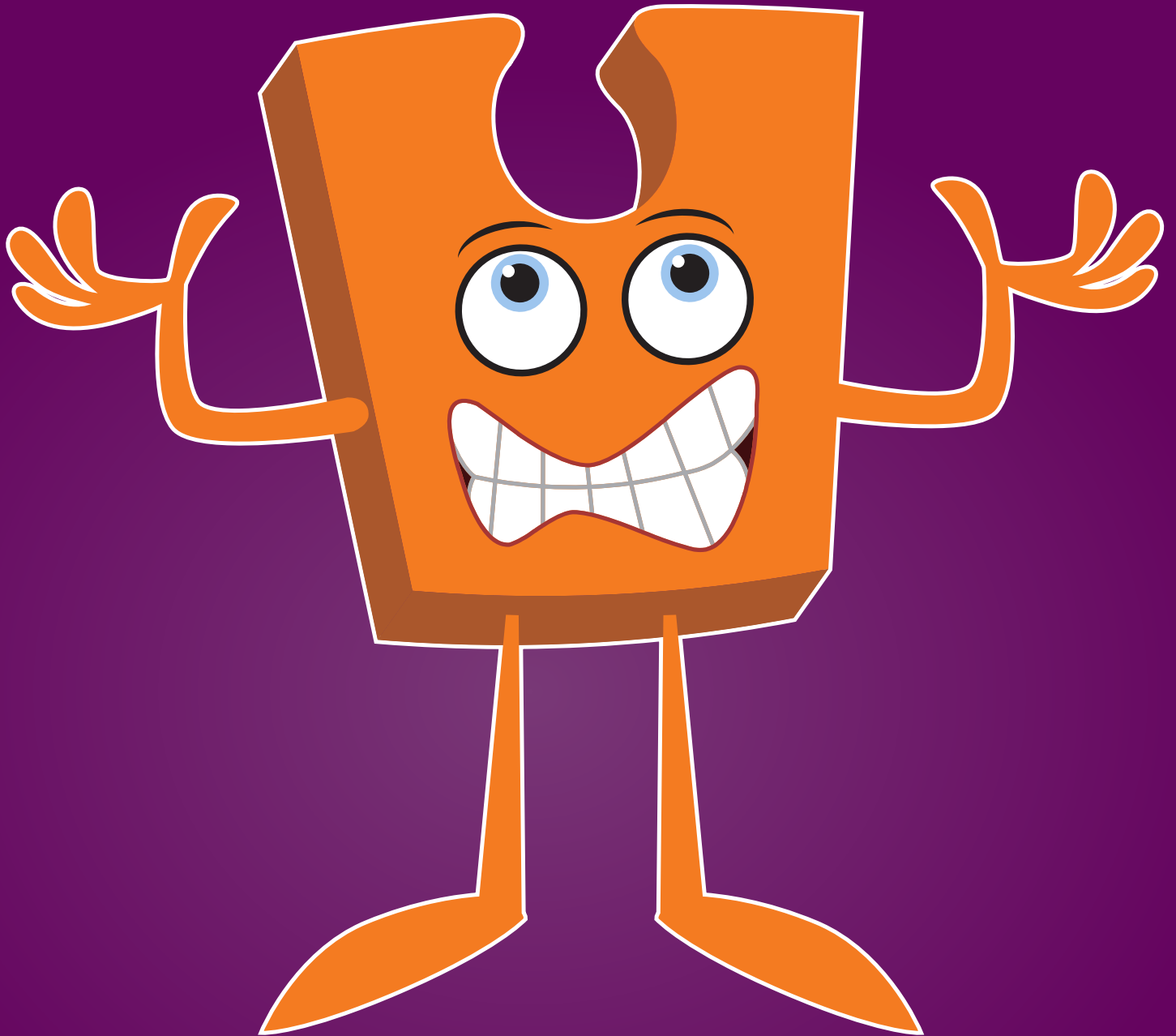


# Jigsaw!

The mindful approach to PSHE



Being Me in My World - Ages 5-6

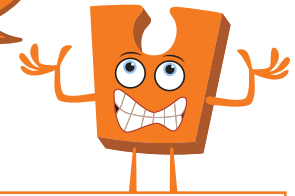
[www.jigsawpshe.com](http://www.jigsawpshe.com)

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# Being Me in My World

## Puzzle Map - Ages 5-6



### Puzzle Outcome

The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.

| Weekly Celebration                              | Piece                          | PSHE learning intention   | Social and emotional development learning intention                | Resources   |
|---|--------------------------------|---|--|---|
| Help others to feel welcome                     | 1. Special and Safe            | I know how to use my Jigsaw Journal   | I feel special and safe in my class                                | Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jack, Jigsaw Jack's letter, 'Safe' pictures, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.                                  |
| Try to make our school community a better place | 2. My Class                    | I understand the rights and responsibilities as a member of my class        | I know that I belong to my class                                   | Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jack, 'I am special' song sheet, picture of a class learning well, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.            |
| Think about everyone's right to learn           | 3. Rights and Responsibilities | I understand the rights and responsibilities for being a member of my class | I know how to make my class a safe place for everybody to learn    | Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jack, rights/responsibility pictures, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.   |
| Care about other people's feelings              | 4. Rewards and Feeling Proud   | I know my views are valued and can contribute to the Learning Charter       | I recognise how it feels to be proud of an achievement             | Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, colour cards, treasure chest, proud face pictures, I feel proud of you ticket, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.       |
| Work well with others                           | 5. Consequences                | I can recognise the choices I make and understand the consequences          | I recognise the range of feelings when I face certain consequences | Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, scenario picture PowerPoint, flipchart with rights/responsibility pictures from Piece 3, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat. |
| Choose to follow the Learning Charter ★         | 6. Owing our Learning Charter  | I understand my rights and responsibilities within our Learning Charter     | I understand my choices in following the Learning Charter          | Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jack, postcards made into puzzles, Jigsaw Journals, certificates, My Jigsaw Learning, flip chart for Piece 3, Jigsaw Jerrie Cat.      |



## Subject Leader's Preparation to Lead the **Being Me in My World** Puzzle

The end of puzzle outcome for this unit of work is the whole school Learning Charter (see the Jigsaw Approach / folder introduction) for further details about this). If your school has been using Jigsaw for several years use these lessons to refresh the Learning Charter on an annual basis. If your school does not have a student council, you can elect students from each year group to take a lead in coordinating the Learning Charter, or designate this role to older classes as appropriate.

- 1) Ensure class **teachers** are aware that this Puzzle (unit of work) involves every class contributing to the Whole School Learning Charter.
- 2) Brief staff (if needed) using training materials from the Jigsaw Community Area website. There is a Puzzle PowerPoint that can be shared with staff which outlines the main 'themes' for Being Me in My World.
- 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 staff to training materials (and videos) on the Community Area of the Jigsaw website to support their understanding of the elements of Jigsaw such as mindfulness (Calm me).
- 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).
- 8) Discuss Jigsaw Journals with teachers and decide on individual or class journals. (Jigsaw recommends individual journals to show learning progress and coverage of PSHE including statutory requirements)  
Make a plan to get the Journals made ready for Lesson 1. Print Journal covers from the Community Area of the Jigsaw website and stick to the front of exercise books or scrapbooks.  
You could use a generic Key Stage 1 or 2, or Primary cover and then stick the specific year group one inside to mark the start of this year's work. In this case you may like to use the full colour KS version for the front but the line-drawing year group cover for inside so the children can colour this in and make it their own.  
Using a journal across year groups is a great help to transition and children love to see how they have progressed.
- 9) Jigsaw Charter  
Discuss how vitally important the Charter is to create a safe learning environment and arrange to get a large, laminated Charter made for each class.

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







## Puzzle Assembly/Collective Worship: Being Me in My World

**Title: Being Me in My World - Song: Together As One**

**Resources:** PowerPoint slideshow of people using their hands. Can of squirty cream or shaving foam. Plate. Flip chart paper/whiteboard/pens. Jigsaw song: Together as One (track with children singing, or backing track or played on the piano as appropriate). Lyrics of Together As One displayed on a whiteboard.

**Stimulus (focus for reflection):** Show the PowerPoint slideshow of people using their hands in different ways as the children are entering the assembly space.

**Calm me:** Sound the Jigsaw Chime and invite everyone to listen very very intently until they can no longer hear the sound. Ask everyone to close their eyes and take three long, gentle breaths. Sound the Chime again. This time as the sound fades ask everyone if they can remember when somebody used their hands to be kind to them. Perhaps this was to help them with their school work, or was it in a game, or maybe when they were feeling poorly or upset? Can they remember how that person's kindness made them feel? Ask the children to think of these images for a little while, and when it feels right sound the Jigsaw Chime again. As the sound fades away ask everyone to open their eyes and bring their attention back to the room.

**Help me think about:** Explain that today's assembly is about how we can use our words and actions and what we say to be kind to someone else. Ask the children to share some of their thoughts they had during Calm me. They can do this with the person next to them, or the Lead practitioner can ask for some examples.

**Puzzle Assembly Plan:** In talk partners ask the children to think of different ways that they can do something kind with their hands. Take some feedback and scribe their ideas onto a piece of flip chart or a whiteboard under the heading 'KIND'. Repeat the exercise with children thinking of unkind actions.

Explain that our hands have the power to do good or cause harm in the same way that our words can do kind things and sometimes unkind things. It's our choice how we use our words and actions so it is important to stop and think about what we say and do to others.

Using the can of squirty cream/shaving foam, squirt some onto the plate and ask for a volunteer to try and put the cream back into the can. Explain that we can't put it back in, in the same way that we can't take back unkind words or undo unkind actions. Once they are out, they are out.

Display the lyrics of the Jigsaw song for Being Me in My World: Together as One, and play the song (version with children singing), or ask the children to sing the song if they know it. Invite the children to think about the meaning of the song. What is it trying to teach us? How does it relate to doing and saying kind things?

After the song has finished take some feedback from the children.

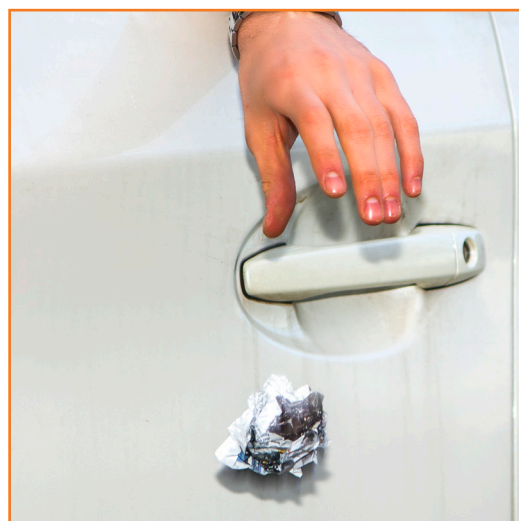
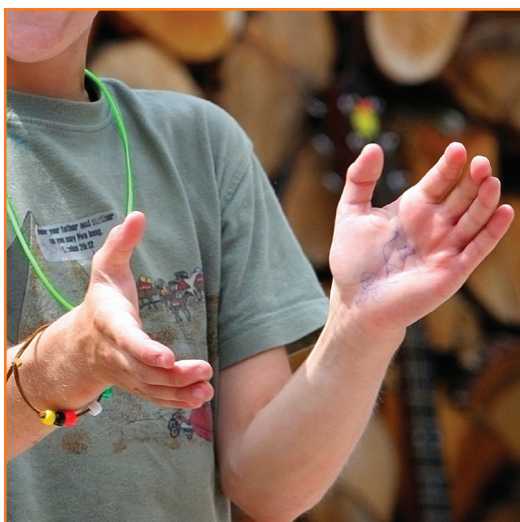
**Help me reflect:** In this moment of stillness ask everyone to think of something kind they can do with their hands and something kind they can say. Maybe this is in school/ the setting or perhaps at home. Ask them to imagine how these kind deeds will make the people around them feel and bring out feelings of happiness and belonging. If we always try to act kindly towards each other we are working towards being a happy team, together as one.

(Settings with a particular religious character/faith/denomination may wish to use an appropriate prayer or act of worship at this point. See the Community Area on website for suggestions)

### **Closing the assembly**

Play 'Together As One' again as the children leave the assembly space.

**Being Me in My World**  
**Assembly (PowerPoint Slides)**



## Being Me in My World Assembly (PowerPoint Slides) cont.



### Together As One (Being Me in My World)

T - O - O - E - T - H - E - R  
T - O - O - E - T - H - E - R  
T - O - O - E - T - H - E - R

T, together,  
T, T, together as one.  
Together,  
T, T, together as one,  
Together,  
T, T, together as one,  
Together as one O-N-E.

Everybody stand up, let's sing it loud,  
Celebrate each other yeah, yeah, we're proud.  
Oh Oh (Shout it out!)

Oh Oh Oh!

CHORUS

T, together,  
T, T, together as one.  
Together,  
T, T, together as one,  
Together,  
T, T, together as one,  
Together as one O-N-E.

Be kind to others and include everyone,  
Respect one another,  
It's a job well done.  
Oh Oh (Shout it out!)

Oh Oh Oh!

CHORUS

Everybody stand up, let's sing it loud,  
Celebrate our difference yeah, yeah, we're proud.  
Oh Oh (Shout it out!)

Oh Oh Oh!

Be kind to others and include everyone,  
Respect one another,  
It's a job well done.  
Oh Oh (Shout it out!)

Oh Oh Oh!

CHORUS





## Together As One (Being Me In My World)

T - O - G - E - T - H - E - R  
T - O - G - E - T - H - E - R  
T - O - G - E - T - H - E - R

T, together,  
T, T, together as one.  
Together,  
T, T, together as one,  
Together,  
T, T, together as one.  
Together as one O-N-E.

Everybody stand up, let's sing it loud,  
Celebrate each other yeah, yeah, we're proud.  
Oh Oh (Shout it out!)  
Oh Oh Oh!

### CHORUS

T, together,  
T, T, together as one.  
Together,  
T, T, together as one,  
Together,  
T, T, together as one.  
Together as one O-N-E.

Be kind to others and include everyone,  
Respect one another,  
It's a job well done.  
Oh, Oh (Shout it out!)  
Oh Oh Oh!

### CHORUS

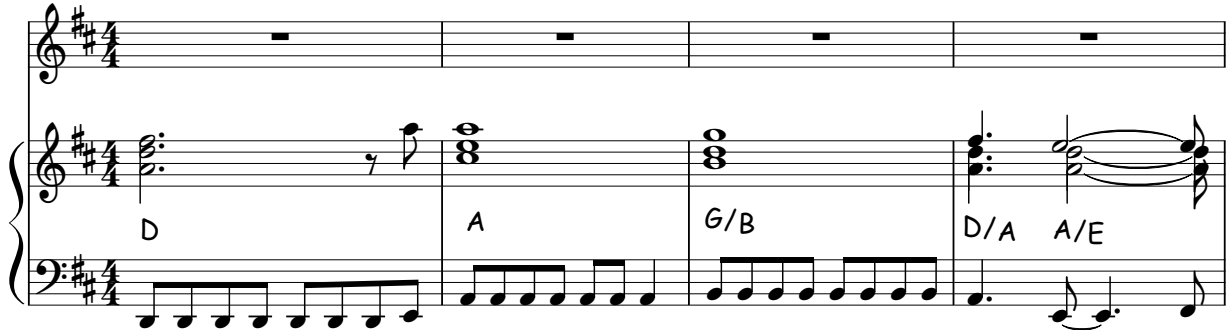
Everybody stand up, let's sing it loud,  
Celebrate our difference yeah, yeah, we're proud.  
Oh Oh (Shout it out!)  
Oh Oh Oh!

Be kind to others and include everyone,  
Respect one another,  
It's a job well done.  
Oh, Oh (Shout it out!)  
Oh Oh Oh!

### CHORUS

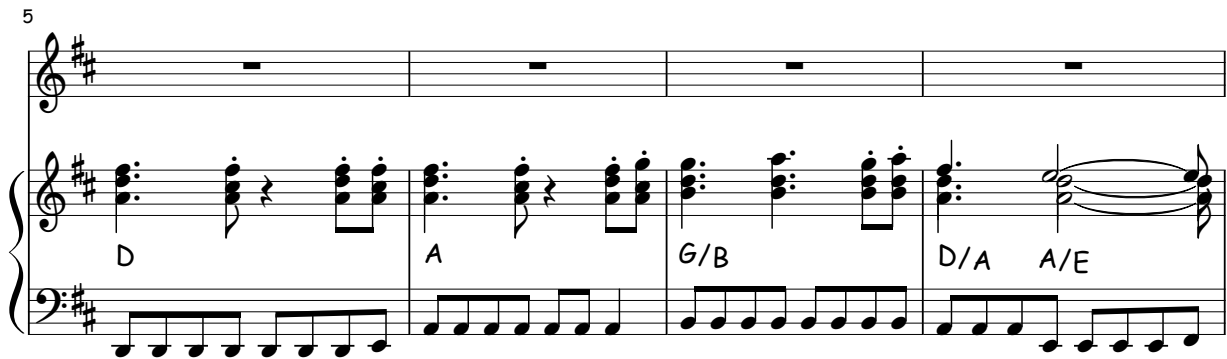
## Together As One (Being Me In My World)

1



D A G/B D/A A/E

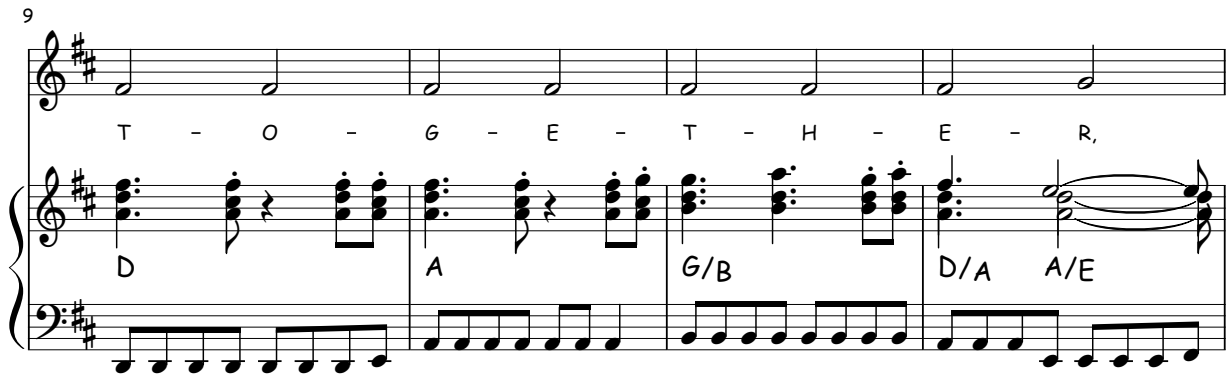
5



D A G/B D/A A/E

9

T - O - G - E - T - H - E - R,



D A G/B D/A A/E

13

T - O - G - E - T - H - E - R, T - O - G - E - T - H - E - R.

17

T, To-ge-ther. T, T, To-ge-ther as\_ one. To-ge-ther, T,

20

T, To-ge-ther as\_ one. To-ge-ther, T, T, To-ge-ther as\_

23

one. To-ge-ther as\_ one. O - N - E. Eve-ry-bo-dy stand up, let's sing it loud.

27

Ce - le - brate each - oth - er yeah, yeah we're proud. Oh, oh! (SHOUT IT OUT!)

F# F# F# E

30

Oh, oh, oh! T, To - ge - ther. T, T, To - ge - ther as\_ one. To - ge - ther, T,

D A G/B

34

T, To - ge - ther as\_ one. To - ge - ther, T, T, To - ge - ther as\_

D/A D A

37

one. To - ge - ther as\_ one. O - N - E. Be kind to oth - ers and in - clude ev - eryone, re -

G/B G D D

41

spect one an-oth-er, it's a job WELL DONE! Oh, oh! (SHOUT IT OUT!) Oh, oh, oh!

F# F# E

45

T, To-ge-ther. T, T, To-ge-ther as\_ one. To-ge-ther, T,

D A G/B

48

T, To-ge-ther as\_ one. To-ge-ther, T, T, To-ge-ther as\_

D/A D A

51

one. To-gether as\_ one. O - N - E. Eve-ry-bo-dystand up, let's sing it loud.  
Clap... Sim...

G/B G

55

Ce-lebrate each - oth - eryeah, yeah we're proud. Oh, oh! (SHOUT IT OUT!) Oh, oh, oh!

59

Be kind to others and in - clude everyone, re - spect one an-oth-er, it's a job WELL DONE!

63

Oh, oh! (SHOUT IT OUT!) Oh, oh, oh! T, To - ge - ther. T,

66

T, To - ge - ther as \_ one. To - ge - ther, T, T, To - ge - ther as \_

69

Musical score for measures 69-71. The score is in G major (one sharp) and 4/4 time. It consists of a vocal line and a piano accompaniment. The vocal line has lyrics: "one. To-ge-ther, T, T, To-ge-ther as\_ one. To-ge-ther as\_". The piano accompaniment features a steady eighth-note bass line and chords in the right hand. Chord labels are D, A, and G/B.

72

Musical score for measures 72-73. The score is in G major (one sharp) and 4/4 time. It consists of a vocal line and a piano accompaniment. The vocal line has lyrics: "one. O - N - E.". The piano accompaniment features a steady eighth-note bass line and a G chord in the right hand.





## Mindfulness Assemblies

### Introducing Jerrie Cat

These two assemblies can be used to introduce mindfulness, explain the purpose of Calm Me Time to the children, the reason for the inclusion of 'Pause Points' in Jigsaw lessons, and how Jigsaw Jerrie Cat and his big paws will help them pause and become more mindful.

Schools may wish to use these within the first few weeks of a new academic year, or when first introducing Jigsaw, the mindful approach to PSHE, in the school.

The two assemblies contain a story that is split into two parts to run across both assemblies so schools should run these in sequence.





## Puzzle Assembly/Collective Worship: Being Me in My World

**Title: Why do we do Calm Me time? - Song: Together As One**

**Resources:** PowerPoint slideshow of the Jigsaw Friends Story- Part 1

PowerPoint slide showing a Jigsaw Chime

Jigsaw Chime

Jigsaw song : 'Together as One' (track with children singing, or backing track or played on the piano as appropriate)

Lyrics of 'Together As One' displayed

Jigsaw Friends

**Stimulus (focus for reflection):** Show the PowerPoint slideshow of the Jigsaw Chime as the children are entering the assembly space.

If the children are used to Jigsaw ask them if they recognise the chime from the photograph and ask them what they use it for in school. Share some of their ideas.

If Jigsaw is new in your setting, ask the children what the photograph is showing and what they think they might use the chime for in school.

Explain that today's assembly is going to help everyone understand why the chime is an important part of school and in particular their Jigsaw lessons. (If the children have not been introduced to the Jigsaw Friends, the assembly lead may wish to show the children the friends at this point, maybe one child could introduce each friend, in sequence from Jigsaw Jenie up through the year groups, by reading out their names and saying which year group they will belong to. Let the children know that collectively the Jigsaw friends are known as The Jiggies).

**Calm me:** Sound the Jigsaw Chime and invite everyone to listen intently until they can no longer hear the sound. Ask everyone to close their eyes, and sound the chime again. As the sound fades away ask everyone to open their eyes and bring their attention back to the room. Although the chime was only sounded twice, ask the children to say how they felt when they were listening to it. Share some of their ideas and draw out the calming aspect of the chime.

**Help me think about:** Explain that today's assembly is about the chime and why it isn't a musical instrument, but instead is going to be used in Calm Me; a special time in their Jigsaw lessons where everyone will learn to relax their bodies and minds, and be peaceful.



**Puzzle Assembly Plan:** Read the Jigsaw Friends Story - Part 1, and show the accompanying Powerpoint illustrations.

### **Jigsaw Friends Story – Part 1**

#### **Slide 2**

One day, Jigsaw Jem called all of the Jigsaw Friends together for a meeting. Jem asked all the friends to sit in a circle, just like the children did in Jigsaw lessons. All the Jiggies (that's what they called themselves) wondered why Jem had called them to a meeting and they chattered amongst themselves wondering what the reasons might be.

Jem called the meeting to order and said, "Jiggies, I have been wondering about something for a long time now, and I need your help to solve a problem."

Jack said excitedly, "Great, we're good at solving problems, what can we help you with?"

"Well...", replied Jem, "I've been thinking about the Jigsaw Chime the children use in their classes...there is something more we could be doing with Calm Me Time...but...I can't quite work out what that might be?"

All the Jiggies looked very puzzled, they didn't know what Jem was trying to say.

Jaz spoke up, "We're not sure what you mean Jem? All the children seem to like Calm Me Time and the Jigsaw Chime. What more is there?"

#### **Slide 3**

Jenie said, "Before we carry on with the meeting, can I ask a question?"

All the Jiggies nodded and Jenie continued, "As you know I learn with the youngest children in the school and if I'm honest I'm not sure why we use the chime at all. What is it for?"

Jem asked the Jiggies if they could answer Jenie's question. They chatted to each other to try and find the answer.

#### **Slide 4**

Jaz said, "It helps the children learn to be calm."

Jo said, "It is peaceful."

Jino said, "It makes my ears tingle."

Jenie thanked them for their answers but said, "Yes I know that, but WHY do we use the chime and do Calm Me Time?"

All the while Jez had been looking thoughtful. "I think I know what you are asking, Jenie. Can I ask you a question?"

#### **Slide 5**

Jenie nodded and Jez asked, "Imagine that Jack has promised to play with you at breaktime, but he doesn't show up and you have to spend the playtime on your own. What would you think?"

Jenie replied, "Well I'd be very surprised because Jack always keeps a promise, so I might be a little bit worried that he hadn't met me like he said he would."

Jez asked the other Jiggies what they might think if Jack hadn't shown up for them.

Jem said, "Well I'd be disappointed that Jack had broken a promise."

"OK", said Jem, "So how might that make you feel...?"

Jenie explained about feeling scared that something might have happened to Jack, and Jem explained about maybe feeling grumpy with Jack.

Jez asked, so how might you treat Jack the next time you saw him. Jem replied, "I'd be a bit 'off' with him I think. I don't like it when people break their promises."

Jack suddenly started jumping up and down to get all the Jiggies attention. "Hold on a minute, this doesn't seem very fair" he exclaimed. "I might have had a real reason why I couldn't play with Jenie, it would be unfair of you Jem if you got cross with me. Perhaps I decided to stay in and help someone with their learning, or maybe I accidentally forgot."

Jez suddenly jumped up, did a little jig and said, "And that's why we have Calm Me Time! Do you get it?"

All the Jiggies looked more confused than ever and shrugged their shoulders.

### Slide 6

Jez explained, "When we use the chime it helps us relax our bodies and calm our minds down. We can use our breathing to help us calm down.

Sometimes we get thoughts in our heads that make us feel worried, or cross, or angry, or sad. Sometimes these thoughts get so BIG they make us behave in an unhelpful way.

So, if we can put a PAUSE in our thoughts and feelings, we can stop and think before we behave in a way that isn't helpful.

If Jem was feeling cross with Jack he might fall out with him, even though it wasn't really Jack's fault he didn't show up. And Jenie might be worried about Jack for no reason. If they both did Calm Me when the thoughts and feelings started to get BIG, it would help them not to worry or be cross. So, we use the Jigsaw Chime and our special breathing to practice calming down."

### Slide 7

All the Jiggies looked very impressed with Jez.

"Is the chime magic then, like Harry Potter?" Jo asked.

"I can see what Jez is saying." Jem replied. "It's not magic, but our brains are so clever and good at learning that the chime teaches our brains to help us stay calm. If we practice Calm Me Time enough our brains start calming us down without us even realising, every time our feelings or thoughts get too BIG."

"Oh, I get it now," Jo nodded. So, we don't ALWAYS need a chime to practice Calm Me Time then? Sometimes we can just imagine the chime, or a calm picture, or start slowing our breathing down so our brains take over and calm us down. That is bit like magic really!"

Jem said, "And that's what I was trying to say right at the start of this meeting. I said there was something we were not doing with Calm Me Time. I've worked it out now by everything we've talked about. We need to practise it...but in a different way so we get used to doing it without a chime...."

The Jiggies stopped and wondered...what could that way be? Have you got any ideas?

We'll find out what the Jiggies decide next time...

Ask the children if they understand how the Jigsaw Chime and Calm Me Time work from the Jigsaw Friends' story.

Repeat the example in the story that thoughts lead to feelings, that lead to behaviour and Calm Me helps us put a PAUSE in that sequence so we have time to relax, think without reacting unhelpfully. It may be helpful to ask for some children to model this with the Jigsaw Friends as you/ they are explaining, asking what each Friend is thinking and feeling and how that might result in unhelpful/ unfair behaviour.

Ask the children to share with a Talking Partner if they can think of any times when they might get BIG feelings that are difficult to manage when they could try to use Calm Me Time. Can they think of examples when thoughts might lead to feelings that could lead on to unhelpful behaviours? Share some of the children's ideas.

**Help me reflect:** Sound the Jigsaw Chime and invite the children to close their eyes and breathe gently and deeply, listening to the sound of the chime as it fades away.

In this moment of stillness ask everyone to think of a time where they could use Calm Me to help them pause and be still. Maybe they could use it when they are feeling worried or anxious about something? Or perhaps when they have fallen out with a friend or are finding a piece of learning difficult? Maybe they could use it at home? Invite the children to think of an example that is relevant to them and to keep the idea in their heads.

[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 'Together As One' again as the children leave the assembly space.



## Being Me in My World

### Jigsaw Chime PowerPoint - Assembly all years

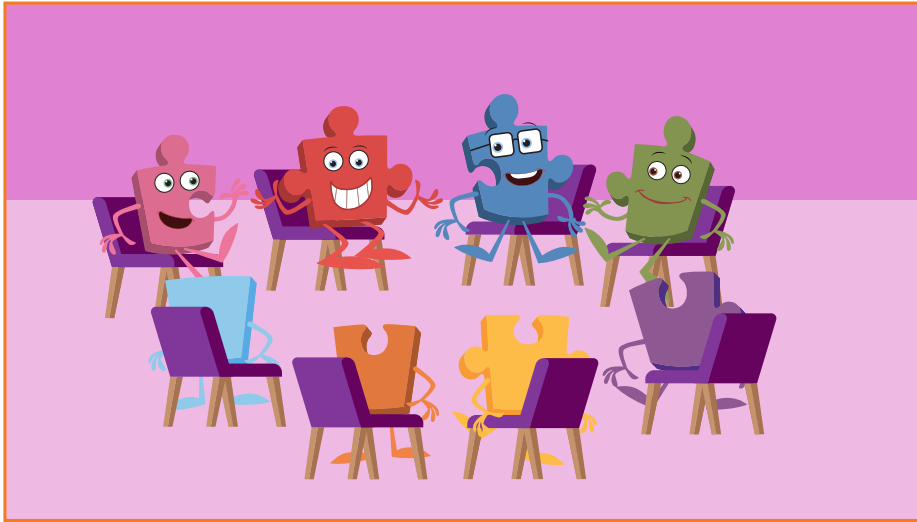
Slide 1



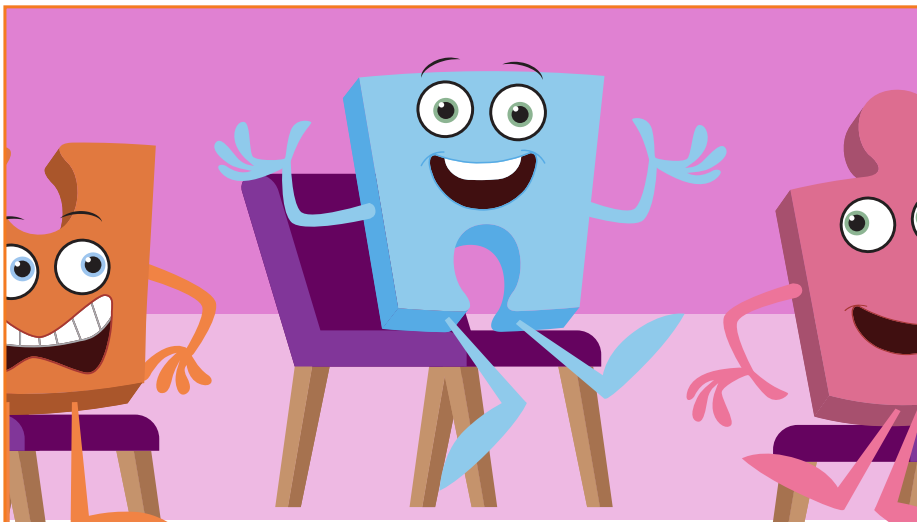
## Being Me in My World

Why do we do Calm Me Time PowerPoint - Assembly all years

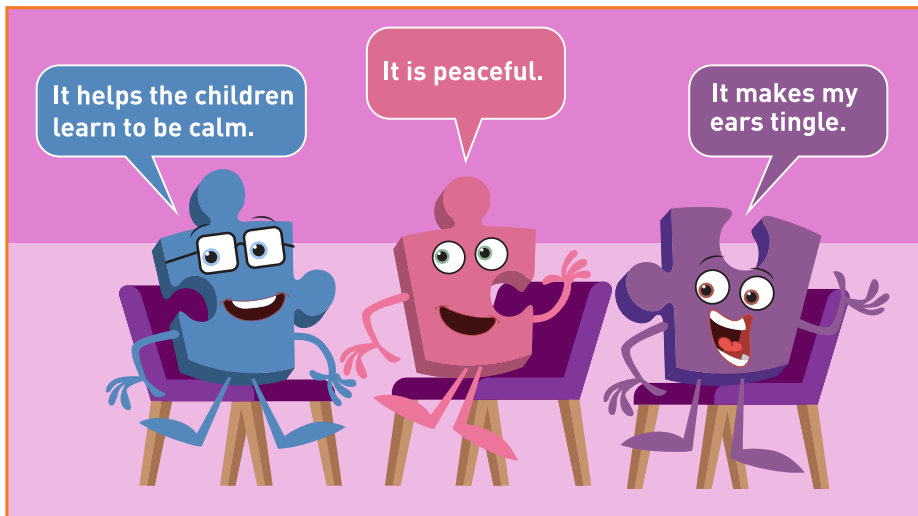
Slide 2



Slide 3



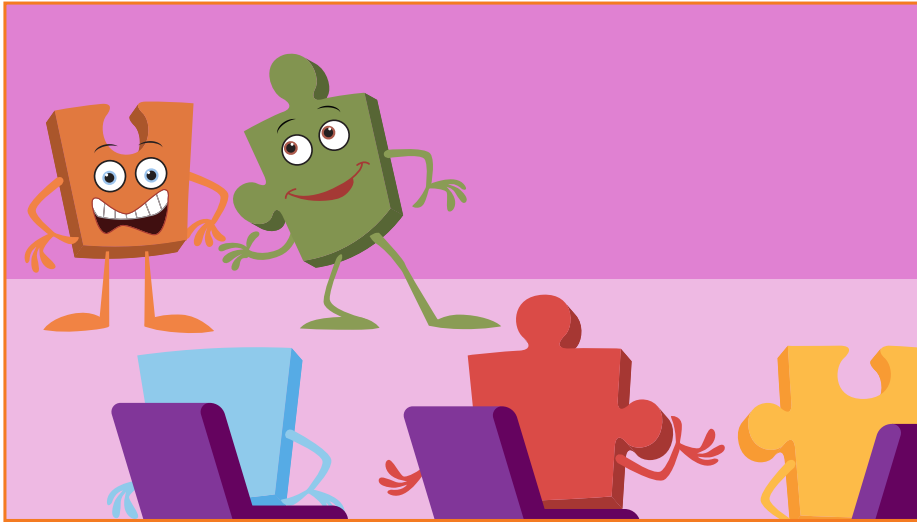
Slide 4



## Being Me in My World

Why do we do Calm Me Time PowerPoint - Assembly all years

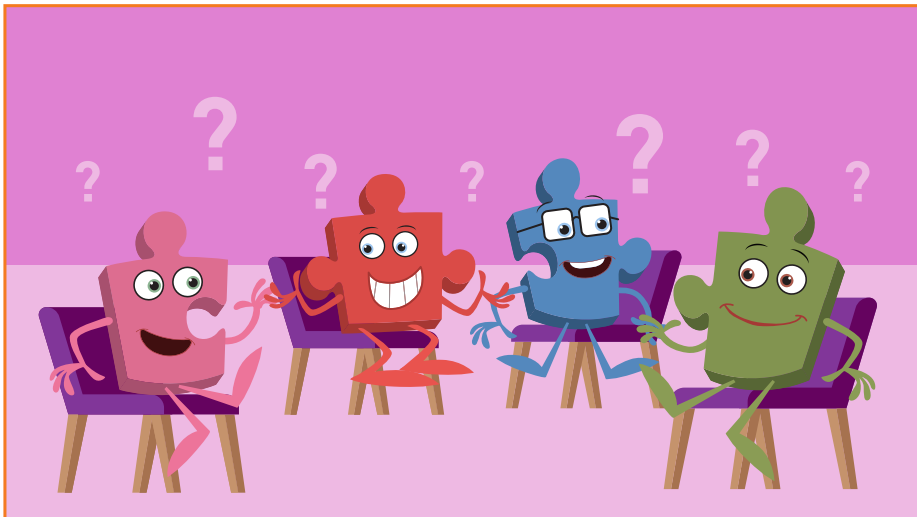
Slide 5



Slide 6



Slide 7





## Puzzle Assembly/Collective Worship: Being Me in My World

**Title: Introducing PAUSE POINTS and Jigsaw Jerrie Cat - Song: Together As One**

**Resources:** PowerPoint slideshow of the Jigsaw Friends Story- Part 2

PowerPoint slide showing Jigsaw Jerrie Cat

Jigsaw Chime

Jigsaw song: Together as One (track with children singing, or backing track or played on the piano as appropriate)

Lyrics of Together As One displayed

Jigsaw Friends

Jigsaw Jerrie Cat if you have one

**Stimulus (focus for reflection):** Show the PowerPoint slideshow of Jigsaw Jerrie Cat (the cat picture) as the children are entering the assembly space.

**Calm me:** Sound the Jigsaw Chime and invite everyone to listen very intently until they can no longer hear the sound. Ask everyone to close their eyes and sound the chime again. This time when the sound has faded ask everyone to think about the story from last time. What were the Jigsaw Friends trying to teach us about Calm Me Time? Ask the children to think of these images for a little while keeping the ideas in their heads, and when it feels right sound the Jigsaw Chime again. As the sound fades away ask everyone to open their eyes and bring their attention back to the room.

**Help me think about:** Explain that in today's assembly we are going to hear the next part of the Jigsaw Friends' story. Can the children remember the question we were left with at the end of Part 1?

**Puzzle Assembly Plan:** Read the Jigsaw Friends Story - Part 1, and show the accompanying Powerpoint illustrations.

### Jigsaw Friends Story – Part 2

#### Slide 2

The Jiggies sat and pondered...nobody could seem to think of an idea to practise being calm without a chime.

Jem asked, "Has anyone had any ideas yet?"

Jaz hesitated and then said, "Well I've heard some children saying that having a pet can help people. Some children can't have pets so do you think we could get a pet that everyone can share?"

Jack got very excited, "Yeah we could get a crocodile! That would be cool!"

Jino suggested an elephant and Jo said a tiger.

"Nice ideas," Jem said, "but those animals aren't really the type of pets that will help keep the children calm are they? Can you imagine a tiger or a crocodile loose in the school, let alone an elephant! What would the teachers say? Imagine the mess! But, how about a cat?"

#### Slide 3

"What's so special about a cat?" Jez asked, looking a little disappointed that they weren't going to get an elephant.

"Well, they can be very good to talk to, and nice to pet and stroke." Jem replied. "That's calming."

"I think a dog would be better" Jenie said. "Dogs are fun and you can teach them tricks."

"I agree Jenie," Jem said, "but dogs take a lot of looking after and need a lot of time to keep them exercised and healthy. We are so busy in school we wouldn't have the time."

"But don't cats still need looking after?" Jo asked.

"They do, but as long as they have plenty of space, are given nice food and are kept safe from busy roads they exercise themselves, so they are easier to look after in some ways, compared to a dog. Jem replied. "Whatever animal we choose, we have to make sure that we can look after it properly or it wouldn't be fair. Also, I know a place where there are cats that need re-homing."

"What's re-homing?" said Jenie.

"Sometimes people have to give up their pets for all sorts of reasons, or the animals are strays and have never had a home. This place I know takes in cats and then finds them forever homes.", explained Jem.

"Oh, let's go now" Jack said bouncing up and down again excitedly.

**Slide 4**

Jem led the Jigsaw Friends into town and into the nearest cat re-homing centre. The lady behind the front desk gave the Friends a quizzical look, it wasn't every day that a set of live Jigsaw pieces walked in.

Peering over the desk she asked, "How can I help you?"

"We've come to re-home a cat" Jino said hopping up and down with excitement, "For all the children in our school."

"Oh, that's splendid" the lady said, "but before we can go ahead we will need to take some details to make sure that the cat is going to a good home."

It seemed to take ages. The lady asked so many questions, but it made the Jiggies realise that having a pet is a big responsibility and there were lots of things to think about. Eventually the lady led them into a small room with three windows raised off the ground. She explained that the cats looking for a home were in their own special enclosure and they would be able to see them through the windows. On each window there was some information about the cats.

**Slide 5**

The Jiggies peered into the first window but they couldn't see a cat.

"This one's empty." Jez said sounding disappointed.

They walked up to the second window and looked in. Behind it were three ginger kittens but the information on the window said, "Need to be re-homed together."

"Oh, that's sad" Jem said, "We can't look after three cats, they will need to go to a home with a lot of space. I'm sure they will find a family soon though."

They moved on to the third window and saw a beautiful grey and white cat. "Oh, this one is lovely!" exclaimed Jino.

"Yes, but the information said it is frightened of children, so it wouldn't be fair to take it to school." Jaz said. "This is hopeless!"

"I can feel a BIG feeling, coming." Jo said, "And I don't like it! I'm feeling very disappointed and that's making me upset."

"Quick do a Calm Me Time." said Jem.

The Jiggies started to walk out of the little room, practising their breathing and trying their best to stay calm and not let the sadness they were feeling get too big. As they passed by the first window again, this time there was jet-black cat looking down at them. It had both paws up against the window and it made them stop and PAUSE.

**Slide 6**

Jem said, "Oh look everyone, there was a cat in this one after all. Look he has made us stop and PAUSE. It's like his paws are saying PAUSE!" All the Jiggies laughed at the joke, and the sad feeling went away.

Jez looked up at the information on the window and read it out. The notice said, "My name is Jerrie. I would love to be re-homed with children. I am a very quiet cat and very gentle, but I also like to play games sometimes like chasing a piece of string."

All the Jiggies looked at each other, They had found their Jigsaw cat. Jerrie was perfect.

"What made you choose Jerrie?" the lady asked them.

"Well we were looking for a cat to help the children practise their Calm Me Time." Jem said. "He showed us his paws which made us PAUSE. That means when Jerrie shows us his paws in school we can practise Calm Me without needing the Jigsaw Chime."

The lady didn't really understand about Calm Me Time, but nodded to pretend she had understood.

**Slide 7**

A few days later the Jiggies collected Jerrie Cat and took him back to the school to be in his forever home. Welcome Jigsaw Jerrie!

Show the children the picture of Jigsaw Jerrie again. Explain that in Jigsaw lessons the teachers will sometimes ask everyone to PAUSE. When the teacher does that, the children need to make a 'paws' symbol with their hands, like Jerrie reaching up to the window? Ask the children to show you their PAUSE hands.

When the teacher asks everyone to PAUSE, they need to close their eyes (if that is comfortable for them), and then listen to what the teacher asks.



The teacher will ask them:

“What are you thinking now?”

“What are you feeling now?”

The children need to do what the teacher asks and keep their ideas in their heads. It only takes a few seconds. This is another type of Calm Me Time, that they can use to help them whenever they need to PAUSE.

#### **Slide 8**

Practise this once by saying PAUSE, the children make the PAUSE hand sign, close their eyes if they choose to do so, and then ask the two questions.

“What are you thinking now?”

“What are you feeling now?”

Ask the children if they can remember what to do when the PAUSE Points happen in Jigsaw lessons?

Can they think of some situations where thoughts might lead to BIG feelings, where a PAUSE Point might help? Share some of the children’s ideas.

**Help me reflect:** In this moment of stillness explain that we have different types of Calm Me Time that can help us when we feel sad, angry, or worried. These are Calm Me Time with the chime, using Pause Points and we can also use Calm Me Time without the chime just by practising our breathing or imagining calm pictures in our heads. Ask the children to imagine them using Calm Me to help them manage a time when they might be worried, sad or angry. Can they picture in their heads the Calm Me Time working and making them feel better and calming the BIG emotions down?

Thank the children for their participation.

[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 ‘Together As One’ again as the children leave the assembly space.

**Jigsaw Jerrie Cat** is available to purchase on the Jigsaw online shop and may be an asset in the classroom to signify Pause Points and/or to use as a comforter for children who need support or time out to calm down, or have a Calm Me Time to regulate their emotions.

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



**Being Me in My World**  
Jerrie Cat PowerPoint Slide 1 - Assembly all years

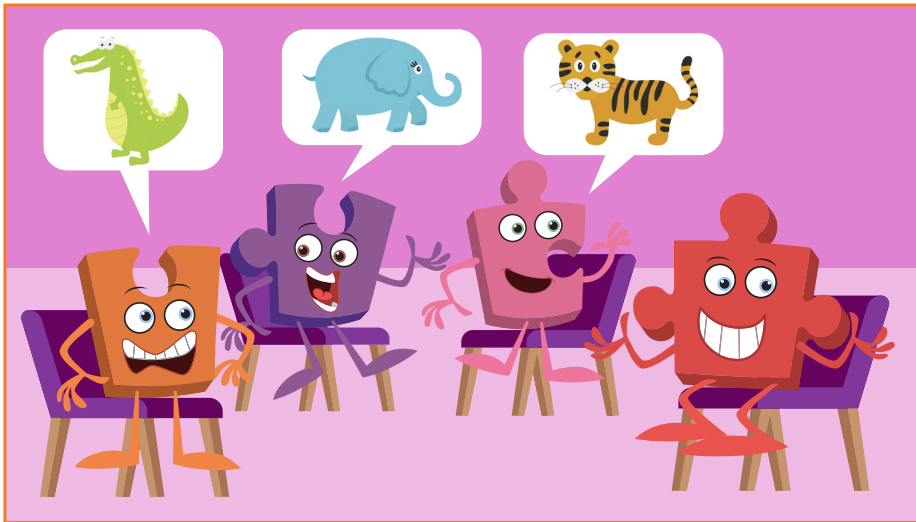


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## Being Me in My World

Introducing PAUSE POINTS and Jerrie Cat PowerPoint - Assembly all years

Slide 2



Slide 3



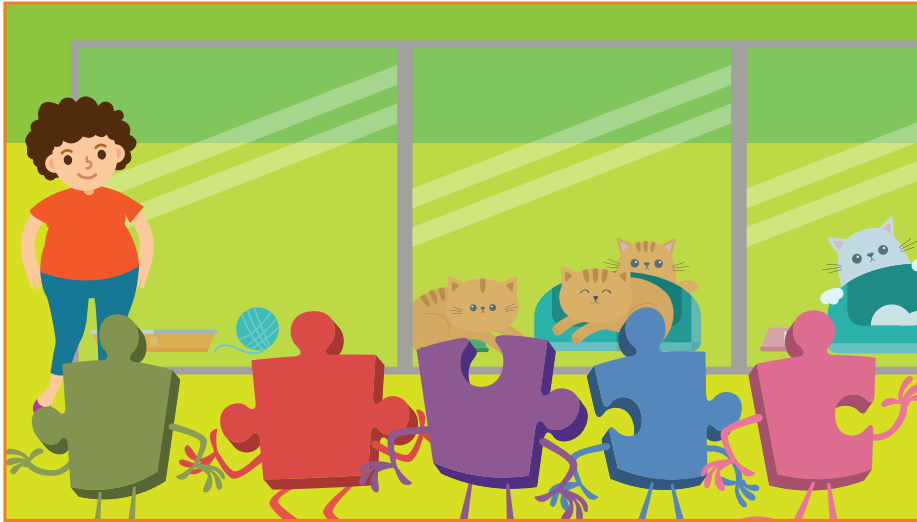
Slide 4



## Being Me in My World

Introducing PAUSE POINTS and Jerrie Cat PowerPoint - Assembly all years

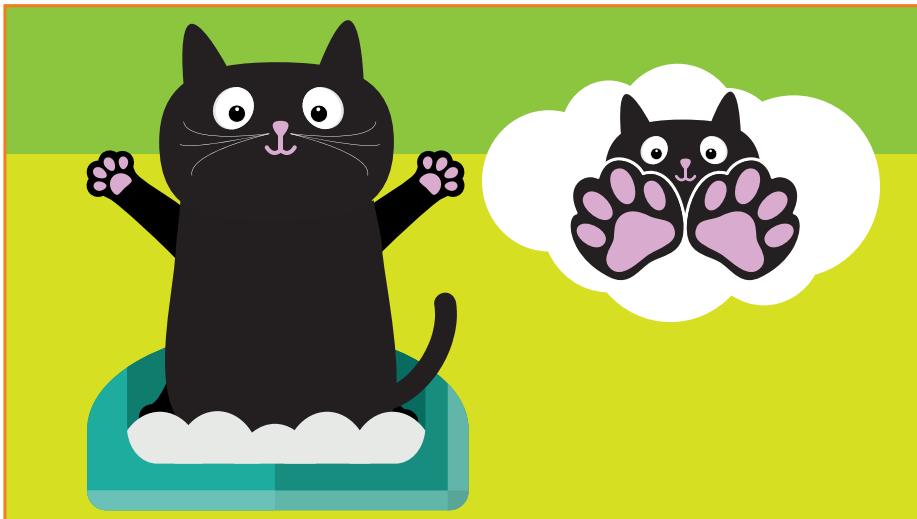
Slide 5



Slide 6



Slide 7



Puzzle 1

# Weekly Celebration 1

This week we are celebrating people who:  
**Help others to feel welcome**



Puzzle 1

# Weekly Celebration 2

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



Puzzle 1

# Weekly Celebration 3

This week we are celebrating people who:  
Think about everyone's right to learn



Puzzle 1

# Weekly Celebration 4

This week we are celebrating people who:  
**Care about other people's feelings**



Puzzle 1

# Weekly Celebration 5

This week we are celebrating people who:  
**Work well with others**



Puzzle 1

# Weekly Celebration 6

This week we are celebrating people who:  
**Choose to follow the Learning Charter**



## Class Teacher's Preparation to Lead the **Being Me in My World** Puzzle with children Ages 5-6

**NOTE:** Each Jigsaw lesson contains a formative assessment activity for the children to complete called My Jigsaw Learning as part of the 'Help me reflect' section of the lesson. Teachers are free to decide whether this activity is appropriate for their cohort of children at this stage of the academic year, and perhaps to introduce this activity in later units (Puzzles) as the year progresses. If teachers choose not to use My Jigsaw Learning in this unit (Puzzle), then an alternative 'Help me reflect' to each lesson could involve passing the Jigsaw Jack Friend around and the children saying how they felt about the lesson and/or one thing they have learned. Teachers could use these comments as the children's formative assessments and make a note of them accordingly.

Prepare each child a Jigsaw Journal by printing a Journal cover from the Community Area and sticking to the front of an exercise book or scrapbook. You may like to use a generic Primary or Key Stage cover for the front and then stick the specific year group cover inside to mark the start of the work for that year. If the Journal lasts more than one year, the same one can continue with the child by just sticking the next year group cover in as a divider.

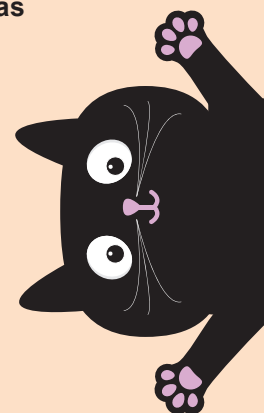
### Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: (All resources within Jigsaw)  
**Print** a large Jigsaw Charter and laminate
- Piece 2: (All resources within Jigsaw)
- Piece 3: Soft sponge ball (optional)  
Flip chart
- Piece 4: Treasure chest or a special box/container  
Small pieces of coloured card (about 6 different colours)
- Piece 5: Whiteboards (optional)  
Flip chart created in Piece (lesson 3)
- Piece 6: Flip chart/ colouring pens/pencils  
Flip chart created in Piece (lesson) 3

### Additional planning considerations

- Piece 1: Ensure enough 'My Jigsaw Learning' sheets have been **printed** (each child will need one) if being used. **Print/copy** Jigsaw Jack's letter.
- Piece 2: **Copy/print** enough 'My Jigsaw Learning' sheets, one per pupil if being used.
- Piece 3: **Copy/print** enough 'My Jigsaw Learning sheets' if being used. **SAVE** the flipchart list your class creates from this lesson.
- Piece 4: **Print/copy**, enough 'My Jigsaw Learning' templates one per child if being used. Prepare coloured cards for the Connect us part of the lesson plan. **Prepare an 'I feel proud of you' ticket for each child in advance of the lesson.**
- Piece 5: **Copy/print** enough 'My Jigsaw Learning sheets' if being used. Find the Flip chart your class created in Piece 3 (lesson 3).
- Piece 6: **Copy/print** enough 'My Jigsaw Learning' sheets if being used. Find the flip chart your class created in Piece (lesson) 3. **Copy/print enough end of Puzzle certificates and complete in advance for each child.**

Teachers can use this lesson to assess individual pupil understanding of the entire Puzzle and highlight the appropriate descriptors on the Jigsaw Summative Assessment: Tracking Pupil Progress 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.





## Jigsaw Summative Assessment

### Tracking Pupil Progress: Ages 5-6

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 5-6

**Jigsaw Summative Assessment: Tracking Pupil Progress**

| Child's name                               |                 |  |   |   |                  |
|--|-----------------|--|---|---|------------------|
|  | Assessment Date | Working towards  | Working at  | Working beyond  | Teacher comments |
| <b>Puzzle 1<br/>Being Me in My World</b>   |                 | <p>I can tell you something positive that I like about being in my class.</p> <p>I can say how I help make my class a happy and safe place.</p>  | <p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p>  | <p>I can explain why I have a right to learn in a happy and safe class.</p> <p>I can explain how everyone in my class has responsibilities to make our class happy and safe.</p>  |                  |
| <b>Puzzle 2<br/>Celebrating Difference</b> |                 | <p>I can talk about one thing that makes me different from my friends and one thing that we have in common.</p> <p>I can tell you ways that I could be kind to other people in my class.</p> | <p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p> | <p>I can explain why being unique and special is important.</p> <p>I can explain why bullying might happen and I can offer strategies to help the person who is being bullied.</p>  |                  |
| <b>Puzzle 3<br/>Dreams &amp; Goals</b>     |                 | <p>I can tell you about a challenge and what I did well.</p> <p>I can say why a challenge made me feel good about myself.</p>  | <p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p>                     | <p>I can explain what helped me to succeed in a learning challenge and explain how this made me feel.</p> <p>I can explain why it is important to store positive feelings in my internal treasure chest and how this can help me in my future learning.</p>   |                  |
| <b>Puzzle 4<br/>Healthy Me</b>             |                 | <p>I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy.</p> <p>I know that my body is special and I need to take care of it.</p> | <p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples where being healthy can help me feel happy.</p>                              | <p>I can explain many ways that my body is amazing and how the different things I do, keep it safe and healthy.</p> <p>I can suggest how my body might come to harm if I make unhealthy choices.</p> <p>I can explain how healthy choices affect the way I feel about myself and help to make me happy.</p> |                  |

|                               | Assessment Date | Working towards  | Working at  | Working beyond  | Teacher comments |
|-------------------------------|-----------------|--|---|---|------------------|
| <b>Puzzle 5 Relationships</b> |                 | <p>I can name some people who are special to me. I can tell you ways they help me stay safe and feel special.</p> <p>I can tell you why I like some people and who I might go to for help if I needed it.</p>  | <p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>               | <p>I can suggest different ways to show appreciation for other people and how to recognise their appreciation for me.</p> <p>I can also explain how this helps me feel safe and good about myself.</p> <p>I can explain how other people's behaviour can make me feel about myself and whether I feel safe or not. I can also explain how my behaviour affects others.</p>  |                  |
| <b>Puzzle 6 Changing Me</b>   |                 | <p>I can tell you some ways that I have changed since being a baby and I know the main body parts that make boys and girls different. I know some of the correct names for these and that they are private.</p> <p>I can tell you some things that will change for me and how I feel about this.</p> | <p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p> | <p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can also explain when it might be appropriate to talk about these, and when I should not.</p> <p>I can suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. I can offer some ideas about how I could manage feelings that are worrying or sad.</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<br>Naïve definitions or unsophisticated explanations<br>Basic recall of lesson facts<br>Naming, reporting or repeating back examples- perhaps those already included in the lesson (not thinking of different examples beyond those given in the lesson)<br>Asking basic questions – may demonstrate the student has not understood the content<br>Inability to make comparisons (or makes simple comparisons) of lesson content to other examples<br>Demonstrating a limited internalisation of the concepts:<br>A lack of personal resonance/ application with the lesson content<br>Demonstrating a low level of cognitive challenge<br>Poor acquisition of new knowledge<br>Evidence of weak understanding<br>A fixed stance: (unable/unwilling to change position)<br>Basic vocabulary<br>Weak development in skills<br>Unconfident responses | A higher level of cognitive demand<br>Application and comparison of the lesson content to other situations or scenarios<br>Mental processing of information beyond simple recall<br>Some decision making<br>Evidence of problem solving<br>Explanation of concepts with some reasoning<br>The ability to categorise/ group, connect and identify patterns<br>A degree of organisation in thought processes<br>Inference and interpretation<br>The ability to predict<br>The ability to summarise a range of ideas succinctly<br>A degree of personal resonance with the lesson content: can apply it to their lives and provide examples of this<br>An increase in knowledge<br>An increase in understanding<br>A change of a feeling based on new learning<br>A richer vocabulary<br>An increase in a skill<br>An increase in confidence | Abstract ideas<br>Complex description<br>Thinking and expression that involves solving complex problems<br>Complex cognitive challenge<br>The ability to discuss alternative outcomes or routes<br>Justification of answers<br>The use of evidence to support their thinking drawn from the lesson and beyond<br>The ability to appraise or assess a situation : evaluation<br>The ability to hypothesise<br>An investigative approach: asks complex questions<br>Creative solutions<br>Deeper personal resonance: can apply the lesson content to their personal situation and discuss this in greater detail<br>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.*

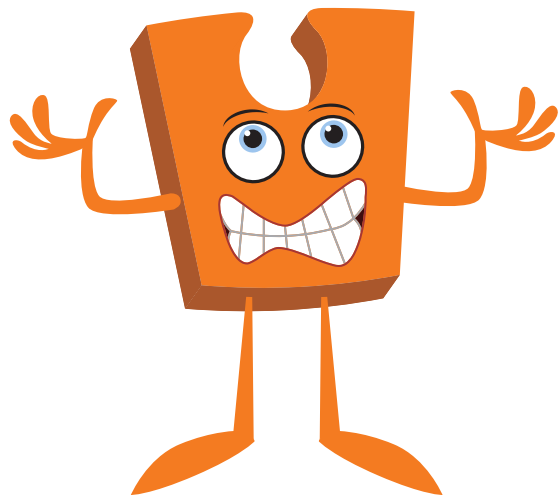
*You are getting much more confident at putting your point of view across in a group. Well done.*

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



## Puzzle 1: Being Me in My World - Ages 5-6 - Piece 1

| Special and Safe   |   |
|--|---|
| <p><b>Puzzle 1 Outcome</b><br/> <b>Our Learning Charter</b><br/>           (See example Learning Charter in Pieces 4,5&amp;6)</p>  | <p><b>Please teach me to...</b><br/>           know how to use my Jigsaw Journal<br/>           feel special and safe in my class</p> |
| <p><b>Resources</b><br/>           Jigsaw Charter<br/>           Jigsaw Jack<br/>           Jigsaw Jack's letter/ envelope<br/>           Jigsaw Chime<br/>           'Calm Me' script<br/>           'Calm' pictures<br/>           'Safe' pictures<br/>           My Jigsaw Learning<br/>           Jigsaw Journals<br/>           Jigsaw Jerrie Cat</p>   | <p><b>Vocabulary</b><br/>           Safe<br/>           Special<br/>           Calm</p>   |
| <p><b>Teaching and Learning</b><br/> <b>Teacher Note</b><br/>           Please ensure you have read 'The Jigsaw Approach', the introduction to this folder, before teaching this lesson (Piece).</p> <p><b>The Jigsaw Charter</b><br/>           Slide 1: Jigsaw lessons need to be established as very safe learning environments as some of the lessons deal with sensitive issues. Therefore, we need to establish the 'ground rules', in Jigsaw called 'The Jigsaw Charter'.<br/>           This needs to include:<br/>           The right to pass<br/>           Respect for each other<br/>           Confidentiality<br/>           There is a ready-made Jigsaw Charter in this lesson for you, but do start by asking the children what they need to do to make everyone feel safe so we can all learn well.<br/>           Bring out their ideas and introduce the Jigsaw Charter (Slide 1) and the large printed copy you already made (and laminated).<br/>           You may like to invite them all to sign the Charter (or maybe colour in a smiley face already drawn on it) as a way of saying they agree to try to stick to it in Jigsaw lessons.<br/>           You and they can then refer to it in every lesson thus creating a trusted and predictable learning environment.<br/>           Display the Jigsaw Charter in the classroom and refer to it at the beginning of every Jigsaw lesson.</p> <p><b>Connect us</b><br/>           To introduce the children to using a talking object in the Jigsaw Circle, bring Jigsaw Jack to the circle. Jack will be a special friend to the children in circle time from now on (talking object). Explain that Jigsaw Jack has come to live with us for this year and has brought a letter in an envelope from Jigsaw Jack to the class.<br/>           Then read Part 1 of the letter from Jigsaw Jack to the children (see letter resource).<br/>           Go to each child individually and talk through Jigsaw Jack.<br/>           "Hello, it's nice to see you, my name is Jigsaw Jack." Encourage each child to say their name and say hello back to Jigsaw Jack. "Hello Jigsaw Jack, my name is..."</p> | <p><b>Ask me this...</b></p>  |



### **Calm me**

Slide 2: Everyone, including adults, is sitting on chairs in a circle.

Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.

### **Open my mind**

Slide 3: Share with the children the three 'safe' pictures: child on slide, child having a cuddle, child sound asleep in bed, and ask them which children feel safe. Establish what 'safe' means.

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

Return to the letter and read Part 2. Invite the children to make suggestions as to how they can make Jigsaw Jack feel safe and special. Thank each child for his/her suggestion and ask the class if that would make *them* feel safe and special.

### **Let me learn**

Still in the circle, give each child his/her Jigsaw Journal and explain that this is their special book for Jigsaw lessons. Show them the Piece (lesson) 1 page and ask them to draw a picture of themselves feeling safe and special. Ask for some suggestions from the children before they return to their tables and draw their pictures. Some children could write "I feel safe and special when..." as well as drawing their pictures.

### **Help me reflect**

Slide 4: When the children have finished their drawings, invite several children to share their pictures and their ideas about when they feel safe and special. Reinforce the idea that you will always try to make each of them feel safe and special in your class.

Bring children back to the circle, praise them and read Part 3 of Jigsaw Jack's letter. Pass Jigsaw Jack around the circle so that each child has the opportunity to make Jack feel safe and special in their own way. Children may want to shake Jack's hand, give a hug or another welcome action.

Make it clear that this is the children's choice and they only welcome Jack by touching him if they want to/are comfortable to do so.

Ask the children for a thumbs-up, neutral or down for each learning intention of the lesson. Show the children My Jigsaw Learning, on PowerPoint slide 4. Explain and show how they are to complete their activity (by colouring or circling one Jigsaw Jack for each learning intention). Ask the children to do this and then stick the sheet into their Jigsaw Journal. The teacher may need to exemplify the learning intentions or re-frame them in simpler terms.

Which picture helps you to feel calm?

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

Is your mind calm?

Does it feel good to be calm and quiet?

Does your mind feel ready to learn?

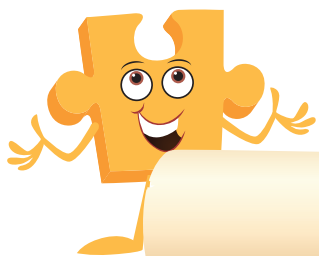
Which child feels safe?

Where do YOU feel safe?

When do YOU feel safe?

What makes YOU feel special?

What have you enjoyed most about this Piece today?



# The Charter

We take turns to speak

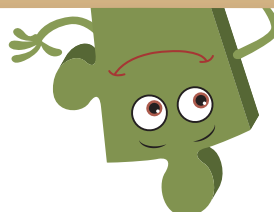
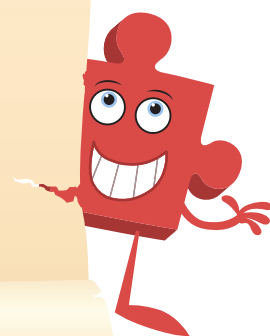
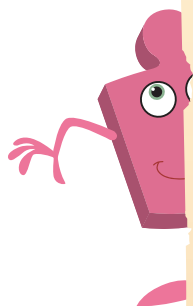
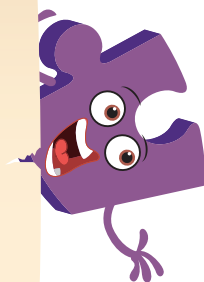
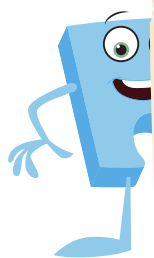
We use kind and positive words

We listen to each other

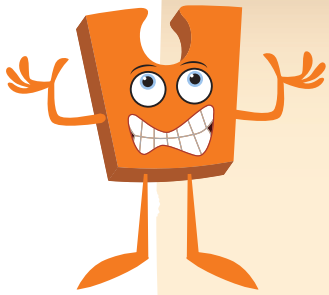
We have the right to pass

We only use names when giving compliments or when being positive

We respect each other's privacy  
(confidentiality)



# The Jigsaw! Charter



**Class:**

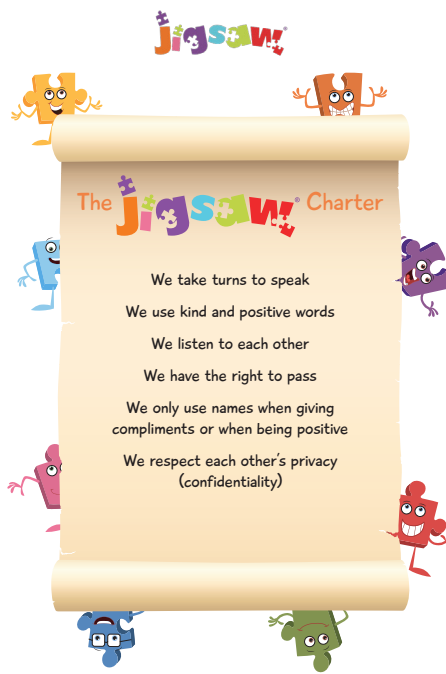
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**We will try our best to keep our Charter:**



## Being Me in My World

PowerPoint Slide 1 The Jigsaw Charter - Ages 5-6 - Piece 1

A central graphic of a yellow scroll with the 'Jigsaw!' logo at the top. The scroll is surrounded by ten colorful, anthropomorphic puzzle pieces (yellow, orange, blue, purple, pink, red, green, blue, green, and red) that appear to be holding the scroll. The text on the scroll lists the 'Jigsaw Charter' rules.

The **Jigsaw!** Charter

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

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## Being Me in My World

Slide 2 - 'Calm' Pictures PowerPoint - Ages 5-6 - Piece 1





## Being Me in My World

### Calm Me Script - Ages 5-6 - Piece 1

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

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

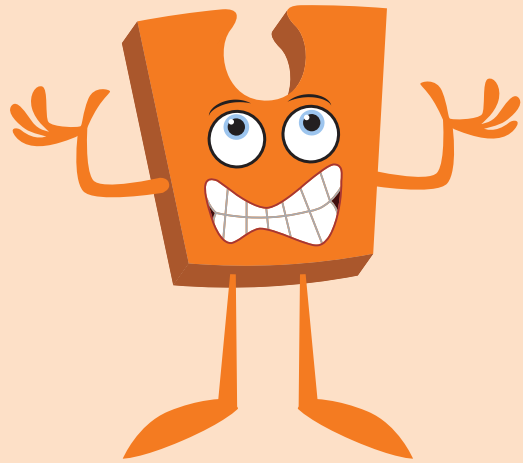
Teacher reinforces how good it feels to be calm and quiet.



## Being Me in My World

Slide 3 - 'Safe' Pictures PowerPoint - Ages 5-6 - Piece 1





Dear children

### Part 1

My name is Jigsaw Jack. I am really pleased to be staying with you all the time you are in this class. Because I don't know you yet I feel really nervous and it would help me if you could tell me your names and make me feel welcome.

*(Teacher goes around circle with Jigsaw Jack introducing and getting children to say hello and their name.)*

### Part 2

Thank you for telling me your names, I am starting to feel welcome here in class ..... Because school is new to me I wonder if you can help me to feel safe and special.

*(Teacher then asks the children how they might be able to make Jigsaw Jack feel safe and special.)*

### Part 3

Thank you for making me feel safe and special. I am really looking forward to being part of your class this year and to coming to all your circle time and Jigsaw lessons.

Love from Jigsaw Jack

# Being Me in My World

PowerPoint Slide 4: My Jigsaw Learning - Ages 5-6 - Piece 1



My Jigsaw Learning

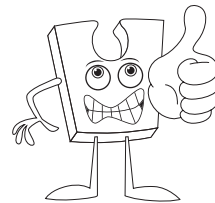
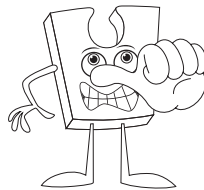
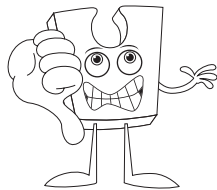
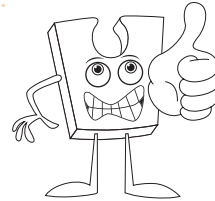
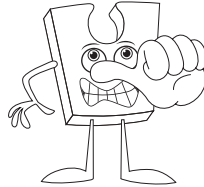
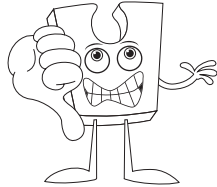
Being Me in My World - Piece 1

Ages 5-6

Name .....

I know how to use my  
Jigsaw Journal.

I feel special and safe  
in my class.



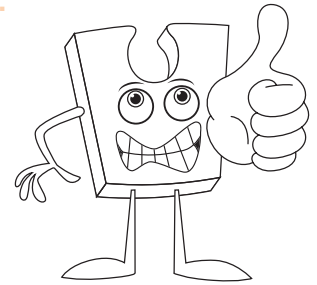
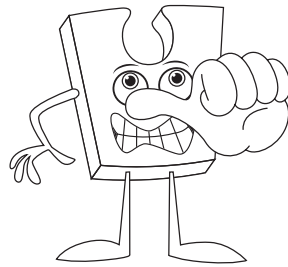
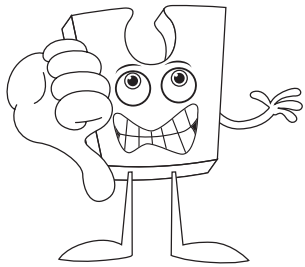
My Jigsaw Learning

Being Me in My World - Piece 1

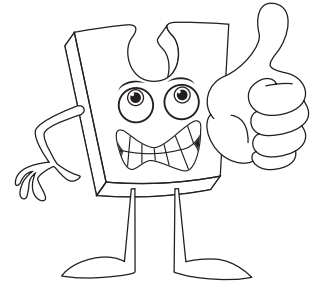
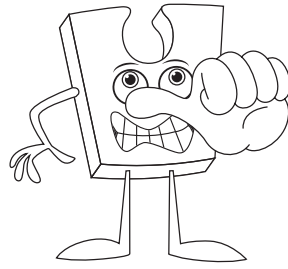
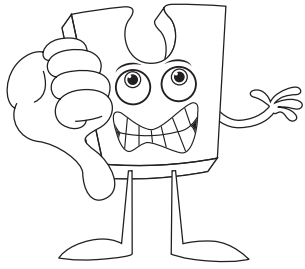
Ages 5-6

Name .....

I know how to use my Jigsaw Journal.



I feel special and safe in my class.



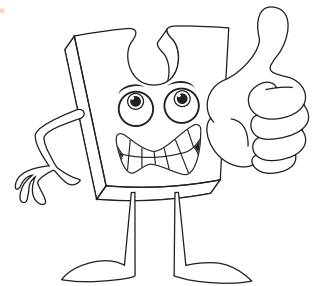
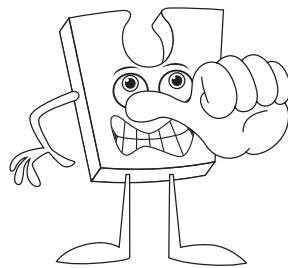
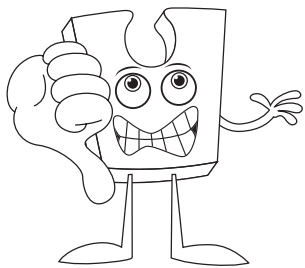
My Jigsaw Learning

Being Me in My World - Piece 1

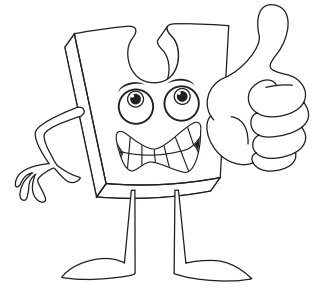
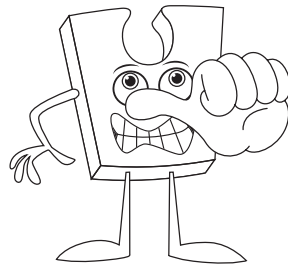
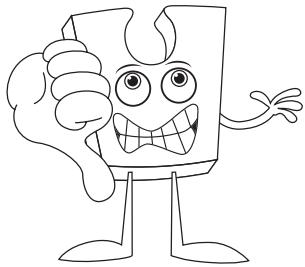
Ages 5-6

Name .....

I know how to use my Jigsaw Journal.



I feel special and safe in my class.



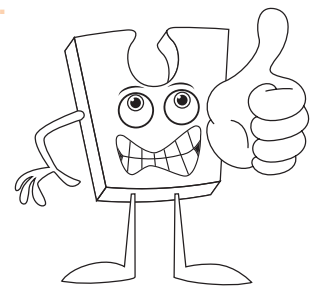
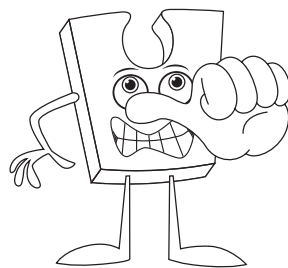
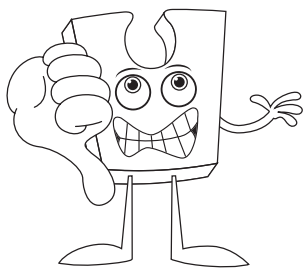
My Jigsaw Learning

Being Me in My World - Piece 1

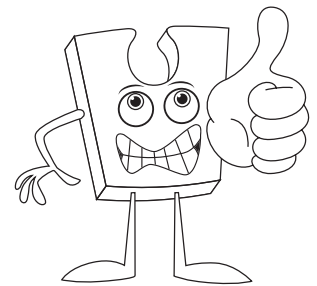
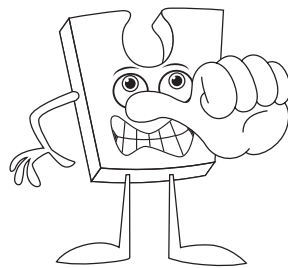
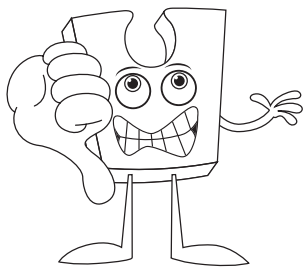
Ages 5-6

Name .....

I know how to use my Jigsaw Journal.



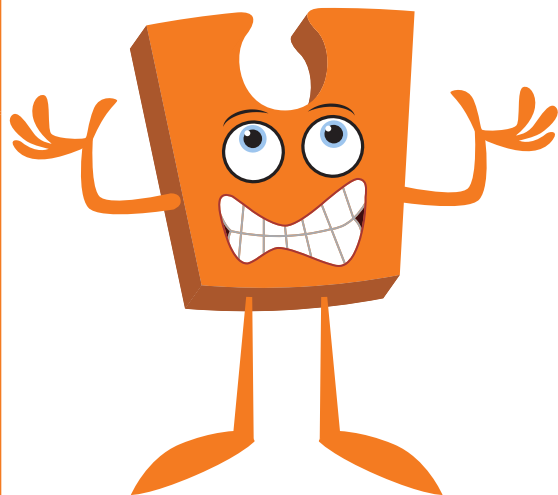
I feel special and safe in my class.





## Puzzle 1: Being Me in My World - Ages 5-6 - Piece 2

| My Class  |  |
|---|--|
| <p><b>Puzzle 1 Outcome</b><br/><b>Our Learning Charter</b><br/>(See example Learning Charter)</p>   | <p><b>Please teach me to...</b><br/>understand the rights and responsibilities as a member of my class<br/>know that I belong to my class</p>  |
| <p><b>Resources</b><br/>Jigsaw Charter<br/>Jigsaw Jack<br/>Jigsaw Chime<br/>'Calm Me' script<br/>'Calm' pictures<br/>'I am special' song sheet<br/>Picture of a class learning well<br/>My Jigsaw Learning<br/>Jigsaw Journals<br/>Jigsaw Jerrie Cat<br/>Jigsaw Journal page template for Help Me Reflect</p>   | <p><b>Vocabulary</b><br/>Belonging<br/>Special<br/>Rights<br/>Responsibilities</p>   |
| <p><b>Teaching and Learning</b></p> <p><b>The Jigsaw Charter</b><br/>Slide 1: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b><br/>Sitting in a circle, say to the children that someone who is special in our class is missing (Jigsaw Jack). Jigsaw Jack is sitting outside of the circle. When the children realise that the missing member of their circle is Jigsaw Jack, ask a child to invite Jack to join the circle. Model the words, "Jigsaw Jack, would you like to join our circle? You are a special member of our class." A child then carefully brings Jigsaw Jack to the circle and holds Jack on his/her lap. Explain Jigsaw Jack's special job: when you are holding Jack, it is your turn to talk. If you would like to talk, ask to hold Jigsaw Jack first. Practise this by passing Jigsaw Jack around the circle and when they are holding Jack each child says "Hello everybody, my name is... and I like belonging to class ..."</p> <p><b>Calm me</b><br/>Slide 2: Everyone, including adults, is sitting on chairs in a circle.<br/>Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime, 'Calm Me' Script and slide 2.</p> <p><b>Open my mind</b><br/>Teach the 'I am special' song (to the tune of Frère Jacques):<br/><b>I am special, I am special,<br/>I belong, I belong,<br/>with my friends and family, with my friends and family,<br/>and my class, and my class.</b><br/>Sing it several times with the children holding hands in the circle</p> | <p><b>Ask me this...</b></p> <p>When do you ask to hold Jigsaw Jack?</p> <p>Which picture helps you to feel calm?<br/>Can you feel your tummy rise and go back in again?<br/>Is your mind calm?<br/>Does it feel good to be calm and quiet?<br/>Does your mind feel ready to learn?</p> <p>How do we know we belong?<br/>How does it feel to belong?</p> |



**Tell me or show me**

Slide 3: Show the class the picture of children learning well together. In talking partners ask the children to think about how they can help each other learn. Can several pairs show the rest their ideas, e.g. role play or mime how they help each other? The teacher summarises the ideas and introduces the language of rights and responsibilities, e.g. we all have the right to belong to this class, we all have the right to ask questions, we all have the right to learn and we all have the responsibility to help each other to learn.

**Let me learn**

In their Jigsaw Journals, ask the children to draw a picture of themselves learning well with their friends. Children then share with their learning partners what they have drawn and explain how this helps them to learn. Some children share this with the whole class, the teacher summarises the rights and responsibilities for their classroom using the children's ideas.

(This will form the start of the Learning Charter.)

**Help me reflect**

Slide 4: Ask the children for a thumbs-up, neutral or down for each learning intention of the lesson.

Remind the children to complete My Jigsaw Learning for this lesson (Piece) using the PowerPoint slide to model. Ask them to complete their own 'My Jigsaw Learning' sheet by circling, ticking or colouring one Jigsaw Jack for the purple and green statements. They can stick this into their Jigsaw Journals.

The teacher may want to re-frame the learning intentions into simpler terms, or exemplify for the children based on their earlier responses.

How do we learn best?

How can we help others to learn?

What rights do we have?

What are our responsibilities?

## Being Me in My World

### Calm Me Script Slide 2 - Ages 5-6 - Piece 2

Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Share the three 'calm' pictures (slide 2) (stream, bed, desert island) with the children, and establish which picture makes them feel the most calm. Ensure all children understand what calm is and how it feels. They might like to suggest when and where they feel the most calm. Explain that to do the best learning we need calm, focussed minds, and to help us with this we will use our breathing. Tell the children that the Jigsaw Chime is the start of our Calm Me exercise.

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

If they can, encourage the children to breathe in through their nose and out through their mouth.

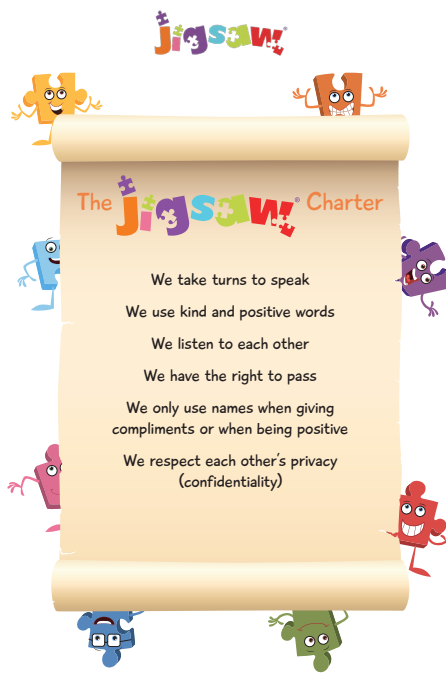
Teacher reinforces how good it feels to be calm and quiet.





## Being Me in My World

### PowerPoint Slide 1 The Jigsaw Charter - Ages 5-6 - Piece 2



The Jigsaw! Charter

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

© Jigsaw PSHE Ltd

The image shows a central scroll with the Jigsaw! Charter text. The scroll is surrounded by several colorful, cartoonish puzzle pieces with faces and arms, appearing to hold the scroll. The background is white with a thin orange border.

## Being Me in My World

'Calm' Pictures PowerPoint Slide 2 - Ages 5-6 - Piece 2





## **I am Special**

**I am special, I am special,  
I belong, I belong  
with my friends and family  
with my friends and family  
and my class, and my class.**

## Being Me in My World

Picture of a class learning well - PowerPoint Slide 3 - Ages 5-6 - Piece 2



# Being Me in My World

PowerPoint Slide 4: My Jigsaw Learning - Ages 5-6 - Piece 2



My Jigsaw Learning

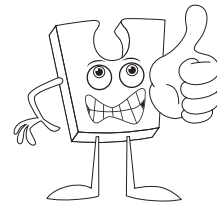
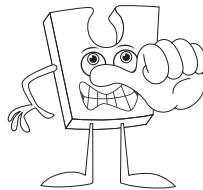
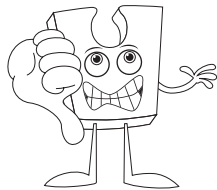
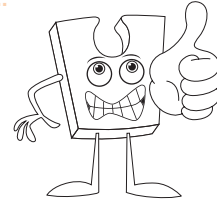
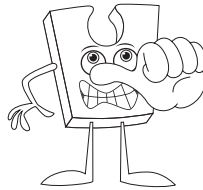
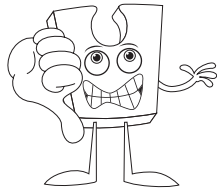
Being Me in My World - Piece 2

Ages 5-6

Name .....

I understand the rights and responsibilities as a member of my class.

I know that I belong to my class.



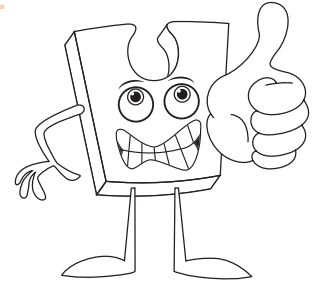
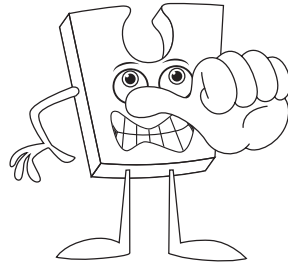
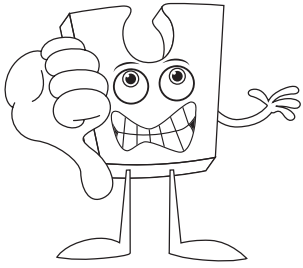
My Jigsaw Learning

Being Me in My World - Piece 2

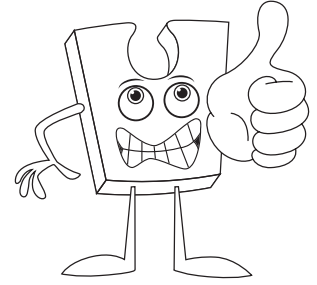
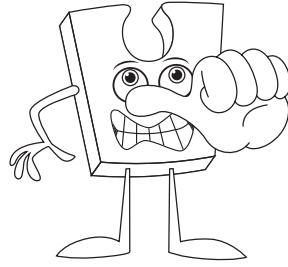
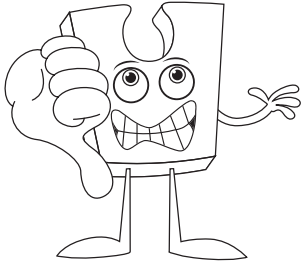
Ages 5-6

Name .....

I understand the rights and responsibilities as a member of my class.



I know that I belong to my class.



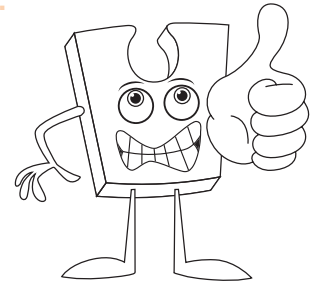
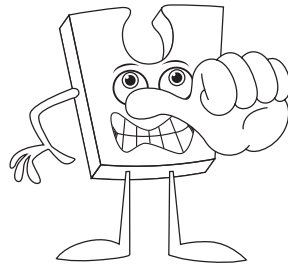
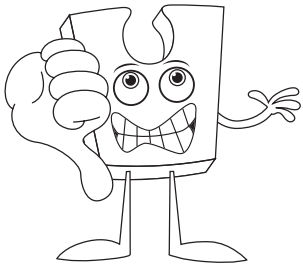
My Jigsaw Learning

Being Me in My World - Piece 2

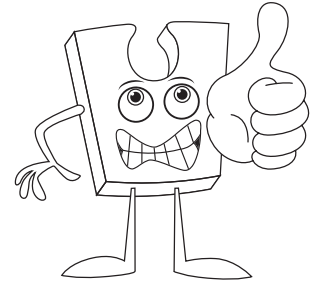
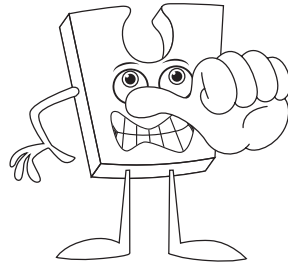
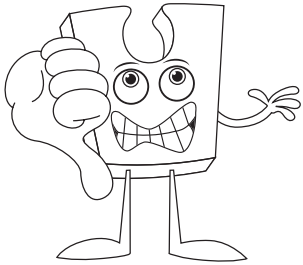
Ages 5-6

Name .....

I understand the rights and responsibilities as a member of my class.



I know that I belong to my class.



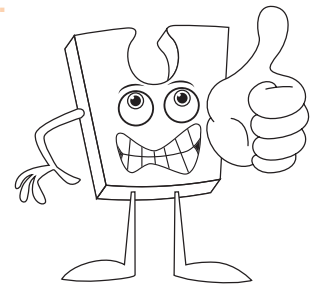
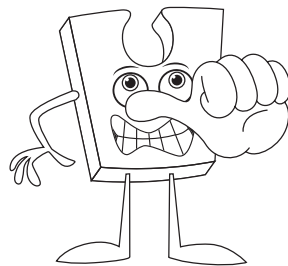
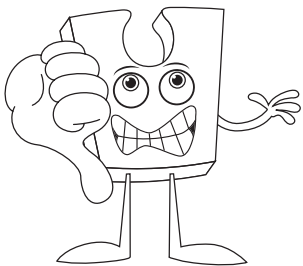
My Jigsaw Learning

Being Me in My World - Piece 2

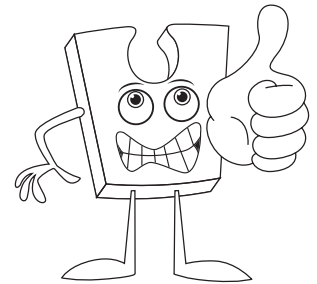
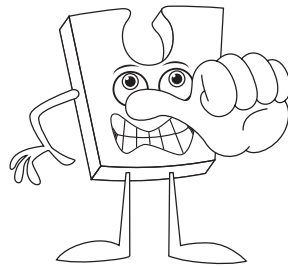
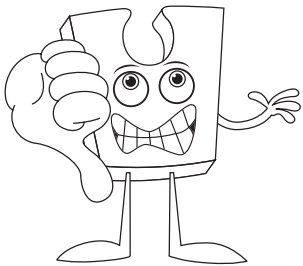
Ages 5-6

Name .....

I understand the rights and responsibilities as a member of my class.



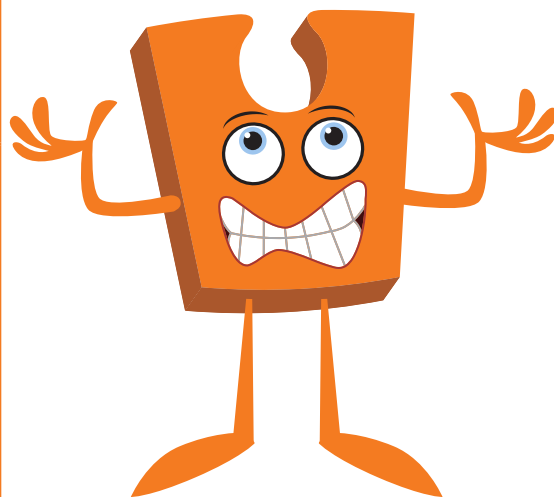
I know that I belong to my class.





## Puzzle 1: Being Me in My World - Ages 5-6 - Piece 3

| Rights and Responsibilities  |  |
|--|--|
| <p><b>Puzzle 1 Outcome</b><br/> <b>Our Learning Charter</b><br/>           (See example Learning Charter)</p>  | <p><b>Please teach me to...</b><br/>           understand the rights and responsibilities of being a member of my class<br/>           know how to make my class a safe place for everybody to learn</p>   |
| <p><b>Resources</b><br/>           Jigsaw Charter<br/>           Jigsaw Jack<br/>           Jigsaw Jerrie Cat<br/>           Soft sponge football (optional)<br/>           Jigsaw Chime<br/>           'Calm Me' script<br/>           'Calm' pictures<br/>           Rights and responsibilities pictures<br/>           Flipchart<br/>           Jigsaw Song sheet: 'Choices'<br/>           My Jigsaw Learning<br/>           Jigsaw Journals</p>  | <p><b>Vocabulary</b><br/>           Rights<br/>           Responsibilities<br/>           Learning Charter</p>   |
| <p><b>Teaching and Learning</b></p> <p><b>The Jigsaw Charter</b><br/>           Share the Jigsaw Charter with the children to reinforce how we work together in Jigsaw lessons.</p> <p><b>Connect us</b><br/>           Depending on the age and ability of your class there are two options for this activity. Both games reinforce the idea of belonging and being part of a class team:<br/>           Option 1: Sing the 'I am special song' from the last Jigsaw lesson while holding hands in a circle.<br/>           Option 2: Play the game "Roll the Ball". The children need to stand in a circle. The teacher rolls the ball to someone else in the circle. As they do this they say "Hello" followed by the child's name. The child who received the ball then rolls the ball to another person, greeting that child in the same way. The game continues until everyone has had a turn. The teacher can use the game to also reinforce the importance of turn taking and waiting patiently.</p> <p><b>Calm me</b><br/>           Slide 1: Everyone including adults is sitting in a circle (preferably on chairs).<br/>           Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime, the 'Calm Me' Script and slide 1.</p> | <p><b>Ask me this...</b></p> <p>How did this game help us feel special?)</p> <p>Which picture helps you to feel calm?<br/>           Can you feel your tummy rise and go back in again?<br/>           Is your mind calm?<br/>           Does it feel good to be calm and quiet?<br/>           Does your mind feel ready to learn?)</p> |



### Open my mind

Pass Jigsaw Jack around the circle and ask the children to complete the stem sentence "I like learning when..." Beforehand give the children some thinking time, perhaps using thinking partners.

### Tell me or show me

Slides 2-3: Show the children the six rights and responsibilities pictures. Ask them to put their thumbs up or down for each picture, depending upon whether they think the picture shows happy learning or not. Start to establish the rights and responsibilities that make school a conducive learning environment.

### Let me learn

Ask the children, perhaps using thinking partners first, to think of one rule they think is important for happy learning in school. Using Jigsaw Jack as the talking object, pass around and ask the children to share their ideas.

The teacher should summarise the children's ideas on a flip chart or whiteboard in 5 or 6 simple sentences using present tense, positive and inclusive language such as ...

We are kind

We listen

We work hard

This reinforces that these 'rules' apply to everyone including the adults and is happening now.

Explain that we all have a right to be in a class where these things are happening and we all have a responsibility to make sure they happen. We can choose whether to follow the rules or not? Explain that these rules are going to be part of the class learning charter. Ask the children for a thumbs-up if they agree with the rules. **The teacher needs to keep the flip chart or whiteboard screenshot for future lessons.**

### Help me reflect

Slide 4: Show the children the My Jigsaw Learning sheet for this lesson (Piece) and if necessary remind them how to complete using the associated PowerPoint slide. Ask the children to complete the sheet and stick it into their Jigsaw Journal.

What are our rights?

What are our responsibilities?

How can we help each other to learn?

### Notes

**For the next lesson you will need to have prepared an 'I feel proud of you' ticket for each child.**

## Being Me in My World

### Calm Me Script - Ages 5-6 - Piece 3

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


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

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

#### Note to teacher

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

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

*Jigsaw Jerrie Cat is used to put PAUSE POINTS into lessons for the same reason.  The first PAUSE POINT is in Piece 4.*

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



## Being Me in My World

'Calm' Pictures PowerPoint Slide 1 - Ages 5-6 - Piece 3



## Being Me in My World

'Rights and Responsibilities' Pictures PowerPoint Slides 2-3 - Ages 5-6 - Piece 3



**Being Me in My World**  
**'Rights and Responsibilities' Pictures PowerPoint - Ages 5-6 - Piece 3**



# Being Me in My World

## PowerPoint Slide 4: My Jigsaw Learning - Ages 5-6 - Piece 3



My Jigsaw Learning

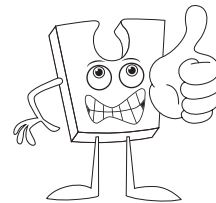
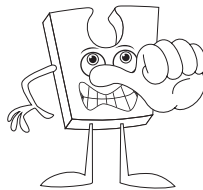
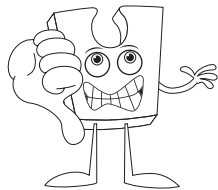
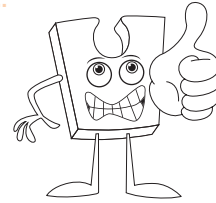
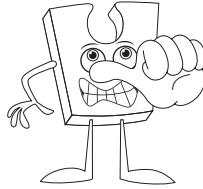
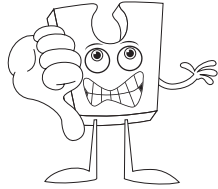
Being Me in My World - Piece 3

Ages 5-6

Name .....

I understand the rights and responsibilities for being a member of my class.

I know how to make my class a safe place for everybody to learn.



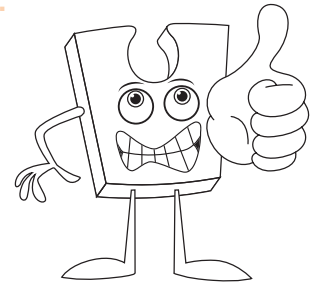
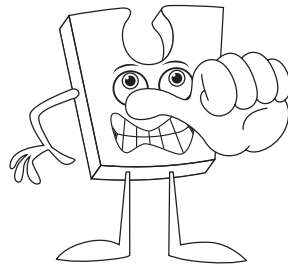
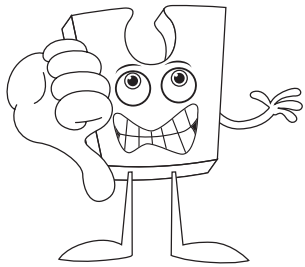
**My Jigsaw Learning**

**Being Me in My World - Piece 3**

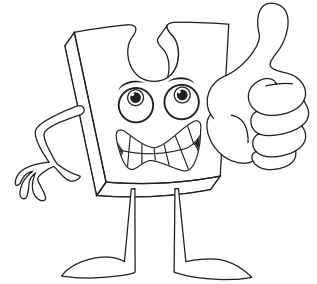
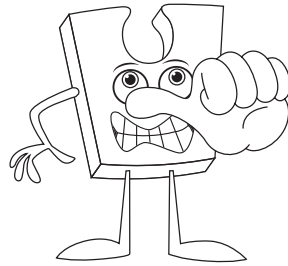
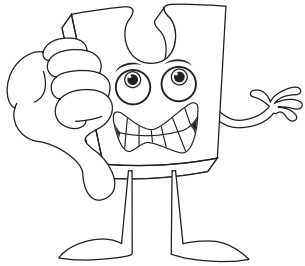
**Ages 5-6**

**Name** .....

I understand the rights and responsibilities for being a member of my class.



I know how to make my class a safe place for everybody to learn.



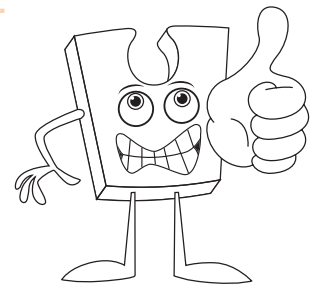
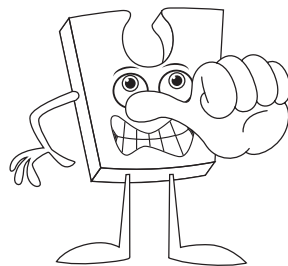
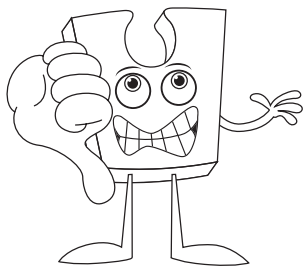
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**Being Me in My World - Piece 3**

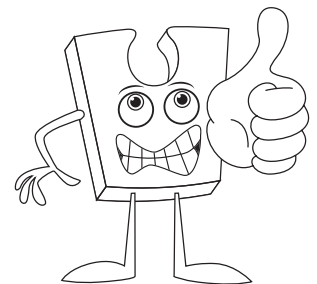
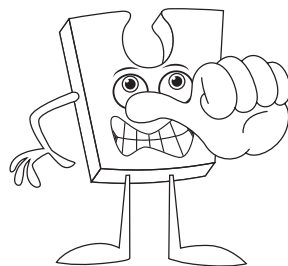
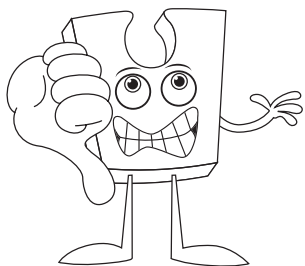
**Ages 5-6**

**Name** .....

I understand the rights and responsibilities for being a member of my class.



I know how to make my class a safe place for everybody to learn.



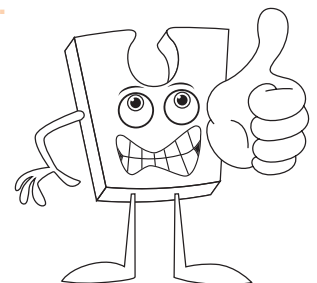
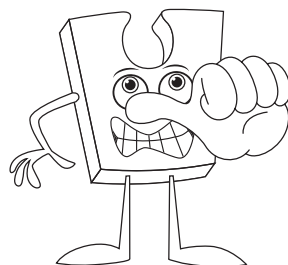
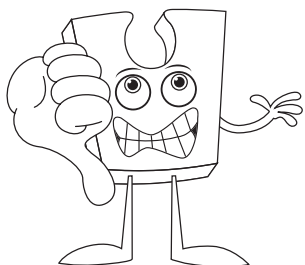
**My Jigsaw Learning**

**Being Me in My World - Piece 3**

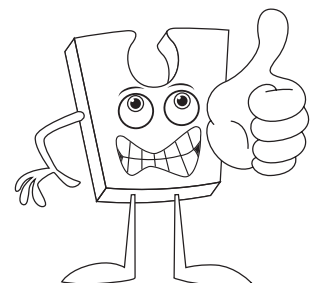
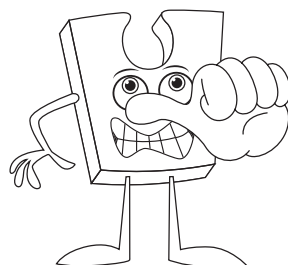
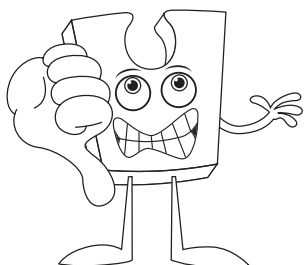
**Ages 5-6**

**Name** .....

I understand the rights and responsibilities for being a member of my class.

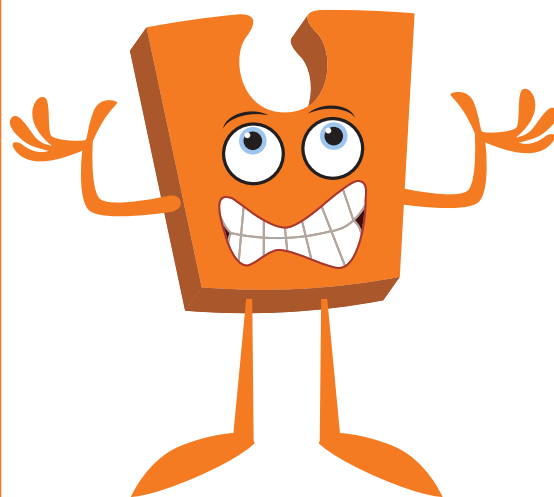


I know how to make my class a safe place for everybody to learn.



## Puzzle 1: Being Me in My World - Ages 5-6 - Piece 4

| Rewards and Feeling Proud  |  |
|--|--|
| <p><b>Puzzle 1 Outcome</b><br/> <b>Our Learning Charter</b><br/>           (See example Learning Charter)</p>  | <p><b>Please teach me to...</b><br/>           know my views are valued and can contribute to the Learning Charter<br/>           recognise how it feels to be proud of an achievement</p> |
| <p><b>Resources</b><br/>           Jigsaw Charter<br/>           Colour cards<br/>           Jigsaw Chime<br/>           'Calm Me' script<br/>           'Calm' pictures<br/>           Jigsaw Jack<br/>           Jigsaw Jerrie Cat<br/>           Picture of a class learning well<br/>           Proud face pictures<br/>           Treasure Chest or a special box<br/>           'I feel proud of you' tickets<br/>           My Jigsaw Learning<br/>           Jigsaw Journals</p>   | <p><b>Vocabulary</b><br/>           Rights and Responsibilities<br/>           Learning Charter<br/>           Rewards<br/>           Proud</p>  |
| <p><b>Teaching and Learning</b></p> <p><b>Note to teacher</b><br/>           Ensure that you have prepared an 'I feel proud of you ticket' for every child</p> <p><b>The Jigsaw Charter</b><br/>           Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b><br/>           Play Switch. Sitting in a circle, switch places if you love animals/have a pet/like mashed potato/are wearing a shirt etc. When children are sitting randomly, ask them to face the person next to them, knees to knees and in turn say "Good morning, my name is... And my favourite animal is..."</p> <p><b>Calm me</b><br/>           Slide 1: Everyone, including adults, is sitting on chairs in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime, the 'Calm Me' Script and slide 1.</p> <p><b>Open my mind</b><br/>           Slide 2: Show the class the picture of children learning well together. Ask the children to show a happy face, then ask them to show a sad face, then ask them to show a proud face and then a disappointed face, or an upset face.</p> <p><b>Pause Point:</b> Slide 3:  Invite the children to tell a partner what they are thinking, what thoughts they are having right now. Use Jigsaw Jerrie Cat's Paws to indicate a Pause Point.</p> | <p><b>Ask me this...</b></p> <p>Can you feel your tummy rise and go back in again?<br/>           Is your mind calm?<br/>           Does your mind feel ready to learn?</p>                |



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

Slide 4: Show the children the three pictures (two show proud children's faces, one doesn't). Ask the children to identify which children are proud and why. Can they think of any times when they have felt proud of an achievement?

Before the lesson the teacher will have filled in the 'I am proud of you' tickets for each member of the class. The teacher shows the children a proud face and corresponding body language. Ask the children what they think you are feeling (show a proud feeling) and then say "I am proud of every child in my class". Ask the children why they think you are feeling proud of them and receive their ideas. Then take the treasure chest or special box containing the 'I am proud of you' tickets and ceremoniously give each child their ticket, telling them not to show anyone.

### **Let me learn**

In their pairs, the children take turns to read their ticket to their partner (the teacher or teaching assistant may need to help with this) and say how they feel. Do they feel proud, pleased, happy? Can they think of other feeling words? Pass Jigsaw Jack around and ask the children to say how they feel. "I feel..."

Children stick their 'I am proud of you' ticket into their Jigsaw Journal.

### **Help me reflect**

Slide 5: Share today's learning intentions with the children and ask them for a thumbs-up, neutral or down for each statement. Ask them to record this on the My Jigsaw Learning sheet and stick this into their Jigsaw Journal. The teacher may wish to exemplify each statement based on the children's earlier responses. This may help the children to understand the learning in their terms.

Where in your body do you feel proud?  
Who can make a proud face?

### **Notes**

Although young children need extrinsic rewards to show them they have done well/behaved well (making stickers and certificates useful and appropriate), it is also important to work towards children doing well and learning. This is because it brings them intrinsic reward, e.g. it feels good, they enjoy praise, they feel proud.

### **Puzzle Outcome**

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

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

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

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

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

## Being Me in My World

### Calm Me Script - Ages 5-6 - Piece 4

Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw Piece we will help our minds calm down so that we are ready to learn. Share the three 'calm' pictures (slide 1) (stream, bed, desert island) with the children, and establish which picture makes them feel the most calm. Ensure all children understand what calm is and how it feels. They might like to suggest when and where they feel the most calm. Explain that to do the best learning we need calm, focussed minds, and to help us with this we will use our breathing. Tell the children that the Jigsaw Chime is the start of our Calm Me exercise.


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

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

#### **Note to teacher**

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

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

*Jigsaw Jerrie Cat is used to put PAUSE POINTS into lessons for the same reason.  Feel free to use Pause Points as you see fit as well as when indicated in the Jigsaw lessons.*

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



# Our Learning Charter

## ↻ Rights

We have the right to:

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

## ↻ Responsibilities

We have the responsibility to:

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

## ↻ Rewards

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

## ↻ Consequences

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



## Being Me in My World

'Calm' Pictures PowerPoint Slide 1 - Ages 5-6 - Piece 4



## Being Me in My World

Picture of a class learning well - PowerPoint Slide 2- Ages 5-6 - Piece 4



**Being Me in My World**  
Jerrie Cat PowerPoint Slide 3 - Ages 5-6 - Piece 4



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## Being Me in My World

'Proud' Pictures PowerPoint Slide 4 - Ages 5-6 - Piece 4



**Being Me in My World**  
**'I feel proud of you' tickets - Ages 5-6 - Piece 4**

.....  
**Michael**  
.....  
**I am proud of you for**  
**winning the football trophy**  
.....  
**last weekend**  
.....  
**Signed Mrs Smith** ..... **Date 21/7/19**



.....  
**I am proud of you for**  
.....  
.....  
**Signed** ..... **Date** .....



.....  
**I am proud of you for**  
.....  
.....  
**Signed** ..... **Date** .....



# Being Me in My World

## PowerPoint Slide 5: My Jigsaw Learning - Ages 5-6 - Piece 4



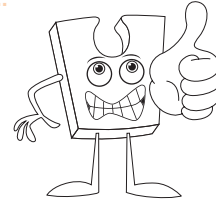
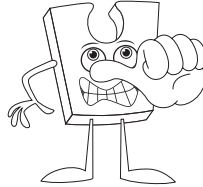
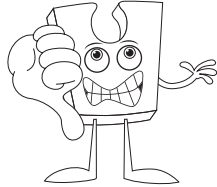
My Jigsaw Learning

Being Me in My World - Piece 4

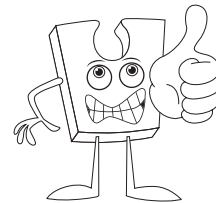
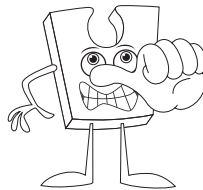
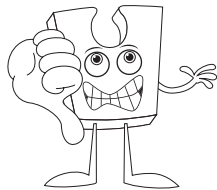
Ages 5-6

Name .....

I know my views are valued  
and can contribute to the  
Learning Charter.



I recognise how it feels  
to be proud of an  
achievement.



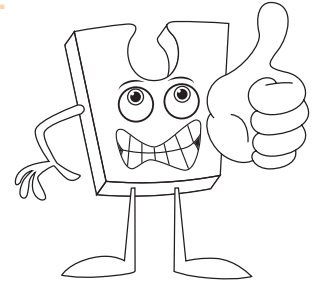
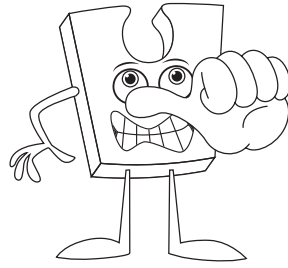
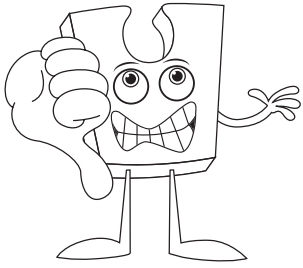
My Jigsaw Learning

Being Me in My World - Piece 4

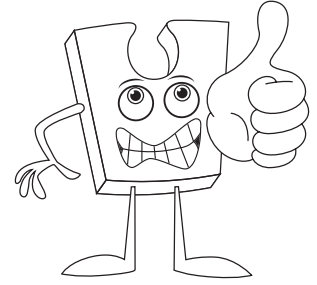
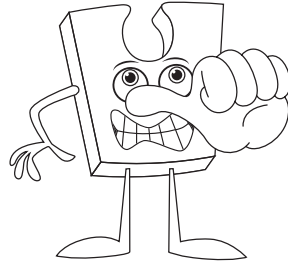
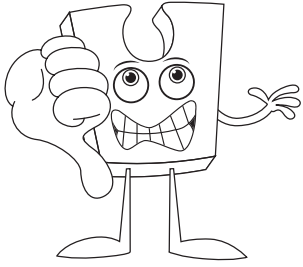
Ages 5-6

Name .....

I know my views are valued and can contribute to the Learning Charter.



I recognise how it feels to be proud of an achievement.



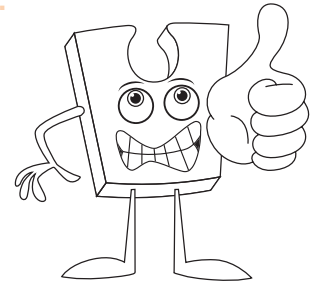
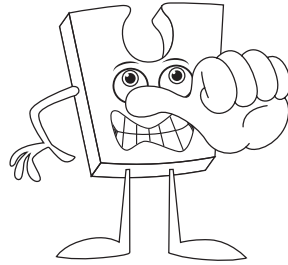
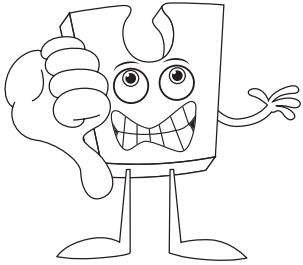
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Being Me in My World - Piece 4

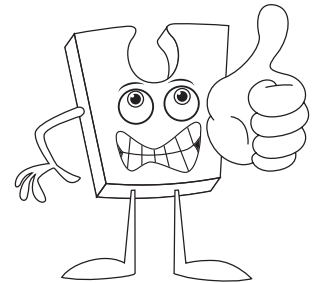
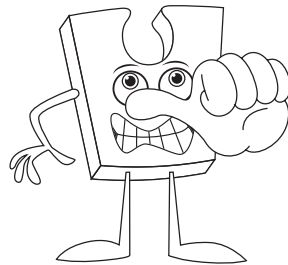
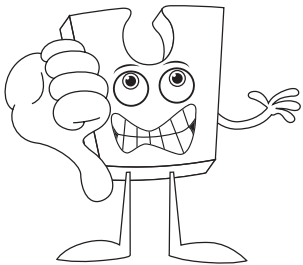
Ages 5-6

Name .....

I know my views are valued and can contribute to the Learning Charter.



I recognise how it feels to be proud of an achievement.



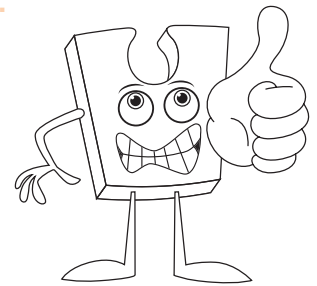
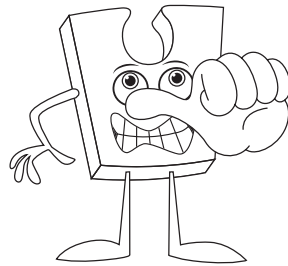
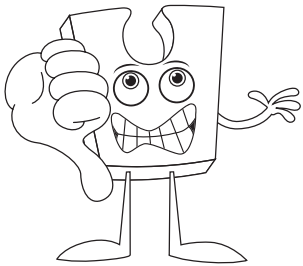
My Jigsaw Learning

Being Me in My World - Piece 4

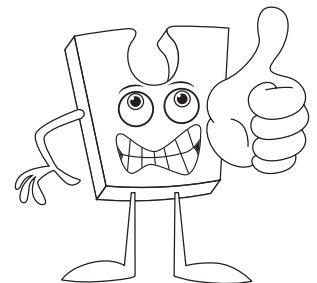
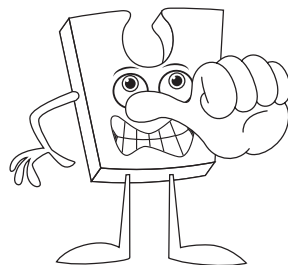
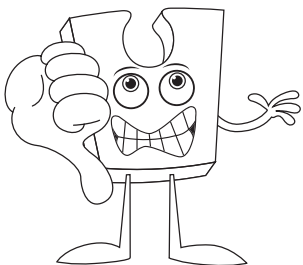
Ages 5-6

Name .....

I know my views are valued and can contribute to the Learning Charter.



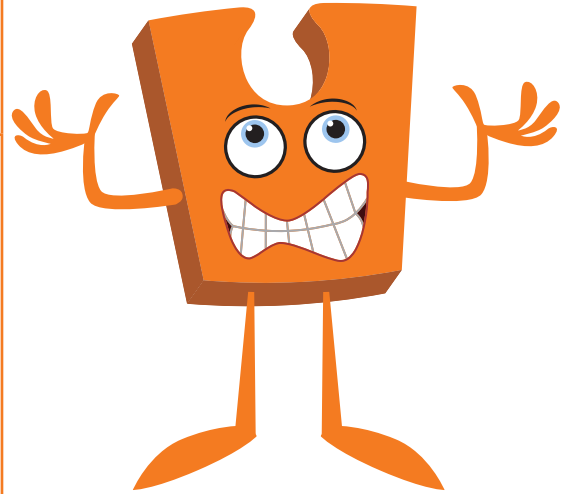
I recognise how it feels to be proud of an achievement.





## Puzzle 1: Being Me in My World - Ages 5-6 - Piece 5

| Consequences  |  |
|---|--|
| <p><b>Puzzle 1 Outcome</b><br/> <b>Our Learning Charter</b><br/>           (See example Learning Charter)</p>   | <p><b>Please teach me to...</b><br/>           recognise the choices I make and understand the consequences<br/>           recognise the range of feelings when I face certain consequences</p>  |
| <p><b>Resources</b><br/>           Jigsaw Charter<br/>           Jigsaw Song sheet: 'Choices'<br/>           Jigsaw Chime<br/>           'Calm Me' script<br/>           Scenario picture PowerPoint<br/>           Flipchart from Piece 3<br/>           Whiteboards (optional)<br/>           Jigsaw Jack<br/>           Jigsaw Jerrie Cat<br/>           My Jigsaw Learning<br/>           Together as One mp3 file<br/>           Jigsaw Journals</p>   | <p><b>Vocabulary</b><br/>           Rights and Responsibilities<br/>           Learning Charter<br/>           Consequences<br/>           Upset<br/>           Disappointed</p>   |
| <p><b>Teaching and Learning</b></p> <p><b>The Jigsaw Charter</b><br/>           Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</p> <p><b>Connect us</b><br/>           Slide 1: As a class, sing or listen to the Jigsaw Song: 'Together as One'. The teacher explains that this song is about being a team and learning together. Lyrics are on slide 1.</p> <p><b>Calm me</b><br/>           Everyone, including adults, is sitting on chairs in a circle.<br/>           Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime and the 'Calm Me' Script.<br/>           Use the calm pictures from previous lessons if these help the children to focus.</p> | <p><b>Ask me this...</b></p> <p>Can you remember some of the rights and responsibilities we have in school?</p> <p>Which picture helps you feel the most calm?<br/>           Can you feel your tummy rise and go back in again?<br/>           Is your mind calm?<br/>           Does it feel good to be calm and quiet?<br/>           Does your mind feel ready to learn?</p> |



## Open my mind

There are two options for this part of the lesson depending on the abilities of your group:

**Option 1:** Ask the children to follow the actions that you do. Start with a clap and everyone copies. Say something like, "That's great. I clapped and the CONSEQUENCE of that was that you copied and everyone clapped." Repeat using different actions, reinforcing consequence each time.

You can increase the challenge by passing an action around the circle. e.g. you clap, then the child to your right claps, then passes it on to the next child and so on, until the clap has gone around the whole circle. "Excellent. I clapped and the consequence is that the clap has travelled all around the circle."


**Option 2:** Play the Rainforest game: in the format of a group wave, start off by tapping two fingers on your hand, the child next to you copies, and then the one next to them copies, and so on until everyone in the circle is tapping. Explain to the children they have to wait until the action reaches them before they can start. Change the action by clapping your hands. The children continue with the tapping until the clap reaches them, and then they change to a clap. Repeat using a third action of stamping feet. The sound will build like a crescendo of a rainstorm. If time allows reverse the actions so the noise gets quieter. To stop put your hands on your knees and the children will copy until there is silence. Explain that as a consequence of the actions you did the sounds were passed around the circle.

## Tell me or show me

Slides 2-3: Use the scenario pictures and ask the children what might be happening. Ask them who is in the picture, what they are doing, how they are feeling and what might have happened just before this. You are helping the children understand that the scene in the picture might be a consequence of something that happened before.

Reinforce this by giving some positive and negative made up examples from the classroom emphasising the language of:

- Making a choice
- Consequences of that choice

**Pause Point:** Slide 4:  Raise Jigsaw Jerrie Cat's Paws to indicate a Pause Point. Invite the children to stop, close their eyes and look inside their minds to see what thoughts are in there.

## Let me learn

Show the children the piece of flip chart from lesson 3 (Piece 3) and remind them of the 'rules' they decided were helpful for learning. In pairs invite the children to think of a possible consequence if each rule was not followed. Using Jigsaw Jack as the talking object, share the children's ideas. Reinforce that we can choose to follow the rules or not but whatever we choose there will be consequences. If we make a wrong choice the consequences might not be good, if we make a right choice the consequences are more likely to be good. Exemplify by giving some made up examples from the classroom reinforcing the language of choice, responsibility and consequence.

Extension activity (if appropriate for the ability of your group): Ask the children the big question: Should we have consequences for people who choose not to be kind, or to listen, or make it hard for others to learn? We are asking them to discuss consequences of irresponsible behaviour **without** using terms like sanction and punishment.

If the children agree that sometimes people do make the wrong choices and should meet a consequence, ask them in pairs to think what these consequences might be. They could make a list/ draw on whiteboards or discuss, whatever is appropriate for your class. Take some feedback and scribe some of their ideas on a piece of flip chart ensuring they are feasible, reasonable and realistic. Explain to the children that the consequences have to be proportionate to the negative behaviour or that wouldn't be fair. (These ideas can be forwarded as a contribution from your class towards the Whole-School Learning Charter).

Can you imagine what happened before the picture was taken? How would you feel if you were one of the people in the picture?

### Help me reflect

Slide 5: Show the children the My Jigsaw Learning sheet for this lesson. Use the PowerPoint slide and ask them to show whether they are a thumbs-up, neutral or thumbs down for each learning intention. Ask the children to record this on the sheet and stick it into their Jigsaw Journal. The teacher may need to exemplify the learning intentions for the children. The teacher may need to exemplify the learning intentions for the children.

### Notes

By lesson 5 (Piece 5) all year groups would have considered rights and responsibilities, rewards and consequences. Each class is then in a position to feed into the development of a Whole-School Learning Charter (the End of Puzzle Outcome for this Puzzle) – see the Jigsaw Approach/ folder introduction for further details about this.

Puzzle outcome: Lessons (Pieces) 5 and 6 are designed to help each class take ownership of the Whole-School Learning Charter. The aim for the Learning Charter is to bring a consistent positive behaviour system to the whole school. However individual year groups and classes can also make personalise it and make it meaningful and motivational for them by:

- Making a Learning Charter display in their classroom
- Possibly designing their own reward system E.g. stickers, target charts etc.

Your Jigsaw Lead in school should have discussed the approach to the Whole-School Learning Charter prior to the starting this unit (Puzzle). It is recommended that children, either using your student council, or a designated group of children, coordinate and collect the responses from each class and bring the ideas together as the whole-school Charter.

This Charter can then be launched in an assembly and shared with parents/carers so they can reinforce the messages at home. Leaflets can be designed by the children and it can also be part of your school website.

If your setting has been using Jigsaw for more than a year, this Charter can be refreshed year on year, making it meaningful for the current cohort of children as they have all had an input.

Schools may want professionally designed and produced materials to support their Learning Charter. For more information please email [office@janlevergroup.com](mailto:office@janlevergroup.com)

### Certificates

**For next lesson each child will need a personalised certificate. These can be found electronically on the Community Area of [www.jigsawpshe.com](http://www.jigsawpshe.com)**

## Being Me in My World

### Calm Me Script - Ages 5-6 - Piece 5

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

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

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



**Being Me in My World**  
Sample Learning Charter - Ages 5-6

# Our Learning Charter

## ↻ Rights

We have the right to:

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

## ↻ Responsibilities

We have the responsibility to:

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

## ↻ Rewards

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

## ↻ Consequences

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





## Being Me in My World

### Together as One - PowerPoint Slide 1 - Ages 5-6 - Piece 5



#### Together As One (Being Me In My World)

T - O - G - E - T - H - E - R  
T - O - G - E - T - H - E - R  
T - O - G - E - T - H - E - R

T, together,  
T, T, together as one.  
Together,  
T, T, together as one,  
Together,  
T, T, together as one.  
Together as one O-N-E.

Everybody stand up, let's sing it loud,  
Celebrate each other yeah, yeah, we're proud.  
Oh Oh (Shout it out!)  
Oh Oh Oh!

#### CHORUS

T, together,  
T, T, together as one.  
Together,  
T, T, together as one,  
Together,  
T, T, together as one.  
Together as one O-N-E.

Be kind to others and include everyone,  
Respect one another,  
It's a job well done.  
Oh, Oh (Shout it out!)  
Oh Oh Oh!

#### CHORUS

Everybody stand up, let's sing it loud,  
Celebrate our difference yeah, yeah, we're proud.  
Oh Oh (Shout it out!)  
Oh Oh Oh!

Be kind to others and include everyone,  
Respect one another,  
It's a job well done.  
Oh, Oh (Shout it out!)  
Oh Oh Oh!

#### CHORUS

## Being Me in My World

Scenario Picture Cards PowerPoint Slide 2 - Ages 5-6 - Piece 5



## Being Me in My World

'Scenario Picture Cards PowerPoint Slide 3 - Ages 5-6 - Piece 5



**Being Me in My World**  
Jerrie Cat PowerPoint Slide 4 - Ages 5-6 - Piece 5



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# Being Me in My World

## PowerPoint Slide 5: My Jigsaw Learning - Ages 5-6 - Piece 5



My Jigsaw Learning

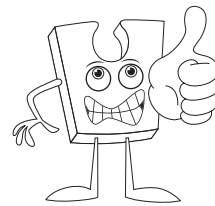
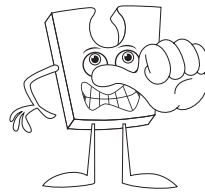
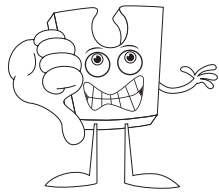
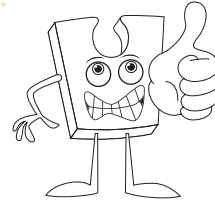
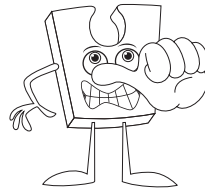
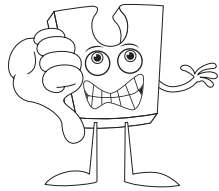
Being Me in My World - Piece 5

Ages 5-6

Name .....

I can recognise the choices I make and understand the consequences.

I recognise the range of feelings when I face certain consequences.



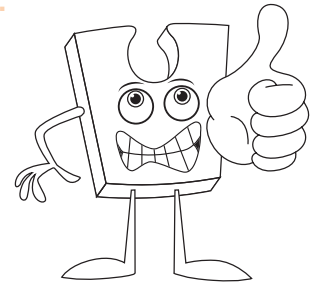
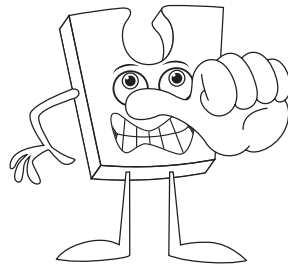
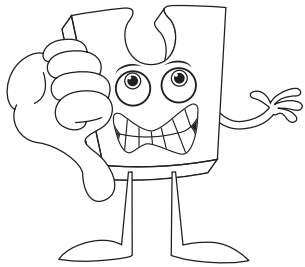
**My Jigsaw Learning**

**Being Me in My World - Piece 5**

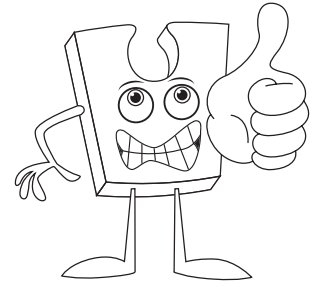
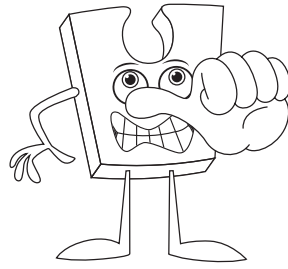
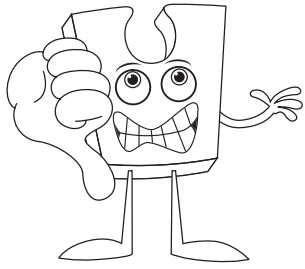
**Ages 5-6**

Name .....

I can recognise the choices I make and understand the consequences.



I recognise the range of feelings when I face certain consequences.



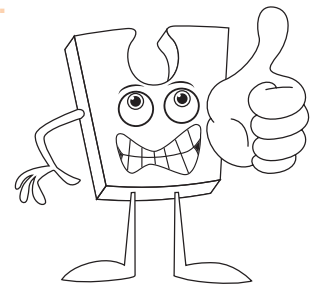
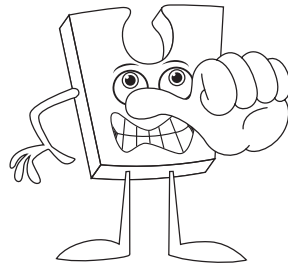
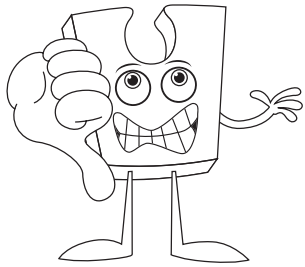
**My Jigsaw Learning**

**Being Me in My World - Piece 5**

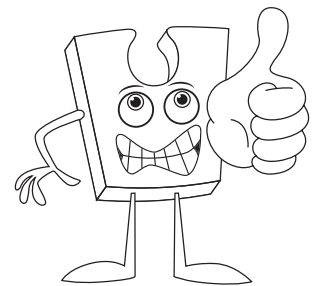
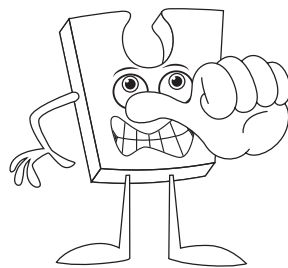
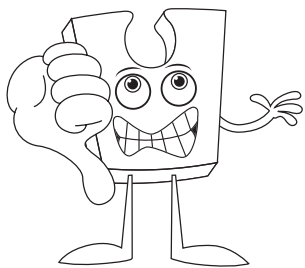
**Ages 5-6**

Name .....

I can recognise the choices I make and understand the consequences.



I recognise the range of feelings when I face certain consequences.



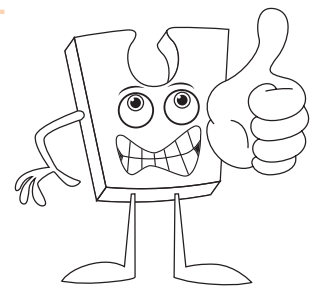
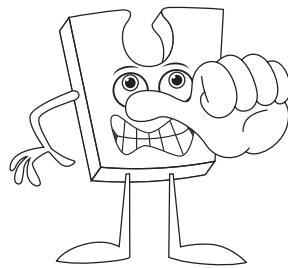
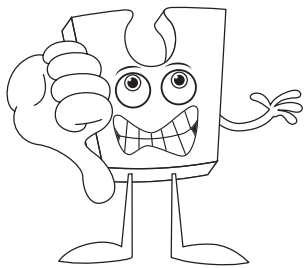
**My Jigsaw Learning**

**Being Me in My World - Piece 5**

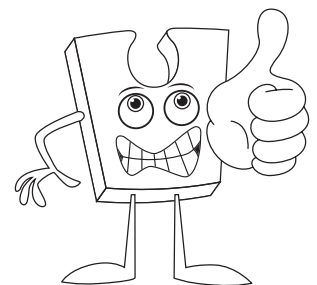
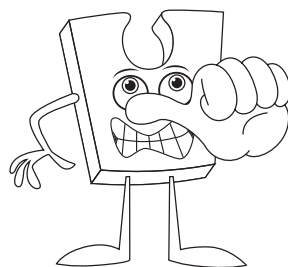
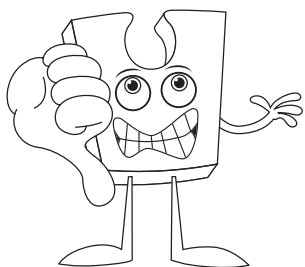
**Ages 5-6**

Name .....

I can recognise the choices I make and understand the consequences.



I recognise the range of feelings when I face certain consequences.





## Puzzle 1: Being Me in My World - Ages 5-6 - Piece 6

| Owning our Learning Charter  |   |
|--|---|
| <p><b>Puzzle 1 Outcome</b><br/><b>Our Learning Charter</b><br/>(See example Learning Charter)</p>  | <p><b>Please teach me to...</b><br/>understand my rights and responsibilities within our Learning Charter<br/>understand my choices in following the Learning Charter</p> |
| <p><b>Resources</b><br/>Jigsaw Charter<br/>Jigsaw Chime<br/>'Calm' pictures<br/>'Calm Me' script<br/>Flipchart and pens/pencils<br/>Flipchart from piece 3<br/>My Jigsaw Learning<br/>Jigsaw Jack<br/>Jigsaw Jerrie Cat<br/>Certificates for each child<br/>Jigsaw Journal</p>   | <p><b>Vocabulary</b><br/>Rights Responsibilities<br/>Learning Charter<br/>Illustration<br/>Rewards<br/>Consequences</p>   |
| <p><b>Teaching and Learning</b><br/><b>Teacher notes</b><br/>Observations and work from this lesson can be used as the summative assessment for this Puzzle (unit of work) alongside the student's weekly formative assessments and work from their Jigsaw Journals. As a result teachers may wish to consider giving this lesson slightly more curriculum time, and/or choose to do the Let me learn part of the lesson with the teacher(s) working with each group in turn.</p> <p><b>The Jigsaw Charter</b><br/>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b><br/>Option 1: Sing the 'We are Special' song to Jigsaw Jack from piece 2.<br/>Option 2: Play 'Jigsaw Jack says': Teacher asks the children to perform certain actions e.g clapping hands, standing up, put hands on head etc. The children should only do the action if the teacher says "Jigsaw Jack says..." beforehand, otherwise they should not do the action.</p> <p><b>Calm me</b><br/>Everyone, including adults, is sitting on chairs in a circle.<br/>Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime, the 'Calm Me' Script and the calm pictures from previous lessons if this help the children to focus.</p> <p><b>Open my mind</b><br/>Show the children the piece of flip chart again (from lesson 3) and remind them of the 'rules' they agreed upon to make the school/class a safe and positive place for learning.</p> | <p><b>Ask me this...</b></p> <p>How does this game help us work as a learning team?</p>   |



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

Explain that Jigsaw Jack is still a little bit muddled/ confused about the Learning Charter rules. Ask the children if they can explain or give examples to Jack to help him understand. This could be facilitated as a class discussion, or after some thinking time, Jigsaw Jack could be passed around the circle to hear the children's ideas. (If possible, have someone scribe the children's answers as part of the summative assessment of this unit (Puzzle)).

### **Let me learn**

Divide the children into smaller groups. Each group is going to draw a picture of their classroom following the Learning Charter. Before giving each group a piece of flip chart and colouring pencils/pens ask the children what Jigsaw Jack might see if everyone was following the Charter? These are the things they should draw on their pictures. While the children are doing this activity, circulate amongst the groups and ask them to explain why they feel that their class is a happy and safe place to learn. (To extend the more able children- ask them to explain this in terms of rights and responsibilities). Make notes/ scribe the children's discussions as part of the summative assessment for this unit (Puzzle). The children's picture could be displayed alongside the Learning Charter to make a classroom display/ or floor-book.

### **Help me reflect**

Using Jigsaw Jack passed around the circle, ask the children to complete the following stem sentence: I like learning in this class because.....

Repeat with the following stem sentence: I make my class happy and safe by.....

(These responses can also be scribed/noted as part of the summative assessment of this unit (Puzzle)).

Slide 1: Show the children My Jigsaw Learning sheet for this lesson, practise the thumbs-up, neutral and down as before, and then ask them to record this on the sheet and stick into their Jigsaw Journals.

How do you fee about the Learning Charter?  
What rights do we have in this classroom?  
What responsibilities do we have?)

### **Notes**

#### **Puzzle Outcome**

Lessons (Pieces) 5 and 6 are designed to help each class take ownership of the Whole-School Learning Charter. The aim for the Learning Charter is to bring a consistent positive behaviour system to the whole school. However, individual year groups and classes can also make personalise it and make it meaningful and motivational for them by:

- Making a learning charter display in their classroom
- Possibly designing their own reward system e.g. stickers, target charts etc.

Your Jigsaw Lead in school should have discussed the approach to the Whole-School Learning Charter prior to the starting this unit (Puzzle). It is recommended that children, either using your student council, or a designated group of children, coordinate and collect the responses from each class and bring the ideas together as the whole-school Charter.

This Charter can then be launched in an assembly and shared with parents/carers so they can reinforce the messages at home. Leaflets can be designed by the children and it can also be part of your school website.

If your setting has been using Jigsaw for more than a year, this charter can be refreshed year on year, making it meaningful for the current cohort of children as they have all had an input.

Schools may want professionally designed and produced materials to support their Learning Charter. For more information please email [office@janlevergroup.com](mailto:office@janlevergroup.com)

#### **Certificates**

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.

Jigsaw takes every opportunity to build children's self-esteem, so it is important that the certificates are personalised. An electronic file of 30 certificates should speed up this process. (Community Area/Resources).



## Being Me in My World

### Calm Me Script - Ages 5-6 - Piece 6

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

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

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



# Our Learning Charter

## ↻ Rights

We have the right to:

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

## ↻ Responsibilities

We have the responsibility to:

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

## ↻ Rewards

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

## ↻ Consequences

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



# Being Me in My World

## PowerPoint Slide 1: My Jigsaw Learning - Ages 5-6 - Piece 6



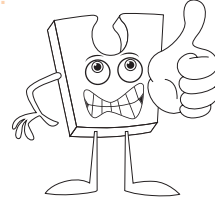
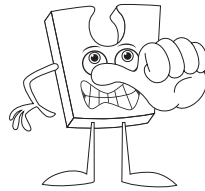
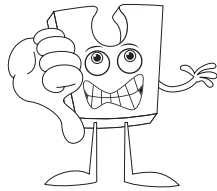
My Jigsaw Learning

Being Me in My World - Piece 6

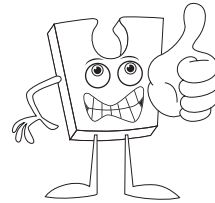
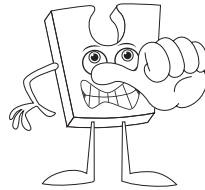
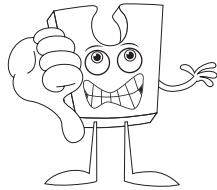
Ages 5-6

Name .....

I understand my rights and responsibilities within our Learning Charter.



I understand my choices in following the Learning Charter.



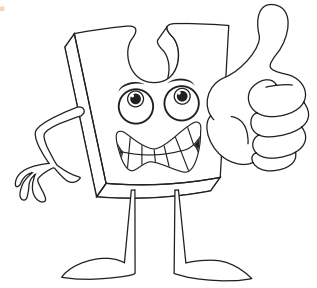
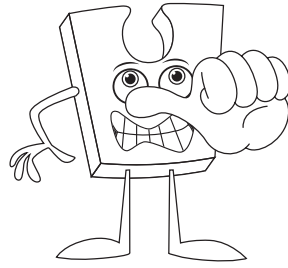
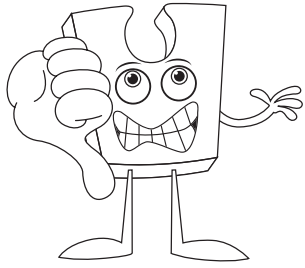
My Jigsaw Learning

Being Me in My World - Piece 6

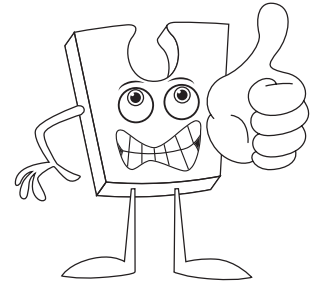
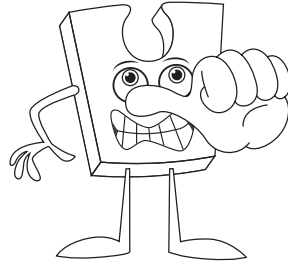
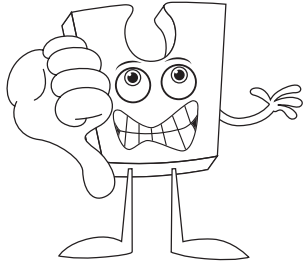
Ages 5-6

Name .....

I understand my rights and responsibilities within our Learning Charter.



I understand my choices in following the Learning Charter.



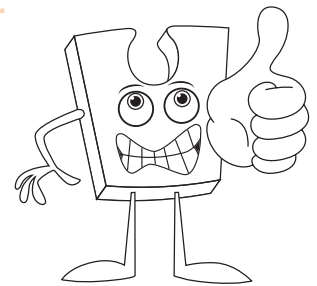
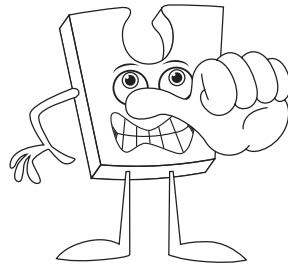
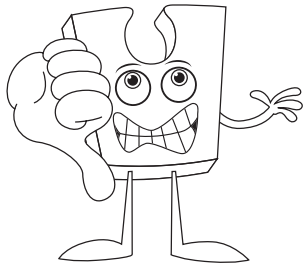
My Jigsaw Learning

Being Me in My World - Piece 6

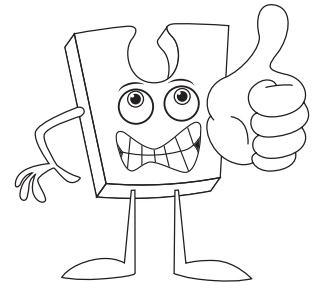
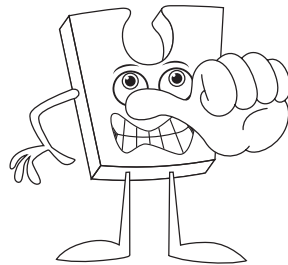
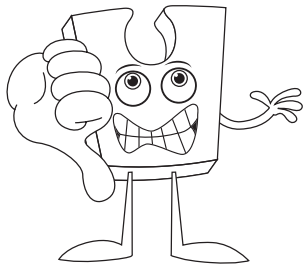
Ages 5-6

Name .....

I understand my rights and responsibilities within our Learning Charter.



I understand my choices in following the Learning Charter.



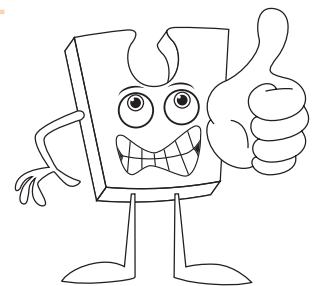
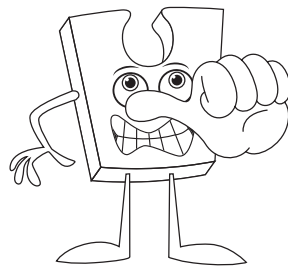
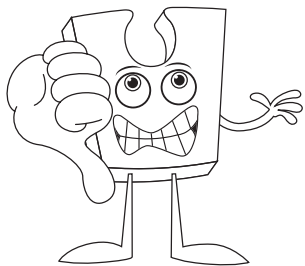
My Jigsaw Learning

Being Me in My World - Piece 6

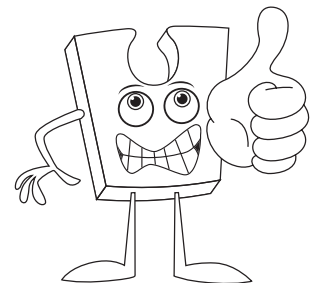
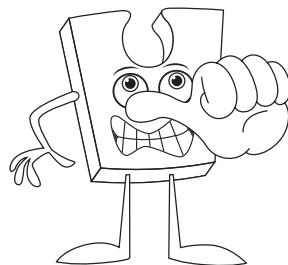
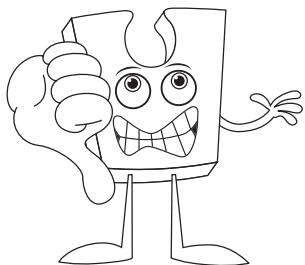
Ages 5-6

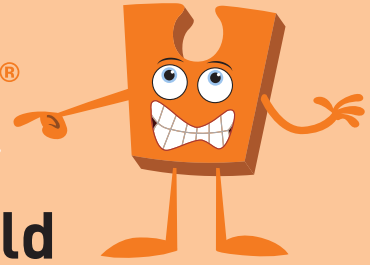
Name .....

I understand my rights and responsibilities within our Learning Charter.



I understand my choices in following the Learning Charter.





# Being Me in My World

Well done!



Please feel proud that you have learnt to:



.....

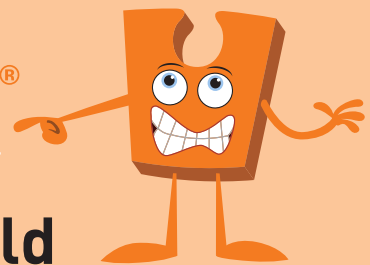
I am especially pleased that you:

.....

I am proud that I can:

.....

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



# Being Me in My World

Well done!



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 5-6 **Being Me in My World** Puzzle

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

### WORKING TOWARDS

I like being in my class because I have friends.

I am a good friend.

### Ages 5-6 expectation

### WORKING AT

My class is happy and safe because we have a Learning Charter to help us, and we have kind teachers.

I make the class happy because I am kind to other people. My teacher makes the class safe by looking after us.

### WORKING BEYOND

It isn't fair when people are unkind to each other because it stops them from working. We all have a right to learn.

Our Learning Charter helps everyone make the right choices and be responsible.

