.

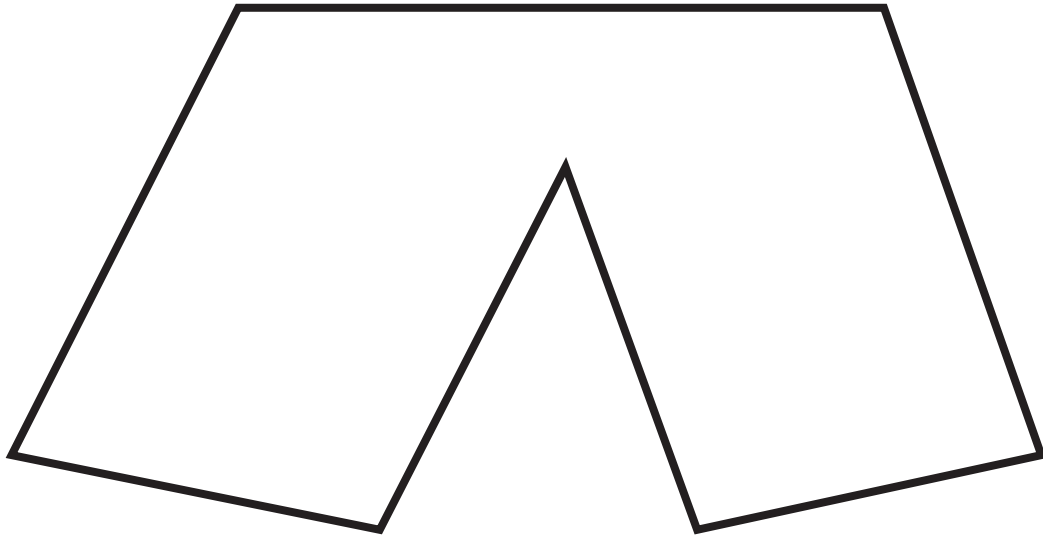
# Celebrating Difference

## Spot the Difference - Year 1 - Piece 2

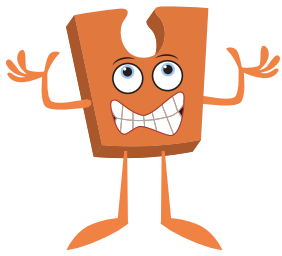


# Celebrating Difference

## Gingerbread Trousers Template - Year 1 - Piece 2



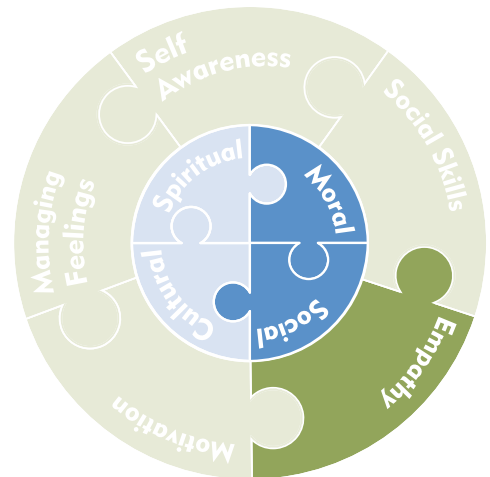




## Puzzle 2: Celebrating Difference - Year 1 - Autumn 2

### Piece 3 - What is 'bullying'?

|                                                                                                                                 |                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>Puzzle 2 Outcome</b><br><b>Hall of Fame</b>                                                                                  | <b>Please teach me to...</b><br>tell you what bullying is<br>understand how being bullied might feel |
| <b>Resources</b><br>Jigsaw Chime<br>'Calm Me' script<br>Bully pictures<br>Bullying pictures<br>Hat templates<br>Jigsaw Journals | <b>Vocabulary</b><br>Bullying<br>Bullying behaviour<br>Deliberate<br>On purpose<br>Unfair            |



#### Teaching and Learning

##### The Jigsaw Charter

Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).

##### Connect us

Huggy bears.

Children move around the space and when the teacher calls "Huggy bears - threes", the children run and hug each other in a group of three. Repeat this with other numbers. Discuss how it feels to be part of a group and how it feels if you are left out. Reinforce the idea (with the Learning Charter) that we all have the right to be included.

##### Calm me

Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.

##### Open my mind

Show the children the two pictures and ask which one is the bully.

The first picture is of big, brutish bully-looking character; the second picture is of five/six year old child. There are two further pictures to reinforce the learning that being a bully is not what you look like but is about your behaviour and how you treat other people. The pictures show both girls and boys.

##### Tell me or show me

Ask the children what they know about bullying. Scribe their ideas about what they think bullying is, examples of when it has happened and how it makes people feel. Ensure there are examples of bullying which exemplify the key features of bullying (see below) as well as examples which may be classed as teasing or one-off incidents.

#### Ask me this...

How does it feel to be part of a group?

Does your mind feel calm and ready to learn?

Which one do you think might be a bully?

Why?

How can you tell?

What is bullying?

### **Key features of bullying**

1. It doesn't just happen once: it goes on over time and happens again and again
2. It is deliberate: hurting someone on purpose, not accidentally
3. It is unfair: the person doing the bullying is stronger and more powerful (or there are more of them)

Using the examples that the children have come up with teach the children the three key features of bullying and help them to identify which of their examples has these key features and would therefore be classed as bullying.

Make it clear that any behaviour that hurts someone else is not acceptable whether it is bullying, accidental or a one off incident.

### **Let me learn**

In groups, children have three pictures and ask them to discuss which pictures show bullying, using the key features considered in 'Tell me or show me'. Each picture is an example of bullying behaviour, but try to encourage the children to think about if these look like one-off incidents or examples of bullying.

Discuss with the children how it feels to be bullied and reinforce that everyone has the right to feel safe and not bullied in our school. On the hat templates, children write a slogan reflecting anti-bullying, e.g. No Bully Zone, Make Bullying Extinct, No Bullies Here, etc.

Share the slogans before the children stick the hat on their gingerbread person.

### **Help me reflect**

In the Reflection Puzzle Piece of their Jigsaw Journals, children write three words to describe how they would feel in a school where there was no bullying at all.

Which of the picture shows bullying behaviour?

How do you know?

How might it feel to be bullied?

### **Notes**



# Celebrating Difference

## Calm Me Script - Year 1 - Piece 3

Children, I invite you to sit comfortably in your chairs with your backs nice and straight but a little bit relaxed, not like robots. Let your shoulders relax, have both feet flat on the floor and your hands in your lap. Imagine there is a gold thread coming from the top of your head and pulling your spine nice and long and straight. You feel proud and relaxed and happy to be you.

Strike the Jigsaw Chime just once and ask the children to listen until they cannot hear any sound any more. Bring all your attention to this present moment and help your mind to concentrate on listening to the sound of the Jigsaw Chime (strike it once more) until the sound is all gone, far away.

Put your hands on your tummy and breathe in gently, a nice deep breath, in through your nose, and out again gently. Feel yourself relax and feel peaceful as you breathe out. Smile as you keep breathing in and out gently. Can you feel your tummy going out and in as you breathe in and out?

See if you can count to 3 in your head as you breathe in and 1,2,3 as you breathe out again, nice and gently so you feel happy and peaceful.

As you breathe in count 1,2,3 nice and slowly, then as you breathe out whisper, "Calm like me."

So breathe in 1,2,3 and out "Calm like me."

Note for the teacher:

Make sure you guide the children to do this slowly but do remember children take more breaths per minute than adults so do go at a pace comfortable to them so nobody gets light-headed.

# Celebrating Difference

## Bully Pictures PowerPoint - Year 1 - Piece 3



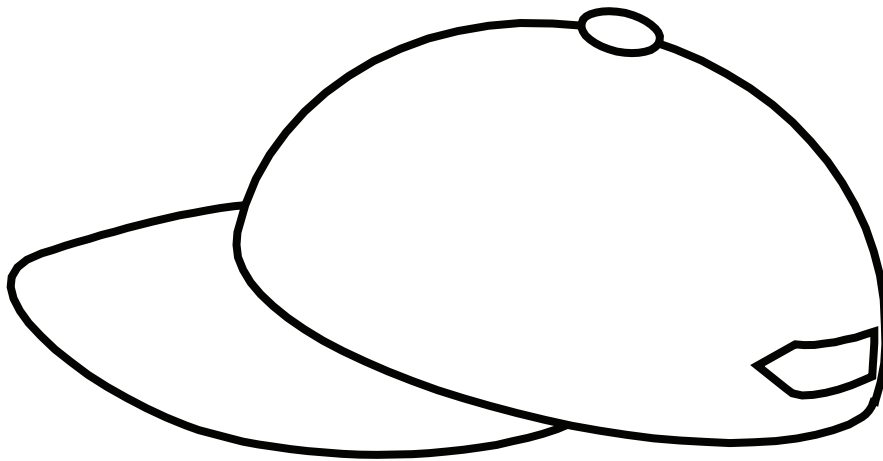
# Celebrating Difference

## Bullying Pictures in PowerPoint - Year 1 - Piece 3

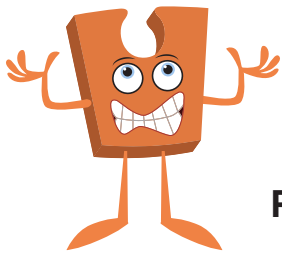


# Celebrating Difference

## Gingerbread Hat Template - Year 1 - Piece 3



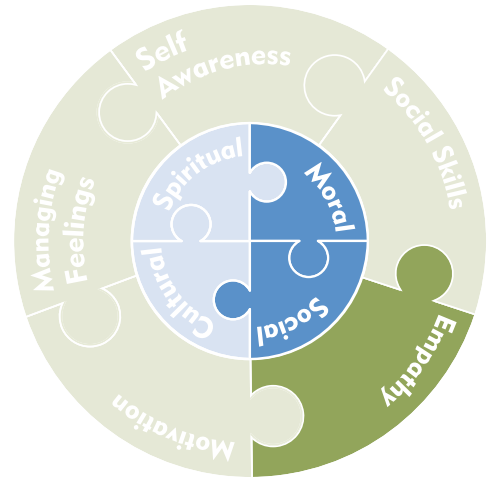




## Puzzle 2: Celebrating Difference - Year 1 - Autumn 2

### Piece 4 - What do I do about bullying?

|                                                                                                                                                   |                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Puzzle 2 Outcome</b><br><b>Hall of Fame</b>                                                                                                    | <b>Please teach me to...</b><br>know some people who I could talk to if I was feeling unhappy or being bullied<br>be kind to children who are bullied |
| <b>Resources</b><br>Jigsaw Chime<br>'Calm Me' script<br>Jigsaw Song sheet: 'Playground Blues'<br>Jigsaw Jack<br>Shoes template<br>Jigsaw Journals | <b>Vocabulary</b><br>Included<br>Bully<br>Bullied                                                                                                     |



### Teaching and Learning

#### The Jigsaw Charter

Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).

#### Connect us

Play huggy bears.

Children move around the space and when the teacher calls "Huggy bears - threes", the children run and hug each other in a group of three. Repeat this with other numbers. Discuss how it feels to be part of a group and how it feels if you are left out. Reinforce the idea (with the Learning Charter) that we all have the right to be included.

#### Calm me

Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.

#### Open my mind

Sing the Jigsaw Song: 'Playground Blues'

Draw out from the children what the song is teaching: it is about looking after each other, because if we look after each other there will be no room for bullying.

#### Tell me or show me

In the circle, the teacher tells the children that Jigsaw Jack is upset and asks why this might be. Draw out that he is unhappy/upset because somebody is bullying him but he is too embarrassed to say what is happening. The children suggest what might be happening to Jigsaw Jack and the teacher uses their examples to reinforce what bullying could look like. Establish how this is making Jack feel.

In talking partners, children think about how they could help Jigsaw Jack, and give him ideas as to what he could do to stop the bullying. For example, he could tell an adult. Each pair gives their suggestion to Jigsaw Jack and on Jack's behalf the teacher thanks the children for their suggestions, reinforcing those which could work and writing them on the flipchart.

### Ask me this...

How does it feel to be part of a group? How does it feel if you are left out?

Does your mind feel calm and ready to learn?

How can we help children in the playground?

Why might Jigsaw Jack be upset? What has happened to Jigsaw Jack? How might he be feeling?

What could Jigsaw Jack do to get help?

**Let me learn**

On the shoes template, children write or draw their top two things they could do if they were being bullied.

They stick their shoes onto their gingerbread template and share their ideas.

**Help me reflect**

In their Reflection Puzzle Piece of their Jigsaw Journals, the children write one word to describe how it might feel if you were being bullied and one word to describe how you would feel when the bullying stopped.

**Notes**

# Celebrating Difference

## Calm Me Script - Year 1 - Piece 4

Children, I invite you to sit comfortably in your chairs with your backs nice and straight but a little bit relaxed, not like robots. Let your shoulders relax, have both feet flat on the floor and your hands in your lap. Imagine there is a gold thread coming from the top of your head and pulling your spine nice and long and straight. You feel proud and relaxed and happy to be you.

Strike the Jigsaw Chime just once and ask the children to listen until they cannot hear any sound any more. Bring all your attention to this present moment and help your mind to concentrate on listening to the sound of the Jigsaw Chime (strike it once more) until the sound is all gone, far away.

Put your hands on your tummy and breathe in gently, a nice deep breath, in through your nose, and out again gently. Feel yourself relax and feel peaceful as you breathe out. Smile as you keep breathing in and out gently. Can you feel your tummy going out and in as you breathe in and out?

See if you can count to 3 in your head as you breathe in and 1,2,3 as you breathe out again, nice and gently so you feel happy and peaceful.

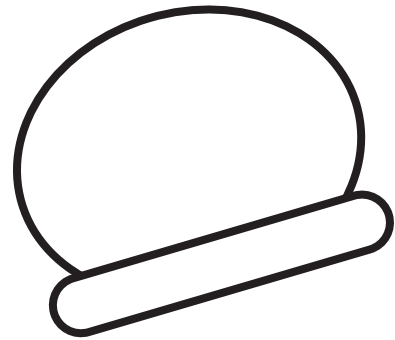
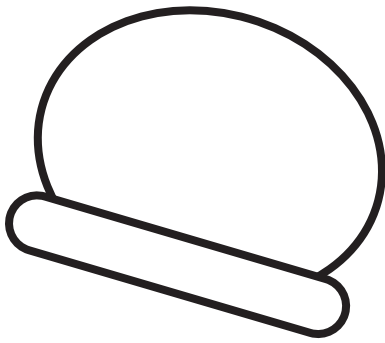
As you breathe in count 1,2,3 nice and slowly, then as you breathe out whisper, "Calm like me." So breathe in 1,2,3 and out "Calm like me."

Note for the teacher:

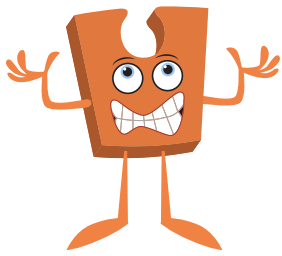
Make sure you guide the children to do this slowly but do remember children take more breaths per minute than adults so do go at a pace comfortable to them so nobody gets light-headed.

# Celebrating Difference

## Gingerbread Shoes Template - Year 1 - Piece 4



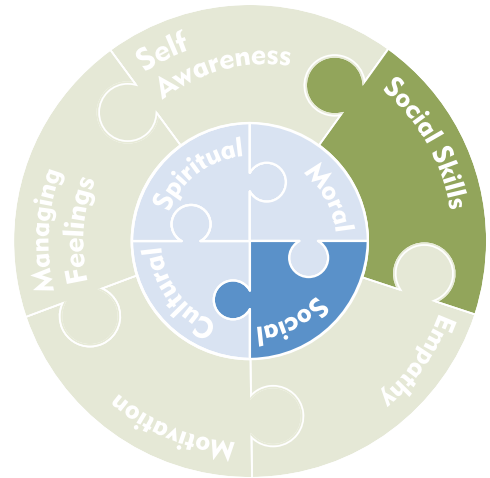




## Puzzle 2: Celebrating Difference - Year 1 - Autumn 2

### Piece 5 - Making new friends

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Puzzle 2 Outcome</b><br><b>Hall of Fame</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Please teach me to...</b><br>know how to make new friends<br>know how it feels to make a new friend |
| <b>Resources</b><br>Jigsaw Chime 'Calm Me' script Soft/sponge football<br>Jigsaw Song sheet: 'The Colours of Friendship'<br>Book: 'Frog and Toad are Friends' by Arnold Lobel<br>Friendship tokens<br>Friendship token template<br>Jigsaw Journals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Vocabulary</b>                                                                                      |
| <b>Teaching and Learning The Jigsaw Charter</b><br>Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).<br><br><b>Connect us</b><br>Roll the ball.<br><br>Everyone stands in a circle. The teacher has a soft ball (football) and rolls it to someone in the circle and, once they have made eye contact, says: "Hello, Mark". The teacher helps the child to answer appropriately saying "Hello" and then that child makes eye contact with someone else in the circle and says "Hello ...". That child replies and then repeats the exercise, greeting someone else in the circle until everyone has had a go. Encourage the children to sit down once they have had a turn so it is clear who is yet to have a turn.<br><br><b>Calm me</b><br>Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script<br><br><b>Open my mind</b><br>Sing the Jigsaw Song: 'The Colours of Friendship'.<br>Draw out from the children what the song is telling us about friendship. |                                                                                                        |



### Ask me this...

Have you chosen someone you wouldn't normally choose?  
 How does it feel to be chosen?

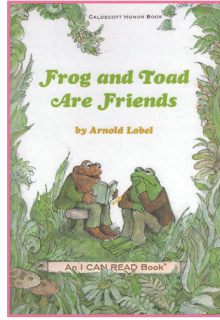
Does your mind feel calm and ready to learn?

How do we treat our friends?  
 What words in the song say how we can treat our friends?

### Tell me or show me

Read the book 'Frog and Toad are Friends' by Arnold Lobel.

Ask the children to think about the qualities and behaviours that make a friend. Write each one on a friendship token and stick onto the board/flipchart. Ideas might include that a friend: makes you laugh, plays with you, listens to you, shares their toys, and chooses you to be their partner. All of these ideas could be examples of children giving each other friendship tokens. The teacher models how children could make new friends by offering friendship tokens.



What makes a good friend?

### Let me learn

Back at their tables each child has a blank friendship token and draws/ writes on it one thing they could offer a new friend, e.g. sharing toys, playing games, making their friend laugh, etc.

Share the ideas of what the children would like to offer to new friends and suggest they try to make new friends this week.

### Help me reflect

Children stick their friendship token onto one hand of their gingerbread person, showing that they are offering the hand of friendship to other children.

In the Reflection Puzzle Piece of their Jigsaw Journal, children write the names of two people with whom they would like to make friends.

### Notes

# Celebrating Difference

## Calm Me Script - Year 1 - Piece 5

Children, I invite you to sit comfortably in your chairs with your backs nice and straight but a little bit relaxed, not like robots. Let your shoulders relax, have both feet flat on the floor and your hands in your lap. Imagine there is a gold thread coming from the top of your head and pulling your spine nice and long and straight. You feel proud and relaxed and happy to be you.

Strike the Jigsaw Chime just once and ask the children to listen until they cannot hear any sound any more. Bring all your attention to this present moment and help your mind to concentrate on listening to the sound of the Jigsaw Chime (strike it once more) until the sound is all gone, far away.

Put your hands on your tummy and breathe in gently, a nice deep breath, in through your nose, and out again gently. Feel yourself relax and feel peaceful as you breathe out. Smile as you keep breathing in and out gently. Can you feel your tummy going out and in as you breathe in and out?

See if you can count to 3 in your head as you breathe in and 1,2,3 as you breathe out again, nice and gently so you feel happy and peaceful. Breathe in... 1,2,3 and out "Calm like me"...

Now try to let your mind imagine a picture of your special place where you feel really calm and peaceful. Picture that place and remember how it feels to be there, nice and calm and peaceful.

You feel safe and calm and peaceful.

Do this a few times and then strike the chime again inviting the children to bring their attention back into the classroom when they can no longer hear any sound from the chime.

Sit quietly and enjoy being calm and still and quiet for a few moments and praise the children, reminding them that calm minds can learn more easily. They can also use these breathing techniques if they feel angry or worried and want to help themselves feel calm and peaceful.

Note to the teacher:

As well as practising breathing techniques as calming techniques, we are also encouraging children to use their imaginations to take themselves to places and situations that will engender peaceful and happy feelings in them. The subconscious remembers the emotions attached to places and experiences and so we are helping children to draw on these remembered positive experiences to bring these emotional states into being in the classroom.

This is a powerful technique for them to use when they need it e.g. when they might be getting angry or upset. It helps them to regulate their own emotions by 'changing the channel' of emotions, tuning into a peaceful, happy channel rather than a frustrating or difficult channel.

# Celebrating Difference

## Friendship Token - Year 1 - Piece 5





## Piece 6 - Celebrating Difference; Celebrating Me

### **Tell me or show me and Let me learn**

Ask the children to work in pairs and ask them to take their partner to look at their gingerbread person and talk about what they have drawn/ written on them. (Alternatively the teacher can show some examples as a recap about the work the children have done over the past few weeks, drawing out the differences and similarities the children have found out about themselves, and the special qualities/characteristics the children may have.)

Then, ask the children to sit at a table with their partner and complete the Celebrating Me label. On one side of the label the children write/ draw what makes them special and unique. On the other side of the label the children complete the sentence stem: 'I am different from my friend because...'

(This label will shortly be tied to a balloon and then fastened to the child's gingerbread person).

Once the labels are complete, the children come back to the circle and share what they have drawn/written on their Celebrating Me label. This provides the opportunity for the teacher to assess each child's understanding. In order to see if children are 'Working beyond', they also need to express why they are proud of the things that make them special; therefore as they share their labels with the class, ask them, "Why are you proud of the things that make you special?" It would be useful to have an adult to scribe their responses.

As part of a celebration ceremony, the children are then given a balloon which they tie their label onto and this is then fastened onto their gingerbread person.

(For the final part of this Piece, it might be a good idea to have the ceremony part of the session in the hall where children can sit in a big circle on chairs, with their gingerbread person on the floor in front of them. When they read out their label and receive their balloon and attach it to their gingerbread person, they could then do a Celebrating Me procession around the hall to which parents/carers could be invited; alternatively the Year 2 class could be invited to watch the procession.)

A photograph of the whole class with their gingerbread people could be stuck into each child's Jigsaw Journal as a celebration of the work completed in this Puzzle. The end of Puzzle certificate could also be given out during the Celebrating Me procession ceremony.

### **Help me reflect**

The Reflection Puzzle Piece of the Jigsaw Journal could be used during the procession when the children are asked to think about what makes them special and how are they different and unique.

How do you feel about the Learning Charter?

### **Notes**

The gingerbread people display is intended to be the contribution for Year 1 as part of the whole school Hall of Fame, celebrating work from all year groups at the end of this Puzzle.

### **Assessment**

After this Piece, the teacher will bring together the children's labels, responses to the 'Why are you proud?' question and his/her observations through the Piece. The teacher makes a 'best fit' assessment against the three levelled criteria on the Celebrating Difference Attainment Descriptor Grid, and highlights the appropriate box on the grid in the child's Jigsaw Journal. The teacher then adds a personalised comment about the child's progress during the Puzzle and completes the Celebrating Difference certificate for each child.

Children are invited to add their comments to the Attainment Descriptor Grid after seeing the teacher's assessment and to add their own comments to their certificates. The certificates can be presented in a circle time or in a year group assembly and it is important that these are valued by being stuck into the Jigsaw Journals.

The Assessment Descriptor and teacher notes could form the starting point when reporting to parents/carers.

# Celebrating Difference

## Calm Me Script - Year 1 - Piece 6

Children, I invite you to sit comfortably in your chairs with your backs nice and straight but a little bit relaxed, not like robots. Let your shoulders relax, have both feet flat on the floor and your hands in your lap. Imagine there is a gold thread coming from the top of your head and pulling your spine nice and long and straight. You feel proud and relaxed and happy to be you.

Strike the Jigsaw Chime just once and ask the children to listen until they cannot hear any sound any more. Bring all your attention to this present moment and help your mind to concentrate on listening to the sound of the Jigsaw Chime (strike it once more) until the sound is all gone, far away.

Put your hands on your tummy and breathe in gently, a nice deep breath, in through your nose, and out again gently. Feel yourself relax and feel peaceful as you breathe out. Smile as you keep breathing in and out gently. Can you feel your tummy going out and in as you breathe in and out?

See if you can count to 3 in your head as you breathe in and 1,2,3 as you breathe out again, nice and gently so you feel happy and peaceful. Breathe in... 1,2,3 and out "Calm like me"...

Now try to let your mind imagine a picture of your special place where you feel really calm and peaceful. Picture that place and remember how it feels to be there, nice and calm and peaceful.

You feel safe and calm and peaceful.

Do this a few times and then strike the chime again inviting the children to bring their attention back into the classroom when they can no longer hear any sound from the chime.

Sit quietly and enjoy being calm and still and quiet for a few moments and praise the children, reminding them that calm minds can learn more easily. They can also use these breathing techniques if they feel angry or worried and want to help themselves feel calm and peaceful.

Note to the teacher:

As well as practising breathing techniques as calming techniques, we are also encouraging children to use their imaginations to take themselves to places and situations that will engender peaceful and happy feelings in them. The subconscious remembers the emotions attached to places and experiences and so we are helping children to draw on these remembered positive experiences to bring these emotional states into being in the classroom.

This is a powerful technique for them to use when they need it e.g. when they might be getting angry or upset. It helps them to regulate their own emotions by 'changing the channel' of emotions, tuning into a peaceful, happy channel rather than a frustrating or difficult channel.

# Celebrating Difference

Celebrating Me Label - Year 1 - Piece 6

I am different from my friend because...



I am different from my friend because...



I am different from my friend because...





# Celebrating Difference

## Jigsaw Attainment Descriptors - Year 1 - Piece 6

|               | Working towards                                                                                                                                        | Working at                                                                                                                                                                                                                                | Working beyond                                                                                                                                                                                                                                       |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 1</b> | <p>I can talk about one thing that makes me different from my friends</p> <p>I can tell you one thing that is special about me</p>                     | <p>I can tell you some ways I am different from my friends</p> <p>I understand these differences make us all special and unique</p>                                                                                                       | <p>I can describe a variety of ways that I am different from my friends</p> <p>I can tell you why I am proud of the things that make me special</p>                                                                                                  |
| <b>Year 2</b> | <p>I can name one way that my friend is different from me</p> <p>I can give a reason why my friend is special to me</p>                                | <p>I can tell you some ways I am different from my friends</p> <p>I can understand these differences make us all special and unique</p>                                                                                                   | <p>I can compare myself with a friend and describe the similarities and differences between us</p> <p>I can express how I feel about our similarities and differences</p>                                                                            |
| <b>Year 3</b> | <p>I can tell you something I've said that made someone happy or unhappy</p> <p>I can say how this made me feel</p>                                    | <p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>I know how to give and receive compliments</p>                                                                             | <p>I can recognise and describe a time when my words affected someone's feelings and explain the effect this had on our relationship</p> <p>I can understand and express how the person felt and reflect on my own feelings about this</p>           |
| <b>Year 4</b> | <p>I can tell you about my first impressions of someone</p> <p>I know it is good to try to get to know someone before making judgements about them</p> | <p>I can tell you a time when my first impression of someone changed as I got to know them</p> <p>I can explain why it is good to accept people for who they are</p>                                                                      | <p>I can use a variety of examples to show how first impressions can be misleading</p> <p>I can consider how I form my opinions of people and explain why it is good to accept people for who they are</p>                                           |
| <b>Year 5</b> | <p>I can give some examples of bullying behaviours, including direct and indirect types</p> <p>I can tell you why bullying is hurtful and wrong</p>    | <p>I can explain the differences between direct and indirect types of bullying</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p> | <p>I can consider a range of bullying behaviours and understand the impact these may have</p> <p>I can recognise some of the reasons and feelings that motivate some children to bully and suggest why some children are the victims of bullying</p> |
| <b>Year 6</b> | <p>I can tell you some ways that difference can be a source of conflict in people's lives, and can express how I feel about this</p>                   | <p>I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation</p>                                                                                 | <p>I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration</p> <p>I can express how I feel about this</p>                                                                       |





## Puzzle 2: Celebrating Difference – SEN overview P1i to P3ii

| Level Descriptors                                                                                                                                                                                                                                                                                            | Key Concepts & Key Questions                                                                                                                                                                                                                                     | Learning Intentions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Experiences/Activities Suggested Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>P1i</b> – Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses. Any participation is fully prompted.</p> <p><b>Encountering the World</b></p>                                                                                          | <ul style="list-style-type: none"> <li>The world is around me.</li> <li>Things happen in the world.</li> </ul> <p><i>What patterns can be established about my encounters with a variety of stimuli?</i></p>                                                     | <p>Remember to link any of the Learning Intentions, Experiences/Activities and Suggested Resources that may already be in place for a child/young person, e.g. Physiotherapy Programme or 'Sensory Diet'</p> <p>To encounter a variety of experiences in the world via a number of contexts and situations, exploring a number of senses.</p> <p>Pupils are beginning to join in with a group of peers looking at, exploring and encountering objects, photographs and other media related to a recently participated in event/activity/trip.</p> <p>Pupils begin to experience and encounter programs and activities on the computer.</p> <p>CAUSE AND EFFECT or other ICT inputs, with a partner.</p> <p>Pupils experience working as part of a group exploring the rhythm or music, song or percussive beat with the support of an adult.</p> | <p>Remember to link any of the Learning Intentions, Experiences/Activities and Suggested Resources to any therapeutic programmes that may already be in place for a child/young person, e.g. Physiotherapy Programme or 'Sensory Diet'.</p> <p>A variety of music, sounds, smells, lights, textures and tactile objects, linked to the needs of the child/young person.</p> <p>A selection of interactive and fun engagement/stimulation activities: to develop a Personalised Sensory Box (PSB) of objects.</p> <p>Working with others to explore a variety of textures or substances - pupils may still, quieten or pull hand away.</p> <p>Pupil experiences sensory/movement activities with an adult to aid development of body awareness and self-image: physiotherapy/music/occupational therapy/massage, etc.</p> <p>Pupils experience the effect of equipment which produces light, e.g. lamps, bubble tubes, computer screen.</p> |
| <p><b>P1ii</b> – Pupils show emerging awareness of activities and experiences. They have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may give intermittent reactions.</p> <p><b>Developing Awareness of the World</b></p> | <ul style="list-style-type: none"> <li>I am beginning to be aware of the world around me.</li> <li>I am aware of events in the world.</li> </ul> <p><i>What activities and experiences allow me the greatest chance to show you I am aware of the world?</i></p> | <p>To demonstrate I am aware of the world for periods of time.</p> <p>To show I am able to react to events in the world.</p> <p>Pupils are to show awareness of a variety of sounds in their environment.</p> <p>Pupils are beginning to show awareness of others, when working in a one-to-one situation with a known person.</p> <p>Pupils are beginning to show awareness of their body.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Using a variety of approaches and activities to enable a child/young person to be aware of their body, linked to the needs of the individual.</p> <p>Developing a PSB to engage with a child/young person, linked to topic and other area of need: e.g. nail brushes, massage oils, fans, flashing/spinning objects, vibrating objects, etc.</p> <p>Engage in a variety of interesting sounds, from recorded music to 'The Colours of Friendship'/'Playground Blues'.</p> <p>Use language and actions to support, model and emphasise patterns of events when exploring Intensive Interaction principles (exploring others and themselves).</p> <p>During hand or foot massage, pupils use eye or limb movement to indicate massage awareness – verbally modelled.</p>                                                                                                                                                                  |



## Puzzle 2: Celebrating Difference – SEN overview P1i to P3ii

|                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>P2i</b> - Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people, events and objects. They accept and engage in coactive exploration.</p>                                                                                                                               | <ul style="list-style-type: none"> <li>I am beginning to respond to things I am familiar with in the world.</li> <li>I am beginning to show I am aware of events and activities in the world.</li> </ul> <p><i>What events and objects allow me to show you I have an interest in the world?</i></p>    | <p>To show an interest in things in my world.</p> <p>To demonstrate a consistent response to certain events and activities in the world.</p> <p>To explore the world with others.</p> <p>Pupils are beginning to respond to others in the community.</p> <p>Pupils are beginning to show interest in ICT in the school and/or wider community.</p> <p>Pupils show positive responses when working with others.</p>                                                 | <p>A variety of experiences and activities to focus upon individual interaction, engagement and coactive exploration, e.g using principles of Intensive Interaction (which can be explored throughout P1-P3).</p> <p>A range of PSB based upon the needs of a child/young person (as above): e.g. shaving foam, sand, bubble wrap, paints, ice, wheat bags, etc.</p> <p>Working with others during expressive and creative movement sessions in response to music/feeling/activity/visits, etc.</p> <p>Begin to explore a variety of ICT programmes which involve/show moving images - pupils to begin to track objects and events within personal ranges.</p> <p>Engage in individual/peer massage (further to agreements and acceptance) to develop and further emotional tolerance.</p>                                                                           |
| <p><b>Beginning to Respond to the World</b></p>                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>P2ii</b> - Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognise familiar people, events and objects. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time. They cooperate with shared exploration and supported participation.</p> | <ul style="list-style-type: none"> <li>I can respond to some events and activities consistently and proactively with others in the world.</li> <li>I am able to demonstrate to you I have preferences in the world.</li> </ul> <p><i>What and how to I show to you my preferences in the world?</i></p> | <p>To demonstrate I want to communicate with the world.</p> <p>To demonstrate that I am able to give learned responses to certain events, experiences and activities.</p> <p>To cooperate with others in the world.</p> <p>Pupils engage in the shared exploration of objects with an adult.</p> <p>Pupils begin to take turns consistently.</p> <p>Pupil searches for and notices environmental sounds and rhythms, during shared and supported explorations.</p> | <p>Working collaboratively with others to explore a variety of PSB objects, events and activities, in the classroom and/or outside in the world.</p> <p>Using a variety of personalised and engaging materials to develop familiar routines for interaction and engagement, which can be modified, adapted and tweaked according to pupil response (PSB).</p> <p>Engage in activities involving pupil, adult and a single object/item that the pupil likes, encouraging pupils to share attention between adult and the object - switching attention.</p> <p>Take turns in activities to encourage interaction through movement and sound making, e.g. taking turns to activate a switch, play an instrument, copying actions/sounds/speech.</p> <p>Rhythm patterns and sounds are repeatedly explored, especially those with familiar resonance, e.g. own name.</p> |
| <p><b>Cooperating in the World</b></p>                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



## Puzzle 2: Celebrating Difference – SEN overview P1i to P3ii

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| <p><b>P3i</b> - Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They observe the results of their own actions with interest. They remember learned responses over more extended periods.</p> | <ul style="list-style-type: none"> <li>• I am beginning to communicate with others in the world.</li> <li>• I seek attention from others</li> <li>• I am able to learn and demonstrate consistent responses.</li> <li>• I am aware that I can affect the world around me.</li> </ul> <p><i>What motivates me to communicate and interact in the world outside me?</i></p>                                                                                                           | <p>To begin to communicate with others in the world.</p> <p>To celebrate getting the attention of a person/of people in my immediate environment.</p> <p>To demonstrate I can request an interaction, experience or event.</p> <p>To demonstrate that I am aware of my interactions with the world.</p> <p>Pupils engage in the shared exploration of objects with an adult.</p> <p>Pupils begin to take turns consistently.</p> <p>Pupil searches for and notices environmental sounds and rhythms, during shared and supported explorations.</p>                                                           | <p>To provide tools and opportunity to facilitate communication and interaction in the world: e.g. engaging in familiar body rhymes, songs and routines.</p> <p>To provide opportunities for meaningful social interaction with peers and adults.</p> <p>A collection and selection of preferred and non-preferred objects, smells, pictures, etc. from school and the home: motivational, familiar and engaging.</p> <p>Engage in activities involving pupil, adult and a single object/item that the pupil likes, encouraging pupils to share attention between adult and the object - switching attention.</p> <p>Take turns in activities to encourage interaction through movement and sound making, e.g. taking turns to activate a switch, play an instrument, copying actions/sounds/speech.</p> <p>Rhythm patterns and sounds are repeatedly explored, especially those with familiar resonance, e.g. own name.</p> |
| <p><b>Becoming Involved in the World</b></p>                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• I seek communication with others in the world.</li> <li>• I am able to communicate in a way others can understand.</li> <li>• I am happy to explore the world with other people, for extended time periods of time.</li> </ul> <p><i>How do I best communicate with the world? How do I best respond to options and choices? How do you encourage my senses of anticipation with experiences? How do I involve others in my world?</i></p> | <p>To demonstrate that I am able to initiate communication with others.</p> <p>To respond to options and choices with actions or gestures (where physically able to).</p> <p>To explore events and objects for increasing periods of time, noticing any changes to events, objects or routines.</p> <p>To demonstrate to others that I am able to anticipate certain events, activities and experiences.</p> <p>Pupils partake in the shared exploration of transition-times. Pupils are beginning to participate in group activities with less support.</p> <p>Pupils are beginning to engage in group.</p> | <p>To provide opportunities for a young person to communicate with and impact upon the world in their preferred method and mode: e.g. eye-pointing.</p> <p>To reinforce engagement in the world with individual and motivating objects, people and activities to sustain and develop concentration and enjoyment.</p> <p>A developed PSB and Object Box to allow for purposeful choosing, preference communication and engagement with the world, some of which may link to the topic.</p> <p>Encourage anticipation of times/events/activities which take place during the school day, through the use of linked consistent objects: notice responses to context-object intro.</p> <p>Create a piece of art/drama/music/other creative response in a group situation. Look at how this worked, and share thoughts with the group, e.g. Jim really helped Jane, or Trudy could have shared better with Tom.</p>              |
| <p><b>Beginning to Understand the World</b></p>                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>The majority of the Experiences/Activities and Resources outlined above are appropriate from P1 to P3, with differentiation by method of input and outcome.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



## Puzzle 2: Celebrating Difference – SEN overview P4 to P8

| Level Descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Key Concepts & Key Questions                                                                                                                                                         | Learning Intentions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Experiences/Activities Suggested Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                      | Remember to link any of the Learning Intentions, Experiences/Activities and Suggested Resources to any therapeutic programmes that may already be in place for a child/young person, e.g. Physiotherapy Programme or 'Sensory Diet'                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>P4</b> - Pupils express their feelings needs, likes and dislikes using single elements of communication. They engage in parallel activity with several others. Pupils follow familiar routines and take part if familiar tasks or activities with support from others. They show an understanding of yes and no and recognise and respond to animated praise or criticism. They begin to respond to the feelings of others matching their emotions and becoming upset.</p> | <p><b>Working with others</b></p> <p><b>Developing relationships</b></p> <p><b>Exploring feelings</b></p> <p><b>What is bullying and the associated behaviours and feelings?</b></p> | <p><b>Friendship</b> Pupils greet familiar people when asked to and look at the person talking to them. Listening and Co-operating Pupils cooperate with adults in activities and enjoy interaction with peers.</p> <p><b>Getting Angry</b> Pupils can be distracted when frustrated and begin to modify their behaviour and responses with adult support.</p> <p><b>Working together to resolve differences</b> Pupils will accept assistance and indicate when help is acceptable.</p> <p>Pupils can respond to adult support in difficult situations.</p> <p>Pupils can accept the presence of others during structured activity with adult support.</p>                                                                                                | <p>Jigsaw Piece plans and resources/photo cards/pictures.</p> <p>Jigsaw Songs: particularly 'The Colours of Friendship' and 'Playground Blues' for this Puzzle.</p> <p>Books: Something Else by Kathryn Cave and Chris Riddell, Ringo the Flamingo by Neil Griffiths.</p> <p>Puppets - (Puppet Co) and Jigsaw Friends.</p> <p>Total communication through words, signs, gestures, symbols, body language, facial expression, pictures (PECS).</p> <p>A kindness script - Kind Hands, Kind feet, Kind talk, Kind mouth etc - signs, words, symbols.</p> <p>IEPs.</p> <p>Class charters/rules, School Rules/Behaviour/anti-Bullying Policy made accessible to pupils.</p> <p>Personalised reward system according to individual preferences.</p> <p>Multi-sensory input - objects of reference, massage, music, mood lighting video, pictures, stories etc. which demonstrate sad, happy, kind and unkind.</p> |
| <p><b>P5</b> - Pupils take part in work or play involving two or three others. They maintain interactions and take turns in a small group with some support. Pupils combine two elements of communication to express their feelings, needs and choices. They join in discussions by responding appropriately to simple questions about familiar events or experiences.</p>                                                                                                       |                                                                                                                                                                                      | <p><b>Friendship</b> Pupils join briefly in activity with others (with support) and will repeat an action that produced a positive response e.g. laughter. Listening and Co-operating Pupils will cooperate with adults and are keen to join in the completion of a task.</p> <p><b>Getting Angry</b> Pupils can appropriately show a satisfaction or dissatisfaction with an activity and can stop an activity when told.</p> <p><b>Working together to resolve differences</b> Pupils show an awareness of the feelings of others.</p> <p>Pupils begin to ask for adult assistance in difficult situations.</p> <p>Pupils can accept the presence of others during structured activity with limited adult support Pupils begin to share with others.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |





## Puzzle 2: Celebrating Difference – SEN overview P4 to P8

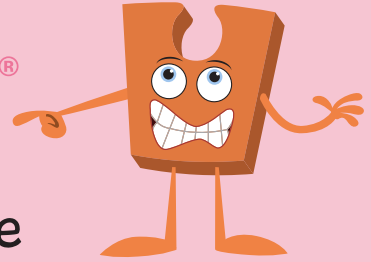
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| <p><b>P6</b> - Pupils respond to others in group situations, playing or working in a small group cooperatively. They carry out routine activities in a familiar context and show an awareness of the results of their own actions. They may show concern for others and sympathy for others in distress and offer comfort.</p>                                                                                                                                                 | <p><b>Friendship</b> Pupils give some consideration to personal space (adult guidance) and begin to seek out and interact with specific children</p> <p><b>Listening and Co-operating</b> Pupils respond appropriately to the announcement of an activity, accepts suggestions and responds appropriately to boundaries</p> <p><b>Getting Angry</b> Pupils make some changes to behaviour when prompted and can wait for help when they have a problem</p> <p><b>Working together to resolve differences</b> Pupils will cooperate with a peer for short periods and demonstrates some empathy with others</p> <p>Pupils start to recognise who they can ask for help in the wider school community</p> <p>Pupils can recognise when others are upset</p> <p>Pupils can identify, with adult support, what effect their actions might have on others</p> <p>Pupils start to use peers names in interactive situations</p> | <p>Pictures, story boards, music and drama.</p> <p>Making choices.</p> <p>Personalised clues to show how they are feeling - may include not wanting to entertain a situation.</p> <p>Wide range of learning activities (see list above).</p> <p>About Me books.</p> <p>Communication books.</p> <p>Social stories using ICT programmes e.g Photo story or PowerPoint - relevant to own community or individual.</p> <p>Book: Comic Strip Conversations by Carol Gray.</p> <p>Photographic sequencing of cause and effect.</p> <p>Contributing to own review in whatever way is appropriate for the individual.</p> <p>Circle time activities focussed on identifying feelings and emotions. Modelling and rehearsing the sequence of steps towards a behaviour goal. Input from outside agencies e.g. police.</p> <p>Internet information and sites and ICT-based scenarios.</p> <p>Role play and rehearsal of scenarios.</p> <p>Opportunities to make choices.</p> |
| <p><b>P7</b> - Pupils communicate feelings and ideas in simple phrases. They move with support to new activities which are either directed or self chosen. They make purposeful relationships with others in group activities and attempt to negotiate with them in a variety of situations. They judge right and wrong on the basis of the consequences of their actions. They show some consideration of the needs and feelings of other people and other living things.</p> | <p><b>Friendship</b> Pupils allow others a personal space. Pupils can give one reason why they like someone</p> <p><b>Listening and Co-operating</b> Pupils maintain attention in group situations</p> <p><b>Getting Angry</b> Pupils begin to show an awareness that not everyone feels like they do and a realisation that others have feelings to.</p> <p><b>Working together to resolve differences</b> Pupils appreciate that they cannot always have what they want and are able to wait for a requested activity or response</p> <p>Pupils begin to recognise differences between themselves and others with adult support</p> <p>Pupils can identify, in structured sessions, what effect their actions might have on others</p> <p>Pupils show some kind actions towards peers</p> <p>Pupils can identify what makes themselves happy or sad</p>                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



## Puzzle 2: Celebrating Difference – SEN overview P4 to P8

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| <p><b>P8</b> - Pupils join in a range of activities in one to one situations and in small or large groups. They choose initiate and follow through new tasks and self selected activities. They understand the need for rule in games and show awareness of how to join in in different situations. They understand agreed codes of behaviour which help groups of people work together and they support each other in behaving appropriately. They show a basic understanding of what is right and wrong in familiar situations. They can seek help when needed. They are often sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern.</p> | <p><b>Key concepts and questions outlined above are appropriate from P4-8, with differentiation by method of input and outcome</b></p> | <p><b>Friendship</b> Pupils greet others and start to use formal and informal greetings.<br/> <b>Listening and Co-operating</b> Pupils identify when they need to listen in structured situations. They can wait for their turn to talk.<br/> <b>Getting Angry</b> Pupils can identify when they are getting angry and begin to take some responsibility for calming themselves. Working together to resolve differences Pupils comply with class rules for a majority of time. Pupils show a willingness to participate in some activities chosen by others.<br/> Pupils can identify what makes others happy or sad.<br/> Pupils start to identify kind and unkind actions.<br/> Pupils accept they can not always have their own way and accept others (peers) ideas in work and play situations.<br/> Pupils begin to recognise differences and similarities between themselves and others.</p> | <p>Personalised clues (e.g. PECS) to show how they are feeling.<br/> Communication books.<br/> Individualised behaviour targets.<br/> Community behaviour targets.<br/> Opportunities for real situations.<br/> Assemblies.<br/> Group activities.<br/> Class routines and schedules.<br/> Turn taking activities and games.<br/> Scenarios and opportunities to match greetings to situations - handshakes, language, eye contact, etc.<br/> Modelling.<br/> Calming strategies - individualised programmes.<br/> Group activities or leisure activities.<br/> The majority of the Experiences/Activities and Suggested Resources outlined above are appropriate from P4 to P8, with differentiation by method of input and outcome.</p> |
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## Celebrating Difference

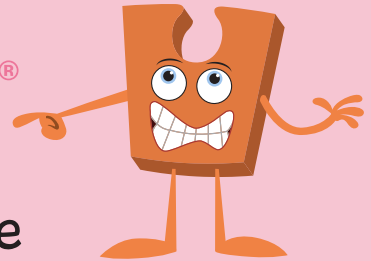
Well done!

.....  
Please feel proud that you have learnt to:

.....  
I am especially pleased that you:

.....  
I am proud that I can:

Signed: ..... Date: .....



## Celebrating Difference

Well done!

.....  
Please feel proud that you have learnt to:

.....  
I am especially pleased that you:

.....  
I am proud that I can:

Signed: ..... Date: .....