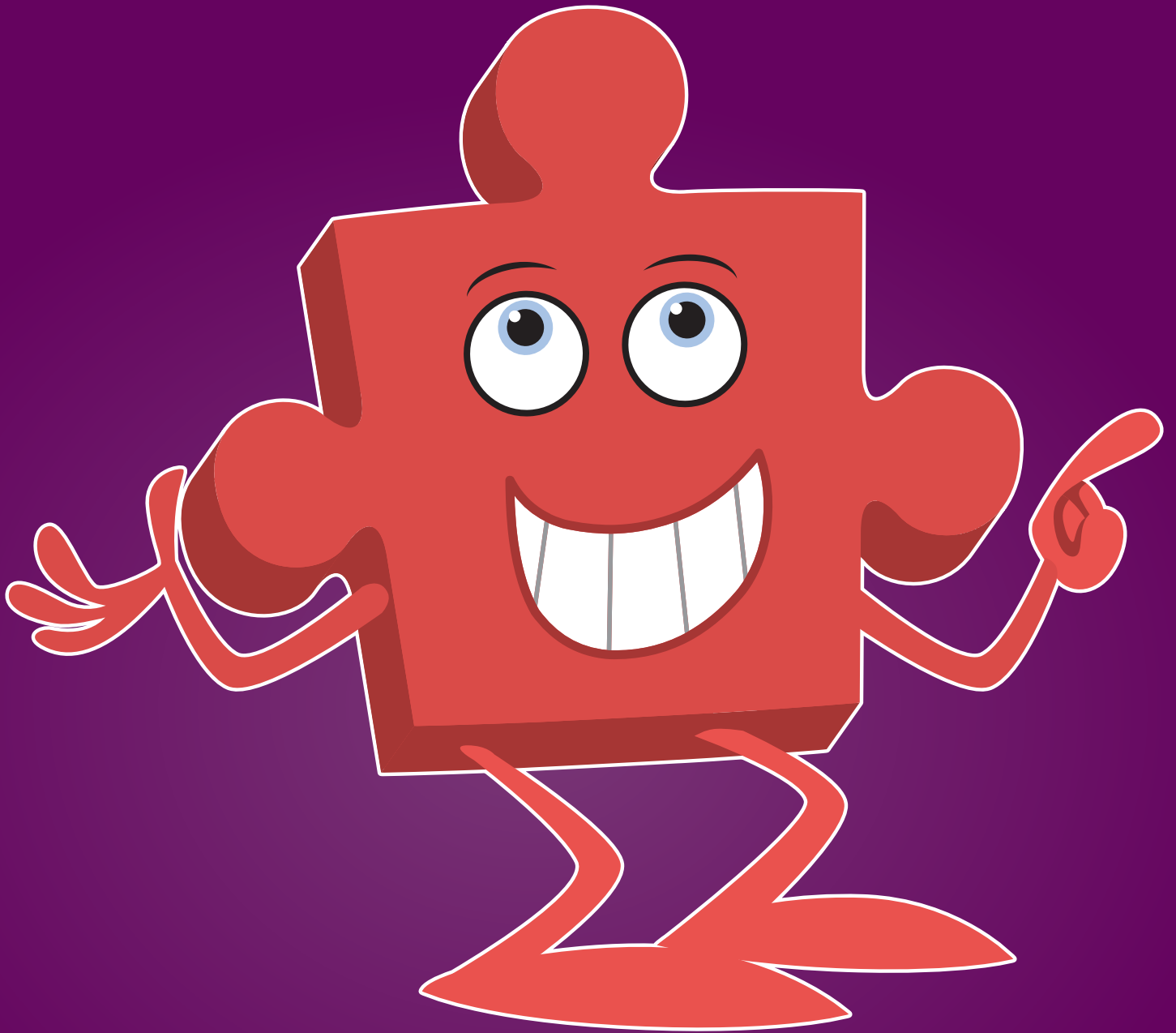


# Jigsaw!

The mindful approach to PSHE



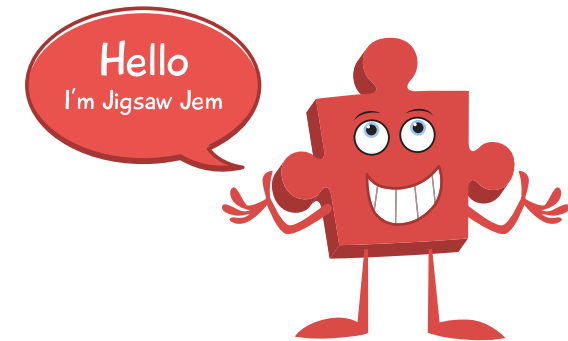
Relationships - Ages 10-11

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



## Puzzle 5 - Relationships

### Puzzle Map - Ages 10-11



#### Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create 'Our Relationship Fiesta'  
 Piece 6: Internet Safety Presentation

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. What is Mental Health?	I know that it is important to take care of my mental health	I understand that people can get problems with their mental health and that it is nothing to be ashamed of	Jigsaw Chime, 'Calm Me' script, Post it notes or slips of paper, PowerPoint slide 'Mental health definition', PowerPoint slide of a set of scales, Optional: Set of balance scales, 'Situation cards', Jigsaw Jem, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. My Mental Health	I know how to take care of my mental health	I can help myself and others when worried about a mental health problem	Jigsaw Chime, 'Calm Me' script, Ball of string or wool, PowerPoint slide 'Thoughts, feelings, actions cycle' and handouts, Scenario cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Love and Loss	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve	I can recognise when I am feeling those emotions and have strategies to manage them	20 random objects on a tray, Jigsaw Chime, 'Calm Me' script, Loss or change cards, Post-its, PowerPoint - stages of grief, Optional: Jigsaw in Focus book: 'Can You Hear the Sea?' available to purchase inexpensively from the Jigsaw online store <a href="http://www.jigsawpshe.com/online-store">www.jigsawpshe.com/online-store</a> , Scenario cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jerrie Cat.
Show respect in how they treat others	4. Power and Control	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, PowerPoint slide 'Power and Control', Power and Control scenario cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. Being Online: Real or Fake? Safe or Unsafe?	I can judge whether something online is safe and helpful for me	I can resist pressure to do something online that might hurt myself or others	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Calculators, SMARRT rules PowerPoint, 'Online scenario cards', Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know and show what makes a good relationship	6. Using Technology Responsibly Puzzle Outcome: Internet Safety Presentation Assessment Opportunity ★	I can use technology positively and safely to communicate with my friends and family	I can take responsibility for my own safety and well-being	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, PowerPoint slide SMARRT rules from last Piece (lesson), PowerPoint slide of confused adult, PowerPoint slides of outdated technology, Planning sheets for Internet safety PowerPoint presentation, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.



## Subject Leader's Preparation to Lead the Relationships Puzzle

- 1) Agree with staff in advance the End of Puzzle Outcome(s) you are planning for this Puzzle from:
  - Our Relationships Fiesta (Celebration Assembly)
  - Individual class displays of pupil work (Class teacher or children to design)
  - Whole school sharing assembly between different year groups
- 2) Brief staff (if needed) using training materials from the Jigsaw Community website. There is a Puzzle PowerPoint that can be shared with staff which outlines the main 'themes' for Relationships.
- 3) Discuss Jigsaw song with school's music lead to include within any singing/ music sessions as appropriate.
- 4) Decide who is going to lead the Puzzle Launch Assembly and ensure they have the appropriate resources.
- 5) Coordinate the Weekly Celebration Scrolls.
- 6) Identify and signpost any of the Jigsaw A-Z articles (available on the website) that may be useful for staff during this Puzzle, e.g. Jigsaw recognised for its innovative RSE programme, Promoting healthy not violent relationships, same-sex relationships and homophobia, Jigsaw and LGBT+
- 7) Ask staff if they have any questions about any aspects of the Puzzle Pieces (lessons) and offer support as necessary. Signpost staff to the Preparation Sheet for teachers so they can prepare resources and consider any further teaching/ timetabling considerations when planning in advance of the Puzzle (unit).

**Please contact your Jigsaw Mentor if you need support or to ask questions about any of the above.**







## Puzzle Assembly/Collective Worship: Relationships

**Title: Relationships - Song: Relationships**

**Resources:** PowerPoint slide show showing different relationships . Table, Bowl, wooden spoon, aprons, chefs' hats, cooking utensils. Large cake. Jigsaw song for Relationships: R-E-L-A-T-I-O-N-S-H-I-P backing track or played on the piano or played with children singing from MP3 file. Use the slide for the lyrics.

**Stimulus (focus for reflection):** As the children enter, display the PowerPoint slide show of different relationships.

**Calm me:** Begin this Calm Me time by sounding the Jigsaw Chime and inviting everyone to listen until the sound fades away. Invite everyone to take some long slow breaths in and out. Can they feel their tummies and chests rising and falling as they breathe? In this calm space ask everyone to picture in their heads someone they love. It may be a family member or a friend. Can they think why they love them? After a few moments of thinking time, sound the Jigsaw Chime again and as the sound fades ask everyone to bring their awareness back to the room.

**Help me think about:** Ask the children to guess what they think this assembly is about and take some feedback. Summarise the children's ideas by explaining that this term's Jigsaw work will be about relationships.

**Puzzle Assembly Plan:** Bring out the large cake and invite the children to say what ingredients are needed to make a cake. How do we know what to put in? Draw out that we often follow a recipe and that tells us what to include and the steps needed.

Ask the children what might happen if we left out some of the ingredients or didn't follow the recipe, and take some feedback.

Explain that relationships are a little bit like a cake, we need to put in lots of different ingredients to make them they best they can be.

Write a recipe for being a good friend. Ask for some volunteers to be the chefs. Put on aprons and chefs' hats. Invite the rest of the children to suggest different characteristics or attributes that make a good friend. As the children say their ideas the chefs can pretend to add/ pour/ stir in the ingredients into the bowl.

Thank the chefs for their involvement.

Summarise by saying these are excellent suggestions for a friendship cake and can the children imagine what the friendship cake might look like? What colour would it be? What decorations might it have? Share some of their ideas.

**Help me reflect:** A moment of peace to think about how we can all be good friends to other people and how we can show kindness in our families. Invite the children to think of one thing they will try and change to be even better at relationships than they are now.

(Settings with a particular religious character/ faith/ denomination may wish to use an appropriate prayer or act of worship at this point).

### **Closing the assembly**

Play the Jigsaw song for Relationships: R-E-L-A-T-I-O-N-S-H-I-P as the children leave the assembly space. Alternatively, the children can sing the song. Jigsaw Jello (Year 7 Jigsaw Friend) is not mentioned in the song. Perhaps the children could make up a verse just for Jello).

## Relationships Assembly (PowerPoint Slides)

### R-E-L-A-T-I-O-N-S-H-I-P (Relationships)

**VERSE:**  
R is for real,  
And E is for effort.  
L is for love,  
And A is for apology.

**CHORUS:**  
Jenie and Jack,  
Jo and Jino.  
Jaz and Jez,  
They love Jem so.  
Sisters and brothers,  
And Fathers and Mothers.  
Carers take part,  
They are close to our heart.

T is for trust,  
And I is for issues.  
O is for open,  
And N is for natural.

**CHORUS:**  
S is for secrets,  
And H is for helping.  
I is for input,  
And P is for personal.

**CHORUS**



## Relationships Assembly (PowerPoint Slides)



## Relationships Assembly (PowerPoint Slides)



### R-E-L-A-T-I-O-N-S-H-I-P (Relationships)

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## **R-E-L-A-T-I-O-N-S-H-I-P** (Relationships)

### **VERSE:**

**R is for real,  
And E is for effort.  
L is for love,  
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O is for open,  
And N is for natural.**

### **CHORUS:**

**S is for secrets,  
And H is for helping.  
I is for input,  
And P is for personal.**

### **CHORUS**

## R-E-L-A-T-I-O-N-S-H-I-P

(Relationships)

Musical notation for the first system, measures 1-4. The system includes a vocal line with rests and a piano accompaniment with a bass line and a treble line.

Musical notation for the second system, measures 5-8. The system includes a vocal line with rests and a piano accompaniment with a bass line and a treble line.

Musical notation for the third system, measures 9-12. The system includes a vocal line with lyrics and a piano accompaniment with a bass line and a treble line.

R is for real, and E is for eff - ort. L is for love, and

12

A is for a-pol - og - y. Jen-ie and Jack, Jo and Ji - no.

15

Jaz and Jez, they love Jem so. Sis-ters and bro - thers, and

18

fath-ers and mo - thers. Car - ers take part, they are

20

close to our heart.

This system contains measures 20 through 23. It features a vocal line and a piano accompaniment. The key signature is three sharps (F#, C#, G#). The piano part has a steady eighth-note accompaniment in the bass clef and a melodic line in the treble clef.

24

T is for trust, and I is for iss - ues.

This system contains measures 24 through 26. It features a vocal line and a piano accompaniment. The key signature is three sharps. The piano part continues with a steady eighth-note accompaniment in the bass clef and a melodic line in the treble clef. A triplet of eighth notes is marked in measure 26.

27

O is for op - en, and N is for nat - ur - al. Jen-ie and Jack,

This system contains measures 27 through 29. It features a vocal line and a piano accompaniment. The key signature is three sharps. The piano part continues with a steady eighth-note accompaniment in the bass clef and a melodic line in the treble clef. A triplet of eighth notes is marked in measure 28.

30



Jo and Ji - no. Jaz and Jez, they love Jem so.

This system contains three measures of music. The vocal line starts with a treble clef and a key signature of three sharps (F#, C#, G#). The first measure has a triplet of eighth notes (F#, G#, A) followed by a quarter note (B). The second measure has a quarter note (C), an eighth note (D), and a quarter note (E). The third measure has a quarter note (F#), an eighth note (G#), and a quarter note (A). The piano accompaniment features a bass line with eighth notes and chords in the right hand.

33



Sis - ters and bro - thers, and fath - ers and mo - thers.

This system contains three measures of music. The vocal line continues with the same treble clef and key signature. The first measure has a quarter note (B), an eighth note (C), and a quarter note (D). The second measure has a quarter note (E), an eighth note (F#), and a quarter note (G#). The third measure has a quarter note (A), an eighth note (B), and a quarter note (C). The piano accompaniment continues with eighth notes and chords.

35



Car - ers take part, they are close to our heart.

This system contains three measures of music. The vocal line continues with the same treble clef and key signature. The first measure has a quarter note (D), an eighth note (E), and a quarter note (F#). The second measure has a quarter note (G#), an eighth note (A), and a quarter note (B). The third measure has a quarter note (C), an eighth note (D), and a quarter note (E). The piano accompaniment continues with eighth notes and chords.

48

love Jem so. Sis - ters and bro - thers, and

This block contains the musical notation for measures 48 and 49. It features a vocal line with lyrics, a piano accompaniment in the right hand, and a piano accompaniment in the left hand. The key signature is three sharps (F#, C#, G#) and the time signature is 4/4. The lyrics are: "love Jem so. Sis - ters and bro - thers, and".

50

fath - ers and mo - thers. Car - ers take part, they are

This block contains the musical notation for measures 50 and 51. It features a vocal line with lyrics, a piano accompaniment in the right hand, and a piano accompaniment in the left hand. The key signature is three sharps (F#, C#, G#) and the time signature is 4/4. The lyrics are: "fath - ers and mo - thers. Car - ers take part, they are".

52

close to our heart.

This block contains the musical notation for measures 52 and 53. It features a vocal line with lyrics, a piano accompaniment in the right hand, and a piano accompaniment in the left hand. The key signature is three sharps (F#, C#, G#) and the time signature is 4/4. The lyrics are: "close to our heart.".

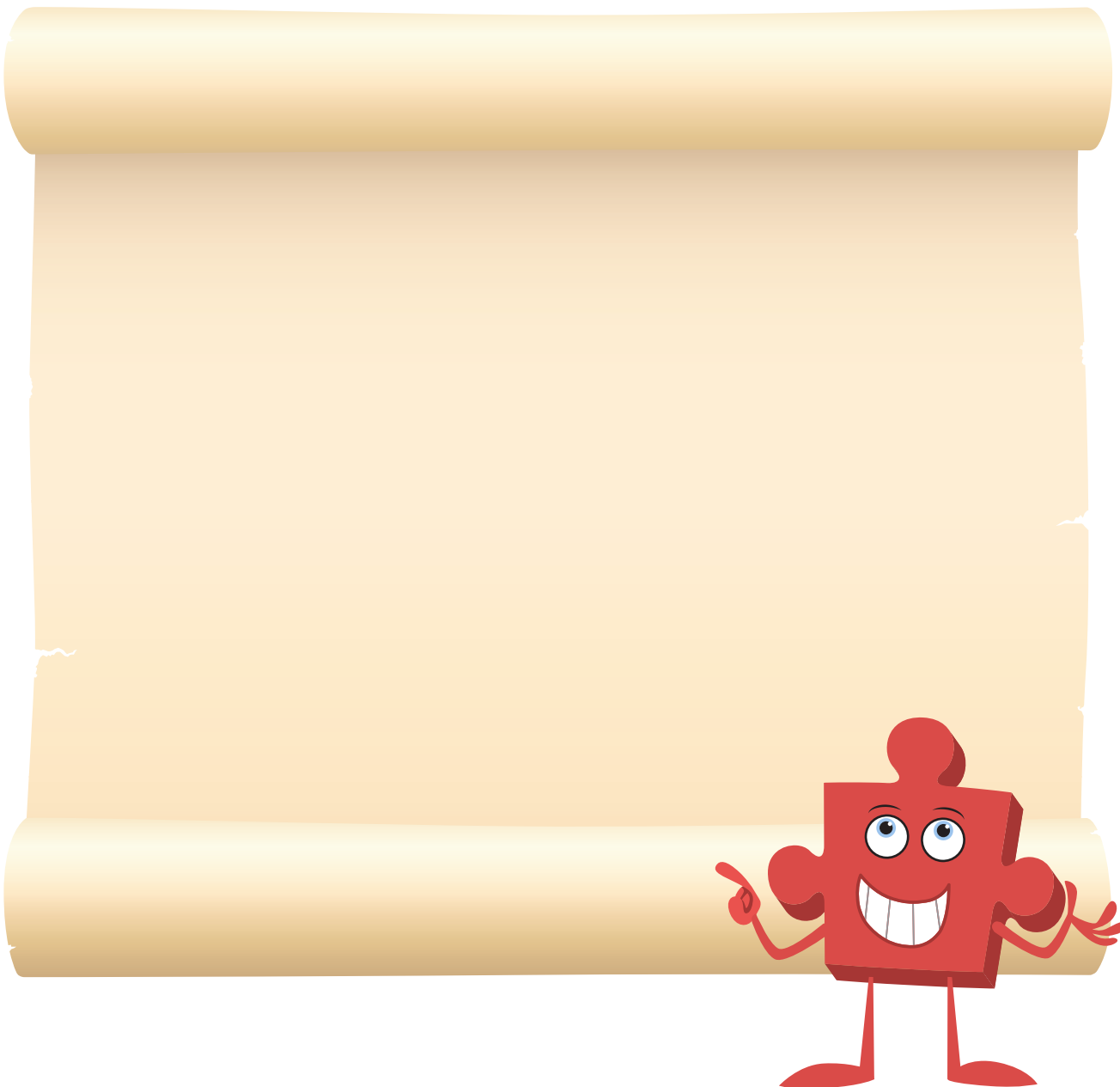
# Weekly Celebration 1

This week we are celebrating people who:  
**Know how to make friends**



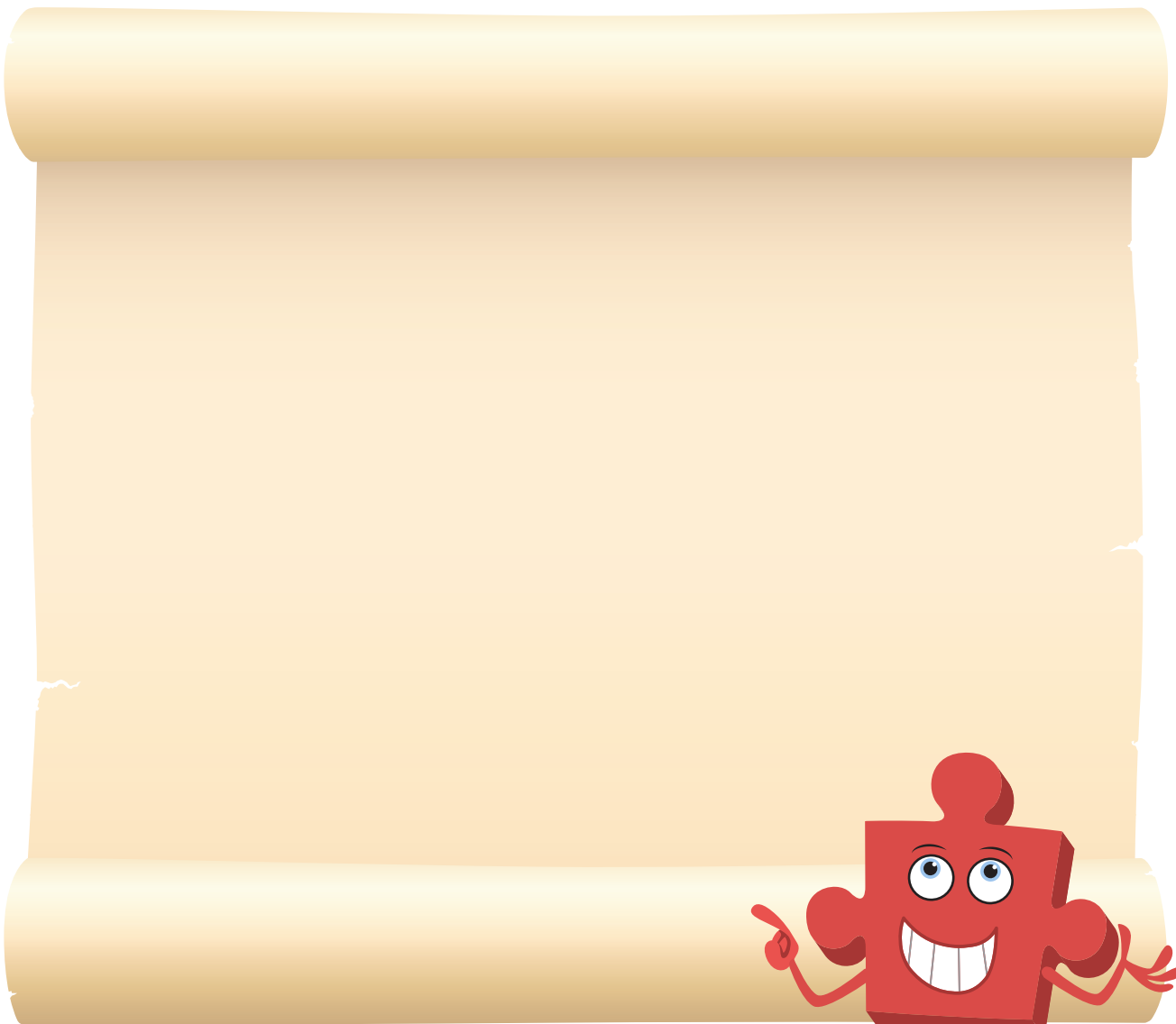
# Weekly Celebration 2

This week we are celebrating people who:  
**Try to solve friendship problems  
when they occur**



# Weekly Celebration 3

This week we are celebrating people who:  
**Help others to feel part of a group**



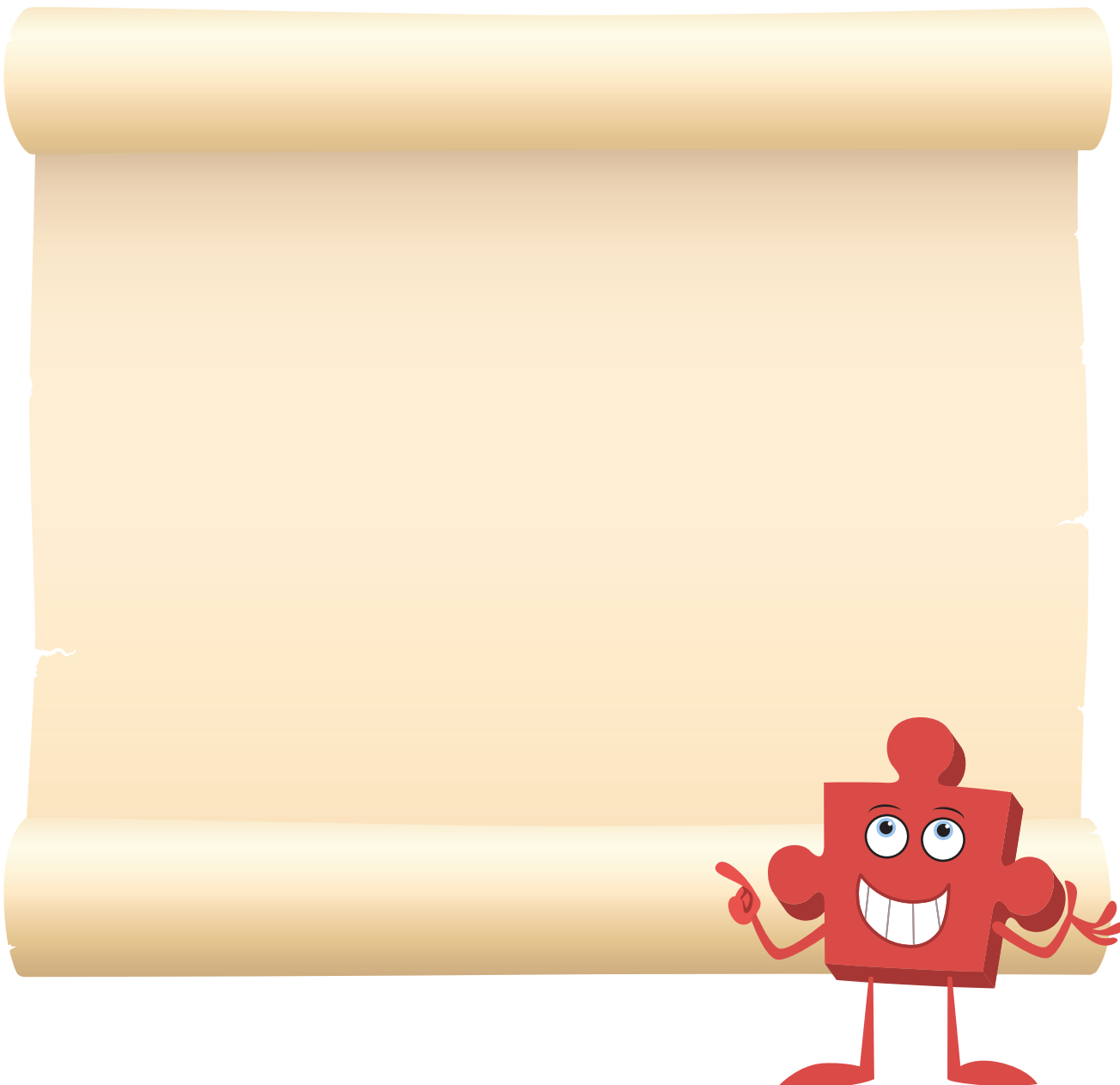
# Weekly Celebration 4

This week we are celebrating people who:  
**Show respect in how they treat others**



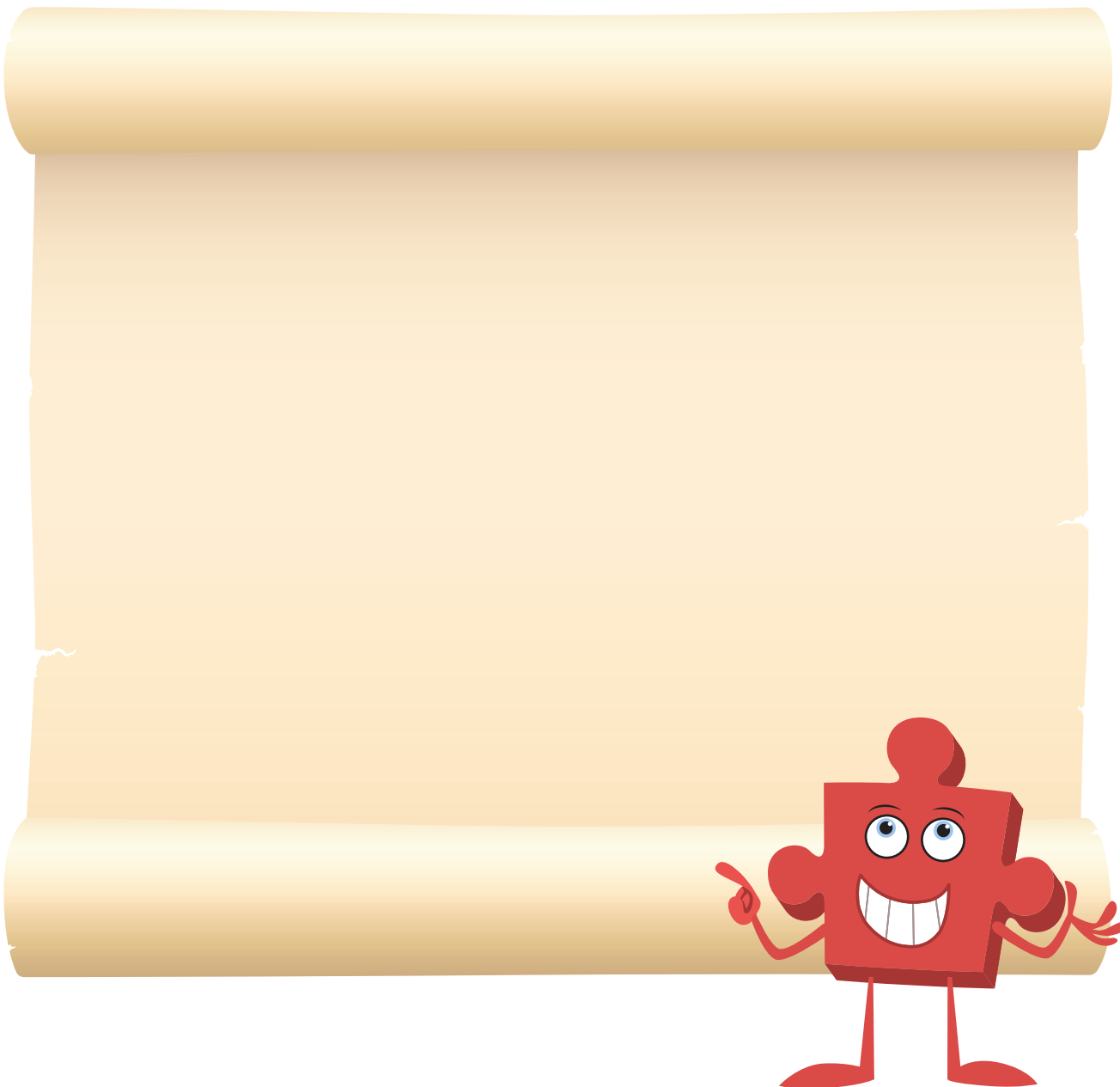
# Weekly Celebration 5

This week we are celebrating people who:  
**Know how to help themselves and others  
when they feel upset or hurt**



# Weekly Celebration 6

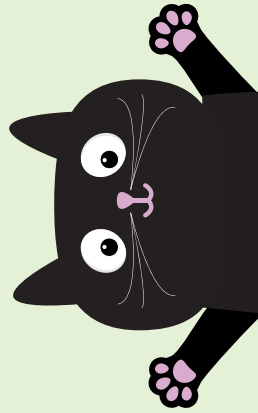
This week we are celebrating people who:  
**Know and show what makes a good relationship**



## Class Teacher's Preparation to Lead the Relationships Puzzle with children Ages 10-11

### Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: Post-it notes or slips of paper  
Optional: Set of balance scales  
Laminated Jigsaw Charter  
**International schools:** find appropriate signposts or support websites/ organisations appropriate for your setting
- Piece 2: Ball of string or wool  
**International schools:** find appropriate signposts or support websites/ organisations appropriate for your setting
- Piece 3: 20 random objects on a tray  
Post-it notes  
Optional; Jigsaw on Focus book 'Can You Hear the Sea?' available to purchase inexpensively from the Jigsaw online store <https://www.jigsawpshe.com/online-store>
- Piece 4: All resources within Jigsaw
- Piece 5: Calculators  
**International schools:** find appropriate signposts or support websites/ organisations appropriate for your setting
- Piece 6: All resources in Jigsaw



### Additional planning considerations

- Piece 1: Ensure enough My Jigsaw Journey sheets have been **printed** (each child needs one that includes Learning Intentions for Pieces 1-3). **Copy/print** one set of situation cards. **Note: be sensitive to children who may be experiencing mental health issues themselves or within their home setting.**
- Piece 2: **Copy/print** one set of scenario cards and the Thoughts, feelings, actions handouts. **NB: Read the notes within the lesson plan in regard to self-harming and how to discuss this appropriately with children.**
- Piece 3: **Copy/print** sets of Loss and change cards, one set per group. **Copy/print** sets of scenario cards, so that each pair can have one.
- Piece 4: **Print/copy** My Jigsaw Journey sheets (each child needs one that includes Learning Intentions for Pieces 4-6). **Copy/print** one set of Scenario cards.
- Piece 5: Print/copy one set of online scenario cards
- Piece 6: **Copy/print** enough end of puzzle certificates and complete in advance for each child. **Copy/print** PowerPoint planning sheets, one set per group. **Teachers may wish to use additional curriculum time for children to create their PowerPoint presentations and to share them with their parents and carers (see lesson plan).**

Teachers can use Piece (lesson) 6 to assess individual pupil understanding of the Puzzle and highlight the appropriate descriptors on the Jigsaw Summative Assessment: Tracking Pupil Progress Ages 10-11 years sheets. There are assessment exemplifications to assist with these judgements within the Piece 6 resources. As a result, teachers may wish to make this lesson slightly longer than usual so children have sufficient time to complete the tasks or work with groups in turn during certain parts of the lesson.



## Jigsaw Summative Assessment

### Tracking Pupil Progress: Ages 10-11

A copy of this table will be needed for each child. This table has three summative attainment descriptors for each Puzzle (unit of work). Each descriptor has two elements, the purple being specific to Personal, Social, Health and Economic education, and the green having a social/emotional focus. Using the child's formative assessments for each lesson relevant to that Puzzle, (My Jigsaw Learning/My Jigsaw Journey) and work in the child's Jigsaw Journal, and the assessment activities in Piece 6, the teacher should highlight the appropriate descriptors using a 'best fit' approach. Teachers should highlight one green and one purple statement which indicates whether the child is working towards, working at, or working beyond for that Puzzle. Teachers are also free to support their decisions by adding notes in the Teacher comments box from their own observation of the child across the six lessons in the Puzzle. As the summative assessment record is added to across the year, teachers may observe some children's progress is better within the purple or green statements. This will allow appropriate support to be identified for these children in future Jigsaw lessons and in the pastoral care system.

#### Jigsaw and Tracking Software

Jigsaw is pleased to be working in partnership with a growing number of education software companies to embed the Jigsaw attainment descriptors into their systems.

This will help schools track progress in PSHE alongside other curriculum subjects.

To see if the software you use at your school is from one of our partner companies, please see the list of companies on the Community Area of [www.jigsawpshe.com](http://www.jigsawpshe.com) or email your Jigsaw mentor.

If your software company is not yet on the list we may be working with them but not yet have completed the process, but to be sure, we would welcome you emailing us to let us know which company you work with so we can extend our work to include them if they are willing.

Please email [office@janleveragegroup.com](mailto:office@janleveragegroup.com)

There is no charge for this service, we are just trying to support schools and teachers to deliver the highest quality PSHE, and this is one more way that might help. Assessment is also a requirement in the statutory Relationships and Health Education guidance.





Ages 10-11

Jigsaw Summative Assessment: Tracking Pupil Progress

Child's name					
	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
<b>Puzzle 1 Being Me in My World</b>		<p>I can tell you how some of my choices affect others locally and globally.</p> <p>I can tell you how I try to make others feel valued by understanding their feelings and doing something positive.</p>	<p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>I can compare and contrast my own wants and needs with others in my immediate community and some from global communities. From this I can infer some universal rights and responsibilities that we share.</p> <p>I can explain why empathising with others is important when considering the choices that I and others make. This will include my ideas around personal, local and global communities.</p>	
<b>Puzzle 2 Celebrating Difference</b>		<p>I can tell you some ways that difference can be a source of conflict in people's lives.</p> <p>I can say how I feel about people experiencing conflict in their lives because they are different.</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration.</p> <p>I can express my own attitudes towards people who are different and empathise with their circumstances.</p>	
<b>Puzzle 3 Dreams &amp; Goals</b>		<p>I can tell you about something I can do with others that makes the world a better place.</p> <p>I can tell you how making the world a better place makes me feel.</p>	<p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>	<p>I can analyse and justify why my group chose an activity and how this contributes to making the world a better place.</p> <p>I can explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected.</p>	



	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
<b>Puzzle 4 Healthy Me</b>		<p>I can tell you how substance misuse has an unhealthy impact on the body and mind.</p> <p>I can tell you how I try to keep myself emotionally healthy.</p>	<p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure</p>	<p>I can give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse.</p> <p>I can reflect on the links between mental/emotional health and alcohol and substances. I have considered what my attitude to these may be when I am older.</p>	
<b>Puzzle 5 Relationships</b>		<p>I can say how people might feel if they lose someone special to them. I can also give some examples of when people might try to control or gain power over others.</p> <p>I can tell you some ways that I can manage my feelings and ways of standing up for myself in real and online situations.</p>	<p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>	<p>I can explain why people may experience a range of feelings associated with loss. I can also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online.</p> <p>I can consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem. I can also appraise the effectiveness of different strategies to help me manage my feelings.</p>	
<b>Puzzle 6 Changing Me</b>		<p>I can identify the main stages by which a baby develops through conception, pregnancy and birth.</p> <p>I can tell you some words that describe my feelings about becoming a teenager and how I feel about conception, pregnancy and birth of a baby.</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>	<p>I can explain in more detail, 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>	

## General Exemplification Guidance for teachers to assess children's work

Children will produce a variety of work in the six Jigsaw lessons that make up each unit of work (Puzzle). Much of this will be verbal, and some of it written. Within Jigsaw Primary materials there are specific assessment activities in Piece (lesson) 6 with some exemplification of the nature of the responses the pupils might give in relation to these.

In addition, Jigsaw has provided some general guidance below that can be used to assess each child at Jigsaw's Working Towards, Working At and Working Beyond Attainment levels (descriptors).

The guidance below offers suggestions of how children's responses (written or verbal) may be presented at each of these levels, as appropriate to children's age and stage.

WORKING TOWARDS	WORKING AT	WORKING BEYOND
<b>Student responses may be limited to:</b>	<b>Student responses may demonstrate:</b>	<b>In addition to Working At, student responses may also demonstrate:</b>
Description Naïve definitions or unsophisticated explanations Basic recall of lesson facts Naming, reporting or repeating back examples- perhaps those already included in the lesson (not thinking of different examples beyond those given in the lesson) Asking basic questions – may demonstrate the student has not understood the content Inability to make comparisons (or makes simple comparisons) of lesson content to other examples Demonstrating a limited internalisation of the concepts: A lack of personal resonance/ application with the lesson content Demonstrating a low level of cognitive challenge Poor acquisition of new knowledge Evidence of weak understanding A fixed stance: (unable/unwilling to change position) Basic vocabulary Weak development in skills Unconfident responses	A higher level of cognitive demand Application and comparison of the lesson content to other situations or scenarios Mental processing of information beyond simple recall Some decision making Evidence of problem solving Explanation of concepts with some reasoning The ability to categorise/ group, connect and identify patterns A degree of organisation in thought processes Inference and interpretation The ability to predict The ability to summarise a range of ideas succinctly A degree of personal resonance with the lesson content: can apply it to their lives and provide examples of this An increase in knowledge An increase in understanding A change of a feeling based on new learning A richer vocabulary An increase in a skill An increase in confidence	Abstract ideas Complex description Thinking and expression that involves solving complex problems Complex cognitive challenge The ability to discuss alternative outcomes or routes Justification of answers The use of evidence to support their thinking drawn from the lesson and beyond The ability to appraise or assess a situation : evaluation The ability to hypothesise An investigative approach: asks complex questions Creative solutions Deeper personal resonance: can apply the lesson content to their personal situation and discuss this in greater detail A reflective approach

### Teacher Feedback to Pupils

Jigsaw does not encourage teachers to mark or 'grade' student's work, but instead give positive written and/or verbal feedback that indicates what the pupil has done well, and a suggestion for development. Many teachers use systems such as '2 stars and a wish', with the 2 stars being comments on achievement, and the wish, a learning target for the child to consider in future Jigsaw lessons. Some teachers use the TINT (to improve next time) Box to help children set goals for progress. Teachers and schools are free to use their own feedback systems in accordance with this philosophy.

For example:

*You participated actively in this lesson.*

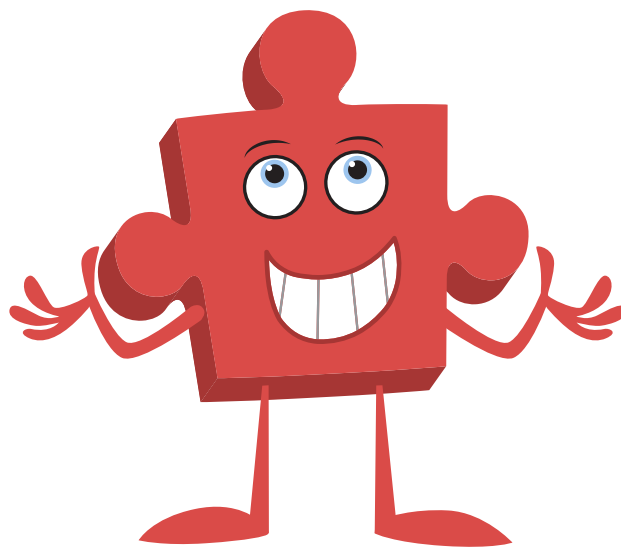
*You are getting much more confident at putting your point of view across in a group. Well done.*

*We have been discussing how to negotiate in friendships. What can you try when there are disagreements in your friendship group?*



## Puzzle 5: Relationships - Ages 10-11 - Piece 1

What is Mental Health?	
<p><b>Puzzle 5 Outcome</b> <b>Our Relationships</b> <b>Fiesta</b></p>	<p><b>Please teach me to...</b></p> <p>know that it is important to take care of my mental health</p> <p>understand that people can get problems with their mental health and that it is nothing to be ashamed of</p>
<p><b>Resources</b></p> <p>Laminated Jigsaw Charter</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Post it notes or slips of paper</p> <p>PowerPoint slide 'Mental health definition'</p> <p>PowerPoint slide of a set of scales</p> <p>Optional : Set of balance scales</p> <p>'Situation cards'</p> <p>Jigsaw Jem</p> <p>Jigsaw Jerrie Cat</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p>	<p><b>Vocabulary</b></p> <p>Mental health</p> <p>Ashamed</p> <p>Stigma</p> <p>Stress</p> <p>Anxiety</p> <p>Support</p>
<p><b>Teaching and Learning</b></p> <p><b>Note</b></p> <p>Please ensure you are familiar with the Jigsaw Approach, prior to teaching this Puzzle (unit). The Jigsaw Approach is the introductory chapter that can be found at the start of each set of Year Group materials.</p> <p>Be sensitive to children in the class who may be experiencing mental health problems themselves or within their home setting.</p> <p><b>The Jigsaw Charter</b></p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together. Refer to the Jigsaw Charter on display.</p>	<p><b>Ask me this...</b></p>



### Connect us

Play the 'elf' game

Prior to the lesson prepare some post-it notes (or slips of paper) as follows. Ensure they are all the same colour and shape and there is enough for one per child. Mark a quarter of the post it notes with the word 'elf' and leave the rest blank.

Explain to the class that you will be handing them a post-it note each. Some will be blank and some will have the word 'elf'. They are not to reveal what their post-it note shows and to keep it hidden and not tell anyone. Say there are fewer elves than non-elves. Set the imaginary scene that everyone lives in a magical land, but in that land anyone who is an elf is looked down upon and is something to be wary of.

The game is to form the largest group of non-elves as possible. If a group contains just one elf then the whole group loses. The winners will have the largest group.

Everyone who is an elf will try to deny being an elf, so advise the children they will need to look for clues.

Allow the class 5 minutes to play the game.

After the game debrief using the following suggested questions.

- Was it hard work to hide that you were an elf?
- What did it feel like when you knew you were an elf and less important than everyone else?
- How did it feel to be rejected by a group?
- Non-elves were you ever accused of being an elf? How did that feel?
- How did you identify who the elves were? Were there any signs or clues?

Explain that everyone will be using the learning from that game later in the lesson.

Ask the children what they think the game is trying to teach us?

### Calm me

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

Does your mind feel calm and ready to learn?

### Open my mind

Slide 1: In pairs ask the children to discuss what they think 'mental health' is. Can they define it?

Take some brief feedback using Jigsaw Jem as the 'talking object' and challenge any misconceptions that arise. (Children may try to define mental health in a negative sense such as a mental health problem, ensure they understand this is different to what we mean by mental health).

Provide the children with the following World Health Organisation definition on the PowerPoint slide:

**“Mental health is a state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her own community.”**

Return to the paired talk and ask the children to discuss the definition. What does it mean? Are there words there they don't understand?

Debrief and summarise by explaining that when we hear the term mental health it refers to our balanced state of mental wellbeing and whether we are enjoying life, making the most of it, and managing to cope when things get difficult. This is different to a mental health problem or issue when a person's mental health becomes out of balance.

### Tell me or show me/Let me learn

Slide 2: Display the PowerPoint slide of the set of scales and ask the children if they are balanced or not. Explain that we can imagine a person's mental health as a set of scales in balance. When our mental health is in balance everything is OK.

Hand out the set of 'situation cards' to various members of the class. One at a time ask the children who have the cards to read out what it says, and then the class needs to decide if the situation is a 'challenge' or a 'support'. If possible, stick the cards on the relative side of the scales as a visual stimulus.

As this process unfolds ask the children which side of the scales will be tipping and which way. **Emphasise that challenges, stress and anxiety are a NORMAL part of life and alone they don't signify a mental health problem.** Explain that the things we can do to support our mental health helps counteract the challenges so our mental health stays in balance. Are some of the challenges bigger than others and therefore have a bigger effect?

After the exercise ask the children what might happen if there were too many challenges, or the challenges were too 'big' and there wasn't enough support to balance them out. The scales would stay tipped and that's when a mental health problem or issue could develop.

In pairs, return to the learning from the 'Connect us' activity 'elf game' and ask the children if they can see any links between this game and people who have problems with their mental health.

Draw out the following points:

- Some people with mental health problems feel ashamed and try to hide it, which can make the problem worse
- Sometimes people with mental health problems are treated unfairly, not included or called names (stigma)
- Sometimes it's not easy to spot the clues that someone has a mental health problem
- It is estimated that about a quarter of the population will have a mental health problem at some point in their lives (that's the same percentage as the elves in the game).

Finish the lesson by returning to the pairs and asking everyone to think of something that could go on the 'support' side of the scales to help balance out the challenges. Pass Jigsaw Jem around to collect the children's ideas.

Signpost the children to suitable sources of support in your school and on the web. UK schools may wish to signpost to Childline [www.childline.org.uk](http://www.childline.org.uk) or Youngminds [youngminds.org.uk](http://youngminds.org.uk)

### Help me reflect

Slide 3: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). The teacher can exemplify the statements or re-frame them in simpler terms if that helps the children to understand. For each statement ask the children to show whether they are a 'thumb-up, thumb-neutral or thumb-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Hand out one My Jigsaw Journey sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals.

### Notes

## Relationships

### Calm Me Script - Ages 10-11 - Piece 1

*Note to teacher:*

*Visualisation is used more with older children. If children find this difficult you may like to help them by giving them pictures/postcards/magazine pictures/photos, etc. They start by looking at these, then shut their eyes and still try to see the picture in front of them on the postcard. They can open their eyes to remind themselves of the picture, close their eyes and see if they can bring the picture to their mind. Practising like this helps the imagination to develop its own pictures.*

We have been learning together for over half the school year now and know each other quite well.

Some of you are good friends with each other. Some of you only know each other a little bit.

Some of you spend time with each other outside of school. All of us are members of this class.

In our 'Calm Me' time in the Relationships Puzzle we are thinking about different types of relationships. This time is a time to relax the body and calm the mind to bring ourselves into the optimum state for learning.

So let's start by imagining the golden thread pulling your spine nice and straight as you sit up in a dignified and proud position in your chair. Both feet flat on the floor and aware of your body touching the chair, your feet touching the floor, the texture of your clothes on your skin, the temperature in the room...close your eyes to help keep distractions to a minimum...

Start to focus on your breathing... use the 4/6 technique (breathe in through the nose to a silent count of 4 1..2..3..4 and gently and slowly out, through the mouth, to a silent count of 6 1..2..3..4..5..6) if you find it helpful, or just enjoy focussing on your breathing until you feel still and quiet on the inside and the outside...

(Strike the Jigsaw Chime) Let your mind follow the sound of the chime until it drifts far into the distance...

Allow any tension or worry to pass down through your body and out through your feet...until you feel relaxed... check out your shoulders... are they tense or relaxed?

In the quietness of your mind, let yourself imagine a stage in a theatre... build the scene... and on the stage you see your favourite person in the whole world... can you see yourself in the audience watching your very favourite person walking onto the stage?

Can you imagine everyone applauding, clapping for your favourite person as he or she takes a big bow and looks out into the audience straight at you, for your recognition?

Just imagine the scene and sense how you feel.

Stay with the picture for a few more seconds and then ask your mind to save the picture so that you can see it again whenever you want to...

Very gently focus back on your breathing... 4/6... or follow the breath as it travels to your lungs...

When you are ready and when you can no longer hear the chime, start to bring your focus back to the room and the present moment...

Stretch your arms and legs, move your head gently from side to side, and slowly open your eyes...





## Relationships

Mental Health Definition PowerPoint Slide 1 - Ages 10-11 - Piece 1



**“Mental health is a state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her own community.”**

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## Relationships

Scales PowerPoint Slide 2 - Ages 10-11 - Piece 1





## Relationships

Situation Cards - Ages 10-11 - Piece 1

**Losing a friend or family member**

**Being bullied**

**Getting stressed about school work**

**Having an argument with someone**

**Worrying about the way you look or your popularity**

**Stop talking myself down and comparing myself with others**

**Spending time doing something you enjoy**

**Enjoying time with friends and family**

**Talking to someone about how you feel**

**Using a 'calm me' time**



# Relationships

## PowerPoint Slide 3: My Jigsaw Journey - Ages 10-11 - Piece 1



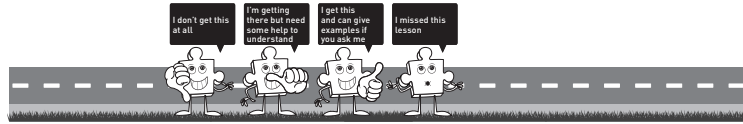
Puzzle 5 - Relationships (Pieces 1-3)

Ages 10-11

Name .....

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					TINT BOX - To improve next time I...
Piece 1	I know that it is important to take care of my mental health.				
	I understand that people can get problems with their mental health and that it is nothing to be ashamed of.				
Piece 2	I know how to take care of my mental health.				
	I can help myself and others when worried about a mental health problem.				
Piece 3	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.				
	I can recognise when I am feeling those emotions and have strategies to manage them.				



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Name .....

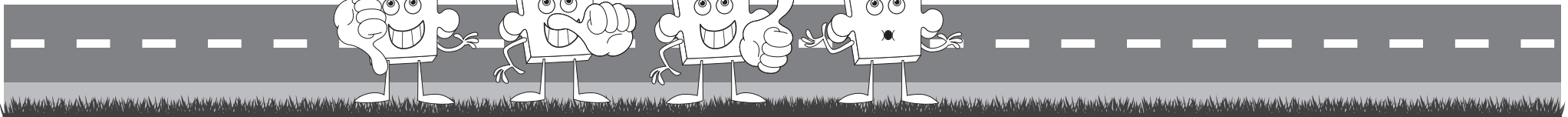
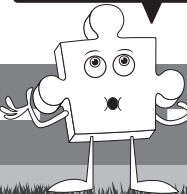
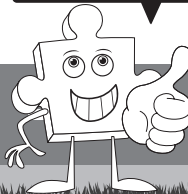
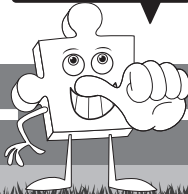
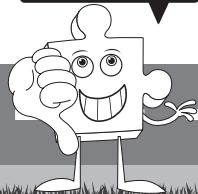
					TINT BOX - To improve next time I...
Piece 1	I know that it is important to take care of my mental health.				..... ..... ..... .....
	I understand that people can get problems with their mental health and that it is nothing to be ashamed of.				
Piece 2	I know how to take care of my mental health.				..... ..... ..... .....
	I can help myself and others when worried about a mental health problem.				
Piece 3	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.				..... ..... ..... .....
	I can recognise when I am feeling those emotions and have strategies to manage them.				

I don't get this at all

I'm getting there but need some help to understand

I get this and can give examples if you ask me

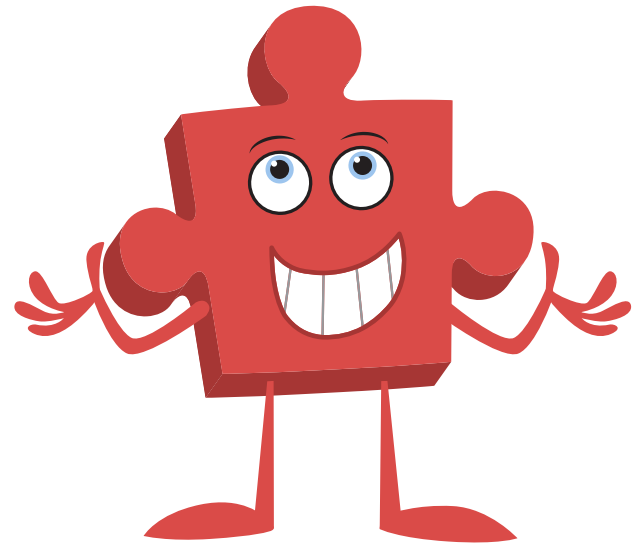
I missed this lesson





## Puzzle 5: Relationships - Ages 10-11 - Piece 2

My Mental Health	
<p><b>Puzzle 5 Outcome</b> <b>Our Relationships</b> <b>Fiesta</b></p>	<p><b>Please teach me to...</b> know how to take care of my mental health help myself and others when worried about a mental health problem</p>
<p><b>Resources</b> Jigsaw Jem Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Ball of string or wool PowerPoint slide 'Thoughts, feelings, actions cycle' and handouts Scenario cards Jigsaw Journals My Jigsaw Journey</p>	<p><b>Vocabulary</b> Mental health Worried Signs Stress Anxiety Warning Support Self-harm</p>
<p><b>Teaching and Learning</b></p> <p><b>Note</b> Be sensitive to children in the class who may be experiencing mental health problems themselves or within their home setting; or experiencing situations similar to those in the scenarios within the lesson plan. If a scenario is particularly sensitive for a child it may be appropriate to discuss the lesson with the child beforehand and ask if they are comfortable participating.</p> <p>This lesson also contains a scenario about self-harm. Teachers should read the notes at the end of the lesson plan so they can answer the children's questions appropriately, if they arise. While some teachers may worry that talking about self-harm could act as a trigger, there is a growing body of research that suggests this isn't the case. An age-appropriate approach explaining that some people self-harm and why, with appropriate signposting, is a recommended preventative measure. Teachers are advised NOT to go into the details of how people self-harm.</p> <p><b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b> Relationships Web With everyone standing in a circle, the teacher, keeping hold of the end of a ball of string or wool passes the main part of the string or wool ball to someone in the group saying how they are connected to that person, e.g. 'I am connected to..... because we both have brown eyes, or because we are both friendly.....' That person then keeps hold of the piece of wool or string that they can but passes the main ball to someone else in the circle again saying 'I am connected to .... because.....', and this continues until all the children have found someone they are connected to and have said why. Ensure the children understand that this game aims to show how we are all connected in some way and all have a relationship of some sort with others.</p>	



**Ask me this...**

Who are you connected to?

### **Calm me**

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

### **Open my mind/Tell me or show me**

Slide 1: Show the children the PowerPoint slide of the cycle of thoughts, feelings and actions and talk through this scenario using the diagram.

**Thoughts:** Someone posts a picture of themselves in their new outfit on Instagram. They get sent some mean posts about the picture with people making fun of them. They think, 'I hate who I am'.

**Feelings:** This gives them sad and angry feelings about themselves. 'They feel stupid and embarrassed'.

**Actions:** They stop socialising with others at school. This leads them to think...

'Nobody likes me' and the cycle continues...

Can the children come up with other scenarios on the Thoughts, Feelings, Actions sheets?

Reinforce the point from the last lesson that challenges are a normal part of life, and that having some anger, stress, anxiety and sadness is not unusual at certain times in our lives. But if there is an overwhelming amount of these things, they can tip the person's mental health too far out of balance, and into a problem.

Explore this with the children using the scenario. Explain that if the cycle carried on and on without trying to stop it, it might build up the feelings of anger and sadness so much that the person's mental health would become out of balance (refer back to the scales from the last lesson).

Tell the children that if we can spot the clues in ourselves (or others), we can try to stop a cycle like this from happening and get ourselves back into balance. Calm me time and Pause Points help our brains learn to do this by getting us to be aware of what we are feeling and thinking, and put in a pause so we can think about situations more clearly.

From the example, ask the children what clues or signs the person might notice in themselves or might be noticed by the person's friends or family members that suggests they might need some help? e.g. being withdrawn, angrier or moodier than usual etc.

Ask the children for suggestions that could 'break the cycle' at different points and help the person's mental health get back into balance. e.g. talking to someone about the posts, stopping negative self-talk, spending time with a person who does value them, doing a 'calm me', spending time in nature or playing outside, playing sport or exercising.

Does your mind feel calm and ready to learn?

### Let me learn

Divide the class into small groups and hand out one of the scenario cards to each. Ask each group to see if they can work out if a thought, feelings, actions cycle has started or is taking place, and to discuss if there are any signs or clues that show this person might be in need of some help or advice because their worries are getting TOO BIG for them to manage.

Also ask each group to suggest what the help or advice could be? This might be things they could do to help themselves or things that other people could do.

After an appropriate amount of discussion time ask each group to say what their scenario was, what signs they spotted and their suggestions for helping that person.

Discuss the strategies in particular and make a list on the board of all the children's ideas so they can see there are many different options to try when something is starting to making us feel very sad or worried.

Signpost to sources of support you have available in your setting and to other sources of support such as Childline, YoungMinds etc. (International schools should find appropriate websites appropriate to their locality).

### Help me reflect

Slide 2: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). The teacher can exemplify the statements or re-frame them in simpler terms if that helps the children to understand. For each statement ask the children to show whether they are a 'thumb-up, thumb-neutral or thumb-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Hand out one My Jigsaw Journey sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals.

What can we do to help our mental health?  
What would you suggest if a person starts to feel sad, anxious or worried about something?

### Teacher notes

Self-harm is a very common behaviour in young people and it is estimated to affect around one in 12 people, and that around 10% of teens may be involved. Some research suggests that self-harming often starts in early adolescence around the age of 12. It affects all genders. If a young person self-harms it is usually as result of another problem like anxiety, depression, or bullying. Self-harm does not always involve physical injury. The young person feels they don't have any other way of dealing with the underlying issue. It can be stopped, but recognising it as a problem is the first step. Organisations in the UK such as Childline and YoungMinds have advice for young people (and also information for parents and teachers) about self-harm, and how to access support.

**Teachers should not give detailed explanations about self-harming behaviours** but simply explain that most people who self-harm do it because of an underlying problem, and that both the self-harming and the problem underneath need to be helped. They should also signpost that support is available and emphasise that people who self-harm can be helped to stop it.

If any child is concerned that they or a friend is self-harming or the behaviour is spreading within a friendship group, they should speak to someone about it and not keep it a secret, even though this might be a difficult thing to do.

If self-harming behaviours are disclosed, teachers should follow the school's safeguarding procedures.

## Relationships

### Calm Me Script - Ages 10-11 - Piece 2

*Note to teacher:*

*Visualisation is used more with older children. If children find this difficult you may like to help them by giving them pictures/postcards/magazine pictures/photos, etc. They start by looking at these, then shut their eyes and still try to see the picture in front of them on the postcard. They can open their eyes to remind themselves of the picture, close their eyes and see if they can bring the picture to their mind. Practising like this helps the imagination to develop its own pictures.*

We have been learning together for over half the school year now and know each other quite well.

Some of you are good friends with each other. Some of you only know each other a little bit.

Some of you spend time with each other outside of school. All of us are members of this class.

In our 'Calm Me' time in the Relationships Puzzle we are thinking about different types of relationships. This time is a time to relax the body and calm the mind to bring ourselves into the optimum state for learning.

So let's start by imagining the golden thread pulling your spine nice and straight as you sit up in a dignified and proud position in your chair. Both feet flat on the floor and aware of your body touching the chair, your feet touching the floor, the texture of your clothes on your skin, the temperature in the room...close your eyes to help keep distractions to a minimum...

Start to focus on your breathing... use the 4/6 technique (breathe in through the nose to a silent count of 4 1..2..3..4 and gently and slowly out, through the mouth, to a silent count of 6 1..2..3..4..5..6) if you find it helpful, or just enjoy focussing on your breathing until you feel still and quiet on the inside and the outside...

(Strike the Jigsaw Chime) Let your mind follow the sound of the chime until it drifts far into the distance...

Allow any tension or worry to pass down through your body and out through your feet...until you feel relaxed... check out your shoulders... are they tense or relaxed?

In the quietness of your mind, let yourself imagine a stage in a theatre... build the scene... and on the stage you see your favourite person in the whole world... can you see yourself in the audience watching your very favourite person walking onto the stage?

Can you imagine everyone applauding, clapping for your favourite person as he or she takes a big bow and looks out into the audience straight at you, for your recognition?

Just imagine the scene and sense how you feel.

Stay with the picture for a few more seconds and then ask your mind to save the picture so that you can see it again whenever you want to...

Very gently focus back on your breathing... 4/6... or follow the breath as it travels to your lungs...

When you are ready and when you can no longer hear the chime, start to bring your focus back to the room and the present moment...

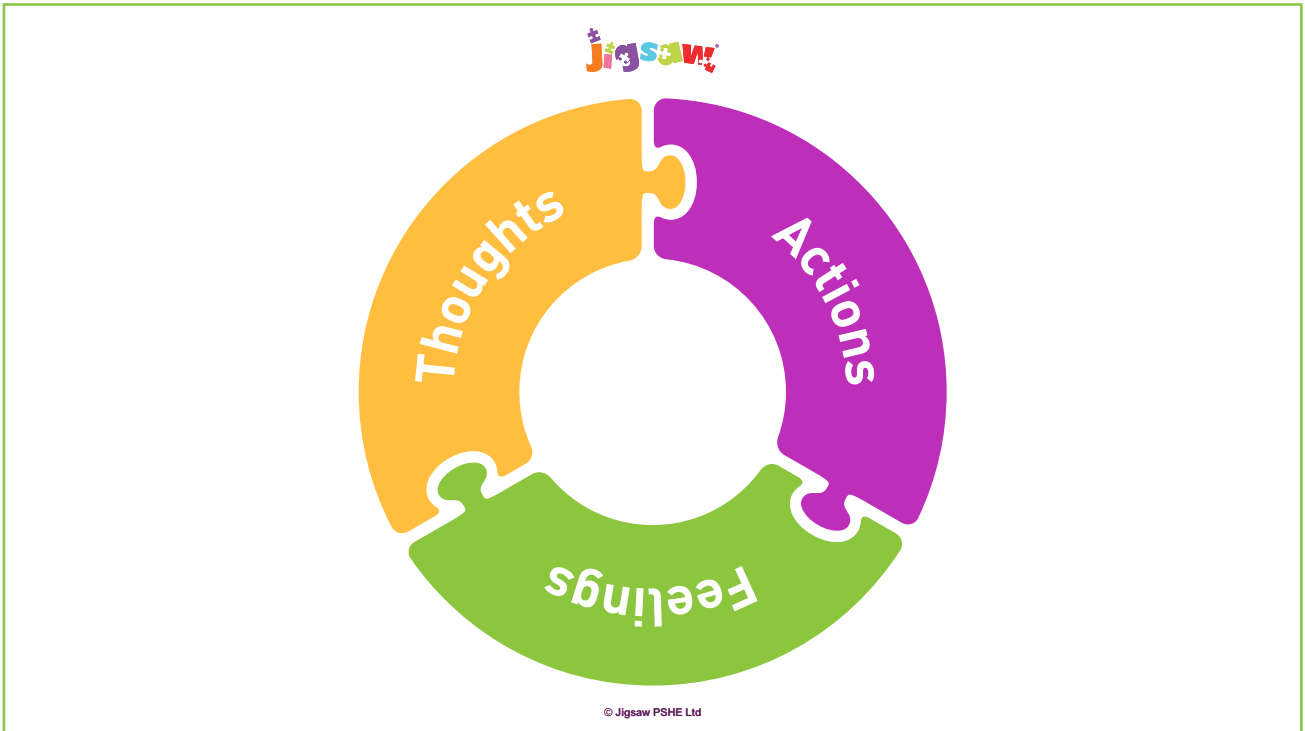
Stretch your arms and legs, move your head gently from side to side, and slowly open your eyes...





## Relationships

Thoughts, Feelings and Actions PowerPoint Slide 1 - Ages 10-11 - Piece 2



## Relationships

Thoughts, Feelings and Actions Handout - Ages 10-11 - Piece 2





## Relationships

### Scenario Cards - Ages 10-11 - Piece 2

Just lately Allesia's friends have noticed she is quieter than usual in school and hasn't been chatting as much on social media. They know that Allesia's parents split up about 3 months ago but she doesn't like talking about it. When she was getting changed for PE (Physical Education), one of her friends noticed that Allesia had lots of fine cuts on her arms. Allesia saw and quickly tried to cover them up. When they asked her about it, she said it was nothing to worry about.

Noah has stopped going to football practice after school. He really used to enjoy it. When his best friend Harry asked why he wasn't going any more, Noah said it was boring. Noah's been finding it difficult to concentrate on his work, and Harry has noticed that he tries to stay indoors at break times, and now gets his Dad to collect him after school. When Harry asks him why, Noah gets really angry. Last week Harry saw Noah break one of his toys on purpose by throwing it against a wall. Harry knows that Noah used to get bullied by someone and he is starting to wonder if it is happening again.

Trent is always looking at pictures of celebrities online and on social media because he wants to look like them. He has a really fashionable and popular group of friends and they are always chatting about the latest clothes or cool things to do. Just lately Trent has put on a little bit of weight. He hasn't changed what he eats and he still exercises every day. His Mum said not to worry and that it was just his body going through a phase of growing up. He is worried and it's starting to keep him awake at night. He has started to miss eating lunch on purpose. Some of his friends joke by saying that he needs to go to a gym and that he will never get a girlfriend.

Shari has had a growth spurt and she is now the tallest girl in the class. She feels awkward and hates getting changed in front of anyone else. Some of the other girls have started to tease her about her height. She has started to hang around with a group in school who have a tough reputation so that people leave her alone. They are always getting into trouble but she goes along with it to keep in with them. Inside she feels she doesn't know who she is any more. She doesn't see or speak to any of her old friends.

Tobias' Mum left home to live with a new boyfriend. He is very angry with her and won't speak to her when she calls around to see him on the weekend. Sometimes he feels so angry that he smashes things up around the house and in the garden. His Dad won't talk about Mum leaving and just gets angry with Tobias for breaking things. Last week he got into a fight with another pupil at school.

All of Elena's friends have a date for the prom, and she is the only one in the group without one. The prom has become such a big thing in her mind that she can hardly think about anything else. She has to go along with her friends about it, but she really doesn't want to go or ask someone to go with her. She knows that if she doesn't, everyone will laugh at her and call her a freak. She has lost her appetite and keeps on having nightmares about who to ask and what will happen if they say no. Sometimes she feels sick on the way to school because she is so worried.



# Relationships

## PowerPoint Slide 2: My Jigsaw Journey - Ages 10-11 - Piece 2

**My Jigsaw Journey**

**Puzzle 5 - Relationships (Pieces 1-3)**

Ages 10-11

Name: .....

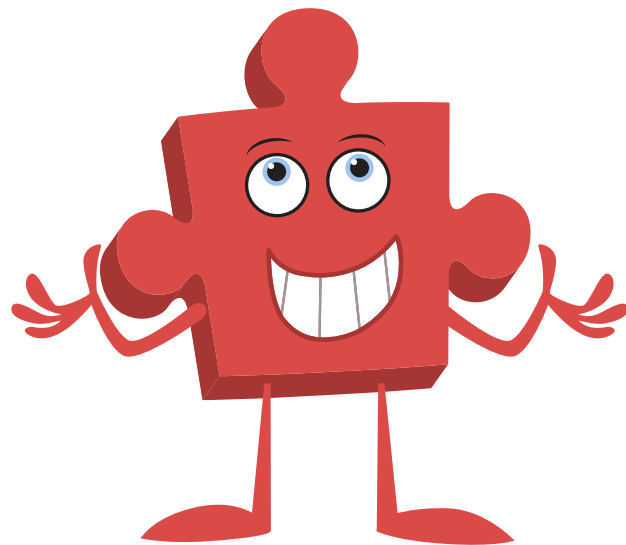
		TINT BOX - To improve next time I...				
Piece 1	I know that it is important to take care of my mental health.					
	I understand that people can get problems with their mental health and that it is nothing to be ashamed of.					
Piece 2	I know how to take care of my mental health.					
	I can help myself and others when worried about a mental health problem.					
Piece 3	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.					
	I can recognise when I am feeling those emotions and have strategies to manage them.					

I don't get this at all
I'm getting there but need some help to understand
I get this and can give examples if you ask me
I missed this lesson

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## Puzzle 5: Relationships - Ages 10-11 - Piece 3

Love and Loss	
<p><b>Puzzle 5 Outcome</b> <b>Our Relationships</b> <b>Fiesta</b></p>	<p><b>Please teach me to...</b></p> <p>understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>recognise when I am feeling those emotions and have strategies to manage them</p>
<p><b>Resources</b></p> <p>Jigsaw Jem</p> <p>Jigsaw Jerrie Cat</p> <p>20 random objects on a tray</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Loss or change cards</p> <p>Post-its</p> <p>PowerPoint - stages of grief</p> <p>Optional: Jigsaw in Focus book: 'Can You Hear the Sea?' available to purchase inexpensively from the Jigsaw online store <a href="http://www.jigsawpshe.com/online-store">www.jigsawpshe.com/online-store</a></p> <p>Scenario cards</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p>	<p><b>Vocabulary</b></p> <p>Emotions</p> <p>Feelings</p> <p>Sadness</p> <p>Loss</p> <p>Grief</p> <p>Denial</p> <p>Despair</p> <p>Guilt</p> <p>Shock</p> <p>Hopelessness</p> <p>Anger</p> <p>Acceptance</p> <p>Bereavement</p> <p>Coping strategies</p>
<p><b>Teaching and Learning</b></p> <p><b>Note</b></p> <p>Since the focus of this lesson is on grief, sadness and loss, you will want to think very carefully about any particular sensitivities amongst the children in your class. You should let parents/carers know in advance that you will be dealing with these topics so that they can inform you of any issues you need to be aware of, and also to allow them to be prepared for further discussion at home.</p> <p>If necessary, you may want to speak to a particular child beforehand, explain the theme of the lesson and ask how they feel about taking part. Look out also for any child who needs a quiet chat afterwards to talk through any issues that may have been stirred up.</p> <p>Grief and loss are vital, though challenging, topics. We owe it to children to help them prepare for the experience of loss in their lives and should not be deterred by the fact that it takes us into areas that may be sensitive for some.</p> <p>It may also, of course, be a difficult topic for you as teacher - be honest and realistic with yourself, and consider postponing this lesson if it happens to come at a time that makes it uncomfortable for you.</p> <p><b>The Jigsaw Charter</b></p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p>	<p><b>Ask me this...</b></p>



### **Connect us**

The memory game.

Bring into the circle a tray with about 20 random objects on it e.g. scissors, a spoon, a shell, pebble, piece of string, a pen, etc. Ask the children to look at the tray of objects and give them a minute to do so and then cover the tray up with a piece of cloth or take it away. In pairs/groups ask the children to write down as many of the objects as they can remember. Share answers and praise/reward the group that remembered the most.

OR take away one object and children identify which one is missing.

### **Calm me**

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

Does your mind feel calm and ready to learn?

### **Open my mind**

Using the Loss or Change cards ask the children in groups to place their cards along a continuum from very difficult to cope with, to easier to cope with.

Explain that there is no right way of doing this but encourage them to talk together to try to agree as a group.

Share ideas.

Then invite the children to write a feeling on a post it to describe how the person might feel in that situation and to stick it underneath each of the Loss or Change cards.

Draw out from the children the range of feelings that might be experienced in these situations and write them onto flipchart or board and make the point that all human beings experience loss and change in their lives.

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

Slides 1-4: Draw on some of the feelings that the children have already highlighted and explain to the children about how each of these situations signifies a loss and that this leads to feelings of grief.

Explain how we can all go through feelings of grief if difficult changes happen in our lives or if we suffer a specific loss and that there are often a range of feelings we experience through a cycle of grief. Refer back to the previous two lessons where 'challenge' was mentioned and explain that grief and loss of a person or animal we love can be one of the biggest challenges we have to face in our lives.

Share the PowerPoint slide - The stages of grief or use the Jigsaw in Focus book 'Can You Hear the Sea?' Which can be purchased inexpensively from the Jigsaw online store [www.jigsawpshe.com/online-store](http://www.jigsawpshe.com/online-store) (The children may have used this book in a previous year if so, use the PowerPoint slide).

Explain to the children each of the stages of grief and reassure them that it is normal to experience this range of feelings, that it is a process and that it can take time to move through the stages to acceptance and being able to move on again. Explain too, that everyone experiences it slightly differently due to the nature of their loss but that it is normal to experience this range of different emotions.

### **Let me learn**

Using the scenario card of their choice, working in pairs, each pair imagines how the cycle of grief might have been experienced by the person in their scenario and draws the stages of grief, annotating it as if they were the person.

### **Help me reflect**

Slide 5: Share the learning intentions of this Piece (lesson) with the children and ask them to assess their learning using the My Jigsaw Journey resource as in previous lessons.

**Lighten the atmosphere by playing one of the children's favourite Connect us games to lift the mood after discussions about grief.**

## Relationships

### Calm Me Script - Ages 10-11 - Piece 3

*Note to teacher:*

*Visualisation is used more with older children. If children find this difficult you may like to help them by giving them pictures/postcards/magazine pictures/photos, etc. They start by looking at these, then shut their eyes and still try to see the picture in front of them on the postcard. They can open their eyes to remind themselves of the picture, close their eyes and see if they can bring the picture to their mind. Practising like this helps the imagination to develop its own pictures.*

We have been learning together for over half the school year now and know each other quite well.

Some of you are good friends with each other. Some of you only know each other a little bit.

Some of you spend time with each other outside of school. All of us are members of this class.

In our 'Calm Me' time in the Relationships Puzzle we are thinking about different types of relationships. This time is a time to relax the body and calm the mind to bring ourselves into the optimum state for learning.

So let's start by imagining the golden thread pulling your spine nice and straight as you sit up in a dignified and proud position in your chair. Both feet flat on the floor and aware of your body touching the chair, your feet touching the floor, the texture of your clothes on your skin, the temperature in the room...close your eyes to help keep distractions to a minimum...

Start to focus on your breathing... use the 4/6 technique (breathe in through the nose to a silent count of 4 1..2..3..4 and gently and slowly out, through the mouth, to a silent count of 6 1..2..3..4..5..6) if you find it helpful, or just enjoy focussing on your breathing until you feel still and quiet on the inside and the outside...

(Strike the Jigsaw Chime) Let your mind follow the sound of the chime until it drifts far into the distance...

Allow any tension or worry to pass down through your body and out through your feet...until you feel relaxed... check out your shoulders... are they tense or relaxed?

In the quietness of your mind, let yourself imagine a stage in a theatre... build the scene... and on the stage you see your favourite person in the whole world... can you see yourself in the audience watching your very favourite person walking onto the stage?

Can you imagine everyone applauding, clapping for your favourite person as he or she takes a big bow and looks out into the audience straight at you, for your recognition?

Just imagine the scene and sense how you feel.

Stay with the picture for a few more seconds and then ask your mind to save the picture so that you can see it again whenever you want to...

Very gently focus back on your breathing... 4/6... or follow the breath as it travels to your lungs...

When you are ready and when you can no longer hear the chime, start to bring your focus back to the room and the present moment...

Stretch your arms and legs, move your head gently from side to side, and slowly open your eyes...



## Relationships

### Loss or Change Cards - Ages 10-11 - Piece 3

**Moving house**

**A grandparent dying**

**Changing schools**

**Losing a favourite toy**

**A pet dying**

**Having an accident which means  
you can't walk again**

**Having an injury that scars  
your face**

**Breaking up with a best friend**

**A sister leaving to go to  
University**

**Moving to a different country**

**Parents separating or  
getting divorced**



## Relationships

Stages of Grief PowerPoint Slides 1-4 - Ages 10-11 - Piece 3

### Stage 1: Denying

Feelings of loss, numbness, pain, disbelief, shock

### Stage 2: Fighting

Feelings of anger, guilt, sadness, pain, despair

### Stage 3: Overwhelmed

Feelings of depression, sadness, hopelessness, misery

### Stage 4: Accepting

Coming to terms, still upset but able to move on



## Relationships

### Coping with Loss Scenario Cards - Ages 10-11 - Piece 3

#### Zac

When I was 10 my grandpa died. I felt really sad and numb and everything felt really strange for a while. My mum helped me to create a memory box of special things that reminded me about my grandpa. I put special things inside it like the football ticket of the game he took me to. I put his old scarf into the box too because he always wore it, even in summer and it reminds me of him. I also put a photo in the box of me and him when we went to the park at the end of our road. It really helped me to feel a bit better and to remember him and the nice feelings I have of the times we did fun things together.

#### Erica

When my dad said he was moving away I felt sick inside. He said he and mum weren't getting along but that he still loved me. He said I'd still see him sometimes but not so much as he had to move away for a new job. It felt very hard not having my dad at home and I cried every night before I went to sleep. Mum suggested I write a diary and letters to my dad. It really helped to write down my feelings and to tell my dad in the letters and in my diary how much I love him and miss him. It doesn't feel so bad now as it did especially when I get a letter back from my dad. I see him sometimes, I still love him just as much and I look forward to the times when I do see him.

#### Sanjay

When I was 8 years old I was in a car accident and my legs were so badly hurt that I can't walk anymore and have to be in a wheelchair. At first I felt so sad and sorry for myself at my loss of being able to run and jump like I used to. Then I began to feel really angry thinking 'why has this happened to me?'

Gradually I began to have lots of physiotherapy and began to really enjoy exercise trying to build strength in my arms. Also I have really great friends who were always there to talk to and still included me in their games. I think exercise and my friends really helped me to come to terms with what had happened to me. Now I play basketball in a team for children who are in wheelchairs. It is fun and has really helped me to feel better about my situation.

#### Sukie

When I moved house and changed schools I lost my best friend. We used to do everything together. Now at my new school I don't have a really close friend and I sometimes feel really sad and upset that I don't have my friend to talk to. When we first moved I used to get so upset I felt overwhelmed. My mum helped me to take deep breaths and to count as I breathed which helped me to feel calmer and more relaxed. I also started drawing pictures when I felt upset because this is something I enjoy doing. I drew some pictures of the things my friend and I liked doing. It helped me to feel better and to remember the good times we had. Things feel better now than they did because I do have some new friends in my class.



# Relationships

## PowerPoint Slide 5: My Jigsaw Journey - Ages 10-11 - Piece 3



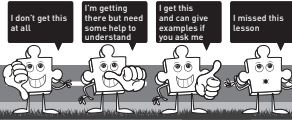
Puzzle 5 - Relationships (Pieces 1-3)

Ages 10-11

Name .....

					TINT BOX - To improve next time I...
Piece 1	I know that it is important to take care of my mental health.				
	I understand that people can get problems with their mental health and that it is nothing to be ashamed of.				
Piece 2	I know how to take care of my mental health.				
	I can help myself and others when worried about a mental health problem.				
Piece 3	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.				
	I can recognise when I am feeling those emotions and have strategies to manage them.				

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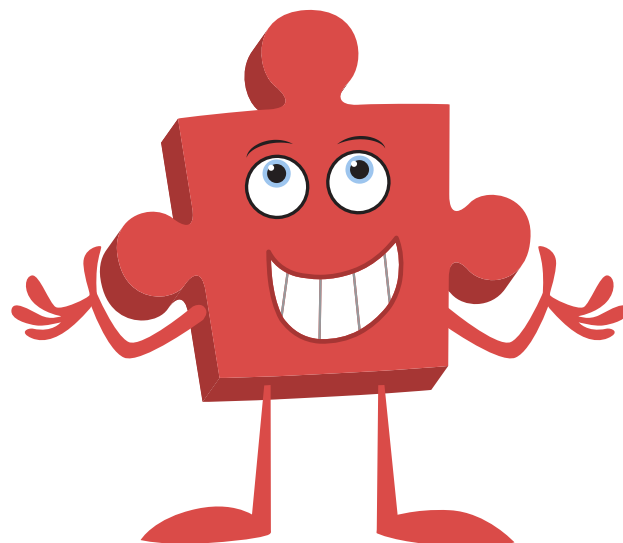


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## Puzzle 5: Relationships - Ages 10-11 - Piece 4

Power and Control	
<p><b>Puzzle 5 Outcome</b> <b>Our Relationships Fiesta</b></p>	<p><b>Please teach me to...</b></p> <p>recognise when people are trying to gain power or control</p> <p>demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p>
<p><b>Resources</b></p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Jigsaw Jem</p> <p>Jigsaw Jerrie Cat</p> <p>PowerPoint slide 'Power and Control'</p> <p>Power and Control scenario cards</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p>	<p><b>Vocabulary</b></p> <p>Power</p> <p>Control</p> <p>Authority</p> <p>Bullying</p> <p>Script</p> <p>Assertive</p> <p>Strategies</p>



<p><b>Teaching and Learning</b></p> <p><b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b> Play the game 'Cool or Not Cool'. With the children sitting in a circle, the teacher goes around the circle saying whether a child is 'cool' or 'not cool'. To decide, the teacher chooses a simple criterion e.g. that the child is sat with legs crossed or has arms folded but this remains secret to the children. The children have to guess the criteria to make sure they are cool. After a while some of the children will start to guess and so will fold or cross their arms/legs. Stop the game at this point and ask those who have not guessed (they should still be the majority) how they feel. Ask how they might feel if the game went on and they were the only person left out of the 'cool' gang. Ask the children in talking partners to think how it might feel to be the teacher in this game: i.e. the person who is in control of who is cool or not cool. Is it fair for the teacher or anyone to be in control in this situation to make this decision?</p> <p><b>Calm me</b> Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p><b>Open my mind</b> Slides 1-2: Write the words 'power' and 'control' on the board. Use the PowerPoint slide headed 'Power and Control' to bring up a series of newspaper headlines reflecting different situations in which power and control are being exercised. Discuss who is controlling who, in each case (in some of them there is more than one layer) and whether this is legitimate or illegitimate control, whether it is control exercised through physical force or other kinds of influence, etc. Explain that sometimes people try to gain power or control (without authority) over an individual or group of people.</p>	<p><b>Ask me this...</b></p> <p>Who has the power in this game? Who has control? What might it feel like to be the person in control? What might it feel like to be those who don't have control?</p> <p>Does your mind feel calm and ready to learn?</p> <p>What does power mean? What does control mean? What gives someone power or control over others? In what ways do you see people around you trying to gain power or control over others?</p>
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**Pause Point:** Slide 3: Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Ask the children to stop and pause for 30 seconds. What are they thinking and feeling right now? They will not be asked to share these thoughts.

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

In pairs, invite the children to explore possible reasons why someone might try to have power or control over others. Share possible reasons and collect on the board e.g. they might be unhappy, they may have other areas of their life where they do not have control, they might have a bossy personality, they could be compensating for others bullying or controlling them in the past, they might suffer from low self-esteem, etc.

Highlight that somebody trying to gain power or control over someone else might not be doing it on purpose and might not realise they are doing it. In other cases, it may be planned and deliberate. The important thing is standing up for yourself and others, and that begins with making the person aware of what they are doing and how it is making you feel.

### **Let me learn**

Share the one of the scenarios and ask the children who is trying to gain power and control and how. Then, with the class in pairs, ask the children to suggest ways the central character (s) could stand up for themselves or deal with the situation. Give approximately 2 minutes thinking time. Ensure that every pair has an idea to contribute before continuing.

Divide the class into two halves. One half lines up shoulder to shoulder, with the other half facing them to create a corridor. With the teacher 'in role' as the person or people in the scenario, they walk slowly down the middle of the corridor/alley, with the lines of children on their left and right. As the teacher passes each child, the child speaks their idea. This drama technique is called 'conscience alley'. It can be helpful to have an adult lined up with the children at the start of the corridor, so they can model what the children do when the teacher walks by.

When the teacher reaches the end of the corridor/alley, they should ask the children what they think the most effective solution might be, and why, from all those suggested. Encourage the children to also suggest assertive phrases that could be used e.g. 'I don't want to do that...' or 'I don't feel comfortable with that...' etc.

Repeat the exercise with the other scenarios.

### **Help me reflect**

Slide 4: Ask the children to reflect on their learning using the My Jigsaw Journey resource as in previous lessons (Pieces).

How can we tell when it is justified and when it is not?

Why might someone want to have power or control over others?

Do people always know this is what they are doing?

What is the best way to stand up for yourself or for others?

What are the right and wrong ways of standing up for yourself or others?

What would you say or do in these situations?

### **Notes**

## Relationships

### Calm Me Script - Ages 10-11 - Piece 4

In our 'Calm Me' time in the Relationships Puzzle we are thinking about different types of relationships. This time is a time to relax the body and calm the mind to bring ourselves into the optimum state for learning.

So let's start by imagining the golden thread pulling your spine nice and straight as you sit up in a dignified and proud position in your chair. Both feet flat on the floor and aware of your body touching the chair, your feet touching the floor, the texture of your clothes on your skin, the temperature in the room...close your eyes to help keep distractions to a minimum...

Start to focus on your breathing...use the 4/6 technique (breathe in to a silent count of 4 1..2..3..4 and gently and slowly out to a silent count of 6 1..2..3..4..5..6) if you find it helpful, or just enjoy focussing on your breathing until you feel still and quiet on the inside and the outside...

(Strike the Jigsaw Chime) Let your mind follow the sound of the chime until it drifts far into the distance.....let your mind imagine where the sound of the chime goes.....give your mind the freedom to follow the sound...

(You may like to try this twice)

In the quietness of your mind, let yourself imagine a beautiful green countryside scene, build the scene... and in the scene, maybe by a river or in the wood or field, whatever is in your picture, you see yourself with some of your favourite people....can you see yourself in the scene with those people? Imagine all those people are taking it in turns to tell you something they like about you, what are they saying?

Can you imagine everyone applauding, clapping for you?

Just imagine the scene and sense how you feel.

Stay with the picture for a few more seconds and then ask your mind to save the picture so that you can see it again whenever you want to...

Very gently focus back on your breathing...4/6.....or follow the breath as it travels to your lungs.....

When you are ready and can no longer hear the chime, start to bring your focus back to the room and the present moment...

Stretch your arms and legs, move your head gently from side to side, and slowly open your eyes...





## Relationships

Power and Control PowerPoint Slides 1-2 - Ages 10-11 - Piece 4



**ARMED ROBBERS TAKE  
HOSTAGES AT GUNPOINT**

**Government gives teachers  
new powers to control  
unruly children**

**Parents urged to  
control children's  
internet use**

© Jigsaw PSHE Ltd



**School concerns over  
playground bullies**

**Police arrest  
speeding motorist**

**Minority groups victimised  
by racist gangs**

© Jigsaw PSHE Ltd



## Relationships

### Power and Control Scenario Cards - Ages 10-11 - Piece 4

A group of girls are bullying one of their classmates. Every time Ellie makes a new friend the group persuades the friend to join them and not be Ellie's friend any more. Ellie is lonely and doesn't understand why they are doing this.

Ben joined a gang but now he doesn't want to be part of it any more. The gang are always getting into fights and in trouble with the police. Some of the gang carry knives and sell illegal drugs. Ben has been told he is part of the gang now and if he leaves, he will be disrespecting them.

Faye and Alisha posted a photo of themselves in their prom outfits on social media without using their privacy settings. A man who they didn't know has liked their photo and has been private messaging with them ever since. He seems really friendly and is always saying things that make them feel grown up. The man has asked them if they would like to meet up so he can take them shopping. He has promised to buy them clothes and an iPhone each.

Jasper has recently arrived in this country from Eastern Europe. He doesn't speak good English just yet but is trying to learn fast. Some of the older boys are exploiting him by trying to teach him swear words instead of the correct words for things he needs at school.

Poppy and Argent's friendship group have been watching videos on YouTube that challenge or dare people to do different things. All of the challenges have been easy so far. Everybody in the group has done them and shared pics or videos online. Just lately one of the group has been encouraging them to look at videos of people doing more extreme challenges. These show people hurting themselves or doing something risky.

Relationships

Jerrie Cat PowerPoint Slide 3 - Ages 10-11 - Piece 4



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## Relationships

### PowerPoint Slide 4: My Jigsaw Journey - Ages 10-11 - Piece 4

Ages 10-11

Puzzle 5 - Relationships (Pieces 4-6)

Name: .....

TINT BOX - To improve next time I ...						
Piece 4	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.					
Piece 5	I can judge whether something online is safe and helpful for me.					
	I can resist pressure to do something online that might hurt myself or others.					
Piece 6	I can use technology positively and safely to communicate with my friends and family.					
	I can take responsibility for my own safety and well-being.					

I don't get this at all    I'm getting there but need some help to understand    I get this and can give examples if you ask me    I missed this lesson

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Name .....

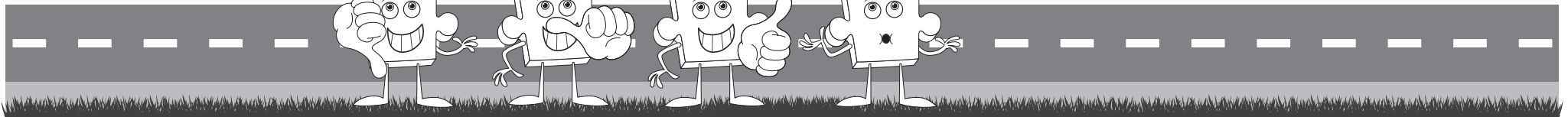
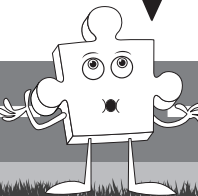
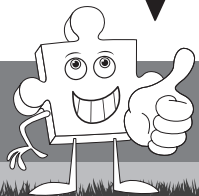
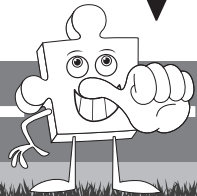
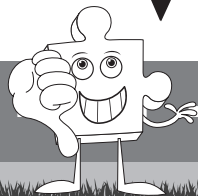
						TINT BOX - To improve next time I...
Piece 4	I can recognise when people are trying to gain power or control.					.....
	I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.					.....
Piece 5	I can judge whether something online is safe and helpful for me.					.....
	I can resist pressure to do something online that might hurt myself or others.					.....
Piece 6	I can use technology positively and safely to communicate with my friends and family.					.....
	I can take responsibility for my own safety and well-being.					.....

I don't get this at all

I'm getting there but need some help to understand

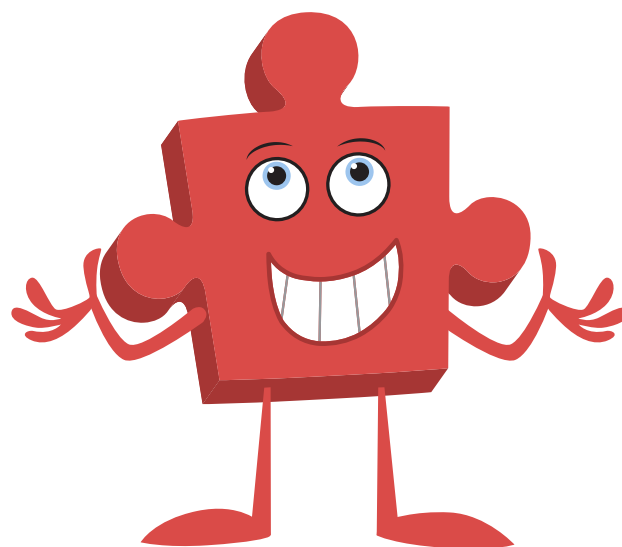
I get this and can give examples if you ask me

I missed this lesson



## Puzzle 5: Relationships - Ages 10-11 - Piece 5

Being Online: Real or fake? Safe or unsafe?	
<p><b>Puzzle 5 Outcome</b> <b>Our Relationships Fiesta</b></p>	<p><b>Please teach me to...</b> judge whether something online is safe and helpful for me resist pressure to do something online that might hurt myself or others</p>
<p><b>Resources</b> Jigsaw Chime 'Calm Me' script Jigsaw Jem Jigsaw Jerrie Cat Calculators SMART rules PowerPoint 'Online scenario cards' Jigsaw Journals My Jigsaw Journey</p>	<p><b>Vocabulary</b> Risks Pressure Influences Self-control Real/Fake True/untrue Assertiveness Judgement</p>
<p><b>Teaching and Learning</b></p> <p><b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b> Play the emoji game. Pass Jigsaw Jem around the circle and ask the children to try to name as many different emojis/emoticons as possible.</p> <p><b>Calm me</b> Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p>	<p><b>Ask me this...</b></p> <p>How many different emojis/ emoticons do we know in this class?</p> <p>Does your mind feel calm and ready to learn?</p>



### **Open my mind**

Hand out some calculators and from the initial fact below...

571 webpages are created globally every minute

ask the children to work out:

- How many webpages are made per hour? (34,260)
- How many per day? (822,240)
- How many in an average month (30 days)? (24,667,200)
- How many in a year (365 days)? (300, 117,600)

Use these facts to emphasise how huge the internet has become and that it will continue to get bigger.

Ask the children if they can see any possible problems with this. Draw out in the resulting discussion that the internet has already become too big to be able to regulate what is put online, who is using it, and for what purposes. It is estimated that between 3 and 4 billion people have an internet connection at home, and over 5 billion people have mobile phones (that's about 66% of the world's population). Most of these people use the internet sensibly. However, there are also many people who don't, and use the internet to harm people (whether this is deliberate or unintentional).

Pose the question, how can we be certain that what we are looking at or doing online is safe, true and helpful?

Take some further feedback from the children. Discuss that we all have to take some personal responsibility for how we use the internet, and judge for ourselves whether something is real or fake; true or untrue; safe or unsafe.

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

Slide 1: Share the SMARRT rules with the class using the PowerPoint slide.

### **Let me learn**

Divide the children into groups and give each group one of the 'Online scenario cards', which involve someone using technology to gain control. Ask the children to discuss these and come up with a plan of what to do in this situation, how to prevent it from happening and/ or what to do to resolve the situation. Ask them to refer to the SMARRT rules. Can they offer any advice about how to deal with the pressures and influences? What assertive language could be helpful?

Ask each group to read their scenario to the class and feedback their ideas. Record the strategies on the board as they are suggested.

### **Help me reflect**

Slide 2: Ask the children to reflect on their learning using the My Jigsaw Journey resource as in previous lessons (Pieces).

### **Notes**

#### **Certificates**

**For next lesson you will need a personalised Relationships Puzzle certificate for each child.**

## Relationships

### Calm Me Script - Ages 10-11 - Piece 5

In our 'Calm Me' time in the Relationships Puzzle we are thinking about different types of relationships. This time is a time to relax the body and calm the mind to bring ourselves into the optimum state for learning.

So let's start by imagining the golden thread pulling your spine nice and straight as you sit up in a dignified and proud position in your chair. Both feet flat on the floor and aware of your body touching the chair, your feet touching the floor, the texture of your clothes on your skin, the temperature in the room...close your eyes to help keep distractions to a minimum...

Start to focus on your breathing...use the 4/6 technique (breathe in to a silent count of 4 1..2..3..4 and gently and slowly out to a silent count of 6 1..2..3..4..5..6) if you find it helpful, or just enjoy focussing on your breathing until you feel still and quiet on the inside and the outside...

(Strike the Jigsaw Chime) Let your mind follow the sound of the chime until it drifts far into the distance.....

(You may like to try this twice)

Allow any tension or worry to pass down through your body and out through your feet...until you feel relaxed... check out your shoulders... are they tense or relaxed?

In the quietness of your mind, let yourself imagine you are sitting in your favourite place... can you see yourself in that special place? You are all on your own and you feel safe and happy and peaceful. Can you picture the scene?

Just imagine the scene and sense how you feel.

Use your breathing to stay calm and feel peaceful as you let yourself enjoy just 'being you', not doing anything or thinking anything in particular... just experience 'being in this moment... right here, right now'

Stay with the picture for a few more seconds and then ask your mind to save the picture so that you can see it again whenever you want to... feel it whenever you want to...

Very gently focus back on your breathing... 4/6... or follow the breath as it travels to your lungs...

When you are ready and can no longer hear the chime, start to bring your focus back to the room and the present moment...

Stretch your arms and legs, move your head gently from side to side, and slowly open your eyes.





## Relationships

### Staying Safe and Happy Online PowerPoint Slide 1 - Ages 10-11 - Piece 5



#### The SMARTT rules

- S** Stay safe by not posting or sharing private information or pictures
- M** Meeting someone you have met online can be dangerous. It is best not to do this at all but if you must, take a parent or carer with you.
- A** Accepting messages and emails or opening files, pictures or links sent by someone you don't know can be risky. They might contain viruses or have nasty messages or images meant to upset you.
- R** Reliable information is important. People online can be whoever they want to be and say whatever they like. Many things on the internet are fake. Check things out to make sure they are true or real by asking an adult you trust. If you like chatting online only do this with friends and family who you know in REAL life, and use your privacy settings.
- R** Rights and Responsibilities. Remember we have the right to be treated with respect online and we have a responsibility we do the same for others. If you are going to be unkind to someone online (because you feel you want to, or because others are encouraging you to), stop and think if this is the right thing to do.
- T** Tell a trusted adult if something online is worrying you or a friend. If something makes you feel uncomfortable online, listen to your conscience and tell someone. Also speak out if there is bullying happening online to you or someone you know.

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## Relationships

### Chatroom Abbreviations - Ages 10-11 - Piece 5

404	I haven't a clue	GTSY	Glad to see you
ADN	Any day now	H&K	Hug and kiss
AFAIK	As far as I know	HAGN	Have a good night
A/S/L?	Age/sex/location?	HHIS	Hanging head in shame
B4N	Bye for now	HIG	How's it going
BF	Boy friend	HT	Hi there
BG	Big grin	HTH	Hope this helps
BL	Belly laughing	IC	I see
BRB	Be right back	ILU or ILY	I love you
BTA	But then again...	IM	Instant message
BTDT	Been there, done that	IMing	Chatting with someone online usually while doing other things such as playing other interactive game
BTW	By the way	IMO	In my opinion
CRBT	Crying real big tears	IMS	I am sorry
CU	See you	IOW	In other words
CUL	See you later	IRL	In real life (that is, when not chatting)
CUL8ER	See you later	ITIGBS	I think I'm going to be sick
CYA	See ya	IWALU	I will always love you
DIKU	Do I know you?	IYSWIM	If you see what I mean
DOM	Dirty old man	J4G	Just for grins
DTRT	Do the right thing	JIC	Just in case
DWB	Don't write back	JK	Just kidding
EMSG	E-mail message	KISS	Keep it simple stupid
EOM	End of message	KIT	Keep in touch
F2F	Face to face	KOTC	Kiss on the cheek
FAQ	Frequently ask question(s)	KOTL	Kiss on the lips
FC	Fingers crossed	KWIM?	Know what I mean?
FUD	Fear, Uncertainty, and Doubt	L8R	Later
FWIW	For what it's worth	L8R G8R	Later gator
FYI	For your information	LD	Later, dude
G	Grin	LHO	Laughing head off
GA	Go ahead	LOL	Laughing out loud
GAL	Get a life	LTNS	Long time no see
GF	Girlfriend	LTR	Long-term relationship
GFN	Gone for now		
GL	Good luck		
GOL	Giggling out loud		



## Relationships

### Chatroom Abbreviations - Ages 10-11 - Piece 5

LY	Love ya	TGIF	Thank God it's Friday
LY4E	Love ya forever	THX	Thanks
MorF	Male or female	TILII	Tell it like it is
MOSS	Member of the same sex	TLK2UL8R	Talk to you later
MOTOS	Member of the opposite sex	TMI	Too much information
MTF	More to follow	TOY	Thinking of you
NP or N/P	No problem	TTFN	TaTa for now
OIC	Oh, I see	TTYL	Talk to you later
OMG	Oh my God	TU	Thank you
OTOH	On the other hand	TY	Thank you
PAW	Parents are watching	UW	You're welcome
PDA	Public display of affection	VBG	Very big grin
PM	Private message	WAYD	What are you doing
PMFJIB	Pardon me for jumping in but...	WB	Welcome back
POAHF	Put on a happy face	WBS	Write back soon
::POOF::	Goodbye (leaving the room)	WEG	Wicked evil grin
QT	Cutie	WFM	Works for me
RL	Real life (that is, when not chatting)	WIBNI	Wouldn't it be nice if
ROTFL	Rolling on the floor laughing	WT?	What/who the ?
RPG	Role-playing games	WTG	Way to go!
RSN	Real soon now	WTGP?	Want to go private?
RT	Real time	WU?	What's up?
S^ S'up	What's up	WUF?	Where are you from?
SETE	Smiling ear to ear	WYSIWYG	What you see is what you get
SO	Significant other	YBS	You'll be sorry
SOT	Short on time	YW	You're welcome
SU	Shut up		
SUAKM	Shut up and kiss me		
SUP	What's up		
SWAK	Sealed with a kiss		
SWL	Screaming with laughter		
SYS	See you soon		
TA	Thanks again		
TAFN	That's all for now		
TCOY	Take care of yourself		



## Relationships

### Online Scenarios - Ages 10-11 - Piece 5

**Tammy** is 13. She gets a text from her boyfriend asking her to video herself dancing around in her underwear. At first, she doesn't want to, but he convinces her to do it by saying that all his friends have videos of their girlfriends, and if she loved him, she would. The next day when she goes to school everyone laughs at her. She finds out that her boyfriend shared the video with a friend and they shared it with someone else. Everyone in school seems to have a copy of the video on their phone.

**Tomika** has fallen out with Shima in her friendship group. Later that day Tomika receives messages from all her friends asking why she has been horrible to Shima and lying about her. Tomika is really annoyed because Shima is the one telling lies. She tries to speak to her friends in between classes, but they ignore her. Another girl called Violet says that Shima deserves to get trolled and encourages Tomika to send loads of abusive texts. Shima shares the texts with the rest of the group so they can all see Tomika's messages about her, and then she tells a teacher about it.

**Mohammed** is so excited as he has just got back from buying the latest videogame where you can play as a team with people online and run around shooting aliens and zombies. After setting up his profile and going online he gets a friend request from another player. He doesn't recognise the username but he checks out the profile and it's a boy about the same age as him. Mohammed accepts the request and puts on his headset to talk. The man on the other end threatens to hurt him.

**Ethan** is doing some research for his homework online when a message comes up on the screen saying 'Congratulations, you're our 1 millionth visitor! Click here to claim your prize.' Ethan wonders what it could be so he clicks on the link. It asks him to put in his personal details to claim the prize. He fills in the online form and clicks to send it. Nothing happens. Over the next few days he receives thousands of emails that block up his email account. Then his laptop crashes and he can't get it to switch on again. He has to get the laptop repaired. The lady in the shop tells him he has downloaded a virus and the only thing she can do is to wipe his laptop clean. She also says he needs to set up a new email account because his old one has been hacked.

## Relationships

### Online Scenarios - Ages 10-11 - Piece 5

**Jacob** comes home and turns on his laptop. He logs in to his emails and there is one from someone he doesn't recognise. He opens the email which has a YouTube link that says 'Click if you dare'. He clicks because it feels a bit exciting. The link takes him to a terrifying YouTube video with violent images of people being hurt. It looks real. He can't seem to get it to stop. At the end of the video a message says 'If you do not share this video with 10 of your friends, you'll know what's coming to you.' Jacob is really scared because he only has 5 friends' email addresses so is unable to send the email on. That night he can't sleep properly and has awful nightmares because he is so worried.

**Claire** is chatting away on instant Messenger when a message comes in from someone she hasn't met before. It reads "Wow, your profile pic is so cute, how old are you?" Claire is 11 years old but thinks it would be fun to make up an age and replies that she is 16. She gets another message straight away saying "Really, you look like you should be a model, why don't we swap some pics." Claire is interested in seeing what the mystery messenger looks like and they seem really nice, so she takes a picture and sends it. As the conversation goes on, she sends more pictures and more requests come through about where she lives and hangs out. The person on the other end doesn't send a picture back. It's starting to make Claire feel uncomfortable but now she has sent pictures of herself she is too embarrassed to tell her Mum about it.

**Logan** and his friends are chatting at school about some of the things they have been watching on YouTube. A boy called Ian recommends a video that shows a person taking risks and getting hurt. He thinks it's funny. He says everyone should watch it. Later that day Logan searches for the video and plays it on his tablet. It is really disgusting and makes him feel sick. The next day the group talk about the video and joke about how funny it was. Logan goes along with it but he doesn't think it was funny at all and wished he had never seen it. Ian recommends a new video that is even worse. He says the group should make a video like that and post it on YouTube. Everyone agrees but Logan doesn't speak up.

**Shelley** has been posting pictures of another pupil in school without their permission as a joke. She has used filters to make them stupid and loads of people have shared the images. At school, Shelley had a lesson about what to post on the internet and what not to post. The visitor who was teaching the lesson said that people needed to be careful about what they posted and what they shared because it stays there forever. They said even if stuff was deleted it can be recovered. The visitor said they have known people not to get their dream job because of posts they sent years ago. Shelley is really worried because she wants to be a doctor and thinks these pictures might be a problem.

## Relationships

### PowerPoint Slide 2: My Jigsaw Journey - Ages 10-11 - Piece 5

Ages 10-11

Puzzle 5 - Relationships (Pieces 4-6)

Name: .....

TINT BOX - To improve next time I ...						
Piece 4	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.					
Piece 5	I can judge whether something online is safe and helpful for me.					
	I can resist pressure to do something online that might hurt myself or others.					
Piece 6	I can use technology positively and safely to communicate with my friends and family.					
	I can take responsibility for my own safety and well-being.					

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## Open my mind

Slide 1: Write the acronym SMARRT on the board. Ask the children to work in pairs and challenge the children to remember what each letter represents in regard to internet safety rules. (You may need to remind them using the PowerPoint slide from the last Piece/lesson). Then passing Jigsaw Gem around the circle, the children say in turn what each letter represents. e.g. first child says S is for safety / staying safe; second child M is for meeting someone, and so on. Repeat until SMARRT has been said several times and every child had said one letter.

## Tell me or show me/Let me learn

Slide 2: Share the PowerPoint slide of the confused adult and ask the children whether they feel they are more up to date and confident with technology than their parent and carers.

Explain that the adults in their lives (including you possibly) may not have had the same amount of education about the internet and its risks. Ask why they think this might be? Draw out the rapid changes in technology since the internet was first made public in the 1990's, and explain that technology has become more sophisticated and can do so much more now compared to when their parents/carers were at school.

Slide 3: Show the PowerPoint slides of outdated technology to make the point.

Set the children a challenge to make a safer technology presentation for their parents/carers.

Slide 4: Show the children the PowerPoint planning sheet which has blank spaces for 8 PowerPoint slides.

In small groups they need to draft the content for the presentation.

What information do they want to include? Can they make it clear and easy to understand?

(There is not enough time in this lesson for the children to create their PowerPoint presentations. However, it is recommended that teachers set aside some additional curriculum time for this, (perhaps linking to literacy; writing for a purpose/audience, or using some curriculum time set aside from computing lessons). Any completed PowerPoints could be shared with the parents online, or on the school website.

The PowerPoint presentations (draft or completed) can be used as the class contribution to the End of Puzzle outcome as discussed with your Jigsaw subject lead prior to starting this Puzzle (unit of work).

This lesson (Piece) can be used to assess the children's understanding of safe and responsible technology use. The teacher will also need to review the children's learning from previous lessons in making a summative judgement, particularly around the children's understanding of loss and the feelings associated with loss. The teacher may wish to work with each group in turn when they are designing their presentations, and use the following prompt questions:

- Can you give some examples where somebody could use technology to try to gain power or control over others?
- How would you feel in these situations?
- Can a person's feelings affect the way they use technology responsibly? Can you give an example?
- If someone was trying to gain power or control over you through technology what would you do?
- Are some strategies better than others in certain situations?

## Help me reflect

Slide 5: Ask the children to complete My Jigsaw Journey for this Piece (lesson) as before.

Prior to this lesson the teacher has also prepared a Jigsaw Certificate for each child. To round off this Puzzle (unit) bring the children back to the circle and hand out the Certificates. These can also be included in the children's Jigsaw Journals.

## Notes

Each Puzzle (unit) 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 their learning and progress. The certificates can then be presented and stuck into their Jigsaw Journals. As an extension activity they could then reflect and/ or record how it felt to receive the certificate and their learning progress.

What are the SMARRT 'rules'?

Can you do more with technology than your parents/carers?

Are you more confident than them with technology?

Do they ask you for help sometimes?

## Relationships

### Calm Me Script - Ages 10-11 - Piece 6

In our 'Calm Me' time in the Relationships Puzzle we are thinking about different types of relationships. This time is a time to relax the body and calm the mind to bring ourselves into the optimum state for learning.

So let's start by imagining the golden thread pulling your spine nice and straight as you sit up in a dignified and proud position in your chair. Both feet flat on the floor and aware of your body touching the chair, your feet touching the floor, the texture of your clothes on your skin, the temperature in the room...close your eyes to help keep distractions to a minimum...

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Just imagine the scene and sense how you feel.

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Stay with the picture for a few more seconds and then ask your mind to save the picture so that you can see it again whenever you want to... feel it whenever you want to...

Very gently focus back on your breathing... 4/6... or follow the breath as it travels to your lungs...

When you are ready and can no longer hear the chime, start to bring your focus back to the room and the present moment...

Stretch your arms and legs, move your head gently from side to side, and slowly open your eyes.





## Relationships

### Staying Safe and Happy Online PowerPoint Slide 1 - Ages 10-11 - Piece 6



#### The SMARTT rules

- S** Stay safe by not posting or sharing private information or pictures
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- T** Tell a trusted adult if something online is worrying you or a friend. If something makes you feel uncomfortable online, listen to your conscience and tell someone. Also speak out if there is bullying happening online to you or someone you know.

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## Relationships

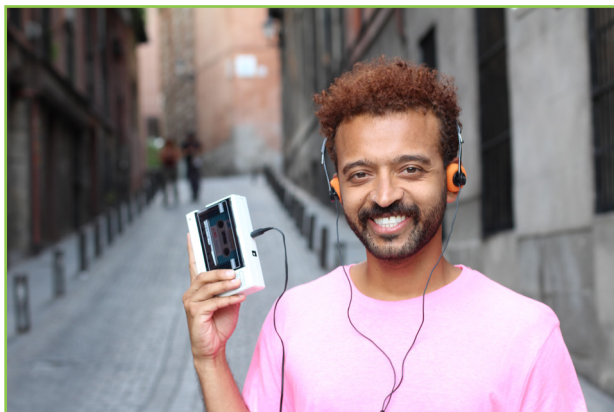
### Confused Adult PowerPoint Slide 2 - Ages 10-11 - Piece 6



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## Relationships

Outdated Technology PowerPoint Slide 3 - Ages 10-11 - Piece 6





## Relationships

### Planning Sheets for Internet Safety PowerPoint Slide 4 - Ages 10-11 - Piece 6

A large, empty rectangular box with a green border, intended for the content of Slide 1.

Slide 1

A large, empty rectangular box with a green border, intended for the content of Slide 2.

Slide 2

A large, empty rectangular box with a green border, intended for the content of Slide 3.

Slide 3

A large, empty rectangular box with a green border, intended for the content of Slide 4.

Slide 4

A large, empty rectangular box with a green border, intended for the content of Slide 5.

Slide 5

A large, empty rectangular box with a green border, intended for the content of Slide 6.

Slide 6

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Slide 7

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Slide 8

## Relationships

### PowerPoint Slide 5: My Jigsaw Journey - Ages 10-11 - Piece 6

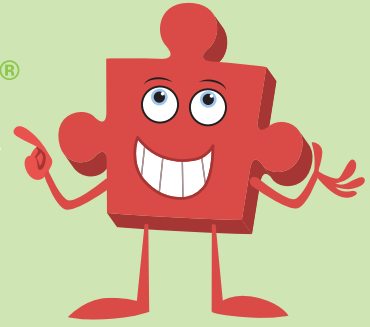
Puzzle 5 - Relationships (Pieces 4-6)

Ages 10-11

Name: .....

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	I can resist pressure to do something online that might hurt myself or others.					
Piece 6	I can use technology positively and safely to communicate with my friends and family.					
	I can take responsibility for my own safety and well-being.					

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# Relationships

Well done!



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



.....

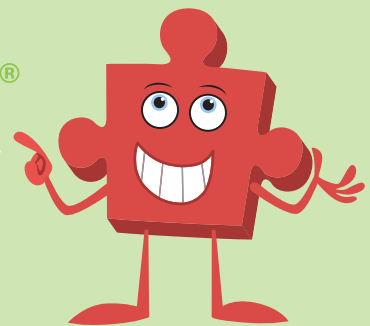
I am especially pleased that you:

.....

I am proud that I can:

.....

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



# Relationships

Well done!



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



.....

I am especially pleased that you:

.....

I am proud that I can:

.....

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

## Exemplification for Ages 10-11 Relationships Puzzle

These are examples of the style of answers that children may write/ and say in response to lessons in the Puzzle and Piece 6 in particular. The content could be different.

### WORKING TOWARDS

Somebody might feel sad if they lost somebody they loved.  
Cyberbullying is an example where one person is trying to control another.

If I was being bullied online, I would tell somebody and keep the texts as evidence. Talking to someone about the problem could help me feel better.

### Ages 10-11 expectation

### WORKING AT

If somebody dies their family will experience grief. They might feel shocked angry and depressed as part of the grief. These feelings are normal and different people experience them in different ways.

Friendship groups can influence people to act in certain ways because of peer pressure. For example, if one person in the group falls out with everyone else, the group might all decide to bully that person by sending unkind texts.

I would make a memory box if I lost somebody special to me. I could then go to the box when I feel sad to remember all the good times we spent together.

Peer pressure situations are hard because you might feel scared about losing your group, or being bullied by them if you don't go along with them. I would try to be assertive and say no if I didn't agree with something they wanted to do. I would also need to talk to a teacher about the situation so that I feel protected and they can help problem solve what is happening in the group.

### WORKING BEYOND

Grief is a very personal thing because we are all different. Some people stay angry or depressed for a long time compared to others because that is their way of dealing with it. They might be angry for losing the person because they have lost control and can't change the situation.

Online some people gain control over others by saying things that boost their self-esteem and they lie about who they really are. This can make the person trust and want to spend time with them. Online bullying is more obvious where the bully is controlling the other person by posting and sharing online.

In some situations, telling a teacher may not be the best way of solving a friendship issue if it was a small problem. In this case it might be better if the friends could resolve the problem themselves. Getting a teacher involved too soon might make the problem worse. If the problem was a big one like I discovered a friend was being bullied online, I would have to tell the teacher because my friend needs help. They might not understand that I have done the right thing at first, but when the problem was solved, they should understand I was helping them. My friend may be angry with me at first for telling, and that would be difficult to cope with. I would share how I felt with my Mum who is good at helping me work through difficult situations. I wouldn't share it with my other friends because I don't think they would understand as well, and it might not be fair to involve the whole group.

