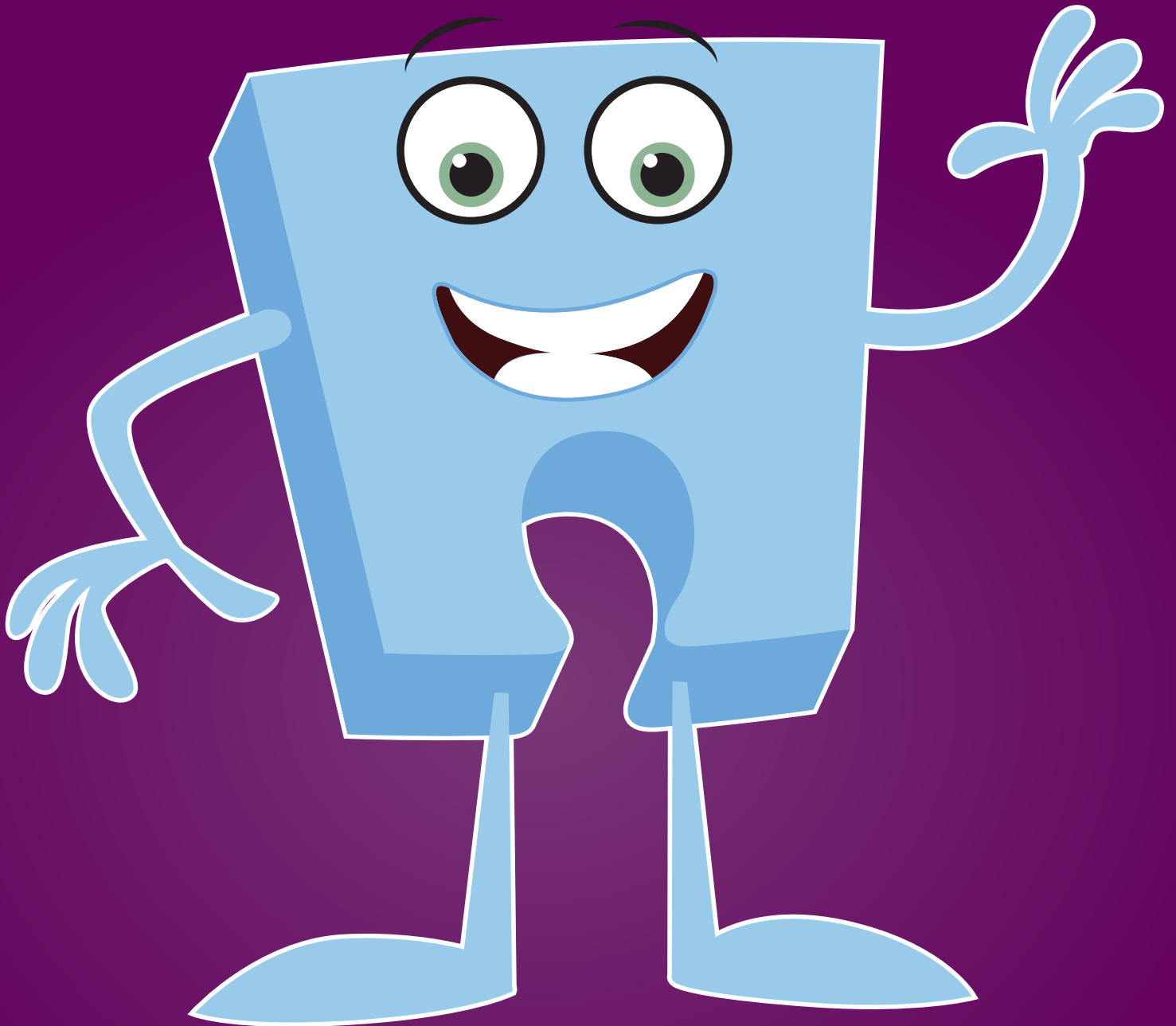


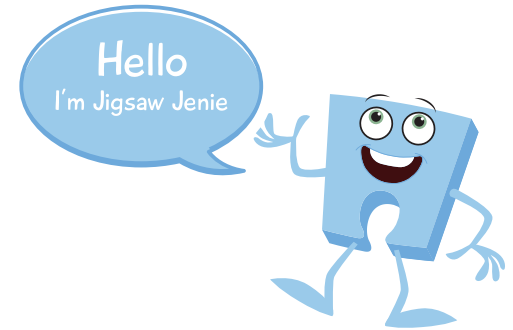
Jigsaw!

The mindful approach to PSHE



Relationships - F1 (Nursery/Pre-school)

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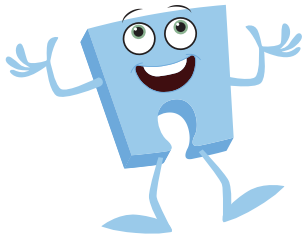
Relationships

Puzzle Map - F1 (Nursery/Pre-school) - Ages 3-4

Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create mittens for the Relationship Fiesta (see Piece 6)

Weekly Celebration	Pieces	Learning Intentions	Resources
Know how to make friends	1. My Family and Me!	I can tell you about my family	Keyworker to bring in a photo of their own family Family puzzle, either wooden one or printed one that has been laminated and cut up Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Try to solve friendship problems when they occur	2. Make friends, make friends, never ever break friends Part 1	I understand how to make friends if I feel lonely	Jigsaw Song sheet: 'RELATIONSHIP' Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Help others to feel part of a group	3. Make friends, make friends, never ever break friends Part 2	I can tell you some of the things I like about my friends	Jigsaw Song sheet: 'RELATIONSHIP' Book: 'Mabel and Me, Best of Friends' by Mark Sperring and Sarah Warburton Book: 'George and Martha', by James Marshall Food to share (apple/biscuits/toast) Playdoh Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Show respect in how they treat others	4. Falling Out and Bullying Part 1	I know what to say and do if somebody is mean to me	Squirty cream/shaving foam/plate Tray Jigsaw Song sheet: 'RELATIONSHIP' Teddies Jenga Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know how to help themselves and others when they feel upset and hurt	5. Falling Out and Bullying Part 2	I can use Calm Me time to manage my feelings	Angry photos Mirror Calming music Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know and show what makes a good relationship	6. Being the best friends we can be	I can work together and enjoy being with my friends	Assortment of fairytale characters (books or puppets) Song - 'You've Got A Friend In Me' by Randy Newman (Toy Story song) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime



Puzzle Assembly/Collective Worship: Relationships

Title: Relationships - Song: Relationships

Resources: PowerPoint slide show showing different relationships . Table, Bowl, wooden spoon, aprons, chef's 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 their best they can be.

Write a recipe for being a good friend. Ask for some volunteers to be the chefs. Put on aprons and chef's 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)

VERSE:
R is for real,
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CHORUS

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

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

(Relationships)

5

9

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.

Musical score for measures 20-23. The key signature is three sharps (F#, C#, G#). The melody is in the treble clef, and the piano accompaniment is in the bass clef. The lyrics are "close to our heart."

24

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

Musical score for measures 24-26. The key signature is three sharps (F#, C#, G#). The melody is in the treble clef, and the piano accompaniment is in the bass clef. The lyrics are "T is for trust, and I is for iss - ues." There are triplets in measures 25 and 26.

27

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

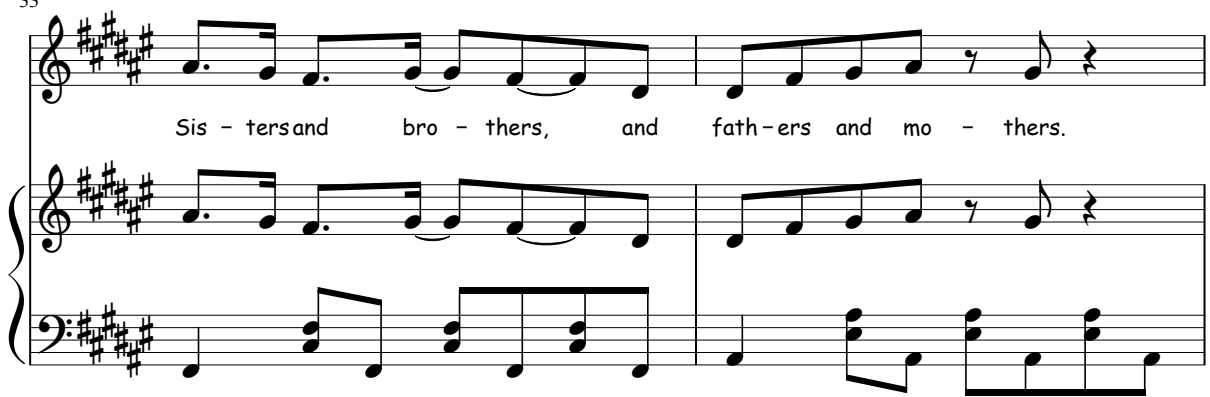
Musical score for measures 27-29. The key signature is three sharps (F#, C#, G#). The melody is in the treble clef, and the piano accompaniment is in the bass clef. The lyrics are "O is for op - en, and N is for nat - ur - al. Jen-ie and Jack,". There are triplets in measures 28 and 29.

30

Musical score for measures 30-32. It features a vocal line and a piano accompaniment. The key signature has four sharps (F#, C#, G#, D#). The vocal line starts with a triplet of eighth notes. The piano accompaniment has a steady eighth-note bass line and a treble line with chords.

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

33

Musical score for measures 33-34. It features a vocal line and a piano accompaniment. The key signature has four sharps. The vocal line continues with eighth notes. The piano accompaniment maintains the same rhythmic pattern as the previous section.

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

35

Musical score for measures 35-36. It features a vocal line and a piano accompaniment. The key signature has four sharps. The vocal line concludes with a half note. The piano accompaniment ends with a final chord.

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

38

5 is for sec - rets, and

42

H is for help - ing. I is for in - put, and p is for per - son - al.

45

Jen-ie and Jack, Jo and Ji - no. Jaz and Jez, they

48

Musical score for measures 48 and 49. The score is written for voice and piano. The key signature has five sharps (F#, C#, G#, D#, A#) and the time signature is 4/4. The vocal line starts with a quarter note 'love', followed by a quarter note 'Jem', a quarter note 'so.', a quarter rest, a quarter note 'Sis -', a quarter note 'ters', a quarter note 'and', a quarter note 'bro -', a quarter note 'thers,', a quarter note 'and'. The piano accompaniment consists of a treble clef with a melody of quarter notes and a bass clef with a bass line of quarter notes and chords.

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

50

Musical score for measures 50 and 51. The score is written for voice and piano. The key signature has five sharps (F#, C#, G#, D#, A#) and the time signature is 4/4. The vocal line starts with a quarter note 'fath -', a quarter note 'ers', a quarter note 'and', a quarter note 'mo -', a quarter note 'thers.', a quarter note 'Car -', a quarter note 'ers', a quarter note 'take', a quarter note 'part,', a quarter note 'they', a quarter note 'are'. The piano accompaniment consists of a treble clef with a melody of quarter notes and a bass clef with a bass line of quarter notes and chords.

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

52

Musical score for measures 52 and 53. The score is written for voice and piano. The key signature has five sharps (F#, C#, G#, D#, A#) and the time signature is 4/4. The vocal line starts with a quarter note 'close', a quarter note 'to', a quarter note 'our', a quarter note 'heart.', followed by a half rest. The piano accompaniment consists of a treble clef with a melody of quarter notes and a bass clef with a bass line of quarter notes and chords.

close to our heart.

Puzzle 5

Weekly Celebration 1

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



Puzzle 5

Weekly Celebration 2

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



Puzzle 5

Weekly Celebration 3

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



Puzzle 5

Weekly Celebration 4

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



Puzzle 5

Weekly Celebration 5

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

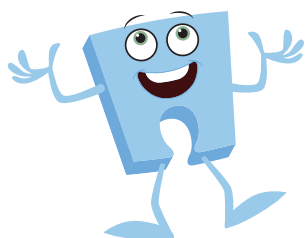


Puzzle 5

Weekly Celebration 6

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





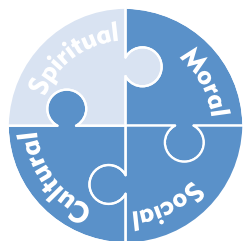
Puzzle 5: Relationships - Foundation 1 - Ages 3-4

Piece 1 - My Family and Me!

Learning Intention/s: I can tell you about my family.

Foundation 1 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	(small groups) Family puzzle, work together to build the picture. Count who is in it - who do they think each person is?
	Help Me Learn	<p>Jigsaw Jenie asks the children what a family is, as s/he doesn't know if s/he has one. Keyworker shows picture of their own family. Talk about names, what they are like, what jobs/activities they do. Children to take it in turns to show their photo or simply talk about who is in their family. You could try to round up Jigsaw Friends from other year groups to show Jigsaw Jenie's family.</p> <p>Questions: What is a family? Who is in your family? Can you describe them? How do they make you feel? (Be prepared for all kinds of responses.)</p>
	Let's Think	What is your job as a member of our family at home/at setting?

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Role-play - set up as a house. Outfits and props appropriate to today's families, e.g. (old) mobile phones, take-away menus, pretend food (from other cultures - good idea to reflect the background of children within your setting), household appliances, etc.	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult-directed activities Links - Understanding the World/Expressive art and design	Parents/carers to provide a photo of child and their family prior to the lesson	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Photo pack of families (photos need to represent all styles of families and cultures, special occasions and every day activities to stimulate discussion). (Teachers to find more.) Children to compare who is in their family and things they do together with what is happening in the pictures	Keyworker to bring in a photo of their own family Family puzzle, either wooden one or printed one that has been laminated and cut up Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Display photos of families of children and staff and also take a photo of the setting family to go in the centre of the display	Prams, babies, water tray to bathe the babies. Garden area - provide tools to dig. Generate conversation of things that they may do at home



Puzzle 5: Celebrating Difference - Foundation 1 - Ages 3-4

Piece 1 - My Family and Me!

ELG: Personal, social and emotional development					
06 Self confidence and self-awareness		07 Managing feelings and behaviour		08 Making relationships	
D4(a)		D4(a)		D5(a)	
D4(b)	✓	D4(b)	✓	D5(b)	
D5(a)		D4(c)		D5(c)	
D5(b)		D4(d)		D5(d)	
D5(c)		D4(e)		D6(a)	
D5(d)		D4(f)		D6(b)	
D5(e)	✓	D4(g)		D6(c)	
D5(f)		D4(h)			
D6(a)	✓				
D6(b)					

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)	✓	D4(a)	
D4(b)	✓	D4(b)	
D4(c)		D5(a)	
D4(d)		D5(b)	
D5(a)	✓	D5(c)	
D5(b)	✓	D5(d)	
D5(c)	✓	D5(e)	
D5(d)		D6(a)	
D5(e)			
D6(a)	✓		

ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	✓
D4(d)		D6(a)	
D4(e)		D6(b)	
D4(f)		D6(c)	
D5(a)		D6(d)	
D5(b)		D6(e)	
D5(c)		D6(f)	

Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1	1	
	2	
3	3	3
	4	

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1		

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
	1	1

Calm Me Script - Year F1 (Nursery) - Ages 3-4 - Piece 1

Relationships

By now you will know what works for your children in terms of helping them get the most out of Calm Me times.
By all means enhance the simple scripts below to include some of the aspects that have worked well for them so far.
Let's get ready for Calm Me time.

Script

Sit up in your chair with a lovely straight back. Feel proud.

Can your feet touch the floor?

So put your hands on your tummies, close your eyes and listen carefully to the Jigsaw Chime. Listen until the sound has gone way into the distance...

(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...

Now put one finger on your nose and take a big deep breath in through your nose and gently blow out your breath through your mouth.

Is your breath warm or cold?

(Repeat)

Now put your hands on your heart and as you breathe feel your heart beating, doing its work to keep your body alive and healthy.

I love my heart and thank it for keeping me healthy.

Help your imagination build a picture in your mind of one of your favourite people.

Who is it and what do they look like?

How do you feel with that favourite person?

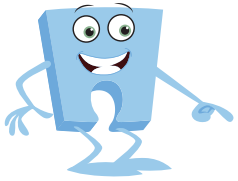
Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

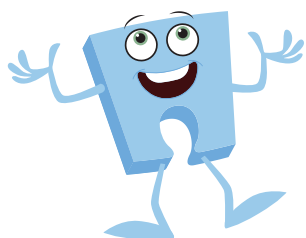
Take one more deep breath and then very gently have a big stretch.

How do they feel?

This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.







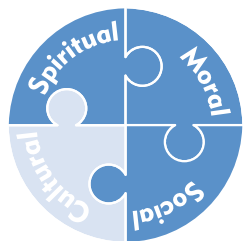
Puzzle 5: Relationships - Foundation 1 - Ages 3-4

Piece 2 - Make Friends, Make Friends Never Ever Break Friends! Part 1

Learning Intention/s: I understand how to make friends if I feel lonely.

Foundation 1 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	Sing the Jigsaw Song: 'RELATIONSHIP'. Use Jigsaw Jenie to whisper to the keyworker. Keyworker to explain that Jigsaw Jenie is feeling sad because he is lonely. Check children's understanding of term and explain if needed.
	Help Me Learn	Children to pass Jigsaw Jenie round and take turns to suggest things that Jigsaw Jenie could do to help make friends. Questions: Have you ever felt lonely? How did it make your heart feel? What did you do to make things better?
	Let's Think	How can we be a good friend? Introduce an area where children can go if they are feeling lonely/sad (can be as simple as a cushion, chair, a tree, a bench). Explain that it is everyone's job to be a good friend to everyone as well as for those in that place. Jigsaw Jenie to 'whisper' in ear that he is feeling much better and that he knows exactly what to do if he ever feels lonely again. Could Jigsaw Jenie make friends with Jigsaw Jerrie Cat?

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Any games that encourages team work, e.g. board games, indoor skittles, problem-solving challenges	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult directed activities Links - Understanding the World/Expressive art and design/Physical Development/Communication & Language Assessment PSED	Encourage parents/carers to make comments in the home-link books about how children react when meeting unfamiliar children	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Opportunity to focus on their friendships during child initiated time by completing learning stories/observations as evidence for their folders	Jigsaw Song sheet: 'RELATIONSHIP' Book: 'Frank and Teddy Make Friends', by Louise Yates Book: 'George and Martha', by James Marshall Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Photos/drawings/paintings of being a good friend	Any equipment that encourages friendships and team work, e.g. den building, throw and catch, What's the time, Mr Wolf?



Puzzle 5: Relationships - Foundation 1 - Ages 3-4

Piece 2 - Make Friends, Make Friends Never Ever Break Friends! Part 1

ELG: Personal, social and emotional development							
06 Self confidence and self-awareness		07 Managing feelings and behaviour			08 Making relationships		
D4(a)		D4(a)		D5(a)	✓	D4(a)	✓
D4(b)	✓	D4(b)	✓	D5(b)		D4(b)	✓
D5(a)		D4(c)	✓	D5(c)		D4(c)	✓
D5(b)		D4(d)	✓	D5(d)	✓	D4(d)	✓
D5(c)		D4(e)	✓	D6(a)	✓	D5(a)	✓
D5(d)	✓	D4(f)		D6(b)		D5(b)	✓
D5(e)	✓	D4(g)		D6(c)		D5(c)	✓
D5(f)		D4(h)				D5(d)	✓
D6(a)	✓					D6(a)	✓
D6(b)	✓					D6(b)	✓
						D6(c)	

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)	✓	D4(a)	
D4(b)		D4(b)	
D4(c)	✓	D5(a)	
D4(d)		D5(b)	
D5(a)	✓	D5(c)	
D5(b)	✓	D5(d)	
D5(c)		D5(e)	
D5(d)		D6(a)	
D5(e)			
D6(a)			

ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	
D4(d)		D6(a)	
D4(e)		D6(b)	
D4(f)		D6(c)	
D5(a)		D6(d)	
D5(b)		D6(e)	
D5(c)		D6(f)	

Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
	1	1
	2	2
3	3	3
	4	4

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1	1	1

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
1		



Calm Me Script - Year F1 (Nursery) - Ages 3-4 - Piece 2

Relationships

By now you will know what works for your children in terms of helping them get the most out of Calm Me times.
By all means enhance the simple scripts below to include some of the aspects that have worked well for them so far.
Let's get ready for Calm Me time.

Script

Jigsaw Jenie would like to know if you like doing Calm Me times?

Do Calm Me times help you feel nice, peaceful, or do they feel difficult... or something else?

Shall we have a Calm Me time together and see if we can enjoy feeling peaceful together?

Sit up in your chair with a lovely straight back. Feel proud.

Can your feet touch the floor?

So put your hands on your tummies, close your eyes and listen carefully to the Jigsaw Chime. Listen until the sound has gone way into the distance...

(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...

Now put one finger on your nose and take a big deep breath in through your nose and gently blow out your breath through your mouth.

Is your breath warm or cold?

(Repeat)

Now put your hands on your heart and as you breathe feel your heart beating, doing its work to keep your body alive and healthy.

I love my heart and thank it for keeping me healthy.



Calm Me Script - Year F1 (Nursery) - Ages 3-4 - Piece 2

Relationships

I feel safe and happy.

I feel strong and peaceful.

Help your imagination build a picture in your mind of one of your favourite people.

Who is it and what do they look like?

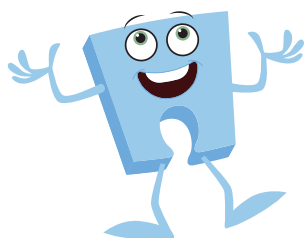
How do you feel with that favourite person?

Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

Take one more deep breath and then wiggle your fingers and wiggle your toes, open your eyes and look around the room at your friends, teachers and helpers.

How do they feel?

This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.



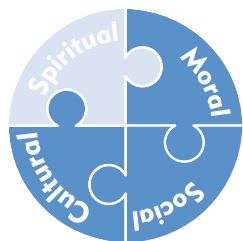
Puzzle 5: Relationships - Foundation 1 - Ages 3-4

Piece 3 - Make Friends, Make Friends Never Ever Break Friends! Part 2

Learning Intention/s: I can tell you some of the things I like about my friends.

Foundation 1 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	Sing the Jigsaw Song: 'RELATIONSHIP'. Set up comfy area and with a small group of children. They say what they like about Jigsaw Jenie or Jigsaw Jerrie Cat. Have the children's names or photos on a piece of sugar paper. Children to say all the things that they like about that person. Point out all the similarities, e.g. they make me laugh.
	Help Me Learn	Read one of the suggested books. Stop story at strategic points of the book to discuss the characters' feelings. Have they ever felt this way? Recap what they like about each other. Questions: What can you do/say to make friends with people?
	Let's Think	Sharing is an important part of being friends. It makes people feel happy. Let's share this apple/these biscuits/this toast.

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Playdoh (large ball in middle of the table): observe if children are able to solve the problem and share the Playdoh out	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult directed activities	Encourage sharing at home - objects between toys or grapes/treats between siblings	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Chalk available outside on ground to draw their friends. Adult to encourage conversations about why they are their friends. What do they best like about them?	Jigsaw Song sheet: 'RELATIONSHIP' Book: 'George and Martha', by James Marshall Book: 'Mabel and Me, Best of Friends', by Mark Sperring and Sarah Warburton Food to share (apple/biscuits/toast) Playdoh Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	If you see someone without a smile, give them one of yours. Photos of the children with their biggest smiles	See adult-led activities



Puzzle 5: Relationships - Foundation 1 - Ages 3-4

Piece 3 - Make Friends, Make Friends Never Ever Break Friends! Part 2

ELG: Personal, social and emotional development							
06 Self confidence and self-awareness		07 Managing feelings and behaviour			08 Making relationships		
D4(a)		D4(a)		D5(a)		D4(a)	✓
D4(b)	✓	D4(b)	✓	D5(b)	✓	D4(b)	✓
D5(a)		D4(c)	✓	D5(c)		D4(c)	
D5(b)	✓	D4(d)		D5(d)		D4(d)	✓
D5(c)	✓	D4(e)		D6(a)	✓	D5(a)	
D5(d)		D4(f)	✓	D6(b)	✓	D5(b)	
D5(e)	✓	D4(g)		D6(c)		D5(c)	
D5(f)	✓	D4(h)				D5(d)	✓
D6(a)	✓					D6(a)	✓
D6(b)	✓					D6(b)	✓
						D6(c)	

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)		D4(a)	
D4(b)		D4(b)	
D4(c)	✓	D5(a)	
D4(d)		D5(b)	
D5(a)		D5(c)	
D5(b)		D5(d)	
D5(c)		D5(e)	
D5(d)		D6(a)	
D5(e)			
D6(a)			

ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	
D4(d)		D6(a)	
D4(e)		D6(b)	
D4(f)		D6(c)	
D5(a)	✓	D6(d)	
D5(b)		D6(e)	
D5(c)		D6(f)	

Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1	1	
	2	
3	3	3
4	4	4

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1	1	1
2	2	

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
1		1
2		2
	4	



Calm Me Script - Year F1 (Nursery) - Ages 3-4 - Piece 3

Relationships

By now you will know what works for your children in terms of helping them get the most out of Calm Me times.
By all means enhance the simple scripts below to include some of the aspects that have worked well for them so far.
Let's get ready for Calm Me time.

Script

Jigsaw Jenie would like to know if you think we could make our Calm Me times better still.
Do you have any suggestions?
Do Calm Me times help you feel nice, peaceful, or do they feel difficult... or something else?
What can we do to make ourselves feel even calmer during Calm Me times?

Shall we have a Calm Me time together and see if we can enjoy feeling peaceful together?

Sit up in your chair with a lovely straight back. Feel proud.
Let your body relax.
Can you clench your fists and then relax them?
Can you make your whole body stiff... and then relax it?
Are we ready for Calm Me time?

So put your hands on your tummies, close your eyes and listen carefully to the Jigsaw Chime. Listen until the sound has gone way into the distance...
(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...
Breathe in slowly... and out slowly... feel the air going in and out of your body.
I am relaxed.
I am calm.
Now put your hands on your heart and as you breathe feel your heart beating, doing its work to keep your body alive and healthy.
I love my heart and thank it for keeping me healthy.



Calm Me Script - Year F1 (Nursery) - Ages 3-4 - Piece 3 cont.

Relationships

I feel kindness for all the special people I know.

Help your imagination build a picture in your mind of one of your special people.

Who is it and what do they look like?

How do you feel with that favourite person?

Are you kind to them?

Breathe in a great big gentle breath and breathe out a gentle rainbow breath.

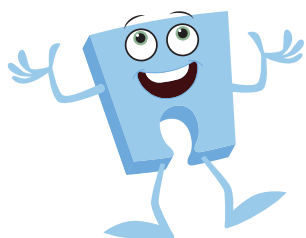
I am kind.

Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

Take one more deep breath and then wiggle your fingers and wiggle your toes, open your eyes and look around the room at your friends, teachers and helpers.

How do they feel?

This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.



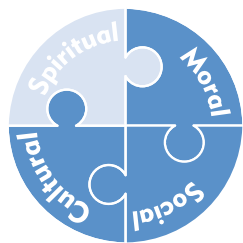
Puzzle 5: Relationships - Foundation 1 - Ages 3-4

Piece 4 - Falling Out and Bullying Part 1

Learning Intention/s: I know what to say and do if somebody is mean to me.

Foundation 1 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	Sing the Jigsaw Song: 'RELATIONSHIP'. Role-play with 2 teddies. One teddy saying/doing unkind things to the other. Every time they say something, squirt a bit of cream/shaving foam on to a tray.
	Help Me Learn	Explain that unkind words are like the cream/foam, once they are out they can never go back in. Introduce phrase - 'Please don't do that, I don't like it'. Explain that if anyone ever says that to you, you have to stop what you are doing straight away. Similarly if you say that and they DON'T stop, go to an adult for help. Questions: If people are being mean to you, what could you do?
	Let's Think	Help the teddies to become better friends. Children to tell the teddy who was being mean new ways to behave and to the one who was being treated badly, things they could do to stand up for themselves. Remind the children how Jigsaw Jenie made friends with Jigsaw Jerrie Cat.

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Leave the squirty cream/foam out for children to explore	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult-directed activities	Ask for parents' input about how child deals with conflicts/arguments with siblings/friends outside of setting	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Working together activity - Jenga Challenge: try to take a piece out carefully at a time without it falling over. Support and encourage each other. Also see outdoor activity	Squirty cream/shaving foam/plate Tray Jigsaw Song sheet: 'RELATIONSHIP' Teddies Jenga Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Interactive display, sort picture in to things that make you happy/sad	Red bean bags representing angry words throw into red box/hoop Green bean bags representing kind/helpful words into green box/hoop Children to sort colour and aim/throw in to correct hoop



Puzzle 5: Relationships - Foundation 1 - Ages 3-4

Piece 4 - Falling Out and Bullying Part 1

ELG: Personal, social and emotional development							
06 Self confidence and self-awareness		07 Managing feelings and behaviour			08 Making relationships		
D4(a)		D4(a)		D5(a)	✓	D4(a)	
D4(b)	✓	D4(b)	✓	D5(b)		D4(b)	
D5(a)		D4(c)		D5(c)		D4(c)	
D5(b)		D4(d)	✓	D5(d)		D4(d)	✓
D5(c)		D4(e)	✓	D6(a)	✓	D5(a)	
D5(d)	✓	D4(f)	✓	D6(b)	✓	D5(b)	
D5(e)	✓	D4(g)		D6(c)		D5(c)	
D5(f)	✓	D4(h)				D5(d)	✓
D6(a)	✓					D6(a)	
D6(b)						D6(b)	✓
						D6(c)	✓

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)		D4(a)	
D4(b)		D4(b)	
D4(c)		D5(a)	
D4(d)		D5(b)	
D5(a)	✓	D5(c)	
D5(b)		D5(d)	
D5(c)		D5(e)	
D5(d)		D6(a)	
D5(e)			
D6(a)			

ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	
D4(d)	✓	D6(a)	
D4(e)		D6(b)	
D4(f)		D6(c)	
D5(a)		D6(d)	
D5(b)		D6(e)	
D5(c)		D6(f)	

Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1		

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1		
		2

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
1	1	1



Calm Me Script - Year F1 (Nursery) - Ages 3-4 - Piece 4

Relationships

Script

What are the best bits of our Calm Me times?

Shall we have a Calm Me time together and see if we can enjoy feeling peaceful together?

Sit up in your chair with a lovely straight back. Feel proud and happy.

Let your body relax.

Can you clench your fists and then relax them?

Can you make your whole body stiff... and then relax it?

Really relax your body.

Are we ready for Calm Me time?

So put your hands on your tummies, close your eyes and listen carefully to the Jigsaw Chime. Listen until the sound has gone way into the distance...

(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...

Breathe in slowly... and out slowly... feel the air going in and out of your body.

I am relaxed.

I am calm.

Now put your hands on your heart and as you breathe feel your heart beating, doing its work to keep your body alive and healthy.

I love my heart and thank it for keeping me healthy.

I feel kindness for all the special people I know.

I imagine rainbow-coloured hearts floating from my heart and landing gently on the special people in my life to help them feel calm and happy.



Calm Me Script - Year F1 (Nursery) - Ages 3-4 - Piece 4 cont.

Relationships

Help your imagination build a picture in your mind of one of your special people.

Who is it and what do they look like?

How do you feel with that special person?

Can you imagine some of your rainbow hearts floating to them and helping them feel happy and calm?

Breathe in a great big gentle breath and breathe out a gentle rainbow breath.

Pretend some rainbow hearts land on you and help you feel calm and happy.

We all try to treat each other with kindness.

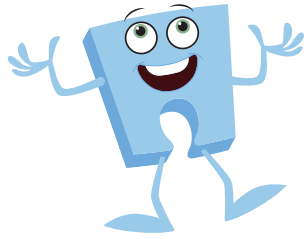
Take a big gentle breath in through your nose... and then let the air out through your mouth... slowly, gently...

Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

Take one more deep breath and then wiggle your fingers and wiggle your toes, open your eyes and look around the room at your friends, teachers and helpers.

How do they feel?

This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.



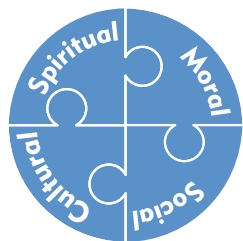
Puzzle 5: Relationships - Foundation 1 - Ages 3-4

Piece 5 - Falling Out and Bullying Part 2

Learning Intention/s: I can use Calm Me time to manage my feelings.

Foundation 1 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	Assortment of photos of angry faces. How do you think they feel? Why? What might they do if they are feeling this angry? (Perhaps say/do unkind things.) Pass a mirror round - children to make an angry face. What do they look like?
	Help Me Learn	Recap last lesson. We all make mistakes. Have you ever been angry? When? Have you ever hurt someone because they have upset you or made you angry? Go through Calm Me time. Encourage the children to do them, when they feel angry. Questions: As above and what can you do if someone makes you cross?
	Let's Think	Play a piece of music that makes you feel calm, what picture comes in to your head? What feels nicer: being angry or feeling calm? Pass mirror around again, this time with a calm face. Can they use their Calm Me time to calm themselves down?

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Normal provision. Opportunity to put a range of photos of emotions on the painting table as a stimulus to paint/draw	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult-directed activities Links - Physical Development/Expressive art and design	Choose favourite piece of music and draw how it makes them feel	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Adult to take opportunity to observe relationships particularly disagreements/ conflicts and make note of how they are resolved. Step in to support only if necessary. Recap all the techniques to calm down	Angry photos Mirror Calming music Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	An assortment of mirrors available to explore Music to evoke emotion	Normal provision and if space allows encourage children to move to music depending on how it makes them feel



Puzzle 5: Relationships - Foundation 1 - Ages 3-4

Piece 5 - Falling Out and Bullying Part 2

ELG: Personal, social and emotional development					
06 Self confidence and self-awareness		07 Managing feelings and behaviour			08 Making relationships
D4(a)		D4(a)		D5(a)	✓
D4(b)	✓	D4(b)	✓	D5(b)	
D5(a)		D4(c)		D5(c)	
D5(b)		D4(d)	✓	D5(d)	
D5(c)		D4(e)		D6(a)	✓
D5(d)		D4(f)	✓	D6(b)	✓
D5(e)	✓	D4(g)	✓	D6(c)	✓
D5(f)	✓	D4(h)	✓		
D6(a)	✓				
D6(b)					

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)		D4(a)	
D4(b)		D4(b)	
D4(c)	✓	D5(a)	
D4(d)		D5(b)	
D5(a)	✓	D5(c)	
D5(b)	✓	D5(d)	
D5(c)		D5(e)	
D5(d)		D6(a)	
D5(e)			
D6(a)			

ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	
D4(d)		D6(a)	
D4(e)		D6(b)	
D4(f)		D6(c)	
D5(a)		D6(d)	
D5(b)		D6(e)	
D5(c)		D6(f)	

Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1		
	2	

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
	2	

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
1		
2		
3		



Calm Me Script - Year F1 (Nursery) - Ages 3-4 - Piece 5

Relationships

There are additional optional Calm Me Scripts after Pieces 5 and 6 to help further develop children's visualisation skills, should you wish to try them.

Script

What are the best bits of our Calm Me times?

Shall we have a Calm Me time together and see if we can enjoy feeling peaceful together?

Sit up in your chair with a lovely straight back. Feel proud and happy.

Let your body relax.

Can you clench your fists and then relax them?

Can you make your whole body stiff... and then relax it?

Really relax your body.

Are we ready for Calm Me time?

So put your hands on your tummies, close your eyes and listen carefully to the Jigsaw Chime. Listen until the sound has gone way into the distance...

(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...

Breathe in slowly... and out slowly... feel the air going in and out of your body.

I am relaxed.

I am calm.

Now put your hands on your heart and as you breathe feel your heart beating, doing its work to keep your body alive and healthy.

I love my heart and thank it for keeping me healthy.

I feel kindness for all the special people I know.

I imagine rainbow-coloured hearts floating from my heart and landing gently on the special people in my life to help them feel calm and happy.



Calm Me Script - Year F1 (Nursery) - Ages 3-4 - Piece 5 cont.

Relationships

Help your imagination build a picture in your mind of one of your special people.

Who is it and what do they look like?

How do you feel with that special person?

Can you imagine some of your rainbow hearts floating to them and helping them feel happy and calm?

Breathe in a great big gentle breath and breathe out a gentle rainbow breath.

Pretend some rainbow hearts land on you and help you feel calm and happy.

We all try to treat each other with kindness.

Take a big gentle breath in through your nose... and then let the air out through your mouth... slowly, gently...

Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

Take one more deep breath and then wiggle your fingers and wiggle your toes, open your eyes and look around the room at your friends, teachers and helpers.

How do they feel?

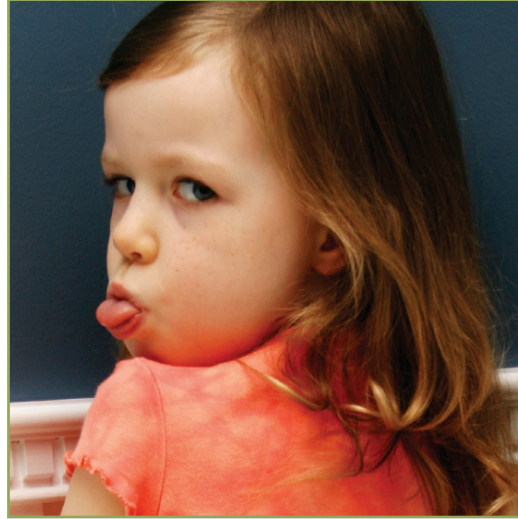
This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.

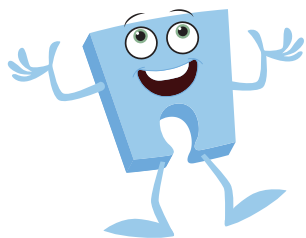


Calm Me time in Foundation 1 - Ages 3-4 - Extra

Relationships

Ask the children to sit comfortably in a circle. Sound the Chime and ask the children to send their breath to all of the muscles in their bodies. Close your eyes or focus on a point in front. Imagine you are walking in a field, in front of you there is a huge hot air balloon. The balloon is colourful and stripy. You carefully climb into the basket, one foot at a time. As soon as you are inside a roaring hot flame sends the balloon flying into the sky. The balloon sails higher and higher into the sky. You feel like a bird. Everything below you looks so small. You can see your roof, you can see the slide in the park, and if you look closely you can see the ducks in the pond. Oh look! You can see your family and your friends all waving up at you. Your balloon slowly starts to make its way back down to the ground and lands gently. You take a deep breath in through your nose and out through your mouth. This is the end of Calm Me time.






Puzzle 5: Relationships - Foundation 1 - Ages 3-4

Piece 6 - Being the Best Friend We Can Be

Learning Intention/s: I can work together and enjoy being with my friends.

Foundation 1 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	Selection of fairytale books/familiar story books on the floor. Who was their friend in the story? e.g. Cinderella - fairy godmother; Nemo - seagull; Red Riding Hood - Woodcutter. Why were they a friend? What did they do?
	Help Me Learn	Play song 'You've Got A Friend In Me' (or similar). Pass Jigsaw Jenie round and say the sentence "I'm a good friend because..." Questions: What do you want your friends to be like? How are you a good friend to others?  Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath in and out and feel grateful for your friends.
	Let's Think	Share out a simple puzzle and encourage children to build up a picture in pairs/threes. This is what friendships are all about. Working together, helping each other, etc.

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Puzzles and fairy tale stories available	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult-directed activities Links - Expressive art and design/Literacy/Understanding the World/M	Choose favourite piece of music and draw how it makes them feel	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Draw around one of the children in the group. Children to add hair, eyes, etc. Adult to encourage discussion of what makes a good friend and write down the children's ideas on stickers and stick them around collage	Assortment of fairytale characters (books or puppets) Song - 'You've Got A Friend In Me' by Randy Newman (Toy Story song) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Photos or posters up of what a good friend looks like and the things that they do	Normal provision



Puzzle 5: Relationships - Foundation 1 - Ages 3-4
Piece 6 - Being the Best Friend We Can Be

ELG: Personal, social and emotional development					
06 Self confidence and self-awareness		07 Managing feelings and behaviour		08 Making relationships	
D4(a)		D4(a)		D5(a)	✓
D4(b)	✓	D4(b)		D5(b)	
D5(a)		D4(c)	✓	D5(c)	
D5(b)		D4(d)	✓	D5(d)	
D5(c)		D4(e)		D6(a)	✓
D5(d)		D4(f)		D6(b)	
D5(e)	✓	D4(g)		D6(c)	✓
D5(f)		D4(h)			
D6(a)	✓				
D6(b)	✓				

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)		D4(a)	
D4(b)		D4(b)	
D4(c)	✓	D5(a)	
D4(d)		D5(b)	
D5(a)		D5(c)	
D5(b)		D5(d)	
D5(c)		D5(e)	
D5(d)		D6(a)	
D5(e)			
D6(a)			

ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	
D4(d)		D6(a)	
D4(e)		D6(b)	
D4(f)		D6(c)	
D5(a)		D6(d)	
D5(b)		D6(e)	
D5(c)		D6(f)	

Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1	1	
2	2	
3	3	
4	4	4

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1		1
		2

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
1		
2		
3		



Calm Me Script - Year F1 (Nursery) - Ages 3-4 - Piece 6

Relationships

There are additional optional Calm Me Scripts after Pieces 5 and 6 to help further develop children's visualisation skills, should you wish to try them.

Script

What are the best bits of our Calm Me times?

Shall we have a Calm Me time together and see if we can enjoy feeling peaceful together?

Sit up in your chair with a lovely straight back. Feel proud and happy.

Let your body relax.

Can you clench your fists and then relax them?

Can you make your whole body stiff... and then relax it?

Really relax your body.

Are we ready for Calm Me time?

So put your hands on your tummies, close your eyes and listen carefully to the Jigsaw Chime. Listen until the sound has gone way into the distance...

(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...

Breathe in slowly... and out slowly... feel the air going in and out of your body.

I am relaxed.

I am calm.

Now put your hands on your heart and as you breathe feel your heart beating, doing its work to keep your body alive and healthy.

I love my heart and thank it for keeping me healthy.

I feel kindness for all the special people I know.

I imagine rainbow-coloured hearts floating from my heart and landing gently on the special people in my life to help them feel calm and happy.



Calm Me Script - Year F1 (Nursery) - Ages 3-4 - Piece 6 cont.

Relationships

Help your imagination build a picture in your mind of one of your special people.

Who is it and what do they look like?

How do you feel with that special person?

Can you imagine some of your rainbow hearts floating to them and helping them feel happy and calm?

Breathe in a great big gentle breath and breathe out a gentle rainbow breath.

Pretend some rainbow hearts land on you and help you feel calm and happy.

We all try to treat each other with kindness.

Take a big gentle breath in through your nose... and then let the air out through your mouth... slowly, gently...

Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

Take one more deep breath and then wiggle your fingers and wiggle your toes, open your eyes and look around the room at your friends, teachers and helpers.

How do they feel?

This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.



Calm Me time in Foundation 1 - Ages 3-4 - Extra

Relationships

Ask the children to sit comfortably in a circle. Sound the Chime and ask the children to send their breath to all of the muscles in their bodies. Close your eyes or focus on a point in front. Imagine you are walking in a field, in front of you there is a huge hot air balloon. The balloon is colourful and stripy. You carefully climb into the basket, one foot at a time. As soon as you are inside a roaring hot flame sends the balloon flying into the sky. The balloon sails higher and higher into the sky. You feel like a bird. Everything below you looks so small. You can see your roof, you can see the slide in the park, and if you look closely you can see the ducks in the pond. Oh look! You can see your family and your friends all waving up at you. Your balloon slowly starts to make its way back down to the ground and lands gently. You take a deep breath in through your nose and out through your mouth. This is the end of Calm Me time.

Jigsaw![®]

Congratulations

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Well done for your work in
The Relationships Puzzle

I am proud that you

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

Jigsaw![®]

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