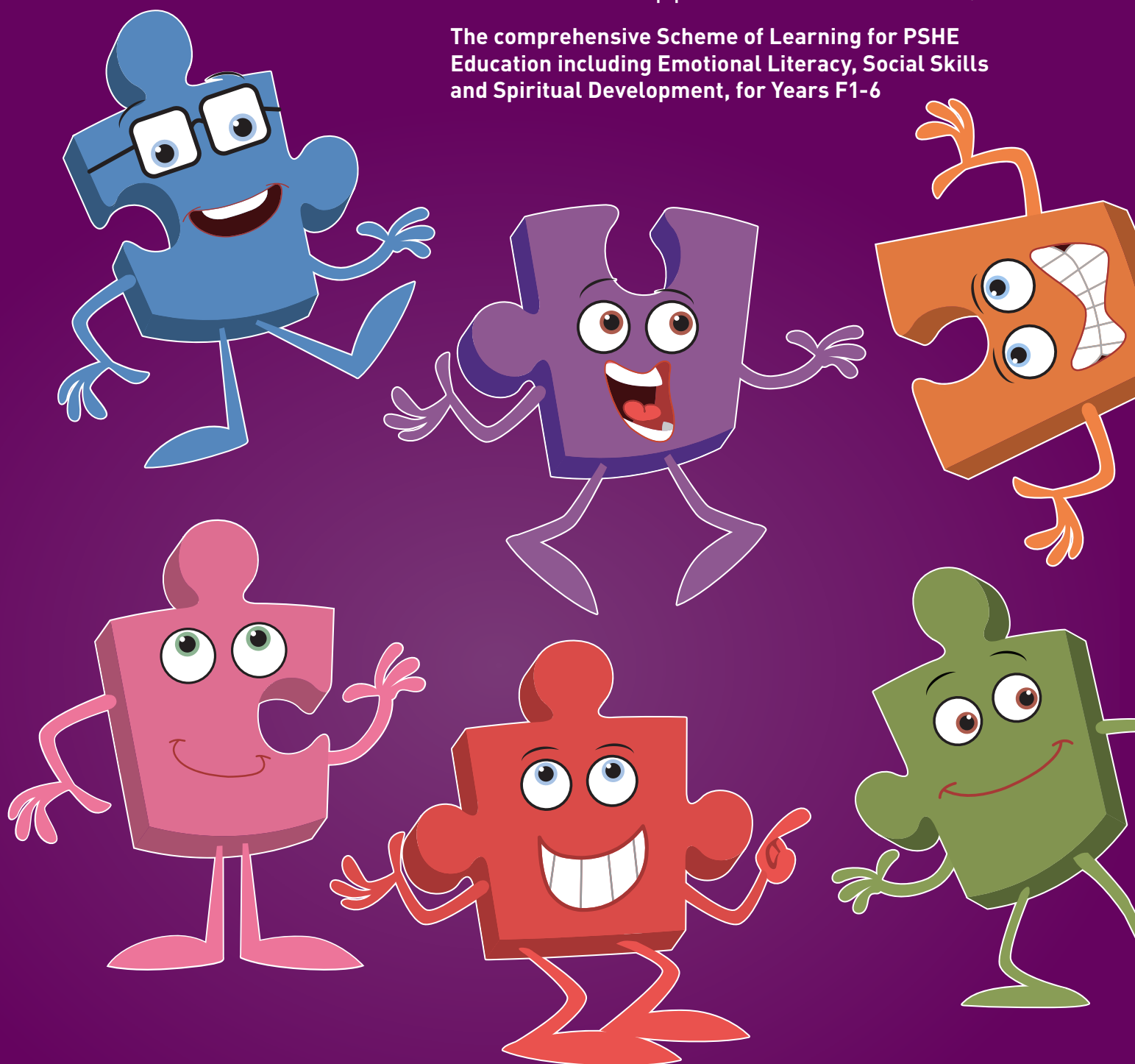


# Jigsaw!®

The mindful approach to PSHE

The comprehensive Scheme of Learning for PSHE  
Education including Emotional Literacy, Social Skills  
and Spiritual Development, for Years F1-6



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

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(Clare Williams asserts the moral right to her contribution to Jigsaw.)

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# Roll of Honour

## **Jigsaw Creator, Director and Principal Writer**

Jan Lever

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Bridport Primary School  
Courthill First School  
Hamworthy Middle School  
Heatherlands First School  
Mountjoy Special School  
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Angela Muir, Sarah Wadland

## The Jigsaw Approach for Years 1-6

How would children benefit if they could be aware of their thoughts and feelings as they happen, in the present moment, on purpose with no judgement?

This is what mindfulness means. It can be learnt, and techniques to develop it taught. It also needs to be practised. We believe mindfulness is a vital tool for life, not only does it support the regulation of emotion and build emotional resilience but also enhances focus and concentration; both helping to optimise learning.

Mindful children can more readily choose their responses to situations rather than react while caught up in the thought-flows and emotions.

In Jigsaw PSHE, mindfulness is developed through the 'Calm Me' time in each piece (lesson). This consists of breathing techniques, awareness exercises, visualisations etc, all tried, tested and very enjoyable activities for children and teachers alike.

Observing your thoughts and feelings, on purpose, in the present moment with no judgement...what a gift!

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

### Weekly Celebrations

The weekly celebration is the same for each year group. These are designed to draw out a key theme from each week and reinforce its application; in turn, this ensures the Jigsaw learning is translated into behaviour and attitudes and is not confined to the lesson slot on the timetable.

The idea is that the Weekly Celebration sheets are copied and displayed in each classroom and communal area. The focus for the following week is introduced in the Friday assembly, for example, 'Next week, we are celebrating people who... *Help others to feel welcome*'.

Through the week, children and adults nominate each other by adding names to the celebration sheets when they see each other using that behaviour. These are collected in and those nominated are recognised/rewarded in the Friday assembly (or class reward time).

### The Six Puzzles

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July:

Autumn 1: Being Me in My World

Autumn 2: Celebrating Difference (including anti-bullying)

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me (including Sex Education)

Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

### SMSC (Spiritual, Moral, Social, Cultural) development

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group. This is easy to see on the Puzzle Map (overview) at the beginning of each Puzzle.



## The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

## The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

## The Jigsaw Circle

Most Puzzles include the use of The Jigsaw Circle in some Pieces. The Jigsaw Circle is a tried and tested teaching approach, popularised most successfully in recent years by Jenny Mosley. It brings children and adults together to feel equal and valued so that they can share ideas, thoughts and feelings. Sitting in a circle either all on chairs or all on the floor means adults and children are sharing the experience and learning together.

If children are not used to the circle approach, it may be necessary to rehearse this with them in small groups before bringing the whole class together. The circle approach is used regularly in Jigsaw. It is important that children understand the circle approach rules so that they feel safe and valued and enjoy these experiences. A structured approach, building up to a full circle time will be introduced gradually. Using the Jigsaw Friend (talking object) is a useful distancing technique and helps children work with potentially sensitive issues without asking them directly.

The Jigsaw Circle Charter is central to the creation of a safe and trusted circle environment.

## Jigsaw Charter - as applied to The Jigsaw Circle

### **We take turns to speak**

During the Jigsaw Circle, the Jigsaw Friend for that year group is used as the 'talking object,' replicating the Native American 'talking stick.' The Jigsaw Friend must be held when the person, adult or child, wants to speak, and needs to be treated as a special asset and member of the class, preferably only used in Jigsaw and related lessons.

### **We use kind and positive words**

It is vital that the teacher models the use of positive language and praises children for doing so. Circle work should be a positive and enjoyable experience. Only when this is established can the Jigsaw Circle be used to tackle more difficult and sensitive issues.

### **We listen to each other**

The Jigsaw Circle and 'Connect us' aspects of Jigsaw teach children the social skills necessary for active listening, for example, eye contact, open body language, and turn taking. These need to be encouraged and praised in circle work.

### **We have the right to pass**

The Jigsaw Circle necessitates children feeling secure and choosing if and when to speak. They must never feel pressured to do so and thus must know they have the right to pass, that is, not to speak if they don't want to. This approach can raise very personal issues for children and it must always be their choice as to whether they share these in the circle or not.

### **We only use names when giving compliments or when being positive**

If the Jigsaw Circle is being used to tackle a sensitive issue, like trouble in the playground, no names must be used to describe negative behaviours. It is not appropriate for a child to say, "Jamie pushed me in the playground"; instead, children are encouraged to say, "At playtime, someone pushed me and this really hurt my feelings". Then the whole circle can suggest positive solutions to the problem described.



### **We respect each other's privacy (confidentiality)**

Although, realistically, it is unlikely that complete confidentiality will be observed, it is important that children are taught to respect the privacy of others and to do their best to keep what is said in Jigsaw Pieces (lessons) and Circles confidential. The teacher must emphasise that she cannot promise complete confidentiality as she must report any information relating to safeguarding concerns.

### **Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen.

#### **Sex and Relationship Education**

The specific SRE content is taught through the Changing Me Puzzle of learning and provides new resources; picture cards, resource sheets and animations that are used to enhance teaching and learning. The animations; the female reproductive system and the male reproductive system provide a visual resource to enable children to understand how the body changes and develops in puberty. Whilst the core SRE content is delivered through the Changing Me Puzzle, essential work is done in previous puzzles to build children's self-esteem, to enhance their own sense of self in regard to their body image, how to develop caring and healthy relationships and how to develop assertiveness skills in keeping themselves valued, safe and respected. This work underpins the explicit SRE content and is part of the holistic approach to SRE teaching and learning. It is possible that school nurses may be involved in some settings to deliver the some of the specific puberty lessons and it is advised that they are aware of the whole Jigsaw Scheme of Learning and use the Jigsaw resource to ensure consistency of delivery, and to be sure that children receive the core curriculum provision at the appropriate time.

It is also advised that whole school policy is reviewed and updated with parents, carers and governors being consulted on the curriculum content and delivery.

### **Jigsaw Songs**

The specially-composed original songs are introduced in the assemblies and used in the Pieces to reinforce the learning messages of each Puzzle.

Each song has 4 tracks i) choir with backing ii) instrumental iii) choir and backing: different arrangement iv) instrumental

Tracks 1-4 Choices (Being Me in My World)

Tracks 5-8 Playground Blues (Celebrating Difference)

Tracks 9-12 The Colours of Friendship (Celebrating Difference)

Tracks 13-16 Learning to Learn (Dreams and Goals)

Tracks 17-20 Keep Fit, Keep Healthy (Healthy Me)

Tracks 21-24 Learning Together (Relationships)

(The Relationships Puzzle also includes The Colours of Friendship Song Tracks 9-12)

Tracks 25-28 Changing as I Grow (Changing Me)



## The Structure of the Pieces (lessons) in Jigsaw

The creation of Jigsaw is motivated by the genuine belief that if attention is paid to supporting children's personal development in a structured and developmentally appropriate way, this will not only improve their capacity to learn (across the curriculum) but will ultimately improve their life chances. That's why Jigsaw is completely child-focussed. This is reflected in the innovative way that Pieces (lessons) are structured. In designing the Pieces, we imagine that children are asking the teacher to:

- Improve their social skills to better enable collaborative learning (Connect us)
- Prepare them for learning (Calm me)
- Help the brain to focus on specific learning intentions (Open my mind)
- Initiate new learning (Tell me or show me)
- Facilitate learning activities to reinforce the new learning (Let me learn)
- Support them in reflecting on their learning and personal development (Help me reflect)

Using these child-centred headings for the sections of each Piece is not insignificant. It encourages teachers to see their pupils as whole children who want and deserve to learn, an attitude sometimes hard to hold onto amidst the ever-increasing pressures and demands of education and the curriculum.

**Connect us** - Explain the circle charter to children and reinforce it throughout every circle time. The Connect us section is designed to maximise social skills, to engender positive relationships and enhance collaborative learning. Explicit skills will be taught through Jigsaw Pieces (lessons) but maximum benefit will be achieved if these are both modelled and reinforced throughout every school day..

**Calm me** - This section of the Piece aims to still the children's minds, relaxing them and quietening their emotions to a place of optimum learning capacity. This will also engender a peaceful atmosphere within the classroom. It may well take a considerable number of sessions before children can do this successfully, as many children live in continually noisy and hectic environments. It is an invaluable life skill which also enhances reflection and spiritual development. This underpins the mindful approach advocated in Jigsaw.

**Open my mind** - The Reticular Activating System of the brain filters the many stimuli entering the child's mind at any given time. It is designed only to allow in that which is significant. Therefore, it is important to engage this system with the most important aspects of learning intended for each Piece (lesson). If we do this well, it will enable children to filter out activity around them not significant to this learning intention.

**Tell me or show me** - This section of the Piece (lesson) is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.

**Let me learn** - Following Piaget's learning model, after receiving new information/concepts, children need to manipulate, use, and play with that new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning.

**Help me reflect** - Throughout Jigsaw, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning.

**Closure** - Each Piece, particularly when run as a circle approach, needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points for the children.

## Emotional Literacy Domains

The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every Piece. This is mapped on every Piece and balanced appropriately across each Puzzle and year group.

## Puzzle Outcome/End Product

In each series of 6 Pieces (lessons), learning builds and develops. In each Puzzle, this learning culminates in an end product/outcome, for example, a display, a fashion show, a presentation, a video/film, a concert, or an exhibition. This way, each Piece of learning adds to the process of creating the end product, giving the learning an additional purpose, rather than being an end in itself. Children will know what they are working towards early in the Puzzle, adding motivation to their work.





## Puzzle Outcomes

### Being Me in My World

#### Y1-6: Whole School Learning Charter

The whole school Learning Charter, the end product of Puzzle 1 (Being Me in My World), gives the school a process for everyone to be involved in the production or review of the school's positive behaviour policy. The system of 'rewards and consequences' in the Learning Charter is built upon the communal understanding of 'rights and responsibilities', as opposed to a set of rules imposed from on high. (This can also be taken to a global citizenship level by considering the United Nations Convention on the Rights of the Child.) Rights, responsibilities, rewards and consequences are built on the belief that each child has the right and the capacity to make his/her own choices and, in doing so, is aware of, and therefore, accepts the consequences of these. The Learning Charter should, therefore, provide a cohesive structure that empowers children and brings consistency in managing behaviour positively.

Firstly, as you begin to establish your classes and will be doing much of the; welcoming, class social bonding and getting to know each other, introducing the new systems, expectations and routines etc, we want to highlight how you might like to block the teaching of the First Jigsaw Puzzle; Being Me in My World, in the first couple of weeks.

This Puzzle has a strong focus on all the initial class work of getting to know each other, class social bonding, introducing new systems and routines and creating a Learning Charter which usually happens in the first couple of weeks of the new academic year. Therefore we would suggest that you might like to block the teaching of the first Puzzle; Being Me in My World and teach the whole Puzzle during the first couple of weeks at the start of term in order to establish the Learning Charter.

Since the end products necessitate cooperation and collaborative work, this also develops social skills and a sense of pride in its achievement. It also allows the opportunity to showcase Jigsaw work with parents and carers, and brings the whole school together.



### **Celebrating Difference**

Puzzle Outcome: Hall Of Fame Display

Year 1: Gingerbread People Display

Year 2: Trophy of celebration

Year 3: Compliment Kites

Year 4: Picture frames

Year 5: Culture displays

Year 6: Admiration Accolades

### **Dreams and Goals**

Puzzle Outcome: Garden of Dreams and Goals

Year 1: Stretchy flowers and dream wellies

Year 2: Dream birds

Year 3: Window box of dream flowers and garden decorations

Year 4: Dream mobiles and garden decorations

Year 5: Dream tree and fundraising event at garden opening and fete

Year 6: Garden totem pole and fundraising event at garden opening and fete

### **Healthy Me**

Puzzle Outcome: The Healthy, Happy Me Recipe Book

Year 1: Keeping clean and healthy chapter of the book

Year 2: The 'Healthy Me' Café – creating healthy snacks/recipes

Year 3: Keeping safe Chapter

Year 4: Healthy friendships chapter

Year 5: Recipe cards for having a healthy body image

Year 6: Healthy body, Healthy mind chapter

### **Relationships**

Puzzle outcome: The Relationship Fiesta

Year 1: Colours of friendship dance

Year 2: Compliment bunting

Year 3: Appreciation streamers and short films of special relationships

Year 4: Fabric collage – 'Our special relationships'

Year 5: Internet Safety Posters

Year 6: Film clip: How to keep safe on the internet

### **Changing Me:**

Puzzle Outcome: Tree of change display

Year 1: Flowers of change

Year 2: Leaf mobiles

Year 3: Ribbons of change mobiles

Year 4: Circles of change

Year 5: Change cards- becoming a teenager displayed on the tree of change

Year 6: 'Journey T-Shirts'





## The Jigsaw Journal

In order for children to feel a sense of pride in their work and for the teacher to have evidence of their progress, each child has a Jigsaw Journal. In the Jigsaw Journal, there is for each Puzzle:

- A page for each Piece (lesson) which has room for child's work as well as a reflection on their learning
- After these 6 pages there are two additional pages
  - A space for the teacher's assessment and feedback
  - The child's certificate of achievement for that Puzzle

The Journal is seen as a portfolio of children's work and reflections through each Puzzle, and can be a valuable tool during transition to the next year group or school. Primarily, the Jigsaw Journal is an opportunity for each child to celebrate his learning journey and self-development.

The Jigsaw CD-ROM includes the front cover of the Jigsaw Journal for each year group (Years 1-6) to be downloaded and stuck to the front covers of exercise/scrap books so children can create their own journals.

There are several versions of Jigsaw Journal covers on the CDROM, those which are exactly the same, full-colour copies of the teacher folder for each year group, and those which are black and white line drawings for children to colour in. We hope you enjoy being creative with this.

Schools may also choose to create class or year group Jigsaw Journals to showcase or evidence the work and learning through the year.



## Differentiation/SEN

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

## Assessment

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. The task can usually be used as evidence in the Jigsaw Journal.

Each Puzzle has a set of three attainment descriptors for each year group:

Working towards                      Working at                      Working beyond

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. 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 attainment descriptor he thinks he has achieved. The teacher does the same 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.



## Recording and tracking progress

To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, there is an overview sheet for each child: 'My Learning Progress This Year.' This sheet has the three attainment descriptors for each Puzzle (Puzzles 2-6). After each assessment task, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each Puzzle.

## End of Puzzle Certificates

The certificates are designed to praise specific achievements for each child individually. Ideally, they will be presented at the end of the Puzzle after the 'official' assessment has been completed. The certificates can be stuck into the Jigsaw Journal. There is space on them for both the teacher and the child to recognise the achievements with which they are particularly pleased.

## Reporting to Parents/Carers

Each Puzzle's assessment task and attainment descriptors assist the teacher in reporting meaningful learning progress to parents/carers. The descriptors can be used as a starting point when considering what to write on children's reports.

## The Attainment Descriptors

Please be aware that these attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are not nationally-recognised. There are no national level descriptors for PSHE.

The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece. It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time needs to be allocated for this process.

## Note from Jan Lever

Jigsaw is the culmination of over 33 years' experience as a teacher, local authority adviser and psychotherapist. It has taken many hundreds of hours to write and much dedication and commitment from all those involved.

Its mission is to support very busy teachers to deliver high quality Personal, Social and Health Education (as well as all the other things Jigsaw aims to bring to children) to the children in their schools; to bring fun and creativity into PSHE whilst ensuring a developmental and progressive curriculum.

At the heart of our motivation for Jigsaw is always making things better for children both now and in their futures.

We invite you to use all your professional creativity to tailor Jigsaw to your children's needs, to enjoy working with it, and to join us in helping children learn well and be healthy and happy, equipped to cope in the world and aware of its beauty and theirs.

You are welcome to offer feedback through the website: [www.jigsawpshe.com](http://www.jigsawpshe.com)

**Jan Lever**

# Jigsaw Assessment Overview

Comprising the 'Working at' descriptor for each Puzzle in every year group (except Being Me in My World)

At the beginning of each Puzzle (after the Puzzle Overview) you will find:

- 1) 'My Jigsaw Learning Record.' This shows each child the attainment descriptors for this particular Puzzle and gives the child and the teacher a way of discussing and recording progress.
- 2) 'My Learning Progress this year.' This shows all the attainment descriptors for each Puzzle across the year and provides a record of progress for each child.

	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Year 1</b>	<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 tell you how I felt when I succeeded in a new challenge and how I celebrated it</p> <p>I know how to store the feelings of success in my internal treasure chest</p>	<p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>I can recognise how being healthy helps me to feel happy</p>	<p>I can tell you why I appreciate someone who is special to me</p> <p>and express how I feel about them</p>	<p>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</p> <p>I respect my body and understand which parts are private</p>
<b>Year 2</b>	<p>I can identify some ways in which my friend is different from me</p> <p>I can tell you why I value this difference about him/her</p>	<p>I can explain some of the ways I worked cooperatively in my group to create the end product</p> <p>I can express how it felt to be working as part of this group</p>	<p>I can make some healthy snacks and explain why they are good for my body</p> <p>I can express how it feels to share healthy food with my friends</p>	<p>I can identify some of the things that cause conflict between me and my friends</p> <p>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends</p>	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I can tell you what I like/don't like about being a boy/girl</p>
<b>Year 3</b>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>I can give and receive compliments and know how this feels</p>	<p>I can evaluate my own learning process and identify how it can be better next time</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>I can express how being anxious or scared feels</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life</p> <p>and can show an awareness of how this could affect my choices</p>	<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p>

	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Year 4</b>	<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 know how to make a new plan and set new goals even if I have been disappointed</p> <p>I know what it means to be resilient and to have a positive attitude</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p>	<p>I can explain different points of view on an animal rights issue</p> <p>and express my own opinion and feelings on this</p>	<p>I can identify what I am looking forward to when I am in Year 5</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>
<b>Year 5</b>	<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 describe the dreams and goals of a young person in a culture different from mine</p> <p>and can reflect on how these relate to my own</p>	<p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I respect and value my body</p>	<p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others</p>	<p>I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p>
<b>Year 6</b>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration</p> <p>and can show empathy with people in either situation</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I can identify why I am motivated to do this</p>	<p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this</p>	<p>I can recognise when people are trying to gain power or control</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and</p> <p>I recognise how I feel when I reflect on the development and birth of a baby</p>

# Jigsaw Attainment Descriptors

## Puzzle 2 Celebrating Difference

	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 talk about one thing that makes me 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 identify some ways in which my friend is different from me</p> <p>I can tell you why I value this difference about him/her</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 know how to give a compliment</p>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>I can give and receive compliments and know how this feels</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 give and receive genuine compliments and know how this feels and affects me and the other person</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</p> <p>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</p> <p>and can show empathy with people in either situation</p>	<p>I can talk about one thing that makes me different from my friends</p> <p>I can express how I feel about this</p>

# Jigsaw Attainment Descriptors

## Puzzle 3 Dreams and Goals

	Working towards	Working at	Working Beyond
<b>Year 1</b>	<p>I can tell you about a challenge that I succeeded in</p> <p>I can tell you why this made me feel good about myself</p>	<p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p> <p>I know how to store the feelings of success in my internal treasure chest</p>	<p>I can tell you about what helped me to succeed in a new challenge and describe how I felt about my success</p> <p>I can choose how to celebrate my success and know how to store it in my internal treasure chest</p>
<b>Year 2</b>	<p>I can tell you what I did to help my group create the end product</p> <p>I can say how I felt about working in the group</p>	<p>I can explain some of the ways I worked cooperatively in my group to create the end product</p> <p>I can express how it felt to be working as part of this group</p>	<p>I can explain how my own and other people's contributions helped the group to create the end product</p> <p>I can explain what felt good and what felt difficult about working in our group</p>
<b>Year 3</b>	<p>I can tell you something I did well in a learning challenge and something I want to get better at</p> <p>I am happy to talk about what I did well and use it to make me feel good about myself</p>	<p>I can evaluate my own learning process and identify how it can be better next time</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest</p>	<p>I can recognise and express my strengths in tackling a learning challenge and I can plan steps to help me do better next time</p> <p>I am confident to share with others both my success and the difficulties I faced, and I know how to store my feelings of success in my internal treasure chest</p>
<b>Year 4</b>	<p>I know that things I try to do can go wrong and can tell you why it is good to try again</p> <p>I can overcome disappointment and look ahead to the next time</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed</p> <p>I know what it means to be resilient and to have a positive attitude</p>	<p>I can deal with disappointment by analysing what went wrong and I can use the lessons from a bad experience to help me plan new goals</p> <p>I can explain how resilience and a positive attitude contribute to a greater chance of success</p>
<b>Year 5</b>	<p>I can suggest examples of dreams and goals a young person might have in a culture different from mine</p> <p>and compare these with my own</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine</p> <p>and can reflect on how these relate to my own</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine and account for the similarities and differences with my own dreams and goals</p> <p>I can evaluate the ways in which our opportunities and life chances are different</p>
<b>Year 6</b>	<p>I can tell you about something I can do, working with other people, to help make the world a better place</p> <p>I can tell you how I feel about people in the world who face hardship in their lives</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I can identify why I am motivated to do this</p>	<p>I can describe a range of ways in which I can work with other people to make the world a better place, and explain and justify my group's chosen course of action</p> <p>I can show how our choice is based on an awareness of the experience and the needs of the people affected</p>



# Jigsaw Attainment Descriptors

## Puzzle 4 - Healthy Me

	Working towards	Working at	Working Beyond
<b>Year 1</b>	<p>I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy</p> <p>I know that my body is special and I need to take care of it</p>	<p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>I can recognise how being healthy helps me to feel happy</p>	<p>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</p> <p>I know that healthy choices make me feel good about myself and I can tell you how being healthy helps me to feel happy</p>
<b>Year 2</b>	<p>I can make a healthy snack with help, and I can tell you why it is good for my body</p> <p>I can say how I feel about eating healthy food</p>	<p>I can make some healthy snacks and explain why they are good for my body</p> <p>I can express how it feels to share healthy food with my friends</p>	<p>I can identify and prepare snacks that are healthy, and explain my choice by saying why they are good for my body</p> <p>I can compare my own and my friends' choices and can express how it feels to make and share healthy food together</p>
<b>Year 3</b>	<p>I can name some things I need to keep myself safe from and I can tell you who I can go to for help if I feel unsafe</p> <p>I know how to tell someone if I feel scared</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>I can express how being anxious or scared feels</p>	<p>I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe, including knowing how to seek help and from whom</p> <p>I can express and respond appropriately to feelings of anxiety or fear</p>
<b>Year 4</b>	<p>I can tell you how I would say 'no' if someone tries to make me do something that I know is wrong or bad for me</p> <p>I can say how it feels when someone else is pushing me to do something</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p>	<p>I can explain, with a variety of examples, situations where I may experience peer pressure and I can suggest a number of strategies for dealing with this</p> <p>I can identify feelings of anxiety and fear associated with peer pressure and I know how to manage these feelings when making healthy choices</p>
<b>Year 5</b>	<p>I can give some reasons why people may worry about how their bodies look, and I can compare healthy and unhealthy ways that people use food in their lives</p> <p>I can tell you why my body is good the way it is</p>	<p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I respect and value my body</p>	<p>I can describe and evaluate the different roles food can play in people's lives, and I can explain the links between body image pressures and the various eating disorders people can develop</p> <p>I respect and value my body and I understand the part this plays in maintaining my self confidence</p>
<b>Year 6</b>	<p>I can give examples of safe and unsafe ways in which people can use alcohol</p> <p>I can tell you how I feel about using alcohol when I am older</p>	<p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this</p>	<p>I can give an account of the different ways in which people in our society use alcohol as part of their lifestyle and distinguish between responsible use, anti-social use and misuse</p> <p>I can reflect on my own feelings about alcohol use and consider what my attitude may be when I am older</p>



# Jigsaw Attainment Descriptors

## Puzzle 5 - Relationships

	Working towards	Working at	Working Beyond
<b>Year 1</b>	I can name someone who is special to me and tell you why I like them	I can tell you why I appreciate someone who is special to me and express how I feel about them	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  I can tell you how I feel about my relationship with this person
<b>Year 2</b>	I can give an example of something that causes conflict between me and my friends  I can say how we could settle this conflict using the positive problem solving technique	I can identify some of the things that cause conflict between me and my friends  I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends	I can identify a range of things that cause conflict between me and my friends and explain why these conflicts arise  I can demonstrate how to use the positive problem solving technique to resolve these conflicts and consider how effective it might be
<b>Year 3</b>	I can name some examples of things I use every day that have been produced by people in other parts of the world  I know I depend on other people and other people depend on me	I can explain how some of the actions and work of people around the world help and influence my life  and can show an awareness of how this could affect my choices	I can explain how some of the actions and work of people around the world help and influence my life, and how the things we buy and use affect their livelihood  I can express a sense of the responsibility we have for each other because of these connections
<b>Year 4</b>	I can express what I think and feel about an animal rights issue  and I can tell you at least one point of view that is different from mine	I can explain different points of view on an animal rights issue and express my own opinion and feelings on this	I can explain and weigh up different points of view people may hold on an animal rights issue  and I can take these into account in expressing and justifying my own opinions and feelings on this
<b>Year 5</b>	I can tell you some basic rules about how to stay safe when using technology to communicate with my friends  I can tell you some reasons why using technology to communicate could lead to harm for myself or others	I can explain how to stay safe when using technology to communicate with my friends  I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others	I can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe  I can explain the pressures that might make me or others use technology in risky or harmful ways and consider how best to resist those pressures
<b>Year 6</b>	I can give an example of a situation where someone tries to 'boss' or control other people  I can suggest a good way of standing up to someone who behaves like that	I can recognise when people are trying to gain power or control  I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control	I can analyse and explain some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways  I can consider ways of standing up for myself and my friends in such situations, and judge between those likely to be effective and those that may aggravate the problem

# Jigsaw Attainment Descriptors

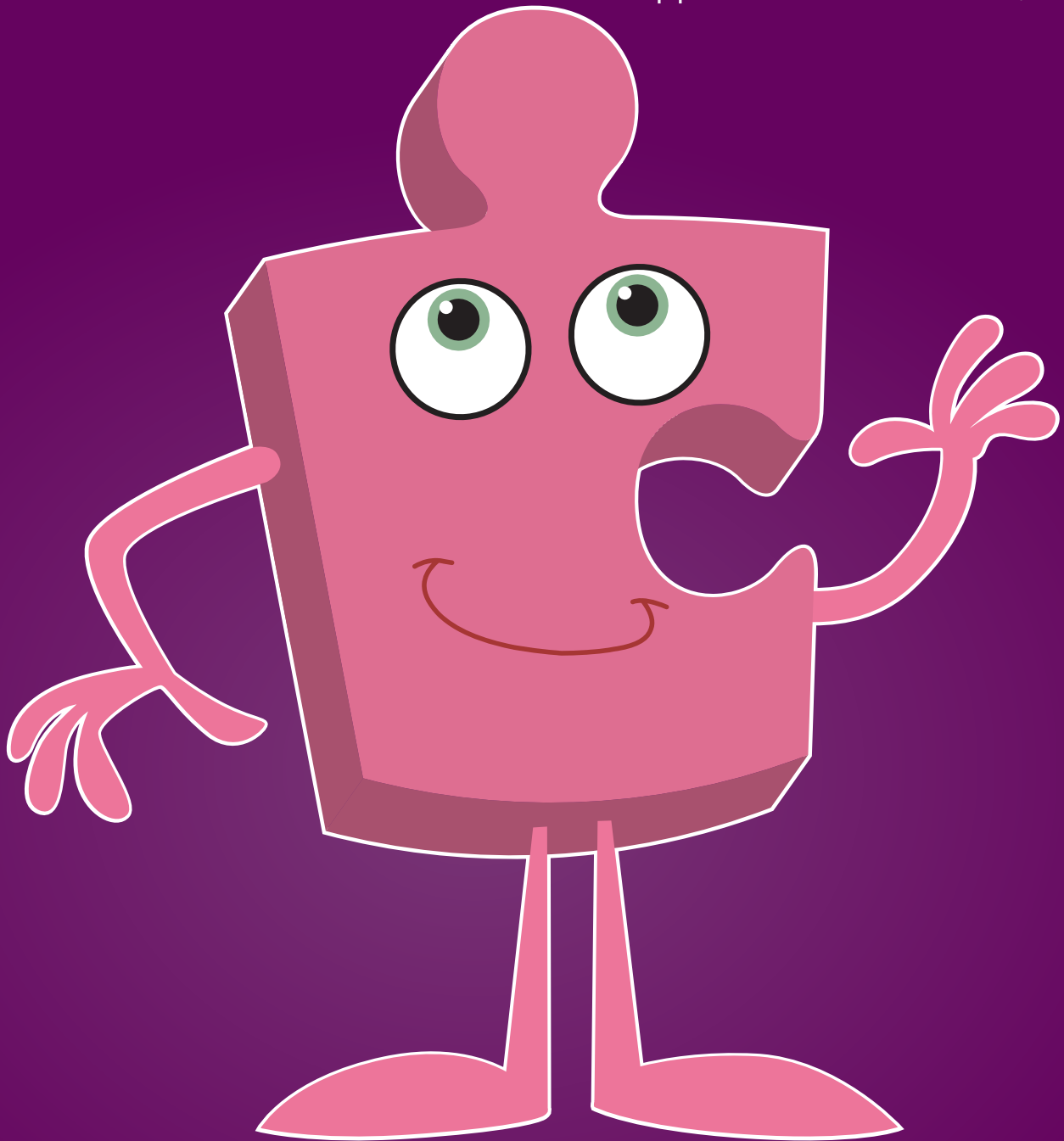
## Puzzle 6 - Changing Me

	Working towards	Working at	Working Beyond
<b>Year 1</b>	<p>I know the main body parts that make boys and girls different and I recognise the correct names for these</p> <p>I know that some parts of my body are private</p>	<p>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</p> <p>I respect my body and understand which parts are private</p>	<p>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</p> <p>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</p>
<b>Year 2</b>	<p>I can correctly name the main parts of the body that make boys and girls different and I know these are parts we keep private</p> <p>I can tell you something that I either like or dislike about being a boy/girl</p>	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I can tell you what I like/don't like about being a boy/girl</p>	<p>I can talk about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy</p> <p>I can explain how I feel about being a boy/girl and talk about what I like and dislike about it</p>
<b>Year 3</b>	<p>I can tell you some of the ways that boys' and girls' bodies change on the inside as they grow up, and I know these changes are connected to making babies</p> <p>I can tell you something I like and something that worries me about the idea of growing up</p>	<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p>	<p>I can describe fully the changes that take place inside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up</p> <p>I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and I understand how to manage these feelings</p>
<b>Year 4</b>	<p>I can describe something I am looking forward to when I am in Year 5</p> <p>I can tell you something that I think I can change for myself when I am in Year 5</p>	<p>I can identify what I am looking forward to when I am in Year 5</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>	<p>I can explain the changes I am looking forward to when I am in Year 5, and I can identify which changes are within my control</p> <p>I can consider and prioritise the changes I would like to make in Year 5 and can plan the approaches I will use to tackle these changes</p>
<b>Year 5</b>	<p>I can identify some changes that happen to girls' and boys' bodies during puberty</p> <p>I know my body will change during puberty and I can tell you how I feel about that</p>	<p>I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p>	<p>I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty, and I understand the emotional changes that may take place at the same time</p> <p>I can consider how these changes will affect me and prepare myself for the feelings I may experience</p>
<b>Year 6</b>	<p>I can identify the main stages by which a baby develops through conception, pregnancy and birth</p> <p>and I can tell you some words that describe my feelings about this</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and</p> <p>I recognise how I feel when I reflect on the development and birth of a baby</p>	<p>I can explain the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth</p> <p>I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it</p>



# Jigsaw!®

The mindful approach to PSHE



## Being Me in My World – Year 2

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

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PSHE Association  
Quality Assured  
Resource

PSHE  
Association

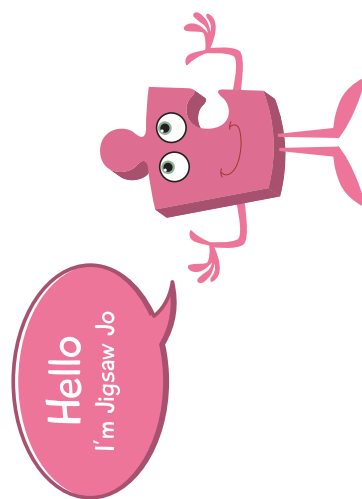


# Being Me in My World

## Puzzle Map - Year 2

### Puzzle Outcome

Help me fit together the six pieces of learning about Being Me in My World to create the Learning Charter



Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Help others to feel welcome	1. Hopes and Fears for the Year	I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal	I recognise when I feel worried and know who to ask for help	Jigsaw Charter, Jigsaw chime, 'Calm Me' script, Number cards, Jigsaw Jo, The Huge Bag of Worries - Virginia Ironside ISBN 0340903171, monster worries resource sheet, balloons, Jigsaw Journals.
Try to make our school community a better place	2. Rights and Responsibilities	I understand the rights and responsibilities for being a member of my class and school	I recognise when I feel worried and know who to ask for help	Jigsaw chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Charter, number cards, 'I'll Do It!: Learning About Responsibility: Taking Responsibility (Values)' ISBN 9780750221375, responsibility cards, camera, 'Choices' song sheet, Jigsaw Journal.
Think about everyone's right to learn	3. Rewards and Consequences	I understand the rights and responsibilities for being a member of my class	I can help to make my class a safe and fair place	Jigsaw chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Charter, colour cards, Jigsaw Jo, Jigsaw Jo's bag of rewards, teacher's reward/medal, traffic light flipchart, red post-its/green post-its, picture cards, Jigsaw Journals, 'Choices' song sheet.
Care about other people's feelings	4. Rewards and Consequences	I can listen to other people and contribute my own ideas about rewards and consequences	I can help make my class a safe and fair place	Jigsaw chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Charter, Jigsaw Jo, Jigsaw Jo's bag, two consequence pictures, ratty treasure, blindfold and obstacles, consequence picture cards, scenario picture cards, flipchart traffic light with red post-it learning behaviours from Piece 3, Jigsaw Journals.
Work well with others	5. Our Learning Charter	I understand how following the Learning Charter will help me and others learn	I can work cooperatively	Jigsaw chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Charter, Jigsaw Jo, Jigsaw Jo's bag, Jigsaw pieces template, Jigsaw sample Learning Charter display, Jigsaw Journals, 'Choices' song sheet.
Choose to follow the Learning Charter	6. Owning our Learning Charter	I can recognise the choices I make and understand the consequences	I am choosing to follow the Learning Charter	Jigsaw chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Charter, Learning Charter, coloured stickers, 'Choices' song sheet, Jigsaw Journals, certificates.







## Assembly (Collective Worship) to launch Puzzle: Being Me in My World

### Puzzle Assembly/Collective Worship Title: Being Me in My World - Song: Choices

**Stimulus (focus for reflection):** Play song - 'The clapping song' by Shirley Ellis (quite lively) or 'You need hands' by Max Bygraves (calming and fits with the assorted pictures) with PowerPoint of pictures of assortment of hands doing different things e.g clapping, wiping a tear, grabbing, hitting, holding a hand, tearing etc. on a slide show. Teachers can find more if they wish...

**Calm me:** Use the Jigsaw Chime and ask children to listen very, very intently until they can no longer hear any chime sound. You may need to do this twice and then encourage pupils to really look at their hands. Examine each freckle, each line, each crease. How do you know your hands are your hands? Could you find them in a hand identity parade?

**Help me think about:** Today we are thinking about choices we make in our school community.

**Resources:** Squirty cream or shaving foam and plate. Flip chart with positive/negative chart on it. Some adult/child volunteers and a minute timer on the interactive whiteboard.

**Puzzle Assembly Plan:** Put a minute timer up on the screen. Ask the pupils to turn to each other and try to name as many things as they can that they do with their hands every day. After the minute is up, ask a pupil from each class/year group to name a positive and a negative thing that you can do with your hands. Leader to scribe their answers.

Our hands have the power to do good or to cause harm - that's the choice we make with them every moment of every day. We also have the choice whether we say kind things or unkind things to people and we really need to have to think before we speak.

Demonstrate now squirting a can of cream onto a plate. Words and actions are like this cream. Once said or done they can never be taken back. We can't put the cream back in the can.

Ask a couple of volunteers (adults/pupils - prepare them in advance) to come up the front. The lead practitioner now compliments them (preferably genuinely) about something they really like about that teacher/pupil. Encourage them to say how it made them feel when something nice was said to them. Now ask the rest of the pupils to turn to each other (minute timer on) and say something that they really admire about each other.

(You could do the same demonstrating how to use hands kindly e.g. shake hands, tap on shoulder, hug if upset, etc. but be careful to mention appropriate use of personal space and appropriate touch, respecting people's feelings.)

**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": Think about something that they can choose to do with their hands or say with their mouths that would make the people around them feel happier today.

(You may like to show the hands PowerPoint again.)

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

# Being Me in My World

## Assembly (PowerPoint Slides) - Year 2



## Choices

You've got to make a choice  
Between what's right or wrong...  
You've got to think ahead  
And you've got to be strong.

Well, sometimes saying "no" - it can be hard to do,  
You've got to make the right choice,  
Now it's up to you.

You see the choice is yours  
What are you going to do?  
So will you choose what's wrong -  
Or will the right thing win through?

Now all the things you choose  
Determine what you'll be,  
And whether you will grow and learn happily.

Repeat



## Choices

With conviction

Chords: F C/F Bb/F F F Bb F/C C7 F



The first system of music is in 4/4 time, key of Bb. It consists of two staves. The melody is in the treble clef, and the accompaniment is in the bass clef. The melody starts with a quarter note F, followed by a quarter note C, then a quarter note Bb, and a quarter note F. The accompaniment starts with a quarter rest, followed by a quarter note F, then a quarter note C, and a quarter note Bb. The system ends with a quarter note F and a quarter rest.

5 Bb/F Fmaj7 Gm/F F Bb/F Fmaj7 Gm/F F

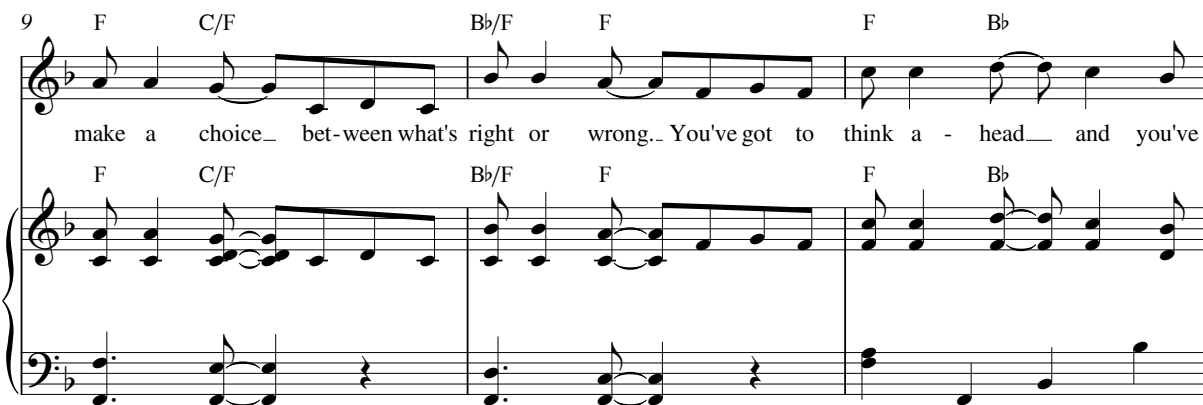
You've got to



The second system of music is in 4/4 time, key of Bb. It consists of two staves. The melody is in the treble clef, and the accompaniment is in the bass clef. The melody starts with a quarter note Bb, followed by a quarter note F, then a quarter note G, and a quarter note F. The accompaniment starts with a quarter note Bb, followed by a quarter note F, then a quarter note G, and a quarter note F. The system ends with a quarter note F and a quarter rest.

9 F C/F Bb/F F F Bb

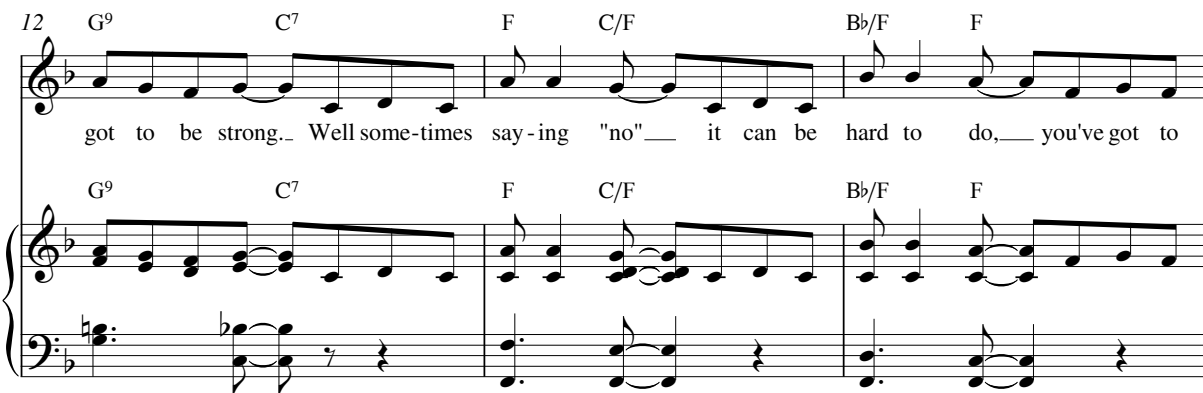
make a choice... bet-ween what's right or wrong... You've got to think a - head... and you've



The third system of music is in 4/4 time, key of Bb. It consists of two staves. The melody is in the treble clef, and the accompaniment is in the bass clef. The melody starts with a quarter note F, followed by a quarter note C, then a quarter note Bb, and a quarter note F. The accompaniment starts with a quarter note F, followed by a quarter note C, then a quarter note Bb, and a quarter note F. The system ends with a quarter note F and a quarter rest.

12 G9 C7 F C/F Bb/F F

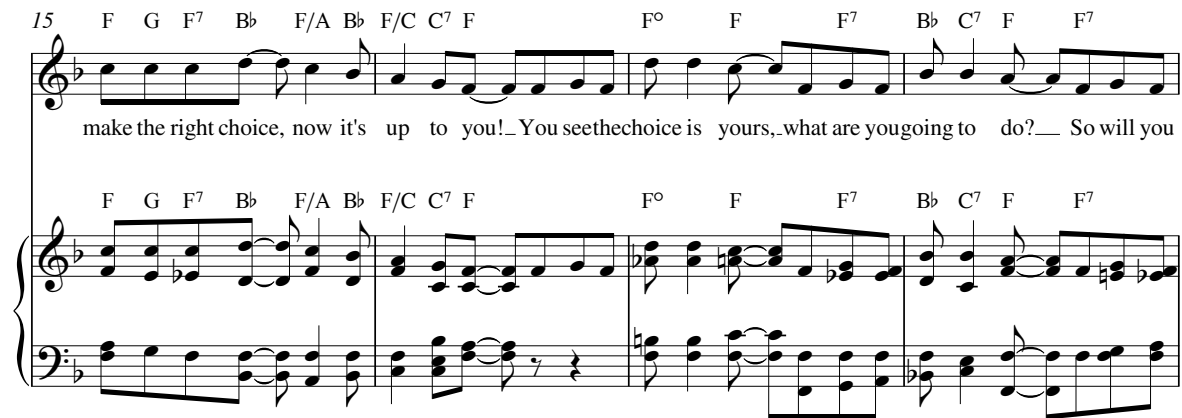
got to be strong... Well some-times say-ing "no" it can be hard to do, you've got to



The fourth system of music is in 4/4 time, key of Bb. It consists of two staves. The melody is in the treble clef, and the accompaniment is in the bass clef. The melody starts with a quarter note G, followed by a quarter note C, then a quarter note F, and a quarter note C. The accompaniment starts with a quarter note G, followed by a quarter note C, then a quarter note F, and a quarter note C. The system ends with a quarter note F and a quarter rest.

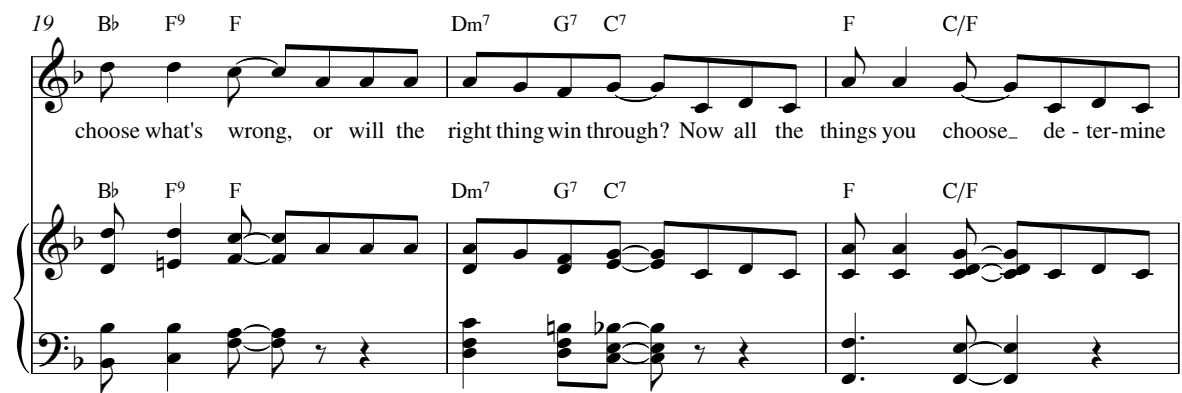
15 F G F<sup>7</sup> B<sup>b</sup> F/A B<sup>b</sup> F/C C<sup>7</sup> F F<sup>o</sup> F F<sup>7</sup> B<sup>b</sup> C<sup>7</sup> F F<sup>7</sup>

make the right choice, now it's up to you!\_ You see the choice is yours, what are you going to do?\_ So will you



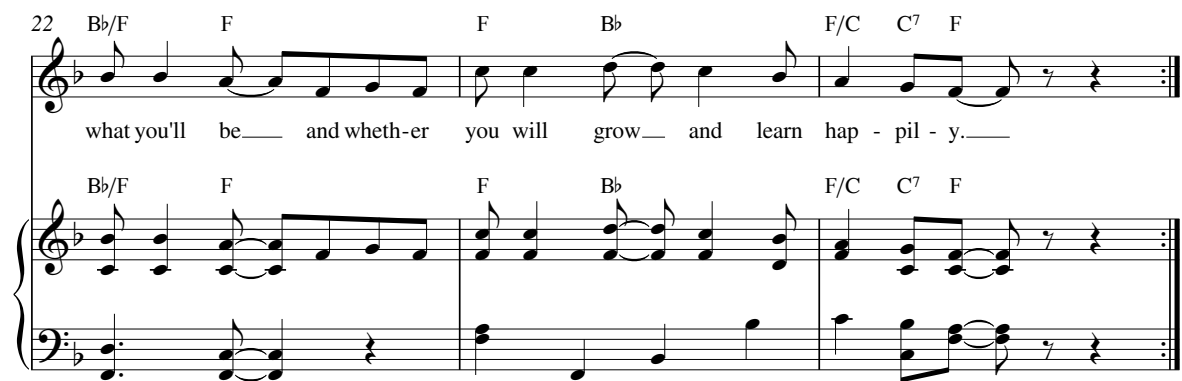
19 B<sup>b</sup> F<sup>9</sup> F Dm<sup>7</sup> G<sup>7</sup> C<sup>7</sup> F C/F

choose what's wrong, or will the right thing win through? Now all the things you choose\_ de - ter - mine

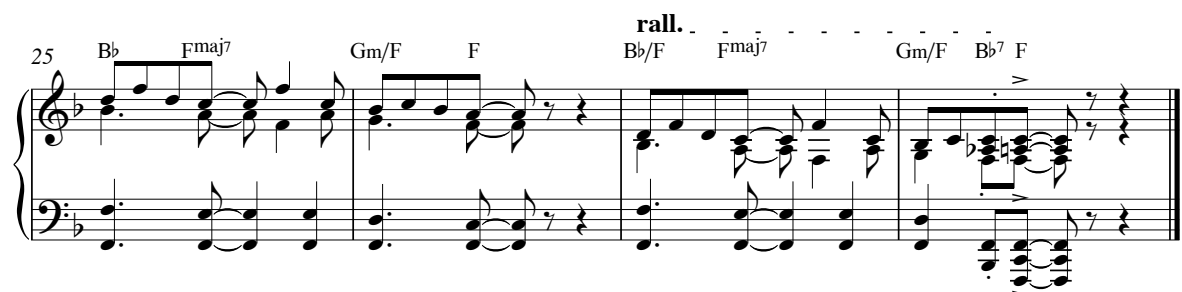


22 B<sup>b</sup>/F F F B<sup>b</sup> F/C C<sup>7</sup> F

what you'll be\_ and whether you will grow\_ and learn hap - pil - y.\_



25 B<sup>b</sup> Fmaj<sup>7</sup> Gm/F F rall. B<sup>b</sup>/F Fmaj<sup>7</sup> Gm/F B<sup>b</sup><sup>7</sup> F



# Being Me in My World

## Sample Learning Charter - Year 2



# Our Learning Charter

## Rights

We have the right to:

- Learn
- Be respected and treated fairly
- Be heard
- Feel safe

## Responsibilities

We have the responsibility to:

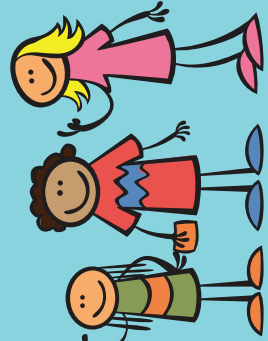
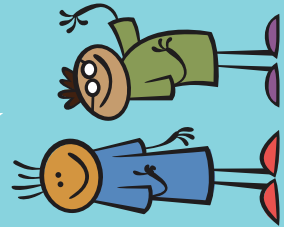
- Allow others to learn
- Respect others and treat them fairly
- Listen to others
- Keep others safe

## Rewards

- Praise
- Sticker
- Choice activity box
- Visit another teacher
- Class certificate
- Postcard home
- Head Teacher award

## Consequences

- Reminder
- Warning
- Time out in class
- Loss of privilege
- Time out in another class
- Parents/Carers informed
- Sent to Senior Leader





# Weekly Celebration 1

This week we are celebrating people in our school who:

Help others to feel welcome







# Weekly Celebration 2

This week we are celebrating people in our school who:  
Try to make our school community a better place

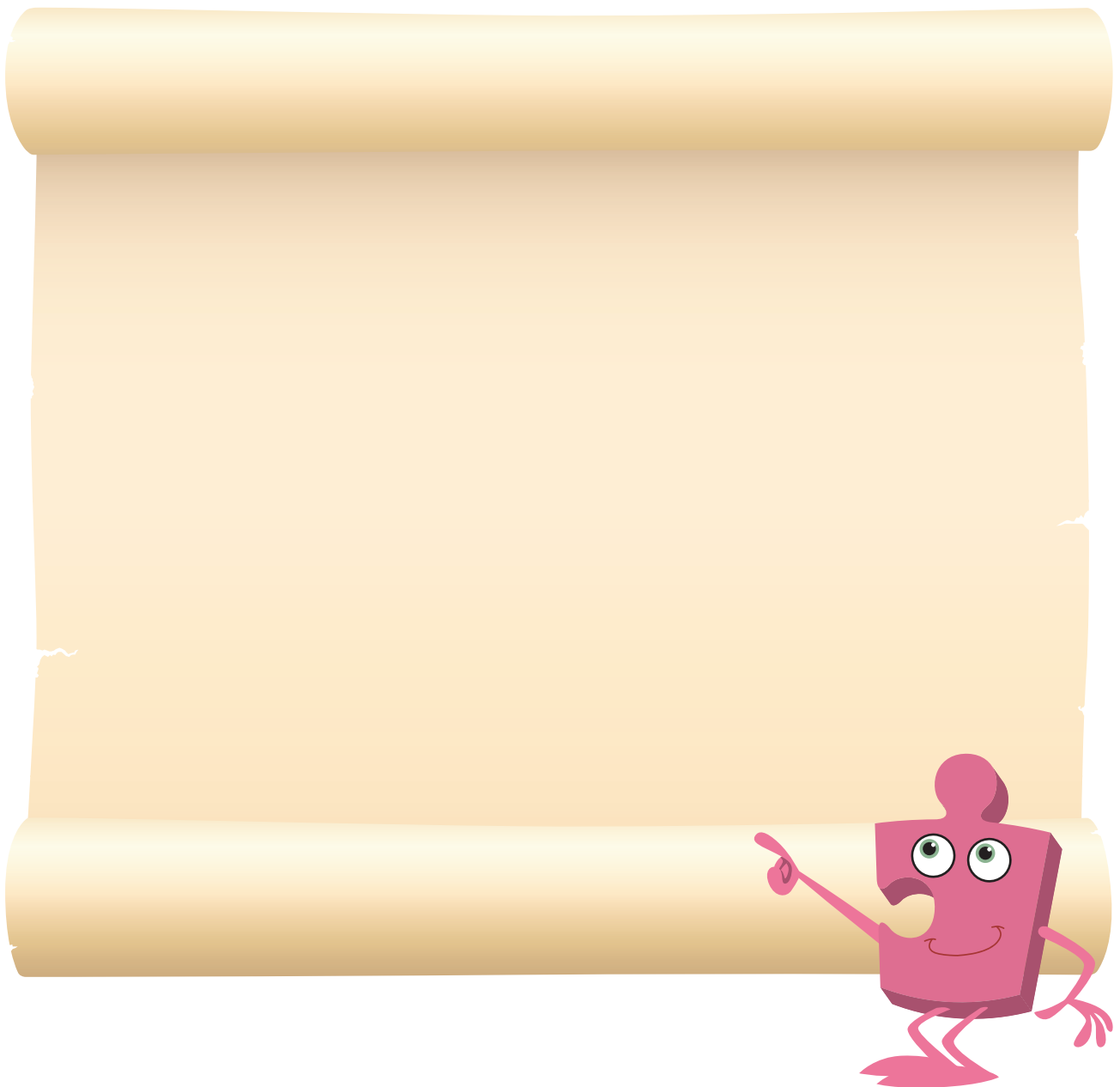




# Weekly Celebration 3

This week we are celebrating people in our school who:

Think about everyone's right to learn

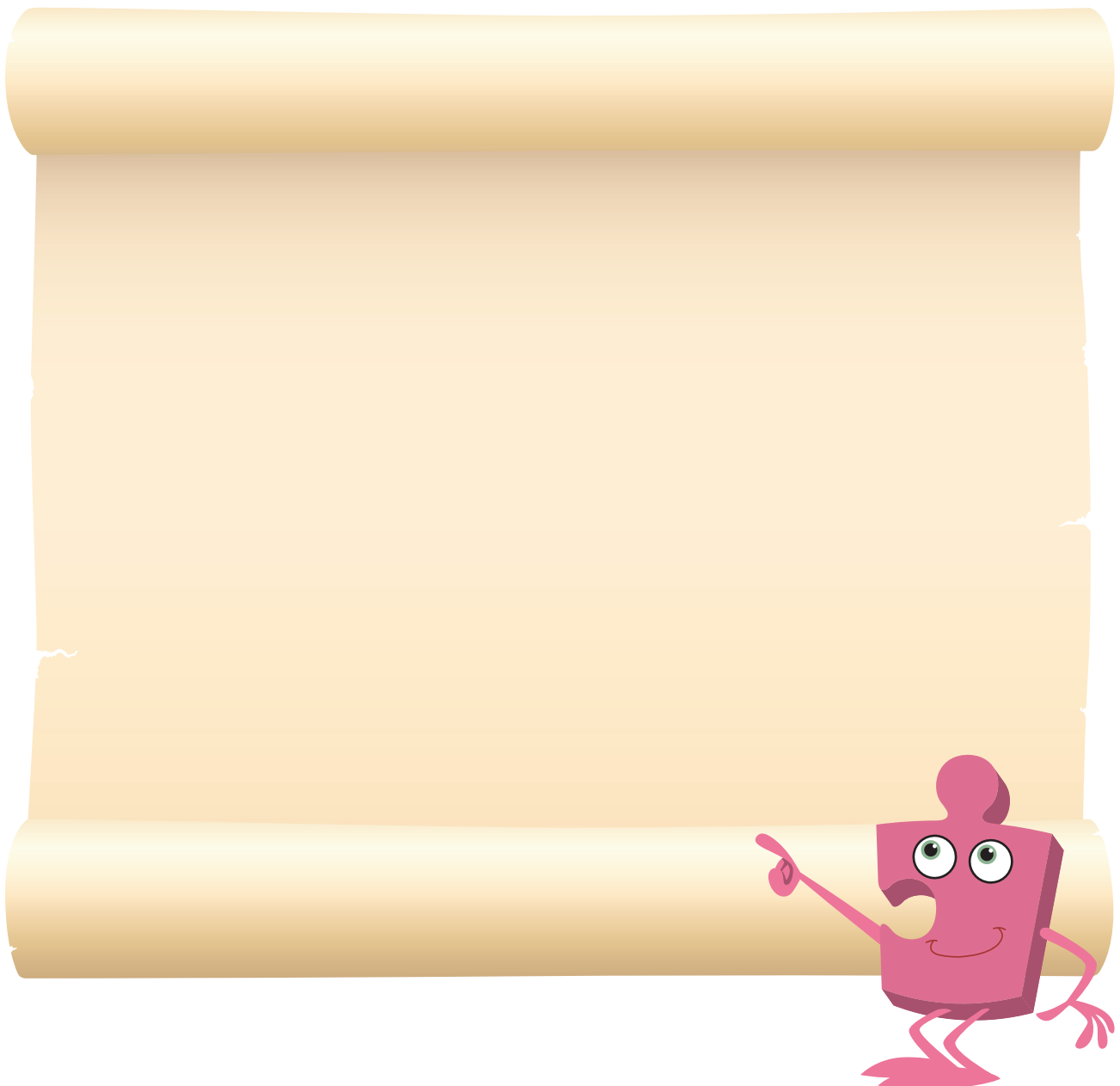




# Weekly Celebration 4

This week we are celebrating people in our school who:

Care about other people's feelings

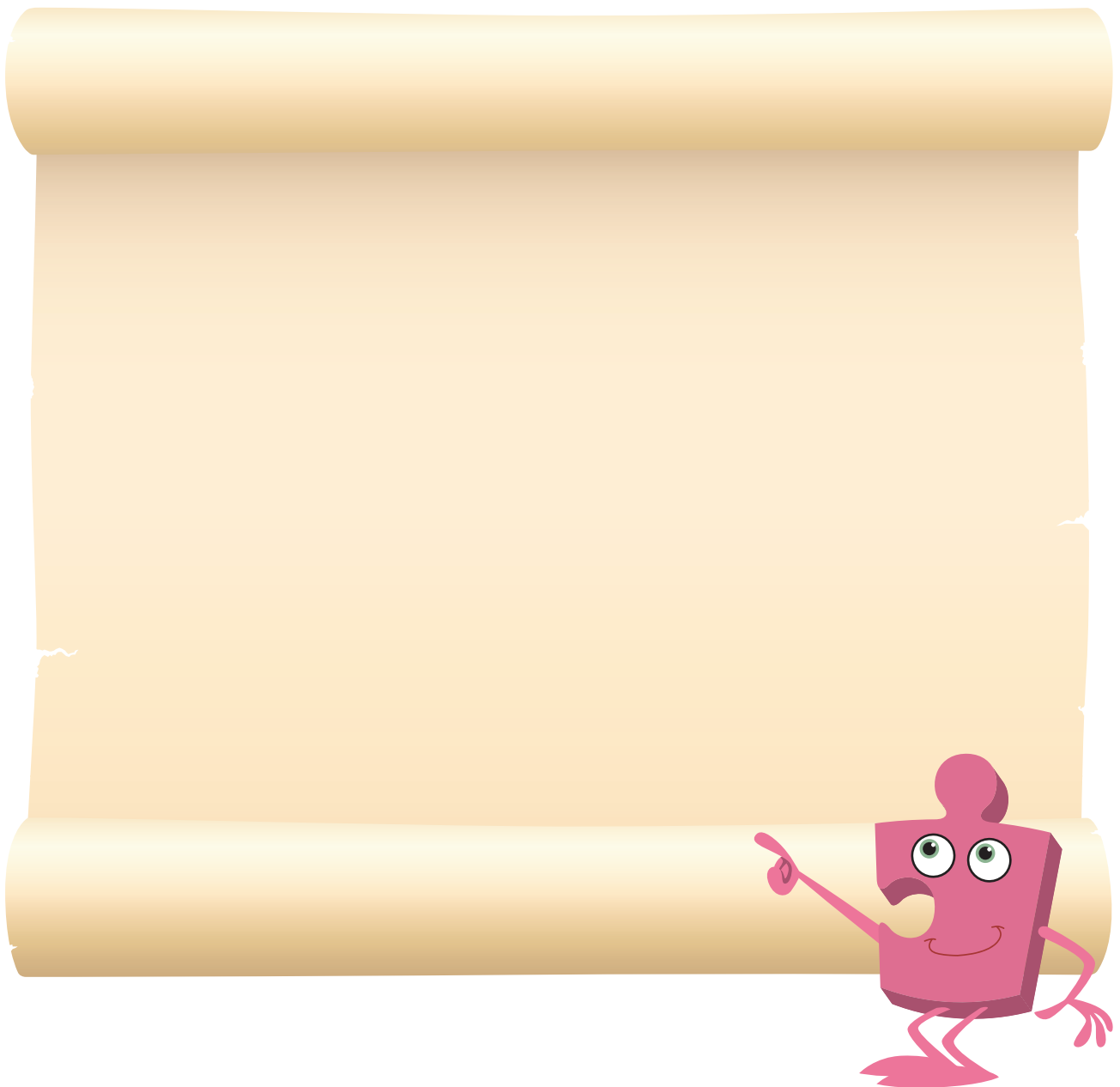




# Weekly Celebration 5

This week we are celebrating people in our school who:

Work well with others





# Weekly Celebration 6

This week we are celebrating people in our school who:

Choose to follow the Learning Charter

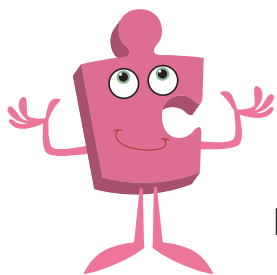


# Being Me in My World

## Puzzle Overview - Year 2

Puzzle 1 Being Me in My World	Puzzle Outcome Help me fit together the six pieces of learning about Being Me in My World to create the Learning Charter	Resources
Pieces		
1. Hopes and Fears for the Year	<p>I can identify some of my hopes and fears for this year</p> <p>I know how to use my Jigsaw Journal</p> <p>I recognise when I feel worried and know who to ask for help</p>	Jigsaw Charter, Jigsaw chime, 'Calm Me' script, number cards, Jigsaw Jo, The Huge Bag of worries - Virginia Ironside ISBN 0340903171, monster worries resource sheet, balloons, Jigsaw Journals.
2. Rights and Responsibilities	<p>I understand the rights and responsibilities for being a member of my class and school</p> <p>I recognise when I feel worried and know who to ask for help</p>	Jigsaw chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Charter, number cards, 'I'll Do It!: Learning About Responsibility: Taking Responsibility (Values)' ISBN 9780750221375, responsibility cards, camera, 'Choices' song sheet, Jigsaw Journal.
3. Rewards and Consequences	<p>I understand the rights and responsibilities for being a member of my class</p> <p>I can help to make my class a safe and fair place</p>	Jigsaw chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Charter, colour cards, Jigsaw Jo, Jigsaw Jo's bag of rewards, teacher's reward/medal, traffic light flipchart, red post-its/green post-its, picture cards, Jigsaw Journals, 'Choices' song sheet.
4. Rewards and Consequences	<p>I can listen to other people and contribute my own ideas about rewards and consequences</p> <p>I can help make my class a safe and fair place</p>	Jigsaw chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Charter, Jigsaw Jo, Jigsaw Jo's bag, two consequence pictures, ratty treasure, blindfold and obstacles, consequence picture cards, scenario picture cards, flipchart traffic light with red post-it learning behaviours from Piece 3, Jigsaw Journals.
5. Our Learning Charter	<p>I understand how following the Learning Charter will help me and others learn</p> <p>I can work cooperatively</p>	Jigsaw chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Charter, Jigsaw Jo, Jigsaw Jo's bag, Jigsaw pieces template, Jigsaw sample Learning Charter display, Jigsaw Journals, 'Choices' song sheet.
6. Owning our Learning Charter	<p>I understand how following the Learning Charter will help me and others learn</p> <p>I am choosing to follow the Learning Charter</p>	Jigsaw chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Charter, Learning Charter, coloured stickers, 'Choices' song sheet, Jigsaw Journals, certificates.

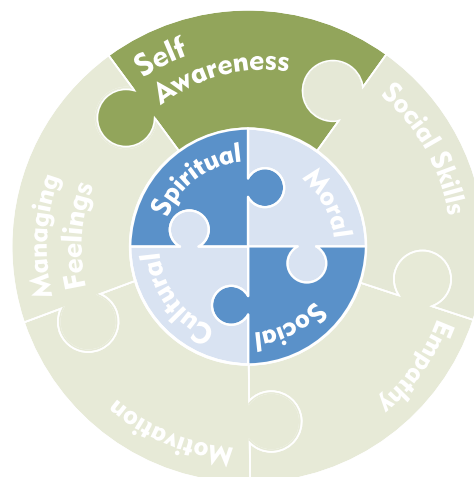




## Puzzle 1: Being Me in My World - Year 2 - Autumn 1

### Piece 1 - Hopes and Fears for the Year

<b>Puzzle 1 Outcome</b> <b>Our Learning Charter</b> (See example Learning Charter)	<b>Please teach me to...</b> identify some of my hopes and fears for this year know how to use my Jigsaw Journal recognise when I feel worried and know who to ask for help
<b>Resources</b> Jigsaw Charter Number cards Jigsaw chime 'Calm Me' script Jigsaw Jo Flipchart Book: 'The Huge Bag of Worries' by Virginia Ironside Jigsaw Journals Monster worries resource sheet Balloons	<b>Vocabulary</b> Worries Hopes Fears



### 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

Belonging game.

To get the children into groups, give each child a card with a number on it. You will have made up a few cards with the number 1 on, a few cards with the number 2 on, etc. up to number 5. Children must not talk, but must find the others in the group i.e all the number 1s make a group, etc. They must act very pleased to see them and continue walking as if a group. When all members are found, children sit down in their number groups, still as part of the larger circle.

#### Calm me

Everyone, including adults, is sitting on chairs in a circle.

Explain to 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

Introduce the children to Jigsaw Jo and explain that he/she (class decides if Jo is male or female) is worried about being in Year 2. Using Jigsaw Jo as the talking object, pass him/her around the circle and ask the children what they think Jigsaw Jo may be worried about. Each child has the chance to give their response while holding Jigsaw Jo. Write their responses on flipchart. Invite the children to make suggestions about how Jigsaw Jo could cope with his/her worries and write these next to each worry on the flipchart. Praise the children for their good suggestions.

Invite the children to make suggestions about who Jigsaw Jo may go to for help. Children give their responses, remembering to use Jigsaw Jo as the talking object. Remind children that we all have worries at some time and it is important to know there are people we can share our worries with, rather than bottling them up.

### Ask me this...

Can you identify how it feels to be part of this new group?

Is your mind calm?

Which picture helps you to feel most calm?

Can you feel your tummy rise and go back in again?



### Tell me or show me

Still sitting in the circle, read the class 'The Huge Bag Of Worries', by Virginia Ironside.

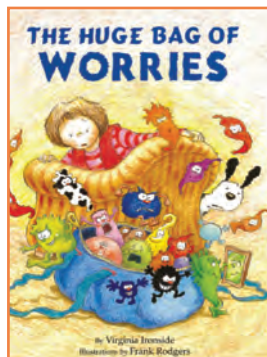
Reassure children that we all have worries and that it is better to share them with someone.

Explain that when things change it is normal to feel worried as we are not sure what to expect. Do we have any worries about starting a new class? The children share their worries and teacher writes these on flipchart.

What can we do about those worries?

Do we carry them around with us like the little girl in the story or can we think of some ways of coping with these worries?

Invite the children to make suggestions as to how they can cope with any worries they may have about starting Year 2 and remind them of people in school they can share their worries with. Write up their suggestions on flipchart. (Use Jigsaw Jo as the talking object.) Thank the children for their suggestions and ask the class if these might help them.



### Let me learn

Children now sitting at their tables: give each child his/her Jigsaw Journal and explain that this is their special book for Jigsaw lessons. Children to have a pre-drawn monster and write on its tummy a worry they may have and how they might solve it. Explain that sometimes worries can feel like big monsters until we deal with them. Children stick their monster into their Jigsaw Journal.

Using a large bag full of blown-up balloons to represent the children's worries, reiterate that it is not helpful to carry worries around with you and that today we are thinking about ways of dealing letting go of worries. Each balloon has a child's name on it. Give each child their balloon. Let the children imagine that their monster worry is now inside the balloon. Then take all the children outside holding their balloons and invite them to let go of their balloons sending their monster worry floating away into the sky with their balloon.

Alternatively, you can do this exercise as a visualisation indoors. Instead of letting balloons go outside, ask the children to visualise their balloon floating away - imagining it float higher and higher in the sky until it can't be seen any more. Once the visualisation is over, the teacher collects all the balloons and disposes of them once the children have left the room.

### Help me reflect

Back in the classroom, children write in the Reflection Puzzle Piece of their Jigsaw Journals: How did it feel to let go of my monster worry?

Children return to the circle and the teacher reiterates who they would go to, to ask for help with a worry at school. Close the lesson with a discussion of the children's and the teacher's hopes for the new class and their work together in Year 2.

Close the circle with a game of Pass the Squeeze: everyone in the circle holds hands. The teacher squeezes the hand of the child next to her, that child then squeezes the hand of the next child and so on around the circle. Variations: time how long it takes for the squeeze to get all around the circle and try and do it quicker next time, or pass the squeeze with everyone's eyes closed.

Do you have any worries about being in Year 2?

How can you cope with these worries?

How can we manage with these worries as a class?

If you have a worry, who would you go to, to ask for help?

How does it feel to let go of my worries?

What hopes do you have for Year 2?

### Notes

# Being Me in My World

## Calm Me Script - Year 2 - Piece 1

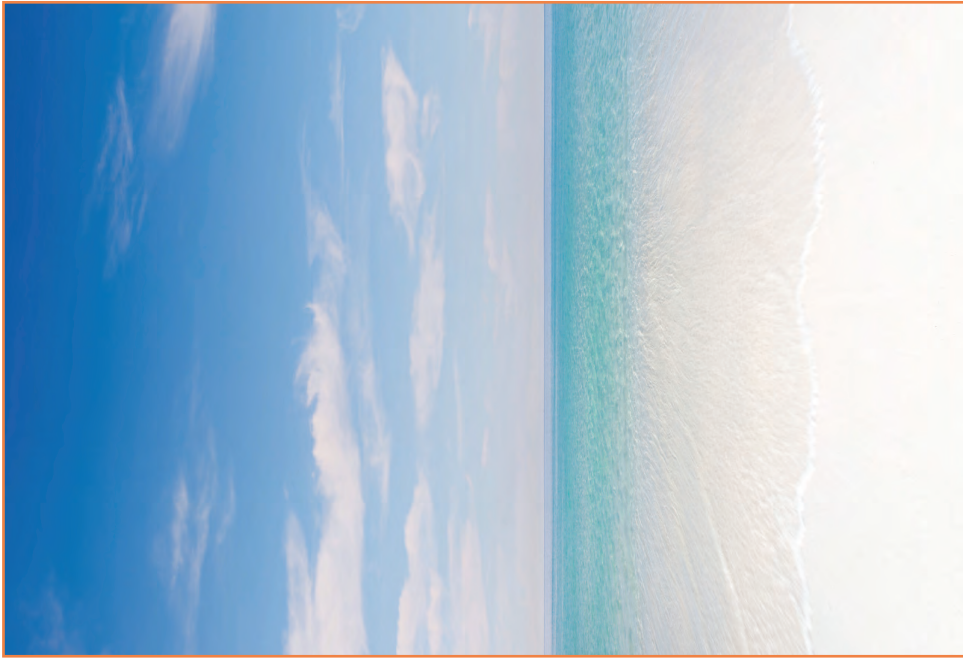
Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Share the three 'calm' pictures (beach, home, woods) with the children, and establish which picture makes them feel the most calm. Ensure all children understand what calm is and how it feels. They might like to suggest when and where they feel the most calm. Explain that to do the best learning we need calm, focussed minds, and to help us with this we will use our breathing. Tell the children that the Jigsaw chime is the start of our Calm Me exercise.

Invite the children to put both feet on the floor to sit up straight, but relaxed, and to have hands on their tummies. They can then close their eyes or focus on the calmest picture. Gently sound the chime and ask the children to listen to it until the sound is all gone. Then ask them to follow your instructions as you take them through gentle breathing techniques: breathe in gently through your nose and let your breath sink all the way into your lungs, then gently let it out again. Breathe in gently and out gently. Can you feel your tummy rise as you breathe in and go back again as you breathe out? Repeat this a number of times, encouraging the children to feel more calm with each out breath. Gently sound the chime again and invite the children to listen until the sound is all gone, and then to open their eyes and use their calm mind to help them learn.

Teacher reinforces how good it feels to be calm and quiet.

# Being Me in My World

‘Calm’ Pictures PowerPoint - Year 2 - Piece 1





# The Jigsaw® Charter

We take turns to speak

We use kind and positive words

We listen to each other

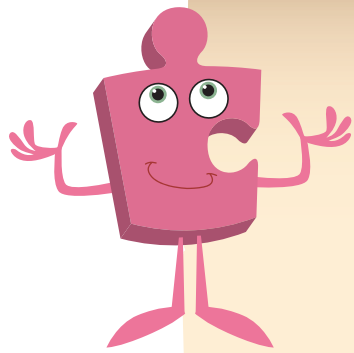
We have the right to pass

We only use names when giving  
compliments or when being positive

We respect each other's privacy  
(confidentiality)



# The Jigsaw<sup>®</sup> Charter



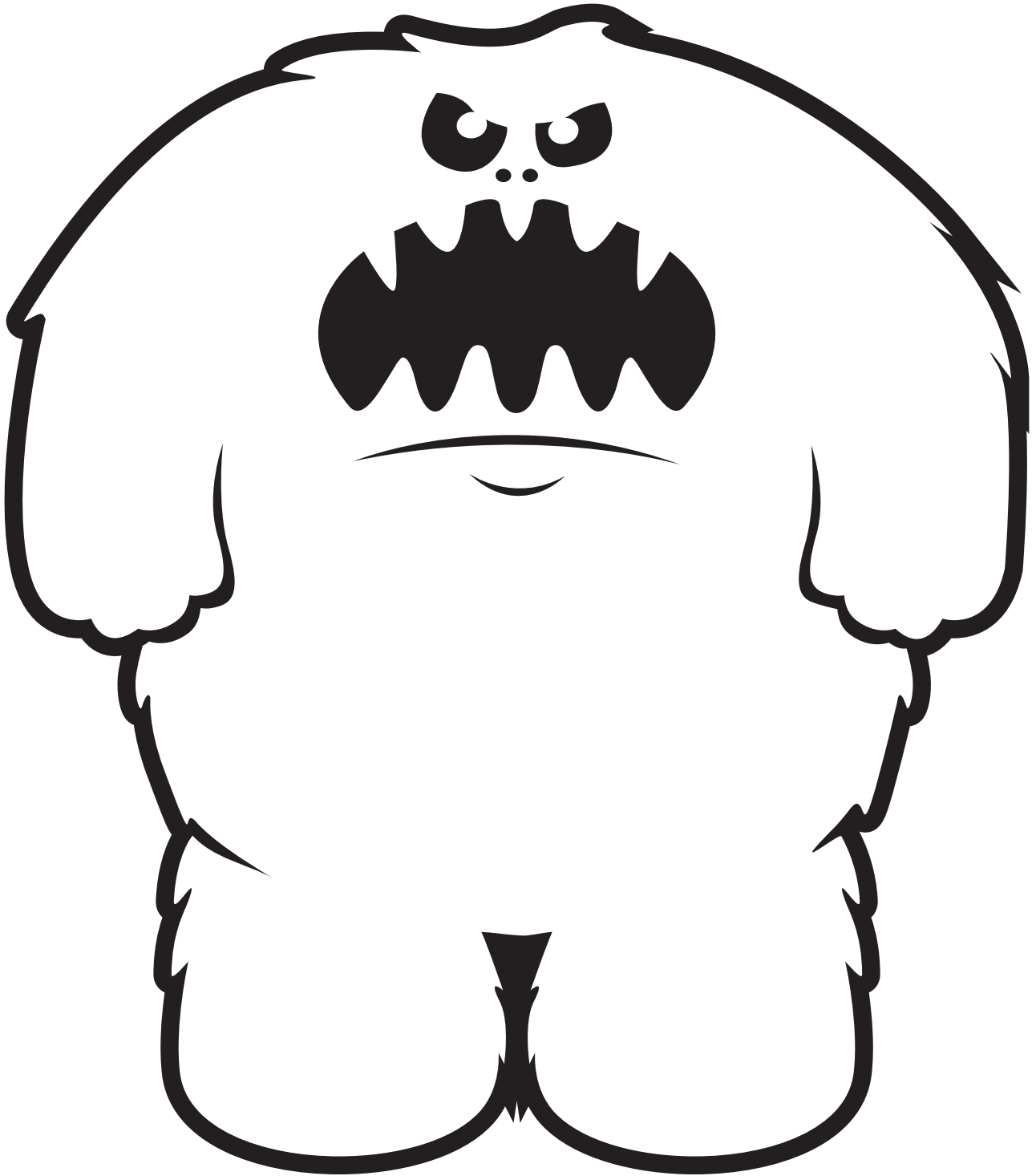
Class:

- \*
- \*
- \*
- \*
- \*
- \*

We will try our best to keep our Charter:

# Being Me in My World

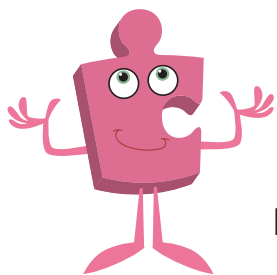
Monster Worries - Year 2 - Piece



# Being Me in My World

Monster Worries - Year 2 - Piece

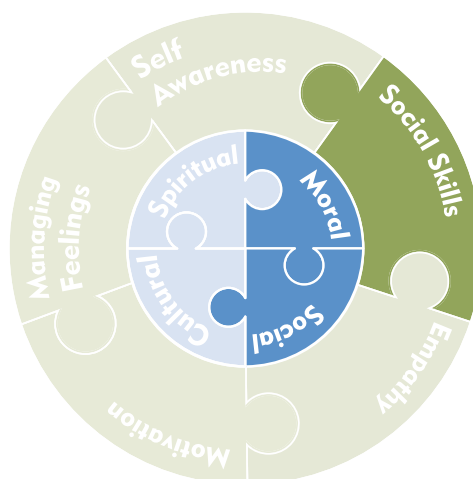




## Puzzle 1: Being Me in My World - Year 2 - Autumn 1

### Piece 2 - Rights and Responsibilities

<b>Puzzle 1 Outcome</b> <b>Our Learning Charter</b> (See example Learning Charter)	<b>Please teach me to...</b> understand the rights and responsibilities of being a member of my class and school know how to help myself and others feel like we belong
<b>Resources</b> Number cards Jigsaw chime 'Calm Me' script 'Calm' pictures Jigsaw Jo 'I'll Do It!: Learning About Responsibility: Taking Responsibility (Values)' Responsibility cards Camera Jigsaw Journal Jigsaw Song Sheet: 'Choices'	<b>Vocabulary</b> Belonging Rights Responsibilities Responsible Actions



### 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

Belonging game.

Make enough cards for each child to have one, make 3 or 4 with each number from 1-5, then one of each number 6,7,8. Children must not talk, but must find the others in their groups. When they find a fellow number (all the number 1s make a group), they must act very pleased to see them and continue walking as if a group. When all members are found, children sit down in their number groups back in the circle. If someone with a different number tries to join, act as if they are not welcome. Children with numbers 6,7,8 will be left out (teacher to be careful who they choose to give those numbers to!).

#### Calm me

Everyone, including adults, is sitting on chairs in a circle.

Explain to 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

Using Jigsaw Jo as the talking object, children are invited to talk about the feelings of belonging, how it felt to be left out, how it felt to reject others.

Discuss how we belong to our class and introduce the idea that with this belonging comes a sense of responsibility. Discuss how we belong to our class and introduce the idea that we all have the right to feel like we belong. Discuss with the children what having 'rights' means and ask them to discuss in talking partners what rights they think they have at school. Establish that all children have the right to be safe, be healthy, be happy and to learn.

### Ask me this...

How does it feel to belong?  
 How does it feel to be left out?  
 How does it feel to be rejected?

Which picture helps you to feel calm?  
 Can you feel your tummy rise and go back in again?  
 Is your mind calm?  
 Does it feel good to be calm and quiet?  
 Does your mind feel ready to learn?

Do you understand what having 'rights' means?



### Tell me or show me

Still sitting as a circle, read the class 'I'll Do It!: Learning About Responsibility: Taking Responsibility (Values)' ISBN: 9780750221375.

Ask children to talk with the person next to them as talking partners and think about what 'responsibility' means. Share ideas and agree a class definition.

Each set of talking partners thinks of two ways of being responsible members of the class, i.e. two responsibilities. Share ideas. Teacher scribes children's ideas, e.g. playing nicely, looking after our belongings. Read through the list and ask the children to show thumbs up if they think they could act this way in the classroom, playground, around school.

Explain to the children that these responsibilities mean we can enjoy coming to school and learning with our friends; children have a right to education and if we act responsibly these rights are enjoyed by all.

Give three children a 'responsibility card' each. Ask them to explain to the rest the responsibility on their card. Each set of talking partners decides which of these responsibilities is the most important in their classroom and shares their reasons why.

### Let me learn

Snowball (join together) sets of talking partners to make groups of four and, in these groups, children sit at tables.

Children to have 'responsibility cards' on their table which illustrate different ways of being responsible within school. Working in these groups, children prioritise the responsibilities, from the **most** to the **least** important.

Teacher takes a photograph of each group's ordered list as evidence and this is then stuck into Jigsaw Journals.

Each group shares their 'top' responsibility and explains why this is so important to them. Children are encouraged to ask questions of other groups, especially groups whose top priority is different to their own (encouraging empathy and compromise). Teacher helps the class choose its top six responsibilities. Perhaps children would like to vote on these.

Explain to the class that these responsibilities will form part of our Learning Charter for the school.

Sing the Jigsaw Song 'Choices', making the point that responsibility is everybody's choice.

### Help me reflect

Using the Reflection Puzzle Piece of their Jigsaw Journal, the children write or draw the class responsibility they think will be most difficult for them to carry out. Write underneath it, 'We all have the right to learn'. Children return to the circle and play a closing game, e.g. pass the squeeze.

Teacher reinforces that we all have the right to be part of a class where everybody tries to take responsibility for their own and other's learning.

What does responsibility mean?

How responsible are you?

Why is it important to be responsible?

How can you be a responsible member of our class?


How have you ordered them?

Why have you chosen that one responsibility first/last?

Which responsibility do you think you need to work on?

What have you learnt during this lesson today?

### Notes

You will need to prepare number cards. 

# Being Me in My World

## Calm Me Script - Year 2 - Piece 2

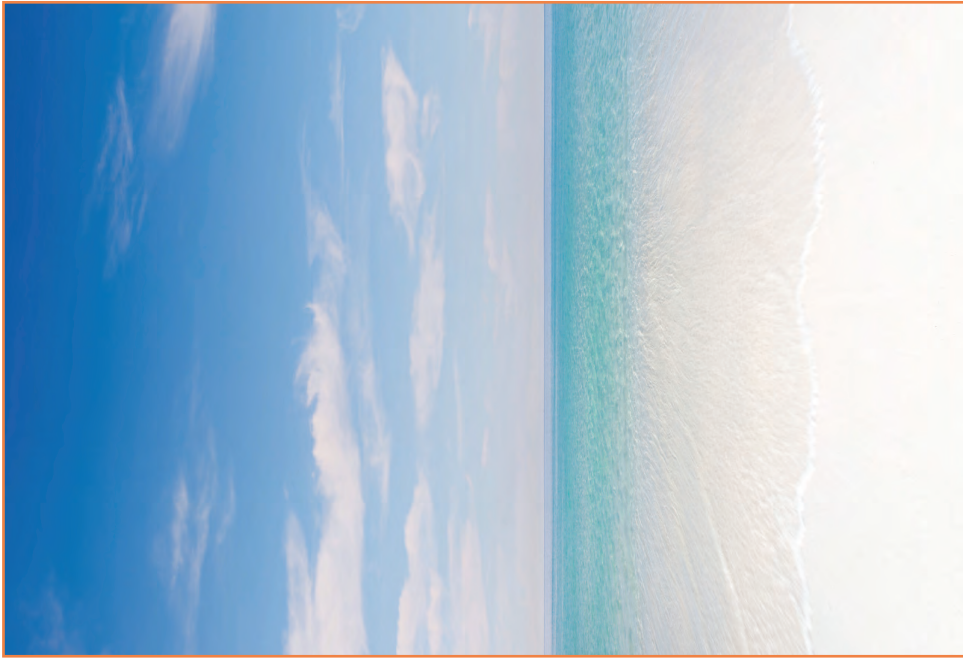
Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Share the three 'calm' pictures (beach, home, woods) with the children, and establish which picture makes them feel the most calm. Ensure all children understand what calm is and how it feels. They might like to suggest when and where they feel the most calm. Explain that to do the best learning we need calm, focussed minds, and to help us with this we will use our breathing. Tell the children that the Jigsaw chime is the start of our Calm Me exercise.

Invite the children to put both feet on the floor to sit up straight, but relaxed, and to have hands on their tummies. They can then close their eyes or focus on the calmest picture. Gently sound the chime and ask the children to listen to it until the sound is all gone. Then ask them to follow your instructions as you take them through gentle breathing techniques: breathe in gently through your nose and let your breath sink all the way into your lungs, then gently let it out again. Breathe in gently and out gently. Can you feel your tummy rise as you breathe in and go back again as you breathe out? Repeat this a number of times, encouraging the children to feel more calm with each out breath. Gently sound the chime again and invite the children to listen until the sound is all gone, and then to open their eyes and use their calm mind to help them learn.

Teacher reinforces how good it feels to be calm and quiet.

# Being Me in My World

‘Calm’ Pictures PowerPoint - Year 2 - Piece 2



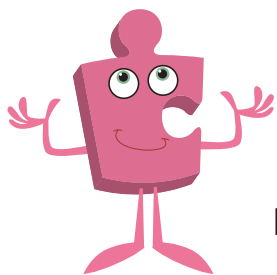


# Being Me in My World

## Responsibility Cards - Year 2 - Piece 2



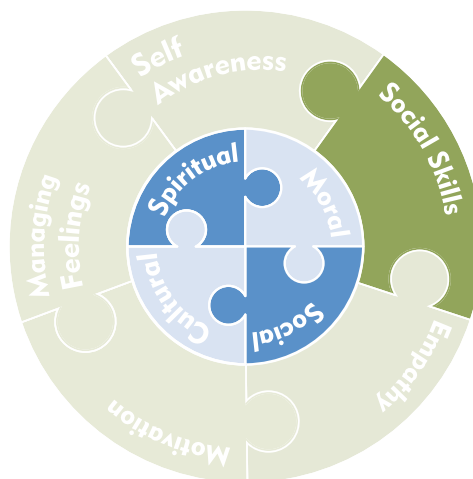




## Puzzle 1: Being Me in My World - Year 2 - Autumn 1

### Piece 3 - Rewards and Consequences

<b>Puzzle 1 Outcome</b> <b>Our Learning Charter</b> (See example Learning Charter)	<b>Please teach me to...</b> listen to other people and contribute my own ideas about rewards and consequences help make my class a safe and fair place
<b>Resources</b> Colour cards Jigsaw chime 'Calm Me' script 'Calm' pictures Jigsaw Charter Jigsaw Jo Jigsaw Jo's bag of rewards Teacher's reward/medal Traffic light flipchart Red post-its/green post-its Picture cards Jigsaw Journals 'Choices' song sheet	<b>Vocabulary</b> Praise Reward Consequence Positive Negative Choices
<b>Teaching and Learning</b>  <b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).  <b>Connect us</b> In the circle, play the colour game. Give each child a colour: red, green, blue or yellow. Then shout a colour and those children change places as quickly and safely as possible. Do this several times so the children understand the game. Then remove a chair from the circle and play again. This time the child left with no chair stands in the middle of the circle and calls out the next colour to change over.  <b>Calm me</b> Everyone, including adults, is sitting on chairs in a circle. Explain to 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.  <b>Open my mind</b> Ask a child to collect Jigsaw Jo and bring to the circle. Teacher explains to the children that in Jigsaw Jo's bag there are lots of things he thinks will be good rewards for the children who do their best and keep their responsibilities (as per last Piece). Bring out one item at a time from the bag and, in talking partners, discuss whether they think this is a good reward or not. Receive feedback. (In the bag have items like: stickers, certificate, postcard to parent/carer, golden time ticket, picture of a new bike, ticket to Legoland, etc.). Ensure all children understand what 'reward' means and what they would expect to be rewarded for in school.	



### Ask me this...

How does it feel to be the one in the middle?

Which picture helps you to feel most calm?

Can you feel your tummy rise and go back in again?

Is your mind calm?

Does your mind feel ready to learn?

### **Tell me or show me**

The teacher shares with children the best reward he/she ever received at school and why it was special. (Ideally, teacher may be able to show children a badge/medal/certificate that he/she really did receive.)

In talking partners, children discuss rewards they have already been given in school, and what these were for. Teacher receives feedback and makes a list on the flipchart of the rewards and reasons for them. Explain that rewards are positive and feel good to give or to receive.

Show the children a large traffic light drawn on the flipchart with obvious red or green lights. Talk about those learning behaviours that are rewarded in school and those behaviours that stop us or others from learning and do not let us enjoy our right to learn. In talking partners (i.e. with the child next to them in the circle), children record on post-it notes one behaviour that makes it easy to learn and one behaviour that makes it difficult for others to learn. Passing Jigsaw Jo around the circle as the talking object, each child shares one post-it and places it on either the red or green traffic light on the flipchart. (It would be useful to use red and green post-it notes for this activity.) Ask the children what rewards they expect to receive when they show the green learning behaviours. Would they expect rewards if they showed red learning behaviours? Establish that red behaviours would bring consequences, not rewards, because they would be preventing other children from the right to learn.

### **Let me learn**

At their tables and in small groups, sort the picture cards into red and green learning behaviours. Then children add a post-it to each picture card, writing on the post-it the reward or consequence they think is appropriate for that behaviour. Teacher receives feedback from all the groups and then asks each group to make a list of the rewards they would like to receive in their class for: 1) positive learning behaviours; 2) good effort; 3) achievement in learning. If time, bring these lists together and vote on one class list. This will then be taken to the School Council for them to consider which rewards are to become the rewards for the whole school Learning Charter.

### **Help me reflect**

In Jigsaw Journals, children design a sticker/certificate or postcard for parents/carers that they would like to receive for good work. In the Reflection Puzzle Piece they write two words to describe how they will feel when they receive one of these rewards.

Back in the circle, children sing the Jigsaw Song 'Choices' and pass a smile around the circle to end the Piece.

How did it feel for the teacher to receive this reward?

Why do we give rewards?

How does it feel to praise someone?

How does it feel to be praised/rewarded?

Do you understand what 'rewards' and 'consequences' mean?

What stops you from learning?


What helps you to learn? How can you help yourself and others be good learners?

What are our rights?

What are our responsibilities?

How can we help each other to learn?

### **Notes**

You will need to prepare a large traffic light drawn on the flipchart with obvious red or green lights.  **Prepare**

# Being Me in My World

## Calm Me Script - Year 2 - Piece 3

Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Share the three 'calm' pictures (beach, home, woods) with the children, and establish which picture makes them feel the most calm. Ensure all children understand what calm is and how it feels. They might like to suggest when and where they feel the most calm. Explain that to do the best learning we need calm, focussed minds, and to help us with this we will use our breathing. Tell the children that the Jigsaw chime is the start of our Calm Me exercise.

Invite the children to put both feet on the floor to sit up straight, but relaxed, and to have hands on their tummies. They can then close their eyes or focus on the calmest picture. Gently sound the chime and ask the children to listen to it until the sound is all gone. Then ask them to follow your instructions as you take them through gentle breathing techniques: breathe in gently through your nose and let your breath sink all the way into your lungs, then gently let it out again. Breathe in gently and out gently. Can you feel your tummy rise as you breathe in and go back again as you breathe out? Repeat this a number of times, encouraging the children to feel more calm with each out breath. Gently sound the chime again and invite the children to listen until the sound is all gone, and then to open their eyes and use their calm mind to help them learn.

Teacher reinforces how good it feels to be calm and quiet.

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.

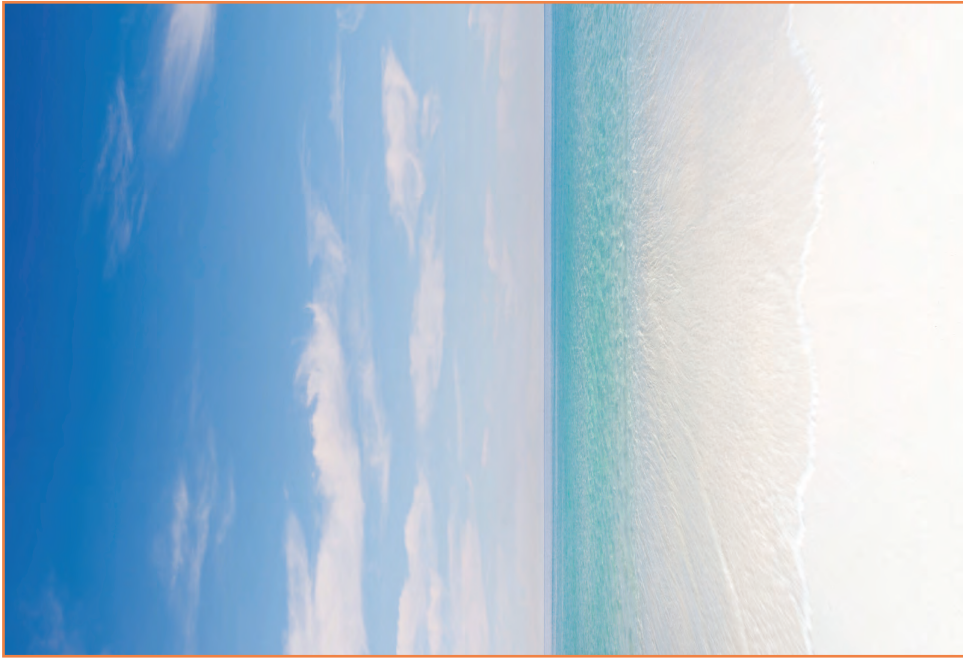
Therefore, you may like to help them develop this skill further by striking the chime at intervals through the day, maybe 2 or 3 times, and requesting that they stop and listen until they can no longer hear the sound. In time, they will learn to connect the deep breathing techniques with the sound for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



# Being Me in My World

‘Calm’ Pictures PowerPoint - Year 2 - Piece 3





# Being Me in My World

Rights and Responsibilities Cards - Year 2 - Piece 3

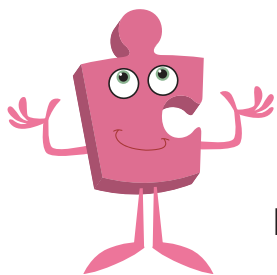




# Being Me in My World

Rights and Responsibilities Cards - Year 2 - Piece 3

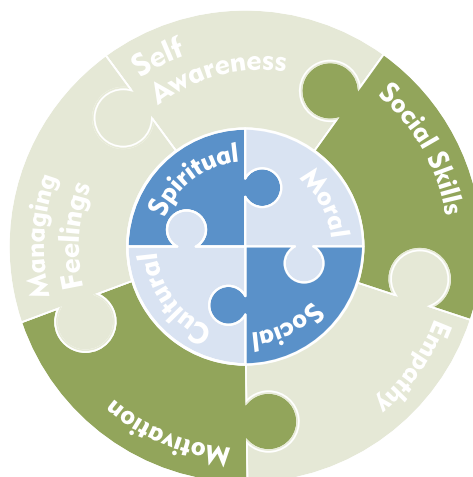




## Puzzle 1: Being Me in My World - Year 2 - Autumn 1

### Piece 4 - Rewards and Consequences

<b>Puzzle 1 Outcome</b> <b>Our Learning Charter</b> (See example Learning Charter)	<b>Please teach me to...</b> listen to other people and contribute my own ideas about rewards and consequences help make my class a safe and fair place
<b>Resources</b> Jigsaw chime 'Calm Me' script 'Calm' pictures Jigsaw Jo Jigsaw Jo's bag Consequence picture cards Rattly treasure Blindfold and obstacles Scenario picture cards Post-its Flipchart traffic light with red post-it learning behaviours from Piece 3 Jigsaw Journals	<b>Vocabulary</b> Praise Reward Consequences Positive Negative



### 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

Ask the children to follow the actions you do, e.g. you clap, the child on your right claps, the child on his right then claps so that the clap is passed all around the circle and back to you. You say "Excellent, the consequence of me clapping was that the clap went all around the circle." (You are introducing children to the concept of consequences.) Then tap two fingers on your palm and pass that around the circle making the point that because you did this, certain actions followed.

Next play the Rainforest game: in the format of a Mexican wave, start off by tapping two fingers on the palm of your hand, the child next to you copies, then the one next to them copies.

Explain to the children they have to wait for the movement to get to them before they begin. When it gets back to the start, the teacher then claps hands and this movement follows around the circle. The children continue to tap two fingers until the clap movement reaches them.

Then the next movement is to slap knees, then stamp feet, so that the sound builds to a crescendo like a rainstorm building up from pitter-patter to full-on rainfall. Then gradually it subsides with the movement then going backwards from stamping feet, to clapping hands on knees, clapping and by tapping two fingers until the last round, when the teacher puts both hands on her knees until all children in the circle have done the same, and there is silence.

Remind the children that as a consequence of the actions you did followed by the actions they did, the sounds were passed around the circle.

#### Calm me

Everyone, including adults, is sitting on chairs in a circle.

Explain to 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...

How does it feel to take part in this activity?  
 Do you understand that every behaviour has a consequence?  
 Do you understand what 'consequence' means?

Can I feel my tummy rise and go back in again?  
 Is my mind calm?

### Open my mind

Ask a child to collect Jigsaw Jo and bring to the circle. Teacher explains to the children that in Jigsaw Jo's bag there are two pictures showing possible consequences of children's behaviour (one shows a consequence we would NOT choose to use in our school, e.g. teacher shouting at child, the other shows child sitting in time out). In talking partners children discuss both consequences and decide if these would be appropriate or not in our school, giving reasons. Would they be prepared to take those consequences for 'red post-it' behaviours? Reinforce what the word 'consequences' means and the expectation that in our school, everyone has the right to learn and the responsibility to help others learn.

### Tell me or show me

Play the 'Treasure Keeper'. One child sits on a chair blindfolded. Rattly treasure (keys/bag of coins) is in a treasure box under the treasure keeper's chair. Teacher chooses one child at a time to creep around obstacles (like cushions, chairs, etc.) in order to steal the rattly treasure. If the treasure keeper hears a noise he/she claps his hands and points in the direction of the noise. If he points at the child trying to steal the treasure that child must stand still like a statue for the rest of the game. Two or three children can try to steal the treasure simultaneously. Play the game several times with different treasure keepers. De-brief, explaining to the children that the consequence of moving quietly was gaining the treasure, but the consequence of making a noise was being frozen like a statue. Ask the children what they understand the word 'consequences' to mean. Give the children the analogy that the rattly treasure represents something they want to learn. The obstacles represent people, things or behaviours which get in the way them learning. (Refer back to red learning behaviours in previous Pieces.)

### Let me learn

Having established that every action has a consequence, children return to their tables. Working in small groups, children have two 'consequence' picture cards. Together, they work out:

- What is happening in the picture,
- What they think happens next, and
- What they think the consequence should be.

Guide the children to consider that negative (red) learning behaviours deserve a consequence as opposed to a reward. Encourage them to make the consequence proportionate to the behaviour and to add a post-it to each picture saying what the consequence should be. One picture at a time, groups working with that picture share their ideas. Compare the consequences suggested for the same picture. Consider all the pictures.

Refer children back to the traffic light and to the red post-it learning behaviours they suggested in the previous Piece (remind children that these behaviours prevent others from learning). Give one post-it to each set of talking partners and ask them to decide an appropriate consequence for that behaviour should it happen in their classroom. Children share these ideas. Back in their original small groups, children make a list of consequences they think would be fair for:

- Negative learning behaviours
- Poor effort
- Poor work

If possible bring these lists together and agree on one class list. This list will then be taken to the School Council for consideration in the Learning Charter.

### Help me reflect

In Jigsaw Journals, children draw a behaviour that is an obstacle to learning and a consequence they think is acceptable if that happens in their class.

In the Reflection Puzzle Piece, children write two words to describe how they would feel if that consequence happened to them.

Back in the circle play the Rainforest Game again.

Can you discuss your ideas with a talking partner and give reasons for your thinking?

Can you identify obstacles to learning?

Do you understand the connection between behaviour and consequence?

Do you understand that consequences should be proportionate to the behaviours?

## Notes

The aim is that both rewards (Piece 3) and Consequences (Piece 4) will be taken to the School Council which will be helped to devise the whole school Learning Charter. This will be brought back to Piece 5 so that every year group will be able to familiarise itself with it and each class will take ownership of it by working with it in Piece 5.

For the next Piece, enlarge onto coloured card and cut out the four jigsaw pieces from the template in Piece 5.



# Being Me in My World

## Calm Me Script - Year 2 - Piece 4

Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Share the three 'calm' pictures (beach, home, woods) with the children, and establish which picture makes them feel the most calm. Ensure all children understand what calm is and how it feels. They might like to suggest when and where they feel the most calm. Explain that to do the best learning we need calm, focussed minds, and to help us with this we will use our breathing. Tell the children that the Jigsaw chime is the start of our Calm Me exercise.

Invite the children to put both feet on the floor to sit up straight, but relaxed, and to have hands on their tummies. They can then close their eyes or focus on the calmest picture. Gently sound the chime and ask the children to listen to it until the sound is all gone. Then ask them to follow your instructions as you take them through gentle breathing techniques: breathe in gently through your nose and let your breath sink all the way into your lungs, then gently let it out again. Breathe in gently and out gently. Can you feel your tummy rise as you breathe in and go back again as you breathe out? Repeat this a number of times, encouraging the children to feel more calm with each out breath. Gently sound the chime again and invite the children to listen until the sound is all gone, and then to open their eyes and use their calm mind to help them learn.

Teacher reinforces how good it feels to be calm and quiet.

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.

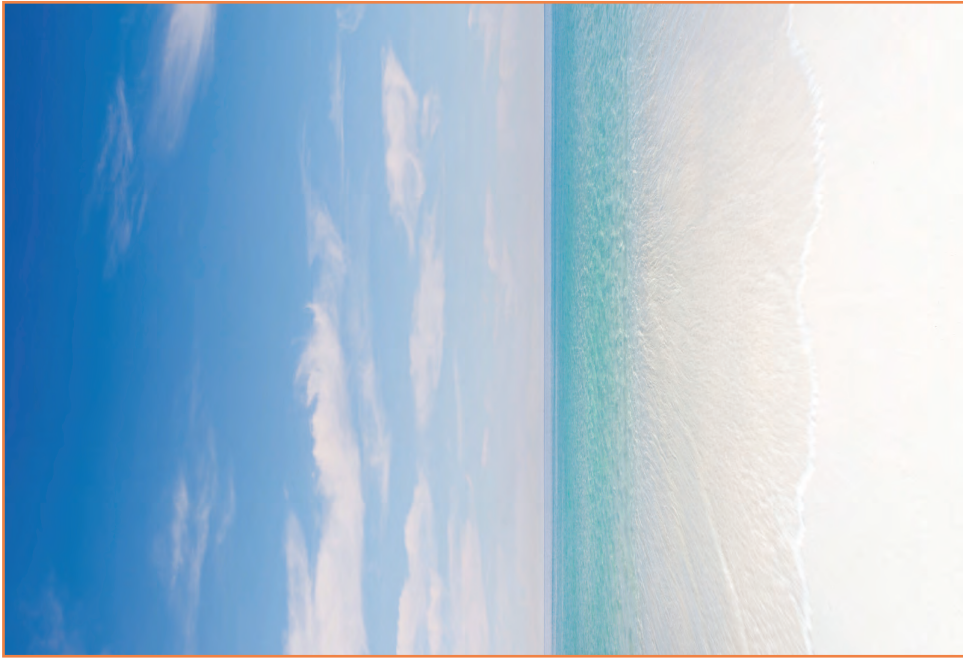
Therefore, you may like to help them develop this skill further by striking the chime at intervals through the day, maybe 2 or 3 times, and requesting that they stop and listen until they can no longer hear the sound. In time, they will learn to connect the deep breathing techniques with the sound for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



# Being Me in My World

‘Calm’ Pictures PowerPoint - Year 2 - Piece 4





# Being Me in My World

## Consequence Cards - Year 2 - Piece 4



## Being Me in My World

Scenario Cards PowerPoint - Year 2 - Piece 4

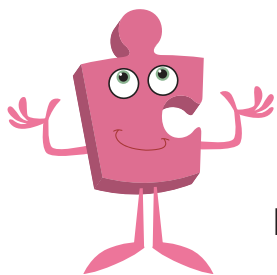




# Being Me in My World

Scenario Cards PowerPoint - Year 2 - Piece 4

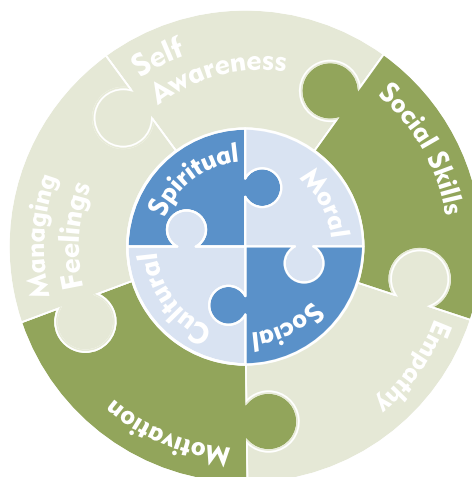




## Puzzle 1: Being Me in My World - Year 2 - Autumn 1

### Piece 5 - Our Learning Charter

<b>Puzzle 1 Outcome</b> <b>Our Learning Charter</b> (See example Learning Charter)	<b>Please teach me to...</b> understand how following the Learning Charter will help me and others learn work cooperatively
<b>Resources</b> Jigsaw chime 'Calm Me' script 'Calm' pictures Jigsaw Jo Jigsaw Jo's bag Jigsaw pieces template Flipchart Jigsaw sample Learning Charter display Jigsaw Journals Jigsaw Song sheet 'Choices'	<b>Vocabulary</b> Co-operate Learning Charter Rights Responsibilities Rewards Consequences Problem solving Choices



### 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

Next play the Rainforest game: in the format of a Mexican wave, start off by tapping two fingers on the palm of your hand, the child next to you copies, then the one next to them copies.

Explain to the children they have to wait for the movement to get to them before they begin. When it gets back to the start, the teacher then claps hands and this movement follows around the circle. The children continue to tap two fingers until the clap movement reaches them.

Then the next movement is to slap knees, then stamp feet, so that the sound builds to a crescendo like a rainstorm building up from pitter-patter to full-on rainfall. Then gradually it subsides with the movement then going backwards from stamping feet, to clapping hands on knees, clapping and by tapping two fingers until the last round, when the teacher puts both hands on her knees until all children in the circle have done the same, and there is silence.

#### Calm me

Everyone, including adults, is sitting on chairs in a circle.

Explain to 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

Prior to this Piece, the teacher has enlarged onto coloured card and cut out the four jigsaw pieces from the template. These four jigsaw pieces are in Jigsaw Jo's bag. Jigsaw Jo takes the 'Rights' piece from the bag. The teacher reminds the children about their right to learn and the children recall what that means to them. Stick that puzzle piece on flipchart. Do the same with the 'Responsibilities', 'Rewards' and 'Consequences' jigsaw pieces, each time recalling learning from previous Pieces and illustrate how these pieces fit together by making a jigsaw puzzle on the flipchart. Reinforce with the children how this will work in the classroom in order for everybody to be able to learn well.

### Ask me this...

Does it feel different to do this activity this week now that we are more familiar with it?  
 How does it feel when the whole class works together like this? Which picture helps you to feel the most calm?

Can you feel your tummy rise and go back in again?  
 Is your mind calm?

Do you understand how these pieces fit together?  
 Are you willing to help yourself and others learn by taking responsibility?  
 Do you all understand how our new school Learning Charter will help us all learn?

### Tell me or show me

Prior to this Piece, the School Council will have been helped to bring together ideas about rewards and consequences from each class; with Senior Leaders, the School Council will have devised the Learning Charter for the school. (See example Learning Charter at beginning of this Puzzle.) The teacher explains the Learning Charter to the class. They identify how their ideas from previous Pieces are reflected in it and teacher helps them to understand how this Charter will work for the school and particularly for their class. Ensure children see the rewards and consequences as helping them all to learn and explain that this Charter will start from a particular time and date, e.g. next Monday after a launch assembly.

### Let me learn

The teacher and the class decide on how to make a Learning Charter display for their class. Think about the display space and collectively decide how to make the Learning Charter meaningful for our class. Children move away from the circle and work in groups to:

- Design stickers, certificates, postcards for home, etc.
- Illustrate the positive behaviours expected
- Illustrate the vision for how their class will look when everyone is given the right to learn
- Illustrate class members taking their responsibilities
- Illustrate with key words children receiving rewards and/or consequences

The children can be offered a range of media to work in e.g. drawing, painting, photography, IT, collage, drama (which they photograph), etc. By the end of Piece 6 each class should have their illustrated Learning Charter displayed in their classrooms.

### Help me reflect

Children stick a photograph of their contribution to the class Learning Charter display into their Jigsaw Journals and complete the sentence below in the Reflection Puzzle Piece:

'Our Learning Charter will help me learn by...'

Back in the circle, sing the Jigsaw Song 'Choices'.

Do you feel the rewards and consequences are fair?

How can we make sure the Learning Charter works for our class?

Are you concerned about any aspect of the Learning Charter?

How can you contribute to making the Learning Charter work for everyone in our class?

### Notes

Pieces 5 and 6 of this Puzzle are designed to help each class take personal ownership of the whole school Learning Charter. Teachers have the flexibility to do this in ways appropriate to their own classes. The aim is for the Learning Charter to bring a consistent positive behaviour system to the whole school. However, year groups and classes can personalise it and make it meaningful and motivational to them by:

- Making a Learning Charter display for their own classroom, illustrated by the children.
- Possibly designing their own stickers, certificates, target charts, etc.

It is strongly advised that the Learning Charter is launched in a whole school assembly and implemented from then on.

It is also essential that parents/carers are fully informed about the Learning Charter and its aims, and are invited to reinforce this at home. It may be possible to invite parents/carers to the launch assembly and/or to publicise the Learning Charter through the school website by sending home information (e.g. a leaflet designed by the children).

Schools may want to acquire professionally designed and produced Learning Charter posters, reward stickers, praise pads, certificates, etc. to reinforce the importance of this work throughout the school. These could then be tailor-made for the school using school colours, logo, etc. For more information go to [www.jigsawpshe.com](http://www.jigsawpshe.com).

Looking ahead: For Piece 6 the teacher will need to have written a personal message on a coloured sticker with each child starting with 'I am glad you are a member of our class because...'



# Being Me in My World

## Calm Me Script - Year 2 - Piece 5

Invite the children to put both feet on the floor to sit up straight, but relaxed, and to have hands on their tummies. They can then close their eyes or focus on the calmest picture. Gently sound the chime and ask the children to listen to it until the sound is all gone. Then ask them to follow your instructions as you take them through gentle breathing techniques: breathe in gently through your nose and let your breath sink all the way into your lungs, then gently let it out again. Breathe in gently and out gently. Can you feel your tummy rise as you breathe in and go back again as you breathe out? Repeat this a number of times, encouraging the children to feel more calm with each out breath. Gently sound the chime again and invite the children to listen until the sound is all gone, and then to open their eyes and use their calm mind to help them learn.

Teacher reinforces how good it feels to be calm and quiet.

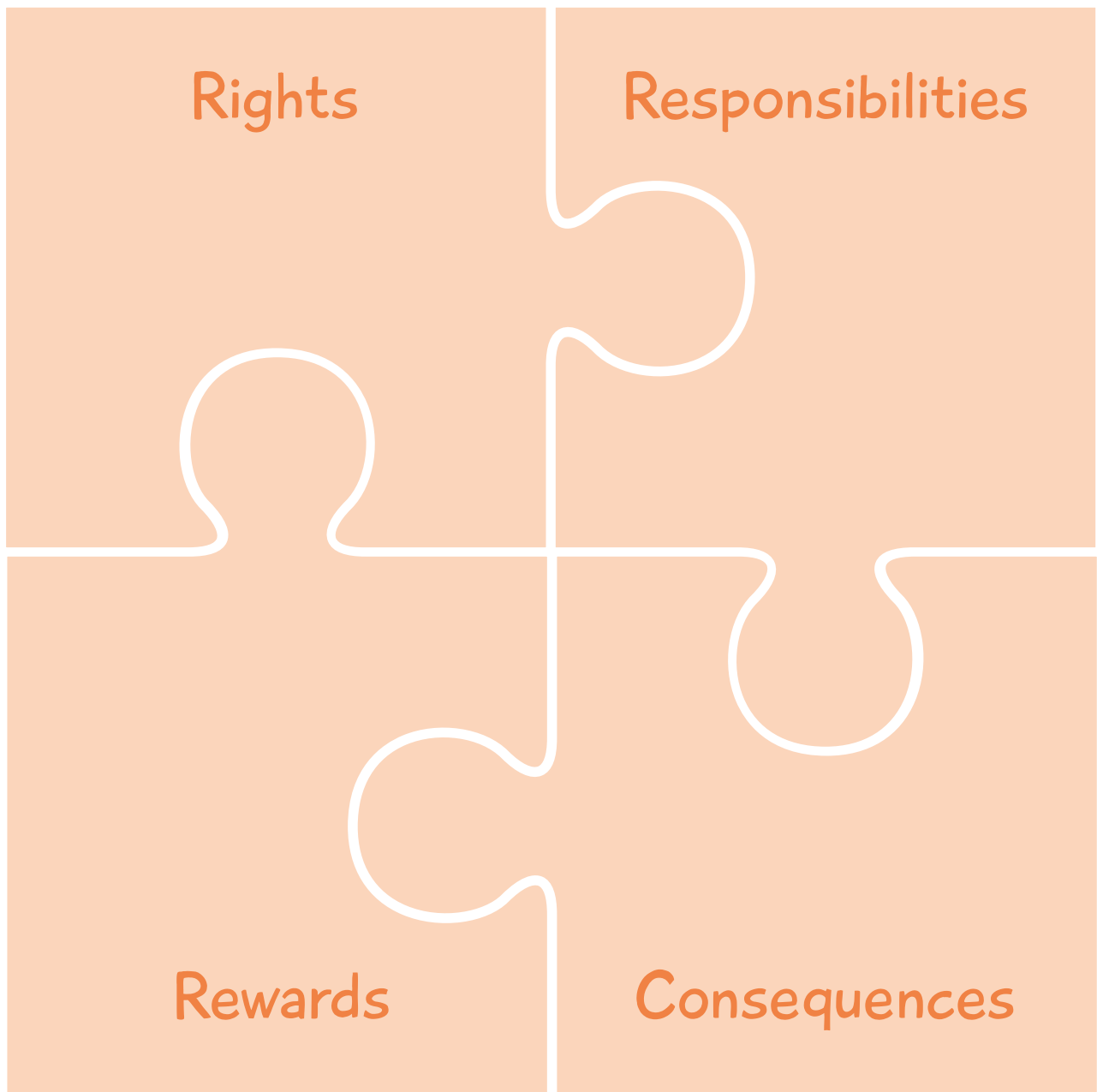
The chime is used to help children let go of whatever they are currently doing or thinking about and to bring their attention to the focussed point of the sound of the chime. This aims to help them gain awareness of being in control of where and how they focus their minds and attention, ultimately leading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

# Being Me in My World

## Jigsaw Pieces Template - Year 2 - Piece 5





# Being Me in My World

## Sample Learning Charter - Year 2 - Piece 5



# Our Learning Charter

### Rights

We have the right to:

- Learn
- Be respected and treated fairly
- Be heard
- Feel safe

### Responsibilities

We have the responsibility to:

- Allow others to learn
- Respect others and treat them fairly
- Listen to others
- Keep others safe

### Rewards

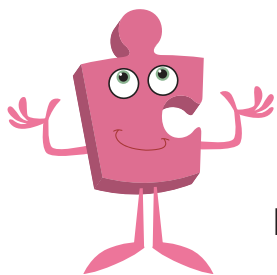
- Praise
- Sticker
- Choice activity box
- Visit another teacher
- Class certificate
- Postcard home
- Head Teacher award

### Consequences

- Reminder
- Warning
- Time out in class
- Loss of privilege
- Time out in another class
- Parents/Carers informed
- Sent to Senior Leader



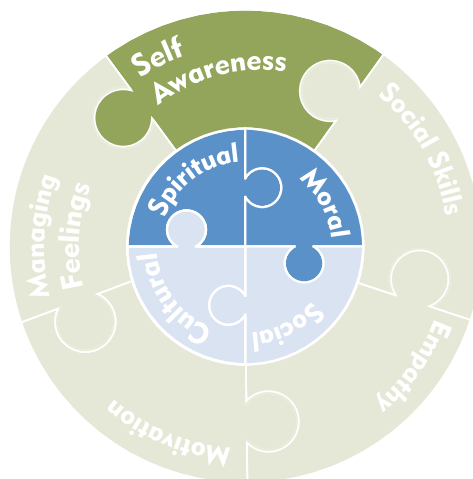




## Puzzle 1: Being Me in My World - Year 2 - Autumn 1

### Piece 6 - Owning our Learning Charter

<b>Puzzle 1 Outcome</b> <b>Our Learning Charter</b> (See example Learning Charter)	<b>Please teach me to...</b> recognise the choices I make and understand the consequences to follow the Learning Charter
<b>Resources</b> Jigsaw chime 'Calm Me' script 'Calm' pictures Jigsaw Jo Learning Charter Coloured stickers Jigsaw Journals Jigsaw Song sheet: 'Choices'	<b>Vocabulary</b> Learning Charter Responsibilities Rights Rewards Consequences Choices



### 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 the game 'Change Places If...'. Examples to use: if you have green eyes, if you like football, if you like chocolate, if you have a younger sister. Where this applies to them, children stand up, walk and change places within the circle. Teacher makes the point that although we are all different, we have things in common.

#### Calm me

Everyone, including adults, is sitting on chairs in a circle.

Explain to 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

Still in the circle, ask children to work with the child sitting next to them (a new talking partner) and to identify two things they both like. e.g. chocolate, dogs, ballet, football. Then pass Jigsaw Jo around the circle inviting each child to hold Jigsaw Jo and finish the sentence: "One thing we both like is...". Teacher makes the point that as a class we are connected and will spend a lot of time learning together this year. The Learning Charter is really important but it is also important for us to make friends with each other, have fun together and enjoy being part of this class.

### Ask me this...

Do you feel connected to the members of our class?

Which picture helps you to feel most calm?

Can you feel your tummy rise and go back in again?

Is your mind calm?

Does it feel good to be calm and quiet?

Does your mind feel ready to learn?

### **Tell me or show me**

Invite children to bring their group illustration work from the last Piece to the circle. Quickly review the Learning Charter and ask the spokesperson for each group to 'show and tell' what they are working on and why.

Children can offer each other feedback and praise.

### **Let me learn**

At their tables, children complete their illustrations for the Learning Charter and if possible add them to the Learning Charter display.

Note to teacher: As the children are working or prior to this lesson, the teacher writes a personal message on a coloured sticker for each child starting with 'I am glad you are a member of our class because...' and saves this for the closing circle.

### **Help me reflect**

When the class Learning Charter display is complete, it may be possible to photograph it and print as small copy of it for each child to stick into their Jigsaw Journal.

Ask the children to bring their Jigsaw Journals to the circle open on today's page. The teacher recaps the learning of this Puzzle (briefly) and commends the class on their work and contribution. The teacher then asks each child in turn to come over to her. She reads out their personal sticker ("I am glad you are part of our class...") and the child says "Thank you", returns to the circle and sticks their sticker into the Reflection Puzzle Piece of their Jigsaw Journal.

To round off this Puzzle, sing the Jigsaw Song 'Choices'.

How can we help each other with our work?

How does it feel to give and receive praise?

What have you learnt in this Puzzle?

What have you enjoyed most about this Puzzle?

### **Notes**

Collate children's work and display the Learning Charter in a prominent place within the classroom. This is now the backbone of the school's positive behaviour policy.

This series of lessons lends itself to a Learning Charter launch possibly during an assembly, inviting parents and carers. Children could sing the Jigsaw Song: 'Choices', share their ownership of the Learning Charter, their understanding of rights, responsibilities, rewards and consequences, and showcase their illustrations of the positive behaviours.

Pieces 5 and 6 of this Puzzle are designed to help each class take personal ownership of the whole school Learning Charter. Teachers have the flexibility to do this in ways appropriate to their own classes. The aim is for the Learning Charter to bring a consistent positive behaviour system to the whole school. However, year groups and classes can personalise it and make it meaningful and motivational to them by:

- Making a Learning Charter display for their own classroom, illustrated by the children.
- Possibly designing their own stickers, certificates, target charts, etc.

It is strongly advised that the Learning Charter is launched in a whole school assembly and implemented from then on.

It is also essential that parents/carers are fully informed about the Learning Charter and its aims, and are invited to reinforce this at home. It may be possible to invite parents/carers to the launch assembly and/or to publicise the Learning Charter through the school website by sending home information (e.g. a leaflet designed by the children).

Schools may want to acquire professionally designed and produced Learning Charter posters, reward stickers, praise pads, certificates, etc. to reinforce the importance of this work throughout the school. These could then be tailor-made for the school using school colours, logo, etc. For more information go to [www.jigsawpshe.com](http://www.jigsawpshe.com).

### **Certificates**

Each Puzzle has its own certificate for the teacher to complete for each child. This is an opportunity for the teacher to give the child feedback on his/her learning and progress. The certificates can be presented to the children and then stuck into their Jigsaw Journals. They could then reflect on their own learning, their progress, and how it felt to receive the certificate.

### **Assessment**

Subsequent Puzzles will afford opportunities for assessment.

# Being Me in My World

## Calm Me Script - Year 2 - Piece 6

Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Share the three 'calm' pictures (beach, home, woods) with the children, and establish which picture makes them feel the most calm. Ensure all children understand what calm is and how it feels. They might like to suggest when and where they feel the most calm. Explain that to do the best learning we need calm, focussed minds, and to help us with this we will use our breathing. Tell the children that the Jigsaw chime is the start of our Calm Me exercise.

Invite the children to put both feet on the floor to sit up straight, but relaxed, and to have hands on their tummies. They can then close their eyes or focus on the calmest picture. Gently sound the chime and ask the children to listen to it until the sound is all gone. Then ask them to follow your instructions as you take them through gentle breathing techniques: breathe in gently through your nose and let your breath sink all the way into your lungs, then gently let it out again. Breathe in gently and out gently. Can you feel your tummy rise as you breathe in and go back again as you breathe out? Repeat this a number of times, encouraging the children to feel more calm with each out breath. Gently sound the chime again and invite the children to listen until the sound is all gone, and then to open their eyes and use their calm mind to help them learn.

Teacher reinforces how good it feels to be calm and quiet.

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.

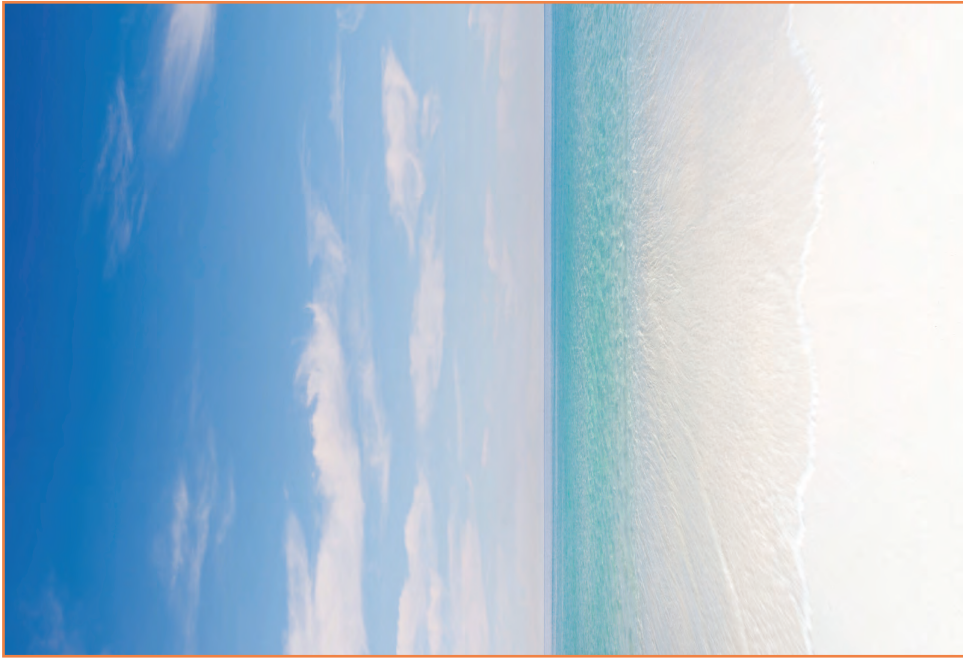
Therefore, you may like to help them develop this skill further by striking the chime at intervals through the day, maybe 2 or 3 times, and requesting that they stop and listen until they can no longer hear the sound. In time, they will learn to connect the deep breathing techniques with the sound for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



# Being Me in My World

‘Calm’ Pictures PowerPoint - Year 2 - Piece 6



# Being Me in My World

## Sample Learning Charter - Year 2 - Piece 6



### Our Learning Charter

#### Rights

We have the right to:

- Learn
- Be respected and treated fairly
- Be heard
- Feel safe

#### Responsibilities

We have the responsibility to:

- Allow others to learn
- Respect others and treat them fairly
- Listen to others
- Keep others safe

#### Rewards

- Praise
- Sticker
- Choice activity box
- Visit another teacher
- Class certificate
- Postcard home
- Head Teacher award

#### Consequences

- Reminder
- Warning
- Time out in class
- Loss of privilege
- Time out in another class
- Parents/Carers informed
- Sent to Senior Leader

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## Puzzle 1: Being Me in My World – SEN overview P1i to P3ii

Level Descriptors	Key Concepts & Key Questions	Learning Intentions	Experiences/Activities Suggested Resources
	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>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>To encounter a variety of experiences in the world via a number of contexts and situations, exploring a number of senses.</p> <p>Allow pupils to experience all classroom and community activities - give them chance to revisit certain experiences.</p> <p>Focus on augmentative communication aspects of learning to give them the greatest possible chance to understand their environment and help them make sense of their experiences.</p> <p>To explore specific activities through any particular access devices or a personal sensory method of communication.</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>Relaxation and/or sensory activities related to personal well-being and keeping calm:</p> <p>Hand Massage.</p> <p>Aromatherapy and smells exploration.</p> <p>Music instrument exploration.</p> <p>Intensive Interaction - to begin building on interaction skills.</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 begin to show awareness of objects in the community which have distinct tactile properties.</p> <p>Pupil may touch/grasp an object when placed against their hand.</p> <p>Pupils show awareness of their turn when taking part in a game or activity with an adult.</p> <p>Pupils may respond to prompts for their turn.</p> <p>Use objects of reference to help pupils understand activities throughout the school day, focusing upon consistent routines.</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 pupils with a variety of tactile, fluorescent, shiny or sparkly objects, with soft and smooth textures.</p> <p>Encourage pupils to respond to the beginning or end of an object encounter - either 'more' or 'no'.</p> <p>Engage pupils in activities that start and stop, including light/sound/smells. (Look for readiness or continuation 'stilling' from a pupil.)</p>



## Puzzle 1: Being Me in My World – SEN overview P1i to P3ii

<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 may begin to maintain a hold upon an object, take to the face and fix gaze to examine.</p> <p>Pupil may turn/move an object to examine further.</p> <p>By looking, listening, reaching, etc. pupils begin to extend their range of attention to show interest in events outside the immediate area of their own body space, including their peers.</p> <p>Pupils may begin to be able to indicate or signal more of an activity, when it ceases.</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 developed 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>Provide a range of different objects and experiences from within the school and local community, especially those which may interest an individual. Explore these in a variety of contexts and places.</p> <p>Use switches to operate a fan, bubble tube, hair dryer, etc. to begin to explore cause and effect.</p> <p>Take turns exploring musical instruments/sounds.</p> <p>Jigsaw Song: 'Choices'.</p> <p>Jigsaw Friends.</p>
<p><b>Beginning to Respond to the World</b></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 are beginning to instigate events and experiences, including reaching out, vocalising, greater body movements, etc. and begin to show choices in their interactions.</p> <p>Pupils begin to follow modelled actions and to imitate responses.</p> <p>Pupils attend to repeated events and remember a simple sequence of events over a short period of time.</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 a variety of simple group games, including skittles, putting 'auditory' objects in a bucket, etc. that involve the same repeated action.</p> <p>Place 'groups' of objects within the reach of the pupil, to explore object permanence and one-to-lots awareness.</p> <p>Jigsaw Song: 'Choices'.</p> <p>Jigsaw Friends.</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>	<p><b>Cooperating in the World</b></p>		



## Puzzle 1: Being Me in My World – SEN overview P1i to P3ii

<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>	<p><b>Becoming Involved in the World</b></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 get 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 are beginning to use eye-pointing/vocalisations/gestures to communicate with others and explore their 'social surroundings'.</p> <p>There is interest in the manipulation and movement of objects, materials and people, whilst some pupils begin to track items of interest across a classroom or within a community setting.</p> <p>Some pupils are beginning to use vocalisations or gesture to indicate turn-taking when within a group setting.</p>	<p>Provide tools and opportunity to facilitate communication and interaction in the world: e.g. engaging in familiar body rhymes, songs and routines.</p> <p>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>Make purposeful choices in their daily school life and in the local community: preferred stories, activities, food, drink, smells, etc.</p> <p>Interact with a variety of objects, and begin to show sustained interest when these objects are in their general and social sphere.</p> <p>Engaging pupils with moving objects, materials and textures in a variety of contexts e.g. sensory room/park.</p>
<p><b>P3ii</b> - Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options and choices with actions or gestures. They actively explore objects and events for more extended periods. They apply potential solutions systematically to problems.</p>	<p><b>Beginning to Understand 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 sense 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.</p> <p>To demonstrate to others that I am able to anticipate certain events, activities and experiences.</p> <p>Pupils are beginning to anticipate familiar and established sequences using object/pictures to outline events.</p> <p>Pupils use eye pointing, gesture, reaching towards, etc. to indicate items in response to specific questions, e.g. Where is the...? Find the...?</p> <p>When working in a group, pupils are beginning to respond to each other in increasingly complex ways, for greater periods, with greater interest and initiating some interactions.</p>	<p>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>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, linked to the topic.</p> <p>Give opportunities to complete or finish well known songs or routines. Jigsaw Song: 'Choices'.</p> <p>Engage in a variety of whole-class and small group games (snakes and ladders, etc.) and encourage turn-taking and reactions based on activities.</p> <p>Look back at photos or videos of recent trips/visits in the community or of known family/friends to generate a positive response from a pupil.</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 1: Being Me in My World – SEN overview P4 to P8

Level Descriptors	Key Concepts & Key Questions	Learning Intentions	Experiences/Activities Suggested Resources
		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>Rights and responsibilities</b></p> <p><b>Rewards and consequences</b></p> <p><b>Our Learning Charter</b></p> <p><b>How can I contribute to my learning community?</b></p> <p><b>Can I make positive choices?</b></p>	<p>Allow pupils to engage in all classroom and community activities - giving them chance to follow familiar routines.</p> <p>Pupils begin to use augmented communication (sounds, pictures, smells, symbols, gestures, PECS, signs, communication books, etc.) to give them understanding of their environment and to make sense of their experiences.</p> <p>Pupils begin to develop a vocabulary (pictures, signs, gestures, etc.) to help them to express their feelings and to recognise emotions in others.</p> <p>To engage in activities that develop knowledge of differences and similarities between self and others.</p>	<p>Jigsaw Piece plans and picture cards/photos.</p> <p>Jigsaw Songs - particularly 'Choices' for this Puzzle.</p> <p>Puppets - Jigsaw Friends/Puppet Co. puppets.</p> <p>Relaxation and/or sensory activities related to personal well-being and keeping calm.</p> <p>Daily schedules - personal and class - PECS, visual.</p> <p>Follow class rules.</p> <p>Imitation activities, e.g. mirror sad faces, happy faces.</p> <p>Using music, mood lighting and movement to interpret feelings.</p> <p>Emotion face cards.</p> <p>Photos/display of children in their own class.</p> <p>Photos/display of people in the school community.</p> <p>Discuss and agree classroom rules as part of a group.</p> <p>'Talking objects' - only allowed to talk when you are holding the 'talking' object.</p> <p>Listening and observation games related to feelings and emotions.</p> <p>Simple table top games taking turns and following basic rules (adult-supported).</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>Pupils begin to predict familiar routine activities during the day and use them to support their feelings of security and to help them avoid anxieties.</p> <p>Pupils begin to respond positively and cooperatively when working or playing with peers.</p> <p>Pupils start to make contributions to discussions about their environment using a preferred form of communication.</p> <p>Pupils identify likes and dislikes relating to activities, relationships, and personal need (e.g. food, clothing). They begin to relate emotions to likes and dislikes.</p>	



## Puzzle 1: Being Me in My World – SEN overview P4 to P8

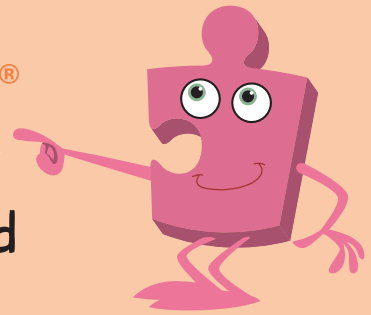
<p><b>P6</b> - Pupils respond to others in group situations, playing or working in a small group cooperatively. They carry out routine activities in a familiar context and show an awareness of the results of their own actions. They may show concern for others and sympathy for others in distress and offer comfort.</p>	<p>Pupils take on classroom responsibilities, with some adult support, in order to contribute to the class community.</p> <p>Class rules are followed with minimal adult support.</p> <p>Pupils can begin to indicate a safe or not safe activity or action and show an awareness of the consequences of actions.</p> <p>Pupils are given the opportunity to identify 'fair and unfair' in real situations.</p> <p>Pupils begin to identify when they need to ask for help to solve problems.</p>	<p>Turn-taking activities.</p> <p>Classroom monitors.</p> <p>Create realistic scenarios - drama situations related to feelings and emotions.</p> <p>Puppet theatres.</p> <p>Problem-solving ICT programmes - choice of two actions (Just Say No).</p> <p>Using the community as a resource - Streetwise.</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>Pupils are given opportunities to develop negotiation skills in order to create a safe and happy community and to solve problems by cooperating with others.</p> <p>Pupils are encouraged to realise when their actions have a detrimental effect on others or when their actions are celebrated by others.</p> <p>Pupils are given opportunities to learn strategies to enable them to cope with stressful situations.</p> <p>Pupils are encouraged to welcome visitors appropriately into the classroom and to make them feel at home.</p> <p>Pupils start to recognise and communicate about something that they are good at.</p>	<p>Sharing equipment.</p> <p>Negotiating for use of equipment or toys.</p> <p>Offering food or drink to a visitor.</p> <p>Role-play to model calming-down strategies.</p> <p>Peer mentoring – reflection on the day discussions.</p> <p>Stories</p> <p>Pupil contributions to reviews.</p>





## Puzzle 1: Being Me in My World – SEN overview P4 to P8

<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 rules in games and show awareness of how to join in with 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>Feeling good about myself</b> Pupils recognise something they are good at. Pupils are willing to try something new. Being assertive/proud. Pupils are given opportunities to identify right and wrong actions in given situations.</p> <p><b>Worried/anxious feelings</b> Pupils respect others' feelings and initiate some supportive action when others are upset or anxious.</p> <p><b>Relaxation</b> Pupils take some responsibility for using personalised relaxation techniques.</p> <p><b>Healthy living</b> Pupils can sequence pictures to illustrate changes from young to old. Pupils can give a reason for a healthy choice.</p>	<p>PowerPoint or simple presentation, my class books.</p> <p>ICT-based packages for problem-solving and safety issues.</p> <p>Out and about in the community.</p> <p>Role-play, drama to create opportunities to rehearse how to make others feel better, calming strategies.</p> <p>Social stories.</p> <p>Pupil participation in designing awards.</p> <p>'Scores on the Doors' - how well did I do?</p> <p>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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## Being Me in My World

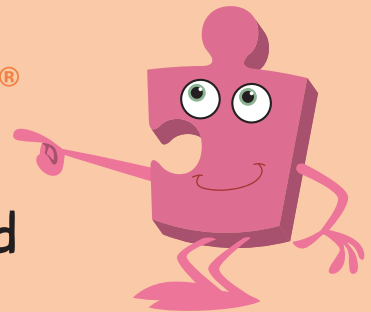
Well done!

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

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

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

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



## Being Me in My World

Well done!

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Please feel proud that you have learnt to:

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